


Sherman School Educator/Leader Evaluation and Support Plan 2024-2025



*Adapted from the Model Plan developed by the Connecticut State
Department of Education*

Date	Logo
Adopted June 26, 2025	

District Board of Education Members	District PDEC Members
<ul style="list-style-type: none"> ● Matt Vogt, Board Chair ● Kate Frey, Board Vice Chair ● Maryanne Febbraio ● Kristin Grasseler ● Tim Laughlin ● Ryan McGlinchey ● James Philipakos ● Dr. Patricia Cosentino, Superintendent 	<ul style="list-style-type: none"> ● Dr. Karen A. Fildes, Director of Teaching & Learning/Assistant Principal ● Jacob Butler, Mathematics Teacher ● Catherine Flynn, English Language Arts Teacher ● Heather Stilson, Special Education and Mathematics Teacher ● Tanya Silva, Grade 1 Teacher ● Steven Trinchillo, Music Teacher ● Jessica Yagid, Art Teacher ● [need to add a paraprofessional] <p>Sherman School Administrative Team</p> <ul style="list-style-type: none"> ● Dr. Mary Fernand, Principal ● Dr. Karen A. Fildes, Director of Teaching & Learning/Assistant Principal ● Dr. Renee Leeken, Director of Student Support Services

Vision

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

Guiding Principles

The transformational design of the educator/leader evaluation and support model 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

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 Educators

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

Educator

1. [CCT Rubric for Effective Teaching 2017](#)
2. [CCT Rubric for Effective Service Delivery 2017](#)

During the 2024-2025 initial year of implementation, Sherman School will utilize the two CCT rubrics. During that time, the PEDEC committee will explore and evaluate additional rubric options as potential additions/replacements.

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.

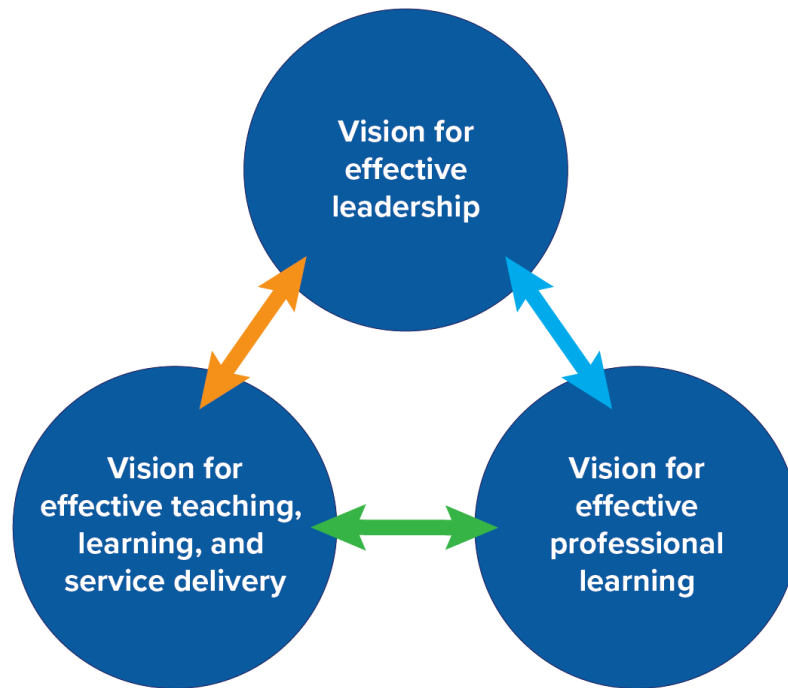
While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

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 tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

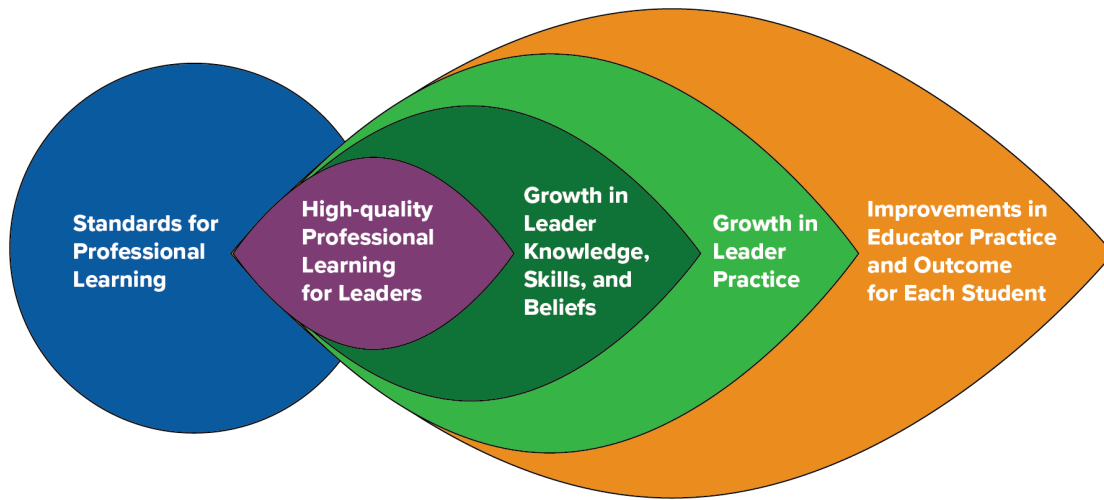


The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators/ 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 educators/ leaders to address organizational system and structure questions. In this process, the educator/ 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 educator/ leader through the learning and growth process. Within the process, the educator/ leader collaborates and serves as a reflective practitioner to determine mutually agreed upon educator/ leader goal(s), professional practice and educator/ leader growth, and observation and feedback focus.

Within the continuous learning process, educators/ 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 classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations, 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.

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

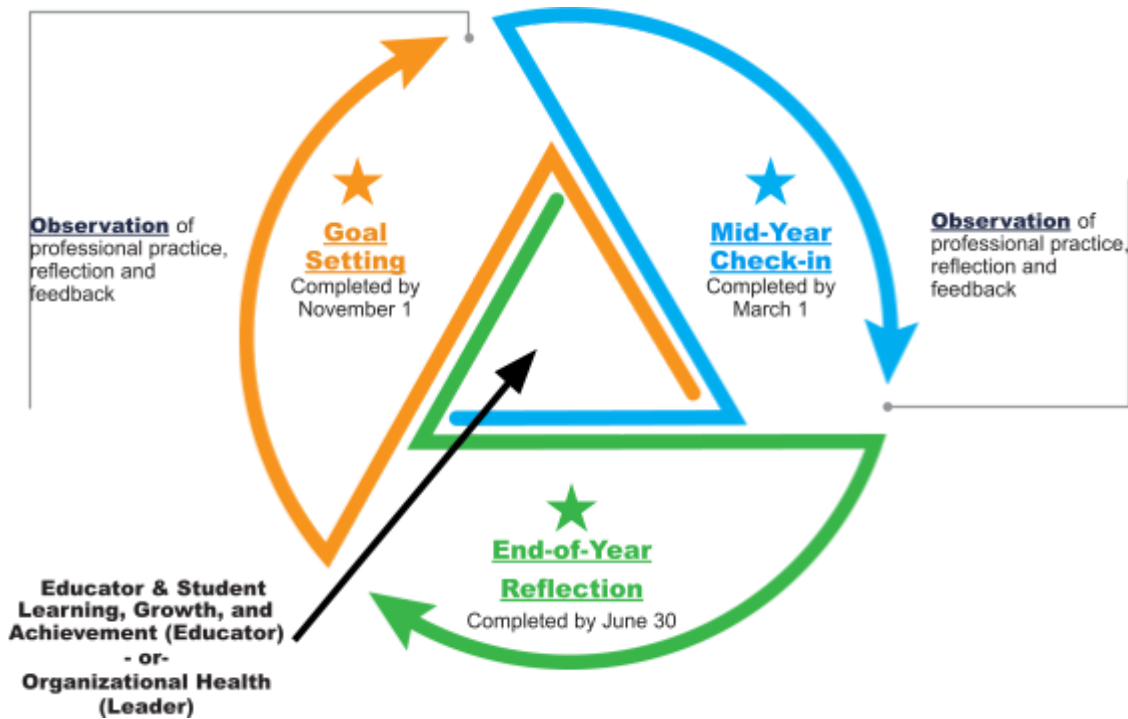


Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and educators through the process. All leaders and educators are assigned a primary evaluator (092 or 093 certified).

Educator/Leader Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



Goal Setting

Completed by November 1

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 1

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 educator practice, educator and student learning, growth and achievement, or organizational health

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 educator/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/Review of Practice
- Tiered supports
- Dispute resolution

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

Goal(s) Setting (Completed by November 1)

The initial goal setting meeting includes a dialogue between the educator/leader and their evaluator around the educator/leader's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement.

Educators/leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education and support the school's Strategic Plan.

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

Midyear Check-in (Completed by March 1):

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

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

End-of-Year Reflection/Summative Review (Completed by the Last Day of School)

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

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon

educator/leader goal(s) and identified standards and will make a distinction regarding the educator/leader's successful completion of the professional learning process.

Professional Practice and Educator/Leader Growth

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

Observation of Professional Practice and Feedback

Observation of professional practice occurs throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educator/leader with feedback based on evidence, standards, and the educator/leader's goal(s); ensure timely access to planned support(s); and collect evidence of educator/leader practice and progress toward goal(s) through multiple sources of evidence including observations, 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 profession (first four years)
- New to Sherman School (first year)

What:

- Three formal observations of professional Practice (minimum 30 minutes in length) with pre and post meetings
 - One observation of professional Practice may be substituted for a review of practice
- Verbal and written feedback within ten school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Cohort 2

Who:

Educators who have five or more years of experience or Experienced educators in their second year at Sherman School.

What:

- Two reviews of practice with one being an informal observation of professional practice (minimum 20 minutes in length) with post meetings.
 - One observation of professional practice may be substituted for a review of practice
- Verbal and written feedback within ten school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Growth Criteria

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

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps ([See appendix K](#))

Tiered Support

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

Tier 1

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

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

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. Tier 3 supports shall be developed in consultation with the evaluator, leader, and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator/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 must be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

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 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.

The support 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.**
The plan should not be overwhelming in scope and should focus narrowly on achievable goals.
- **Align the support plan to the observation rubrics used in your district.**
- Two review meetings should be held to determine progress or to make necessary adjustments. Each review meeting will be held during the school day after a maximum interval of three weeks and include collective bargaining representation

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

Dispute Resolution

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

and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator/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 educator/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.

The educator/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 educator/leader shall be considered to have waived the right of appeal.

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

Process

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

1. Within five workdays of articulating the dispute in writing to his/her/their evaluator, the educator/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 five workdays of the meeting with his/her/their evaluator (step 1). The educator/leader being evaluated may choose between two options.

Option 1:

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

Option 2:

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

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator/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.

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

- participation in the development or adoption of a educator/leader 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.

Appendices

Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

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

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: 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 C: Growth Criteria and Sources of Evidence – Educator

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

Appendix D: 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 Students</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

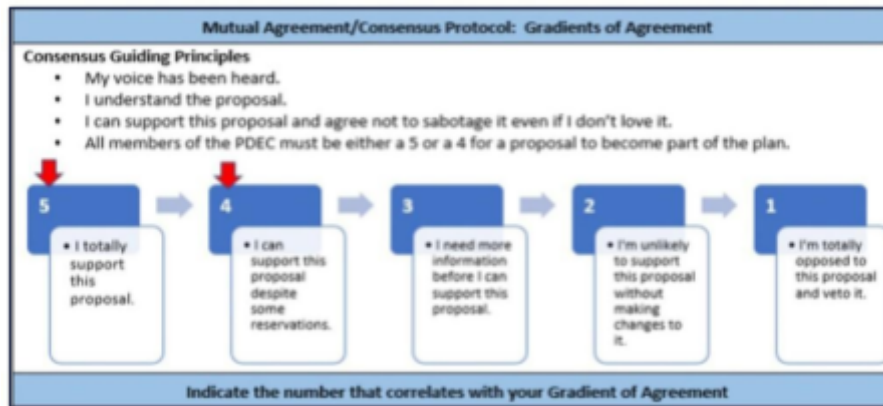
Appendix E: General Glossary

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

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

From *Consensus decision making*. Seeds for Change. (n.d.).

<https://www.seedsforchange.org.uk/consensus>



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

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

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

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

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

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

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

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

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

Quality Feedback:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tier 2

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

Tier 3

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

Appendix F: Glossary of Professional Learning Opportunities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix G: Evaluation Documentation

<p>Evaluation Orientation</p> <p>Orientation to Educator Evaluation was completed on:</p> <p><u>Date</u></p> <p><i>Non-negotiable Process Element of the CT Guidelines (2023)</i></p>

Teacher:	Evaluator:	Goal Duration: _____ year (s)
Goal/Focus Area:		
Domain/Indicators (refer to appropriate standards):		
<input type="checkbox"/> Cohort 1 <input type="checkbox"/> Cohort 2	Observation Dates:	
Goal Setting/Planning:	Mid Year:	Summative End of Year:
Beginning-of-the-Year Goals and Planning		
<p>Self-Reflection</p> <p><i>Completed by Educator</i></p> <p>See Sample Reflection Questions</p>		
<p>Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking.</p> <p>See Examples of Evidence Types</p>		
<p>Goal, Rationale, Alignment and Professional Learning Plan</p> <p><i>Completed by Educator</i></p>		
<p>Based on your analysis above, what is/ are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).</p>		
<p>What evidence of leader learning, educator 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?</p> <p>See professional learning and action questions to guide your plan.</p>		

<p>For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be re- visited and revised annually and as need- ed throughout the learning process)?</p>	
<p>In what ways might this goal(s) contribute to the school and/or district’s vision, mission, and strategic goals?</p>	
<p>Goal Setting Conference <i>Completed by Evaluator (By November 1)</i> <u>Date</u></p>	
<p>Notes:</p>	<p>Supports Required/Suggested</p> <ul style="list-style-type: none"> • Tier 1 • Tier 2 (Link to Examples of Supports) • Tier 3 (Link to Examples of Supports)
<p><i>Planned Observation of Professional Practice</i> <i>Non-negotiable Process Element of the CT Guidelines (2023)</i></p>	
<p><u>Observation of Professional Practice #1 - Required</u></p>	
<p><u>Additional Observation of Professional Practice</u></p>	
<p>Midyear Check-in: Reflection, Adjustment(s), and Next Steps <i>Completed by Educator</i> <i>Non-negotiable Process Element of the CT Guidelines (2023)</i> <u>See Sample Reflection Questions and Professional Learning and Action Questions</u></p>	
<p>What has been your progress to date on your professional learning and how do you know?</p>	<p>Self-Reflection:</p>
<p>Links to Evidence:</p>	
<p>Midyear Conference <i>Completed by Evaluator (by March 1)</i> <u>Date</u></p>	

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

Planned Observation of Professional Practice

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

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

[Additional Observation of Professional Practice](#)

End-of-Year Reflection and Feedback Process

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

Self-Reflection

Completed by Educator

[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 and practice have on your student learning, growth, and/or achievement, 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:

End-of-Year Conference

Completed by Evaluator ([by June 1](#))

<u>Date</u>	
Summative Feedback and Growth Criteria <i>Completed by Evaluator</i> <u>See appendix for full description</u>	
Summative Feedback	
Development of new learning and impact on practice related to goal(s).	
Impact on student learning, growth, and achievement	
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"> • Educator will continue multi-year goal. • Educator will adjust multi-year goal. • Educator completed multi-year goal. Notes:
Educator Signature	Date:
Evaluator Signature	Date:

Appendix H: Observation Forms – Educator

Educator Evaluation Observation #1 – Required		
Name:		Time/Location:
Grade/Role:		Discipline/Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional) 		
Pre-Observation <i>Completed by the Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	<i>Upload and provide hyperlink here</i>	
Pre-Conference Notes including the identified competency focus for the observation		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	<i>Insert competencies</i>	

Educator Evaluation Observation #2 – Required

Name:		Location:	
Grade/Role:		Discipline/Focus:	
<ul style="list-style-type: none"> Cohort 1 (Pre-/Post-Conference Required) Cohort 2 (Post-Conference Required) Additional Observation of Professional Practice (Pre-/Post-Conference Optional) 			
Pre-Observation <i>Completed by Educator (as needed/required)</i>			
Lesson Plan/Meeting Plan	<i>Upload and provide hyperlink here</i>		
Pre-Conference Notes including the identified competency focus for the observation			
Observation Evidence <i>Completed by the Evaluator</i>			
Post-Observation Reflection <i>Completed by the Educator</i>			
What worked and how do you know?			
What didn't work and how do you know?			
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?			
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>			
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps	
	<i>Insert competencies</i>		

Educator Evaluation Observation #3

Name:	Location:	
Grade/Role:	Discipline/Focus:	
<ul style="list-style-type: none"> Cohort 1 (Pre-/Post-Conference Required) Cohort 2 (Post-Conference Required) Additional Observation of Professional Practice (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	<i>Upload and provide hyperlink here</i>	
Pre-Conference Notes including the identified competency focus for the observation		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	<i>Insert competencies</i>	

Appendix I: Sample Corrective Support Plan

Corrective Action Plan for Teacher Growth

Teacher: Jane Doe	Date: 9/12/24
	Timeline
<p>Area(s) of Need:</p> <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
<p>Goals:</p> <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
<p>Evaluator Responsibility:</p> <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 post conference. ● Evaluator will meet with Ms. Doe every Friday afternoon to review the previous week's lesson plans and will discuss what worked and what did not, with the purpose of informing the following week's lessons. ● Evaluator will have two check-in days during the 45 day period to provide progress reports to Ms. Doe 	<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 Oct. 1 & second by Oct. 22. ● Resources provided to

<ul style="list-style-type: none"> ● Evaluator will provide Ms. Doe resources such as books, videos, and targeted PD related to the above areas in need of improvement. 	<p>teacher by Sept. 20.</p>
<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 _____

Appendix J: Evaluation Orientation – Leader

<p>Evaluation Orientation</p> <p>Orientation to Leader Evaluation was Completed on:</p> <p><u>Date</u></p> <p><i>Non-negotiable Process Element of the CT Guidelines (2023)</i></p>

Leader:	Evaluator:	Goal Duration: _____ year (s)
Goal/Focus Area:		
Domain/Indicators (refer to appropriate standards):		
<input type="checkbox"/> Cohort 1 <input type="checkbox"/> Cohort 2	Observation Dates:	
Goal Setting/Planning:	Mid Year:	Summative End of Year:
Beginning-of-the-Year Goals and Planning		
<p>Self-Reflection</p> <p><i>Completed by Leader</i></p> <p>See Sample Reflection Questions</p>		
<p>Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking.</p> <p>See Examples of Evidence Types</p>		
Goal, Rationale, Alignment and Professional Learning Plan		
<i>Completed by Leader</i>		
<p>Based on your analysis above, what is/ are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).</p>		
<p>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?</p> <p>See professional learning and action questions to guide your</p>		

<i>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?		

<p>Goal Setting Conference <i>Completed by Evaluator (By November 1)</i> <u>Date</u></p>	
Notes:	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)

<p><i>Planned Site Visit/Observation of Professional Practice</i> <i>Non-negotiable Process Element of the CT Guidelines (2023)</i></p>
<p><u>Observation of Professional Practice/Site Visit #1 - Required</u></p>
<p><u>Additional Observation of Professional Practice/Site Visit</u></p>

<p>Midyear Check-in: Reflection, Adjustment(s), and Next Steps <i>Completed by Leader</i> <i>Non-negotiable Process Element of the CT Guidelines (2023)</i> <u>See Sample Reflection Questions and Professional Learning and Action Questions</u></p>	
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 #1 - Required](#)

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

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:

End-of-Year Conference

Completed by Evaluator (by June 30)

Date

Summative Feedback and Growth Criteria

Completed by Evaluator

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 Are tiered supports required above and beyond tier 1 (included in feedback above)? <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 K: Observation/Site Visit Forms – Leader

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	<i>Upload and provide hyperlink here, as appropriate</i>	
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
	<i>Insert competencies</i>	

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	<i>Upload and provide hyperlink here, as appropriate</i>	
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?		
<i>How will our collaborative reflection help you move forward and apply your learning in your next steps?</i>		
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
	<i>Insert competencies</i>	

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