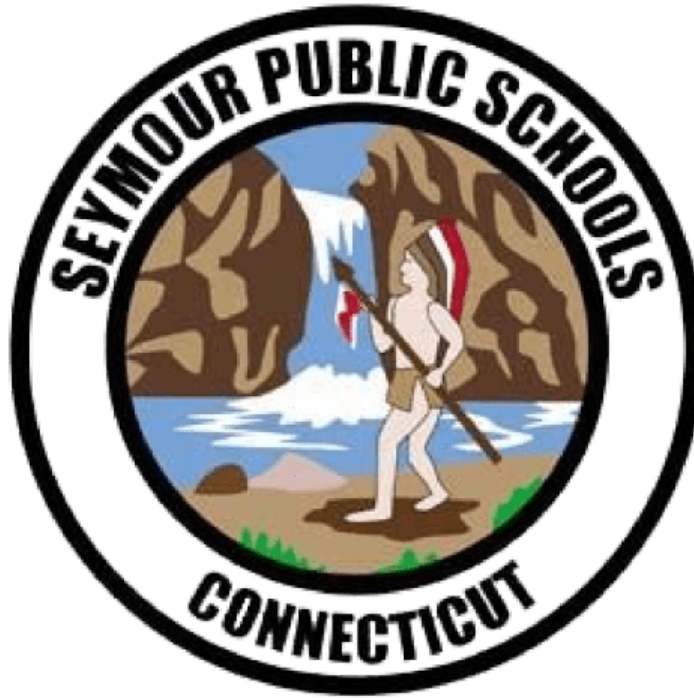


Seymour Public Schools

Leader and Educator Evaluation and Support Plan

2024-2025



Contents

Seymour Leader Evaluation and Support Plan

Vision	3
The Purpose of this Model Guide	3
Guiding Principles	3
Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support	4
Standards and Criteria for Leaders	4
Professional Learning Standards and Structures	5
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement	5
Growth Criteria	10
Tiered Support and Corrective Support Planning	10
Corrective Support Plan	10
Dispute Resolution	11
The Role of the Professional Development and Evaluation Committee (PDEC)	12
Local and State Reporting	13
Technical Assistance and Professional Learning	13
Appendices — Leader: Information and Resources to Support Effective Implementation	14
Appendix A: Sample Reflection Questions – Leader	15
Appendix B: Definition of Cohorts – Leader	17
Appendix C: Growth Criteria and Sources of Evidence – Leader	18
Appendix D: General Glossary – Leader	19
Appendix E: Glossary of Professional Learning Opportunities – Leader	23
Appendix F: Continuous Learning Process – Leader	25
Appendix G: Observation/Site Visit Forms – Leader	30
Appendix H: Sample Corrective Support Plan – Leader	34
Seymour Educator Support and Development	37

Seymour Public Schools

Seymour Board of Education Members		District PDEC Members			
Christopher Champagne , BOE Chair Kristen Bruno , BOE Vice Chair Stephan Behuniak , BOE Secretary James Garofalo , BOE Member Kristen Harmeling , BOE Member Jay Hatfield , BOE Member Shannon Levey , BOE Member Lori Nespoli , BOE Member Ed Strumello , BOE Member					
		Members	Position	Members	Position
		Dr. Susan Compton	Superintendent		
		Mary Sue Feige Co-Chair	Director of Curriculum	Colette Kimball	CLS-Teacher
		Meagan Krushinski Co-Chair	SMS-Teacher	Gina Kindt	BES-Teacher
		Allen Aldrich	SHS-Teacher	Stacey Long	BES-Assistant Principal
		Jennifer Batterton	SMS-Teacher	Paul Lucke	SHS-Assistant Principal
		Kristopher Boyle	Director of Special Services	John McCasland	SHS-Teacher
		Rebecca DeAngelis	CLS-Teacher	David Olechna	CLS-Principal
		Ernie DiStasi	CSL-Assistant Principal	Keith O'Rourke	SMS-Principal
		James Freund	SHS-Principal	Lauren Reid	BES-Principal
		Megan Goletz	BES-Teacher	Kathleen Reynolds	SMS-Assistant Principal
		Karen Heslin	Paraeducator Union President		

Vision

All Seymour 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 students experience growth and success.

The Purpose of this Plan

Seymour's Evaluation and Support Plan is designed to support a comprehensive educator and leader 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 Statutes 10-151b requires that "the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher."

Seymour's Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Seymour's Professional Development and Evaluation Committees (PDEC) adopted the Leader portion of Connecticut's model plan and created their own educator plan to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023.

Guiding Principles

The transformational design of the leader evaluation and support plan is grounded in six guiding principles that use high quality professional learning to advance leader practice, 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 leader growth and agency** (*meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus*).
- **Meaningful connections to professional learning** (*provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful*).
- **Specific, timely, accurate, actionable, and reciprocal feedback.**

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

Both the leader and educator evaluation plans are based on 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 outcomes 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 Leaders

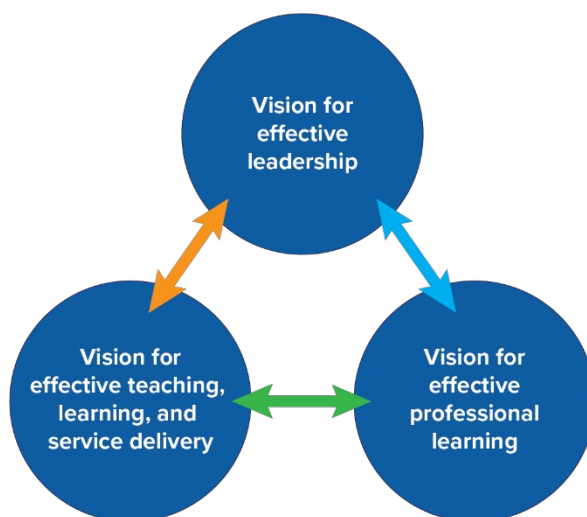
One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national 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

1. [Professional Standards for School Leaders \(PSEL\)](#)
2. [Learning Forward's Professional Learning Standards \(2022\)](#)

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.



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 continuous learning process is to provide leaders 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. 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.

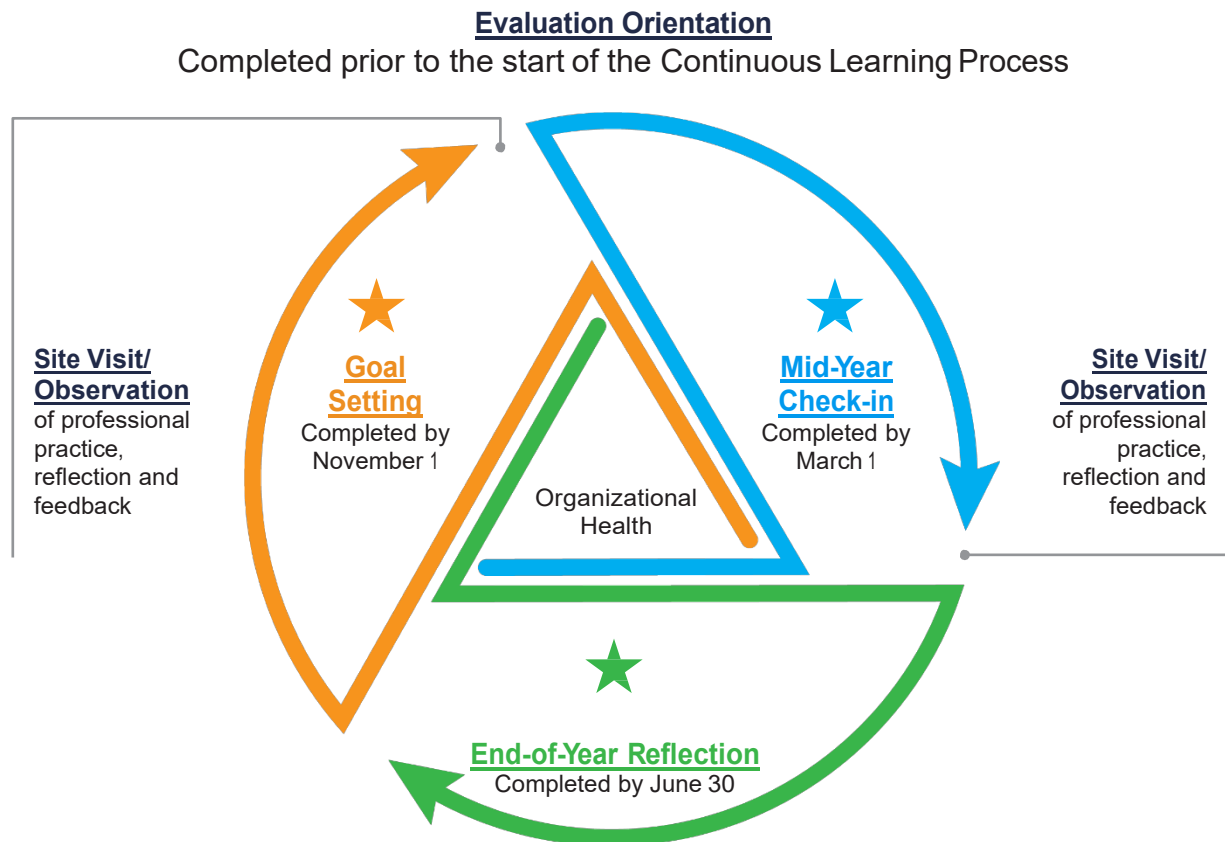
At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — 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, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process



Goal Setting Completed by November 30

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 March 31

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

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

End-of-Year Reflection Completed by June 30

End-of-Year Reflection and Feedback Process

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

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Orientation on the leader 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/site visits
- 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 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 ([see appendix B](#)). 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.

Midyear Check-in (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 (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

Who:

- New to leadership role (e.g., principal from assistant principal etc.; first three years)
- New to LEA (first three years)

What:

- Three 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

Cohort 2

Who:

- Leaders who have successfully completed Cohort 1 in their current LEA

What:

- 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

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

[See appendix C for further detail.](#)

Tiered 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 ([see appendix H](#)).

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 appendix H](#) 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 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.

Process

The leader 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 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 workdays of the meeting with his/her/their evaluator (step 1). The leader 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 or designee 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 and to notify the superintendent of the decision.

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

b. Option 2:

The leader being evaluated requests that the superintendent or 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.

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 to propose to the local board of education for mutual agreement.

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

Other School Personnel	Educator	Leader
<ul style="list-style-type: none"> Attendance counselor Paraeducator (required) Behavior technician Parent and family liaison Social emotional support staff 	<ul style="list-style-type: none"> Classroom teacher CTE teacher Library media specialist Reading interventionist Instructional coach Special education teacher Social worker School psychologist Speech pathologist 	<ul style="list-style-type: none"> 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 state model evaluation and support plan 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 guidelines 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 — Leader:
Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions – Leader

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 leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, 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 B: Definition of Cohorts – Leader

Definition of Cohorts

Cohort 1

Who:

- New to leadership role (e.g., principal from assistant principal etc.; first three years)
- New to LEA (first three years)

What:

- Three 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

Cohort 2

Who:

- Leaders who have successfully completed Cohort 1 in their current LEA

What:

- 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

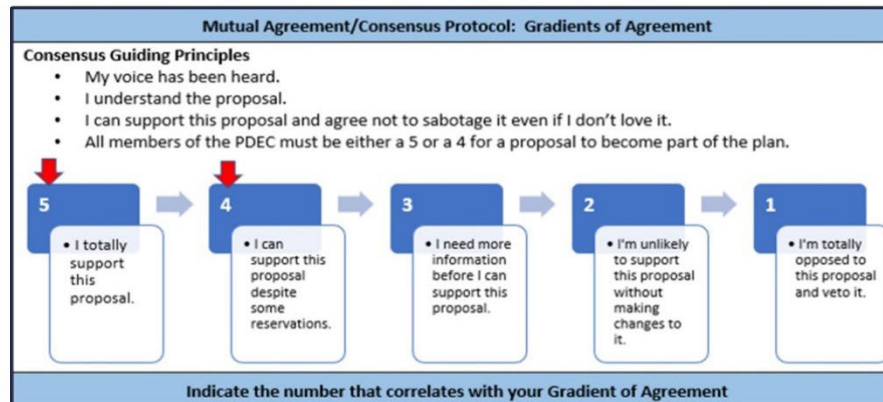
Appendix C: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> The leader can demonstrate how they developed 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. <p>Impact on the Organization</p> <ul style="list-style-type: none"> 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. <p>Impact on Community</p> <ul style="list-style-type: none"> The leader can demonstrate how they worked effectively with colleagues/families/community. 	<ul style="list-style-type: none"> Information from site visits Strategic plans Learning walk/instructional rounds Self-reflection (e.g., journals, 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 measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) Systems and structures

Appendix D: General Glossary – Leader

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>

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; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

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 and 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.

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 Process (CAPA)

dispute resolution: A process for resolving disputes in cases where the evaluator and leader 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, site visit feedback, and reflections of the leader impact on organizational health, educator growth, and student learning, growth, and achievement as part of the leader 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 a leader’s performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

goals and standards: Should be a high leverage goal based on 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 practice.

growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader’s new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader’s new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

high leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

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 assistant 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, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. 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 on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. 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 E, 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, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader 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 is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

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 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

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 E: Glossary of Professional Learning Opportunities – Leader

High quality professional learning enhances both leader practice and outcomes for each and every educator and 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 F: Continuous Learning Process – Leader

Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

Date

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

Download these forms:



[Leader Goal-Setting Form](#)



[Leader/Site Visit Form](#)



[Leader Mid-Year Check-In Form](#)



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



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

Leader Information

[Download this form](#)

Name:		Location:	
Select One: <ul style="list-style-type: none"> Cohort 1 <i>*New to leader role or first three years in LEA</i> Cohort 2 <i>*Years 4 (in LEA)</i> 	Select One: <ul style="list-style-type: none"> Individual goal Collaborative goal <i>Decided upon mutual agreement.</i>	Select One: <ul style="list-style-type: none"> 1-year goal 2-year goal 3-year goal <i>Decided upon mutual agreement.</i>	Select One: <ul style="list-style-type: none"> PSEL Rubric

[Download this form](#)

Beginning-of-the-Year Goals and Planning	
Self-Reflection <i>Completed by Leader</i> See Sample Reflection Questions	
Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. See Examples of Evidence Types	
Goal, Rationale, Alignment and Professional Learning Plan <i>Completed by Leader</i>	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal? <i>See professional learning and action questions to guide your plan.</i>	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	
Goal Setting Conference <i>Completed by Evaluator (By November 1)</i>	
<div> <div> Notes: </div> <div> Date </div> </div>	
<div> <div> Supports Required/Suggested <ul style="list-style-type: none"> Tier 1 Tier 2 (Link to Examples of Supports) Tier 3 (Link to Examples of Supports) </div> </div>	


[Download this form](#)

Planned Site Visit/Observation of Professional Practice

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

[Observation of Professional Practice/Site Visit #1 - Required](#)

[Additional Observation of Professional Practice/Site Visit](#)

Midyear Check-in: Reflection, Adjustment(s), and Next Steps

Completed by Leader

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

[See Sample Reflection Questions](#) and [Professional Learning and Action Questions](#)

What has been your progress to date on your professional learning plan and your goal(s), and how do you know? What are your next steps and why?

Self-Reflection:

Links to Evidence:

Midyear Conference

Completed by Evaluator (by March 1)

Date

Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

[Observation of Professional Practice/Site Visit #2 - Required](#)

[Additional Observation of Professional Practice/Site Visit](#)

[Download this form](#)

End-of-Year Reflection and Feedback Process

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

Self-Reflection

Completed by Leader

[See Sample Reflection Questions](#) and [Professional Learning and Action Questions](#)

What impact did your new learning have on your practice/goal(s), and how do you know?

What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/or achievement, and/or on organizational health, and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

Self-Reflection:

Links to Evidence:


[Download this form](#)

End-of-Year Conference <i>Completed by Evaluator (by June 30)</i> <u>Date</u>	
Summative Feedback and Growth Criteria <i>Completed by Evaluator</i> See appendix for full description	
Summative Feedback	
Development of new learning and impact on leadership practice related to goal(s).	
Impact of new learning and leadership practice on key partners and or organizational outcomes.	
Impact of new learning on greater community.	
Successful Completion of the Evaluative Cycle	<ul style="list-style-type: none"> • Yes • No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <ul style="list-style-type: none"> • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below) 	If Tier 2 and/or Tier 3, please specify strategies:
For multi-year goals only: <ul style="list-style-type: none"> • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)? 	<ul style="list-style-type: none"> • Leader will continue multi-year goal. • Leader will adjust multi-year goal. • Leader completed multi-year goal. Notes:
Leader Signature	Date:
Evaluator Signature	Date:

Appendix G: Observation/Site Visit Forms – Leader

 [Download this form](#)

Leader Evaluation Observation/Site Visit #1 – Required		
Name:		Location:
Administrator Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	


[Download this form](#)

Leader Evaluation Observation/Site Visit #2 – Required		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	


[Download this form](#)

Leader Evaluation Observation/Site Visit #3		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> Cohort 1 (Pre-/Post-Conference Required) Cohort 2 (Post-Conference Required) Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	


[Download this form](#)

Leader Evaluation Observation/Site Visit #4		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> Cohort 1 (Pre-/Post-Conference Required) Cohort 2 (Post-Conference Required) Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are their patterns, trends or outliers		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Appendix H: Sample Corrective Support Plan – Leader

(Sample)

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with _____. Tiered supports have been provided by the evaluator throughout the year. (Leader 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 Leader 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 Leader 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.

Seymour Public Schools

Educator Support and Development Plan



THE SEYMOUR PDEC

The members of the Seymour Professional Development and Evaluation Committee (PDEC) collaboratively created Seymour's Educator Support and Development Plan, which is based on Charlotte Danielson's Framework for Teaching and is also aligned with Connecticut's Common Core of Teaching and Connecticut's Guideline's for Educator Evaluation and Support (2023). In accordance with Connecticut General Statute 10-220a(b), Seymour's PDEC is comprised of teachers, a paraeducator, and administrators selected by their respective collective bargaining units. The district's Board of Education and the district's PDEC came to mutual agreement on both the leader and educator portions of Seymour's growth and support plan.

The Seymour Educator Support and Development plan promotes trust and co-ownership of teaching and learning. It promotes on-going educator professional learning, quality feedback, and shared responsibility for the academic growth, school engagement, and social emotional development of children.

Seymour's PDEC meets at least four-five times throughout the school year. The committee reviews feedback on the implementation of district's evaluation process and procedures on an ongoing basis, and using this information, along with other sources of data, annually updates the evaluation plan in the spring or early summer. Seymour's PDEC also plans an annual back-to-school orientation in the fall to explain the evaluation process and procedures to all educators and administrators. It also schedules ongoing training during the school year to ensure all educators and stakeholders understand the differentiated processes, learning opportunities, and varied supports available. The PDEC also annually creates the district's professional development calendar, which includes trainings to help educators and administrators meet their learning goals, enhance their practice, and promote student learning, growth, and wellbeing.

PDEC COMPOSITION

Member Name	Bargaining Unit	Position	Email
Superintendent: Dr. Susan Compton	---	Superintendent	scompton@seymourschools.org
CEA Liaison: Kate Field	CEA	CT Educator Association Representative	katef@cea.org
Co-chair # 1: Mary Sue Feige	Administrator	Director of Curriculum and Instruction	msuefeige@seymourschools.org
Co-chair # 2: Meagan Krushinski	Teacher	SEA President	mkrushinski@seymourschools.org
Allen Aldrich	Teacher	SHS	aaldrich@seymourschools.org
Jennifer Batterton	Teacher	SMS	jbatterton@seymourschools.org
Kristopher Boyle	Administrator	Director of Special	kboyle@seymourschools.org
Rebecca DeAngelis	Teacher	Services	rdeangelis@seymourschools.org
Ernie DiStasi	Administrator	CLS	edistasi@seymourschools.org
James Freund	Administrator	CLS Assistant Principal SHS Principal	jfreund@seymourschools.org
Megan Goletz	Teacher	BES	mgoletz@seymourschools.org
Karen Heslin	Paraeducator	CLS Paraeducator President	kheslin@seymourschools.org

Colette Kimball	Teacher	CLS	ckimball@seymourschools.org
Gina Kindt	Teacher	BES	gkindt@seymourschools.org
Stacey Long	Administrator	BES Assistant Principal	slong@seymourschools.org
Paul Lucke	Administrator	SHS Assistant Principal	plucke@seymourschools.org
John McCasland	Teacher	SHS	jmccasland@seymourschools.org
David Olechna	Administrator	SHS Principal	dolechna@seymourschools.org
Keith O'Rourke	Administrator	SMS Principal	korourke@seymourschools.org
Lauren Reid	Administrator	BES Principal	lreid@seymourschools.org
Kathleen Reynolds	Administrator	SMS Assistant Principal; SSAA President	kreynolds@seymourschools.org

CONSENSUS PROTOCOL

Important PDEC decisions related to educator evaluation and professional development are made through mutual agreement or consensus. Unlike a majority vote, which has winners and losers, a consensus decision is a win-win, because it results in a decision everyone can support, even if there are minor reservations. Mutual agreement or consensus can be difficult to achieve, however, especially if there are strong, conflicting views. The following protocol, adapted from the Connecticut Department of Education should be utilized when mutual agreement is difficult to reach.

When it is time for the PDEC to make an important decision, each PDEC member should rate their level of agreement using the chart below. If every PDEC member is at least a 4, the decision can be considered mutually agreed upon. If even one person is below a 4, however, there is no agreement, and discussion and compromise should continue. If sincere and repeated efforts to reach mutual agreement have failed, the co-chairs of the PDEC may average all the votes, and if the average is at least a 4, the decision may be considered agreed upon.

A vertical scale with five levels, each represented by a purple pill-shaped button with a white circle containing the number. The text to the right of each number describes the level of support.

Level	Description
5	I'm in total support of this.
4	I can support this despite minor reservations.
3	I need more information before I can support this.
2	I am unlikely to support this without changes.
1	I veto this.

ANNUAL TIMELINE

Seymour's Educator Growth and Development Plan is rooted in an annual timeline designed to promote reflection, ongoing dialogue between teachers and evaluators, and regular opportunities for progress check-ins. Annual conferences are also required by Connecticut Guidelines for Educator Evaluation (2023). Before an administrator can evaluate an educator, they must have either an 092 or 093 certification and attend an orientation and training around the district's evaluation protocols and procedures.

An orientation to the requirements of Seymour's growth and support plan will be provided at the beginning of each school year.

A goal-setting conference must occur each year by October 31, even if a teacher sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or make agreed upon adjustments to a multi-year goal based on evidence and ongoing reflection. This initial conference also provides an opportunity for teachers and evaluators to reflect and discuss the resources, professional learning, and other supports that might be helpful over the course of the upcoming year.

Either a formal observation for initial educators and those new to the district or an informal observation for experienced educators must take place prior to midyear conference to ensure all educators receive feedback on their practice early in the year. The mid-year is a required check-in and must occur by February 28.

The summative conference must be held before the last day of school. The educator must complete the educator portion of the end-of-year summative conference form at least 10 days prior to their scheduled conference. The educator section requires the educator to summarize their professional growth over the course of the year and reflect on its impact on students and/or the school community.

EDUCATOR PRACTICE

Seymour's Educator Support and Development plan is differentiated for teachers in different roles and stages of their careers. Classroom teachers are observed using the single-point [Classroom Observation Rubric](#) based on Charlotte Danielson's Framework for Teaching. Specialists who do not directly provide classroom instruction, such as the school psychologist or social worker, should use https://docs.google.com/document/d/1t8cJ_4WjRyNi-HtDVWWv_fjw9k2TYef3/edit?usp=sharing&oid=118092196266194807151&rtpof=true&sd=true the single-point observation of professional practice rubrics.

Teachers with an Initial Certificate or Teachers in Year 1 or 2 in Seymour	Teachers with a Provisional or Professional Certificate	Observation requirements
<p>Two formal observations with pre- and post-conferences</p> <ul style="list-style-type: none"> Formal 1 by 10/31 Formal 2 by 3/15 Additional formal observations may be scheduled if concerns are documented. 	<p>One formal observation of practice every 3 years</p> <ul style="list-style-type: none"> The formal must occur before the midyear conference (Feb. 28). Pre/post conferences are required. Additional formal observations may be scheduled if concerns are documented. 	<p>Formal observations of practice are no less than 30 minutes long and are scheduled ahead of time at a mutually agreed upon time. Formal observations are followed by written feedback within 10 school days.</p> <p>A formal observation of practice doesn't have to take place in a classroom and could include a concert, art show, review of artifacts, PD facilitation, or book club, among other mutually agreed upon options.</p>

At least 1-3 informal observations each year, the number determined and mutually agreed upon by the PDEC, with at least 1 prior to the midyear conference.	At least 1-3 informal observations should be conducted in years without a formal observation, the number determined and mutually agreed upon by PDEC members, with at least 1 prior to the midyear conference.	Informal observations or walk-throughs are not less than 10 minutes long and must be followed by either written or verbal feedback within two school days.
--	--	--

QUALITY FEEDBACK FUELS GROWTH

Quality feedback paired with meaningful support is the fuel that drives educator growth. Feedback is based on multiple sources of qualitative and quantitative evidence and aligned to the standards found on the district's rubrics based on Danielson's Framework for Teaching. Feedback in Seymour's plan should be timely, specific, constructive and celebrate an educator's strengths as well as provide the guidance and support needed to ensure ongoing professional growth.

Feedback must be provided at each of the three annual conferences and following every observation. Verbal feedback must be provided within two school days and written feedback provided within ten school days.

All evaluators must be trained in the district's observation protocols and regularly engage in calibration exercises with the other evaluators in the district. Trainings are planned or arranged through the district PDEC. In addition, all evaluators receive regular professional development on high-quality constructive feedback and support strategies to help them meaningfully support teachers' professional growth.

EDUCATOR GROWTH GOALS

MUTUAL AGREEMENT

Each teacher and their assigned evaluator must mutually agree on a professional growth goal aligned to agreed upon standards and multiple (at least two) associated indicators or measures of accomplishment. Measures of accomplishment (or indicators of growth) are ways the teacher can demonstrate progress toward their goal and illustrate the impact on student learning, growth and achievement and on the organizational health of the school community. Indicators or measures of accomplishment should be varied to create a full picture of growth and include both qualitative and quantitative measures. Mutually agreed upon qualitative and quantitative indicators/measures may include (but not be limited to): a sample of lesson plans, a sample of student artifacts, performance assessment data, presentations of learning, grades, survey results, assessment data, student behavior data, and educator and/or student self-reflections.

TEACHERS WITH AN INITIAL EDUCATOR CERTIFICATE and TEACHERS IN YEARS 1 or 2 IN THE SEYMOUR SCHOOL DISTRICT

Teachers with an initial educator certificate and those new to the district are required to set one professional growth goal each year, and, if required to complete TEAM, are encouraged to align their goal with one of the TEAM

modules. Teachers may also set collaborative goals if this is mutually agreed to.

TEACHERS WITH PROVISIONAL or PROFESSIONAL CERTIFICATES

Experienced teachers with provisional or professional certification who have tenure in Seymour are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year provided there is mutual agreement.

DISPUTE RESOLUTION

IMPORTANCE OF A NEUTRAL THIRD PARTY

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

An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process and involve the teacher's collective bargaining unit. If informal attempts to resolve the conflict are unsuccessful, a subcommittee of the PDEC will be convened to formally settle the matter. The subcommittee must include one person selected by the teacher or teachers involved, one person selected by the administrator(s) involved, and a mutually agreed upon neutral third party. A neutral third party is essential to a fair resolution. The neutral party does not have to be a member of the PDEC or work within the district.

The dispute resolution committee should review Seymour's evaluation protocols and be provided a fact sheet containing dispute resolution strategies to refer to as a resource. The sub-committee must ultimately reach a fair, mutually agreed upon settlement to the dispute.

Claims that the district has failed to follow the established procedures of the

evaluation and support program shall be subject to the grievance procedures sent forth in the current collective bargaining contract for educators.



TIERED INFORMAL SUPPORT

Teachers may, from time to time, require more support than can be provided in the regular support and development process, and may need additional tiers of support to help them improve. If individuals do not improve despite extra support, this could lead to the initial level of a formal support/corrective action plan. By statute, this decision must involve the bargaining unit.

CRITERIA MUST BE MET BEFORE PLACEMENT ON A FORMAL SUPPORT/CORRECTIVE ACTION PLAN

Before a teacher can be placed on a formal support/corrective action plan, the following conditions must be met:

- A pattern of ongoing concerns must be documented in the feedback provided to the teacher.
- The evaluator must try to informally help the teacher address documented concerns before developing a formal support/corrective action plan. Teachers must move through three tiers of informal support before a formal plan is developed. All teachers are entitled to a basic level of support, such as professional development workshops and quality feedback (tier 1). If ongoing concerns are documented despite general tier 1 support, this may require support beyond what is commonly provided to all teachers—informal supports

that are targeted to specific, ongoing concerns are considered tier 2 supports, which should be documented. If improvement is not noted after tier 2 supports are provided, tier 3 informal supports may be considered, which are more intensive and sustained. Collective bargaining must be notified as soon as Tier 3 supports are warranted. Tier 3 supports should also be documented. A description and examples of tiered informal supports can be found [here](#).

- If concerns persist even after all three tiers of support are provided, the evaluator may indicate on the summative report that the teacher's annual evaluation was unsuccessfully completed, which signifies the need for the development of a formal support/corrective action plan.
- A collective bargaining representative should already be aware of concerns *before* placement on a formal support/corrective action plan. The teacher and the collective bargaining representative must be involved in the creation of the formal plan.
- A teacher in danger of being placed on a formal plan must have a summative conference no later than June 1.

FORMAL SUPPORT/CORRECTIVE ACTION PROCESS

LEVELS OF SCAFFOLDED FORMAL SUPPORT

Formal Support/Corrective Action plans should never be punitive or overwhelming and must provide sequential levels of targeted, meaningful support. Support plans exist for those educators who are unable to resolve performance concerns despite being provided three informal tiers of support. The duration of a plan should be at least 35 days and be extended if a teacher is making some progress but not yet meeting all the criteria to exit the plan. Teachers who are not meeting any of the criteria of their plan upon its conclusion may move up one level of support if this is appropriate. The collective bargaining unit must be involved at every level. The three levels of formal support are:

Level 1: Initial Formal Support

Level 2: Targeted Formal Support

Level 3: Intensive Formal Support

REQUIRED COMPONENTS

In accordance with state statute, corrective action plans must be created in consultation with the teacher and their collective bargaining representative and include the following: clear objectives specific to documented area(s) of concern, resources, supports and interventions to be provided by the district, a specific timeline for implementing resources, support, and interventions, supportive actions by the evaluator, and clear criteria for success.

THE SUMMATIVE GROWTH REPORT

Seymour's Growth and Support Plan includes an annual summary of educator growth, which is required under Connecticut State Guidelines for Educator Evaluation (2023). This report, which can be found [here](#), includes a self-reflection from the educator on the impact of their goal on their practice, on student learning and growth, and on the health of the school organization/community. The form and a brief section completed by the evaluator summarizing the feedback provided to the educator over the course of the year. The report should celebrate the educator's accomplishments as well as identify two or three specific action steps to guide and support the educator's ongoing growth and maximize their impact on students the following year. The summary report must also, to comply with state requirements, include a box indicating successful completion of the annual growth and support process.

The purpose of the summative growth report is not to provide a rating or to indicate whether the educator has "passed" or "failed." The purpose of the report is to document and celebrate the growth the educator has made over the course of the year and to provide an opportunity for the teacher and evaluator to reflect on specific ways to build on this growth the following year.

EVALUATION FORMS

Classroom Observation Rubric

Modified from Charlotte Danielson's Framework for Teaching

Teacher:	Subject:	Date:
Observer/Evaluator:	Time in:	Time Out:

Planning and Preparation	Indicators	Evidence or Questions
1a: Demonstrating Knowledge of Content	Teacher can articulate content knowledge related to the lesson being observed.	
	Teacher uses a variety of resources and materials to support content instruction.	
	Teacher connects content to students' prior knowledge and experiences.	
	Teacher demonstrates an understanding of how content connects to other subjects and the real world.	
1b: Demonstrating Knowledge of Students	Teacher understands individual student learning needs and abilities.	
	Teacher uses formative assessments to guide instruction and adjust instruction as needed.	

	Teacher uses a variety of teaching strategies to address different learning styles and preferences.	
	Teacher engages students in meaningful and challenging learning experiences.	
1c: Setting Instructional Goals	Teacher has clear instructional goals and objectives for the lesson being observed.	
	Goals and objectives are aligned with state and district standards.	
	Goals and objectives are communicated to students in a clear and understandable manner.	
	Goals and objectives are adjusted as needed based on student progress and needs.	
1d: Demonstrating Knowledge of Resources	Teacher uses a variety of resources and materials to support student learning.	
	Teacher selects appropriate resources and materials based on student needs and interests.	
	Teacher makes effective use of technology to support student learning.	

	Teacher provides students with access to a variety of print and digital resources.	
Classroom Environment	Indicators	Evidence or Questions
2a: Creating an Environment of Respect & Rapport	Teacher demonstrates a positive attitude towards students.	
	Teacher models respect and positive communication with students.	
	Teacher establishes clear and consistent expectations for student behavior.	
	Teacher creates a welcoming and inclusive learning environment.	
2b: Establishing a Culture for Learning	Teacher fosters a culture of curiosity, inquiry, and intellectual risk-taking.	
	Teacher encourages student collaboration and communication.	
	Teacher provides opportunities for student choice and autonomy in learning.	

	Teacher creates a supportive and safe learning environment.	
2c: Managing Classroom Procedures	Teacher establishes and communicates clear classroom procedures and routines.	
	Teacher manages classroom transitions and interruptions effectively.	
	Teacher uses time effectively to maximize student learning.	
	Teacher establishes and communicates clear expectations for materials and equipment use.	
2d: Managing Student Behavior	Teacher uses a range of positive behavior management strategies to promote student engagement and learning.	
	Teacher responds appropriately to student misbehavior and addresses it in a timely and respectful manner.	
	Teacher uses appropriate consequences and rewards to promote positive behavior.	
	Teacher communicates with parents and colleagues about student behavior when necessary.	

Instruction	Indicators	Evidence or Questions
3a: Communicating with Students	Teacher communicates clear and accurate information to students.	
	Teacher uses language and examples that are appropriate for students' age and ability level.	
	Teacher encourages student questions and comments and responds to them respectfully.	
	Teacher uses nonverbal cues and body language to support student understanding and engagement.	
3b: Questioning & Discussion Techniques	Teacher uses open-ended questions that promote critical thinking and discussion.	
	Teacher facilitates student-to-student discussion and encourages active participation from all students.	
	Teacher provides feedback and guidance to students during discussion.	
	Teacher uses questioning and discussion to assess student learning and understanding.	

3c: Engaging Students in Learning	Teacher uses a variety of instructional strategies to engage students in learning.	
	Teacher provides opportunities for students to work collaboratively and independently.	
	Teacher uses technology and multimedia resources to enhance student learning.	
	Teacher provides opportunities for student choice	
3d: Using Assessment in Instruction	Teacher uses formative assessments to guide instruction and adjust teaching as needed.	
	Teacher provides timely and specific feedback to students on their progress and learning.	
	Teacher involves students in self-assessment & goal-setting.	

Note: Not all indicators will need to be observed over the course of a single observation. Domain 4 is difficult to observe during a classroom observation and for that reason it is not included on the observation rubric, but may be used to guide conversations about professional goals.

Feedback

Accomplishments	Next Steps <small>(note: if a pattern of ongoing concerns are noted and tiered supports are recommended, describe below and attach additional page as needed).</small>

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

*Note: A copy of this form should be provided to a collective bargaining representative if tier 3 supports are documented.

Observation of Practice Rubric for Instructional Specialists

Modified from Charlotte Danielson's Framework

Specialist:	Role:	Date:
Observer/Evaluator:	Time in:	Time Out:

Domain 1	Indicators	Evidence or Questions
1a: Demonstrating -knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	
1b: Demonstrating -knowledge of the school's program and levels of teacher skill in delivering that program	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	

1e: Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	
1f: Developing a plan to evaluate the instructional support program	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	
Domain 2	Indicators	Evidence or Questions
2a: Creating an -environment of trust and respect	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	
2b: Establishing a culture for ongoing instructional improvement	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills	
2c: Establishing clear procedures for teachers to gain access to instructional support	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	

2c: Establishing and maintaining clear procedures for referrals	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	
2d: Establishing and maintaining norms of behavior for professional interactions	Instructional specialist has established clear norms of mutual respect for professional interaction.	
2e: Organizing physical space for workshops or training	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities	
Domain 3	Indicators	Evidence or Questions
3a: Collaborating with teachers in the design of instructional units and lessons	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	
3b: Engaging teachers in learning new instructional skills	All teachers are engaged in acquiring new instructional skills.	
3c: Sharing expertise with staff	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	
3d: Locating resources for	Instructional specialist locates resources for instructional	

teachers to support instructional improvement	improvement for teachers when asked to do so.	
3e: Demonstrating flexibility and responsiveness	Instructional specialist makes revisions to the support program when it is needed.	
Domain 4	Indicators	Evidence or Questions
4a: Reflecting on practice	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	
4b: Preparing and submitting budgets and reports	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time	
4c: Coordinating work with other instructional specialists	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	
4d: Participating in a professional community	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	
4e: Engaging in professional development	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	

4f: Showing professionalism, including integrity and confidentiality	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	
---	--	--

Note: Not all indicators will need to be observed over the course of a single observation of practice.

Feedback

Accomplishments	Next Steps (note: if a pattern of ongoing concerns are noted and tiered supports are recommended, describe below and attach additional page as needed).

Specialist's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

*Note: A copy of this form should be provided to a collective bargaining representative if tier 3 supports are document

Teacher/Educator Sample Goals and Measures of Accomplishment/Indicators of Growth

- **Goals, focus areas, and measures of accomplishment/indicators of growth must be aligned to agreed upon standards** and be mutually agreed upon between teacher and evaluator at the goal setting conference held by October 31.
- For teachers with provisional or professional certification and have tenure in the district, goals may be between one-three years in duration and may be adjusted each year if mutually agreeable. Teachers may also set collaborative goals.
- Teachers with an Initial certificate or without tenure in the district must set a one-year goal, which may be collaborative if mutually agreed upon. Teachers who must complete TEAM may align their annual goal to one of their TEAM modules if this is mutually agreeable

I will... State the action you will take	Focus on... <i>Your focus area should align with agreed upon standards, and may relate to TEAM, Vision of a Graduate, or department, school/district goals, or other important initiative.</i>	Measures of Accomplishment/Indicators Mutually agree to at least two and Include both a qualitative and quantitative measure
<ul style="list-style-type: none"> · Produce · Analyze · Create · Develop/design · Enhance · Refine · Implement · Incorporate · Investigate · Learn about · Learn how to · Mentor · Research · Study · Gain skills in · Modify · 	<ul style="list-style-type: none"> · 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 · Classroom routines and transitions 	<ul style="list-style-type: none"> · Sample of lesson plans · Student achievement data · Sample of SEL activities · Review of artifacts · Sample of student work · Performance assessment data · Reflection journal · Facilitation of PD · Unit design · Student reflections · Reflection on peer observation · Parent engagement newsletter(s) · Book talks, concert, art show, PPT meeting · Behavior referral data · Assessment data · Attendance data · Parent contact log

Educator Growth Goals Form

To be filled out prior to, reviewed, modified (if needed) and signed at initial conference

- Goals, focus areas, and measures of accomplishment/indicators of growth must be based on agreed upon standards and be mutually agreed upon between teacher and evaluator at the goal setting conference held by October 31. Multiple (at least two) measures/indicators must be mutually agreed upon and include both qualitative and quantitative measures.
- Teachers with a provisional or professional certification who have tenure in Seymour may set goals that span between 1-3 years in duration. Multi-year goals may be adjusted each year if mutually agreeable. Teachers may also set collaborative goals.
- Teachers who have an initial certificate or those in year 1 or 2 in Seymour must set a one-year goal, which may be collaborative if mutually agreed upon. Teachers who must complete TEAM may align their annual goal to one of their TEAM modules if this is mutually agreeable.

Teacher:	Evaluator:	Goal Duration: _____ year (s)
Goal:		
Measures/Indicators (minimum of 2):		
Reflect on your practice, students and school community and consider your rationale for your particular goal and measures/ indicators. Bulleted points are allowable as are additional pages.		
How do you anticipate success towards this goal will impact your students' learning and the organizational health of your school community?		

Teacher Signature

Evaluator Signature & Date

Mid-year/Interim Conference Form

Teacher:	Evaluator:	Goal Duration: _____ year (s)
Goal:		
Measures/Indicators:		
Observation date(s):		
Educator: Review your mutually agreed to indicators and reflect on your progress toward your growth goal so far this year and discuss its impact on your students and the organizational health of the school community.		
Educator: Are there adjustments that are needed to your goal based on unforeseen factors? If so, explain.		

Evaluator: Are there resources and/or other supports you can provide to assist the educator in making progress toward their goal? This question may be answered collaboratively at the conference. If tiered supports are needed, describe the supports below and include an additional page as needed.

Evaluator: Based on the feedback you provided after the educator's first observation in the fall, are there 1-2 specific steps the educator can take to build on their strengths and/or enhance their practice before their next observation?

Teacher Signature & Date

Evaluator Signature & Date

Informal Tiered Support

Before consideration of a formal support/corrective action plan, there must be an informal attempt to help the educator improve on areas of concern identified through the growth and support plan process. This tiered informal support process is modeled after SRBI.

Tier 1 Support:

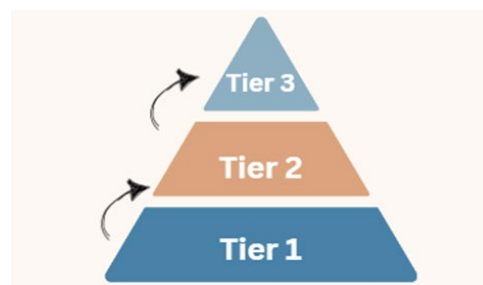
It is the expectation that **all** teachers and administrators have areas where they can improve and everyone should be provided opportunities for professional growth. Tier 1 supports are broadly accessible professional learning opportunities for all teachers or leaders, and are inclusive of, but not limited to, collegial professional conversations, coaching, classroom visits, books, videos, and other resources as appropriate and available.

Tier 2 Support:

In addition to Tier 1, Tier 2 support may be more individualized and specifically targeted to concerns documented through the growth and support plan process. These supports are not part of a formal corrective action plan, but are designed to help a teacher or administrator who is showing an early pattern of concerns. Tier 2 support should be provided after a conversation between the teacher or administrator and their evaluator and may include a representative from the collective bargaining unit upon request of the teacher or administrator. These informal supports may include attending a workshop related to a specific concern, peer observation of classroom practices, instructional coaching, a lesson plan review, conferences with the evaluator, among other agreed upon options. Tier 2 support should be clearly documented in the feedback provided to the educator or administrator and noted on the appropriate forms.

Tier 3 Support:

Tier 3 supports are responsive to previously documented concerns that have persisted despite tier 1 and 2 support. Tier 3 supports are more intensive and are assigned by an evaluator in consultation with the educator or administrator and the collective bargaining unit. If concerns remain unresolved over a defined period despite all three tiers of support, movement to the initial level a formal corrective action plan may be appropriate.



Support /Corrective Action Process for Teacher Growth

A formal support/corrective action plan may be developed and implemented for:

- Any teacher with an ongoing pattern of performance concerns that have been documented over time in the feedback to the teacher and summarized in their end-of-year summative report, which should indicate an unsuccessful completion of the annual process.
- There must also be documentation that shows the evaluator provided three tiers of informal support to try to help the teacher improve on areas of concern prior to considering a formal support/corrective action plan. For more on the tiered informal support process, click [here](#).

NOTE: Corrective action plans must be created in consultation with the teacher and their collective bargaining representative per CGS 10-152B.

Recommendations:

- The teacher, collective bargaining representative, principal, and evaluator meet to develop a plan at a mutually agreed upon time. In addition to a collective bargaining representative, the teacher may choose to include another trusted individual(s) with knowledge of their practice such as a TEAM mentor, curriculum specialist, or department chairperson.
- Make sure expectations are focused, specific, and aligned to the district observation rubrics.
- The plan should focus on performance issues identified and documented through the evaluation process, not on compliance issues, such as entering grades or completing paperwork in a timely manner. This should be handled through the district's progressive disciplinary procedure, not through the evaluation process.
- The plan should not be overwhelming in scope and should focus narrowly on achievable goals.
- Align the plan to the observation rubrics used in your district.
- The supports provided should be aligned with expectations and feedback provided at every step.

The support/corrective action plan **must** include:

- **Area of Need:** Identify an area(s) of need as perceived by the teacher and the evaluator (suggestion = no more than three based on evidence from observation rubrics)
- **Activities:** Determine the **specific** activities to be carried out to meet the specific needs identified.
- **Evaluator Responsibility:** Identify the specific task(s) the evaluator is responsible for implementing in the plan to ensure the teacher is supported.
- **Teacher Responsibility:** Identify a reasonable number of task(s) for which the teacher is responsible.
- **Resources to be provided by the district:** mentor, coach, customized PD, release time, etc.
- **Timeline:** Teacher, evaluator, and collective bargaining rep jointly develop the time frame in which the activities are to be implemented/completed.
- **Identify specific criteria the teacher will need to meet to be considered successful.**

Initial Formal Support/Corrective Action Sample Plan

Teacher: Jane Doe	Date: 9/12/24
	Timeline
Area(s) of Need: <ol style="list-style-type: none"> 1. Student engagement 2. Classroom procedures and routines 3. Effective lesson planning <p>Ms. Doe will demonstrate improvement in each of the three areas of need identified above. Improvement will be determined by:</p> <ul style="list-style-type: none"> ▪ Feedback based on the observation rubric shows an overall trend of steady improvement. ▪ Artifacts (student work, posted classroom routines, lesson plans, etc) reflecting incorporation of higher order thinking skills. 	35 days
Goals: <ol style="list-style-type: none"> 1. Ensure students are cognitively engaged in lessons. 2. Implement clear routines and structures to maximize classroom instructional time, maintain order, and ensure smooth transitions between activities. 3. Lesson plan goals, activities and assessments are aligned. 	Oct 1-15
Evaluator Responsibility: <ul style="list-style-type: none"> • Evaluator will arrange for a mentor for Ms. Doe who is skilled at using classroom routines and questioning strategies. Choice of mentor will be mutually agreed to. • Evaluator will ensure Ms. Doe has 1 hour of release time every other week to observe her mentor teaching in order to discover new questioning strategies and classroom routines that she can implement in her classroom. • Evaluator will ensure the mentor has 1 hour release time every other week to observe Ms. Doe and meet with her to provide instructional coaching. • Evaluator will officially observe Ms. Doe 3 times, 2 of which will include a pre and post conference and all will include a preconference. • Evaluator will meet with Ms. Doe every Friday afternoon to review the previous week's lesson plans and will discuss what 	<ul style="list-style-type: none"> • Mentor assigned by September 20th • 1 hour release time every week for 6 weeks. • Meeting with evaluator every Friday for duration of plan. • One informal observation every other week for duration of plan. • Two progress reports, first by

<p>worked and what did not, with the purpose of informing the following week's lessons.</p> <ul style="list-style-type: none"> • Evaluator will have two check-in days during the 45-day period to provide progress reports to Ms. Doe • Evaluator will provide Ms. Doe resources such as books, videos, and targeted PD related to the above areas in need of improvement. 	<p>Oct. 1 & second by Oct. 22.</p> <ul style="list-style-type: none"> • Resources provided to teacher by Sept. 20.
<p>Teacher Responsibility:</p> <ul style="list-style-type: none"> • Teacher will meet with her mentor for at least one hour every other week. • Teacher will observe mentor teaching and provide evidence that the strategies observed are being implemented in her class. • Teacher will post classroom routines, rules, and norms on the wall and refer to it often. • Teacher will meet with her evaluator every Friday afternoon to discuss what worked and what did not in the previous week's lesson plans. • Teacher will keep a small sample of artifacts, examples of student work, and other evidence of improvement. 	<ul style="list-style-type: none"> • Meet with a mentor every other week for 1 hour. • Observe mentor once every other week for six weeks. • Post routines by Oct 1. • Meet w/ evaluator every Friday • Bring one lesson plan & one example of student work to Friday meetings with evaluator.

Criteria to Exit Support Plan: Teacher meets at least two of the following three **specific** requirements

- Feedback based on district rubrics demonstrate an overall trend of growth over the course of the plan.
- Formal observation at the end of the plan demonstrates improved student engagement and clear classroom routines.
- A review practice of a sample of Ms. Doe's lesson plans show clear alignment between objectives, activities, and assessments.

An unsatisfactory outcome may result in a plan extension or movement to the Level 2: Targeted Support level of the corrective action process (out of three levels).

Teacher Signature _____

Collective Bargaining Representative Signature _____

Evaluator Signature _____

Initial Support/Corrective Action Plan for Teacher Growth

Progress Report Form

<p>Review Meeting #1</p> <p>Date _____</p> <p>Topics Discussed:</p> <p>Positive Growth Areas:</p> <p>Teacher Comment:</p> <p>Evaluator Comment:</p> <p>Next Steps (if any):</p> <p>Signatures:</p>	<p>Review Meeting #2</p> <p>Date _____</p> <p>Topics Discussed:</p> <p>Positive Growth Areas:</p> <p>Teacher Comment:</p> <p>Evaluator Comment:</p> <p>Next steps (if any):</p> <p>Signatures:</p>
---	---

End-of-Year Summative Conference Report

Teacher:	Evaluator:	Goal Duration: _____ year (s)
Goal:		
Measures/Indicators:		
Observation dates:		
Meeting Dates	Mid Year:	Summative:
Educator: Reflect on your progress toward your growth goal and discuss its impact on your students and the organizational health of your school or school community . Include up to one additional page as needed (bullet points are allowable).		
Educator: Reflect on the feedback provided to you by your evaluator following your observations this year. What are 2-3 action steps you can take next year to refine your practice and inform or adjust your goal? Include up to one additional page as needed (bullet points are allowable).		

Evaluator: After reviewing the mutually agreed upon **qualitative and quantitative growth indicators** aligned with the educator's goal and the feedback you provided the teacher following their observations, provide two-three commendations on the educator's practice.

Evaluator: Based on your review of the educator's **qualitative and quantitative** growth indicators and the feedback you've provided this year, what are 1-3 action steps you recommend to help the teacher refine their practice and advance their professional goal next year? In what ways can you support the teacher in completing these steps?

- Educator successfully completed the growth and support process
- Educator did not successfully complete the growth and support process*

Teacher Signature & Date

Evaluator Signature & Date

*The successful and unsuccessful boxes do indicate "pass" or "fail," but rather indicate all steps of the growth and support process were completed with fidelity or that persistent performance issues exist despite support. **Performance issues should be previously documented, as should attempts to provide tiered informal supports. A pattern of documented, persistent concerns that do not improve despite tiered supports should be addressed through the support/corrective plan process described in state statute, guidelines, and Seymour's plan.**