SIMSBURY PUBLIC SCHOOLS
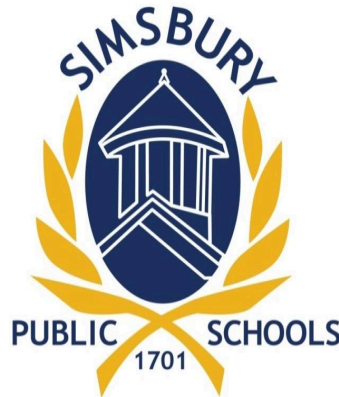## Simsbury, Connecticut

LEADER AND EDUCATOR EVALUATION PLAN

Simsbury Board of Education
Approved by the BOE on June 11, 2024

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Vision

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

The Purpose of this Model Guide

The Connecticut (CT) Model 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."

The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) can adopt the model plan, adapt the model plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

- introduce key components of the leader evaluation framework and the requirements set forth in the regulations;
- outline specific action steps, forms, and tools from the Model Evaluation and Support Plan specific to the evaluation of leaders; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

Guiding Principles

The transformational design of the leader evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, educator practice, and stu- dent 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, assi*stant 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** (p*rovide 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 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.
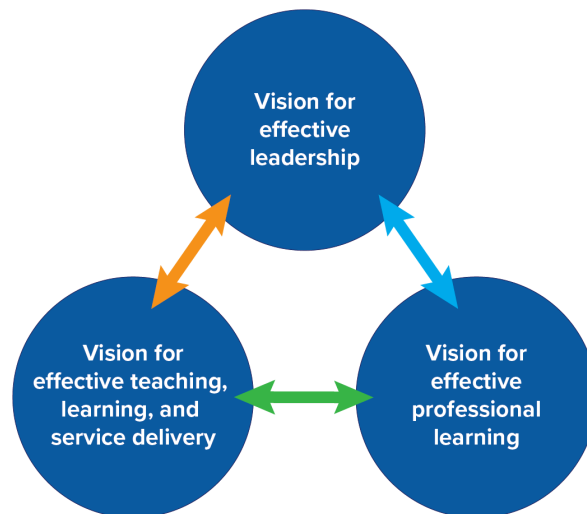
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

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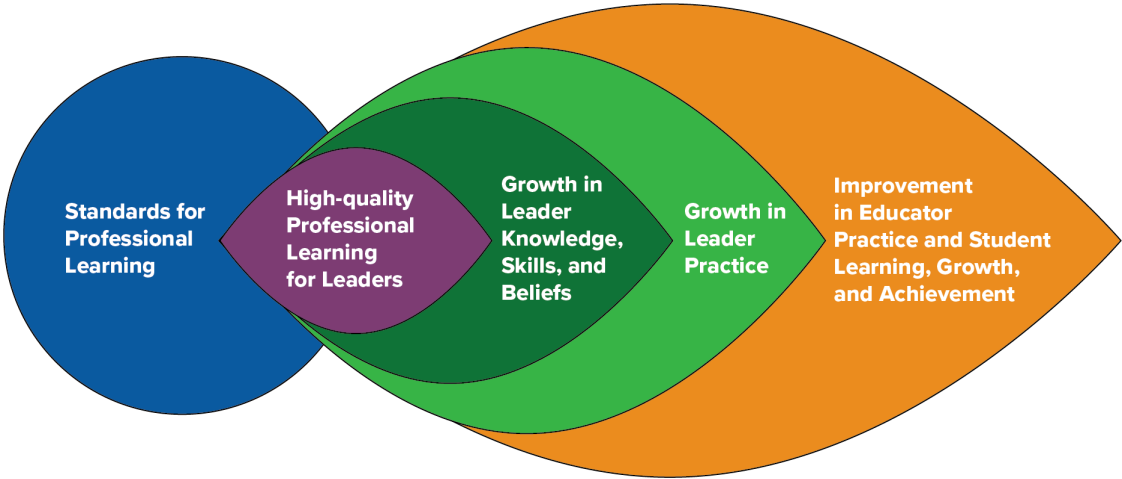
Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process

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 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 dia- logue 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 agreed 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 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 devel- oped 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
• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development super- visor

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, pro- vided 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
Development of New Learning and Impact on Practice • 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. **Impact on the Organization** • 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. **Impact on Community** • The leader can demonstrate how they worked effectively with colleagues/families/community.	• 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.
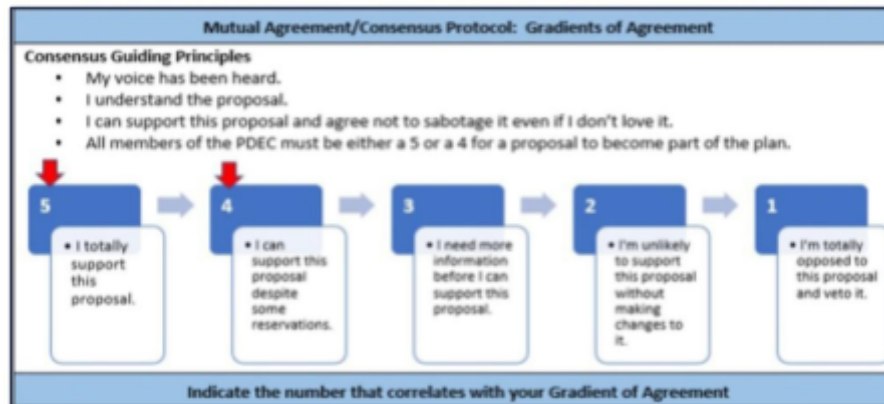
From *Consensus decision making*. Seeds for Change. (n.d.).
https://www.seedsforchange.org.uk/consensus

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 learn- ing 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

Appendix G: Observation/Site Visit Forms – Leader

Download these forms:

Leader Evaluation Observation/Site Visit #1 – Required

Leader Evaluation Observation/Site Visit #2 – Required

Leader Evaluation Observation/Site Visit #3

Leader Evaluation Observation/Site Visit #4

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 the 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 the building, as appropriate.

Educator Evaluation and Support Plan Table of Contents

Vision
We foster a collaborative culture in which all Simsbury Public Schools' educators engage in continuous professional learning and are provided growth-based feedback to strengthen their practice; thereby increasing student growth, achievement, and success.

Introduction:
When educators succeed, students succeed. Research supports that no school-level factor matters more to students' success than high-quality educators. To support our educators, we need to clearly define excellent practice and results; give accurate, useful information about educators' strengths and development areas; and provide opportunities for growth and recognition. In Simsbury, we believe that the professional growth and evaluation of educators is essential to improve instruction and student learning. Effective educators seek professional growth opportunities, feel a personal sense of responsibility for their professional growth and the growth of colleagues, and view evaluation as an opportunity to strengthen their own skills to improve student learning.

The Simsbury Educator Evaluation Plan reflects the interdependent nature of four facets – professional learning, goal setting, observational feedback, and measurable student learning outcomes. Just as effective teachers make connections for students, effective evaluators help teachers and administrators link student assessment data to goal setting and professional growth opportunities. This plan reflects the efforts of teachers and administrators who believe that evaluation and professional growth is necessary, and can be a positive experience for educators.

The Simsbury Public Schools Educator Evaluation Plan strives to treat and recognize our educators as the hard-working professionals they are.

Purpose of the Model
The purpose of the Simsbury Educator Evaluation Plan (SEEP) is to define a comprehensive educator evaluation system. 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." The Simsbury Educator Evaluation Plan includes tools and processes to support the evaluation of all educators.

Guiding Principles & Design Elements
The Simsbury Educator Evaluation Plan is grounded in seven guiding principles that use high quality professional learning to advance educator practice and student learning, growth, and achievement.

- *Allow for differentiation of roles* (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* (i.e. academic, social, emotional, & physical development).
- *Focus on educator growth and agency* (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- *Meaningful connections to professional learning* (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- *Specific, timely, accurate, actionable, and reciprocal feedback*.

The Simsbury Educator Evaluation Plan is representative of research-based effective practices and includes six elements:

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

Primary and Complementary Evaluators

In Simsbury, the primary evaluator for educators will be the school principal, assistant principal, director, or department supervisor who will be most appropriately responsible for the overall evaluation process. Simsbury will also use complementary evaluators to collaborate with the primary evaluator. Complementary evaluators must hold CT administrative certification. Primary and complementary evaluators receive annual training in order to be qualified to serve in this role. Primary and complementary evaluators will hold 092 and/or 093 certification.

Complementary evaluators in Simsbury will collaborate with primary evaluators by conducting observations, assisting with goal development, and providing additional feedback to teachers. A complementary evaluator will share their feedback with the primary evaluator as it is collected and shared with teachers. Primary and complementary evaluators will participate together in the goal-setting and planning conference, the mid-year check-in conference, and the end-of-year summative review meeting with teachers.

Evaluator Training and Monitoring

All evaluators in Simsbury will complete extensive training on the evaluation model through our district Administrative Council (AC) and Instructional Leadership Team (ILT) meetings. Simsbury will utilize a variety of practices (i.e. professional learning opportunities, instructional rounds, etc.) to build the capacity of all district evaluators in improving the quality of written and oral feedback from evaluators to educator; developing consistent practices among AC/ILT members in the feedback provided to teachers; and developing and implementing a protocol that includes accountability for changes in practice including classroom implementation. This ongoing work of designing strategic conversations to provide feedback to teachers will be based on evidence collected from observations and will provide AC/ILT members with comprehensive training and support to ensure that evaluators are knowledgeable/proficient in both conducting teacher evaluations and providing high-leverage feedback.

Components of the Plan
Standards and Criteria for Educators

The primary goal of the Simsbury Educator Evaluation Plan 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. 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. Simsbury Public Schools will be utilizing the rubrics, single point competencies and additional resources below:

1. Standards of Effective Practice for Teaching *(classroom teachers) Appendix A*
2. Standards of Effective Practice for Service Delivery *(support staff) Appendix B*
3. CCT Rubric for Effective Teaching 2017 *Appendix C*
4. CCT Rubric for Effective Service Delivery 2017 *Appendix D*

5. [Teacher Leader Model Standards (2008)](#) *Appendix E*

Professional Learning Standards and Structures

Professional learning is essential to the Simsbury Educator Evaluation Plan. [Learning Forward Professional Learning Standards 2022](#)(Appendix F), 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.
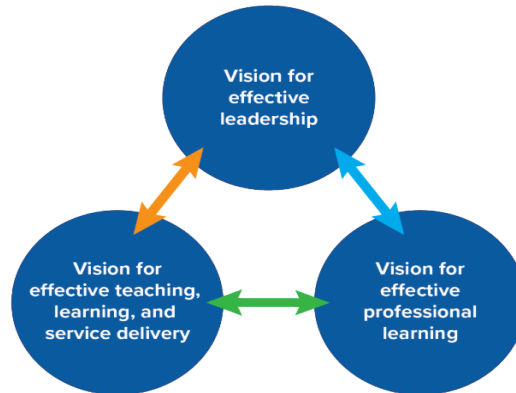
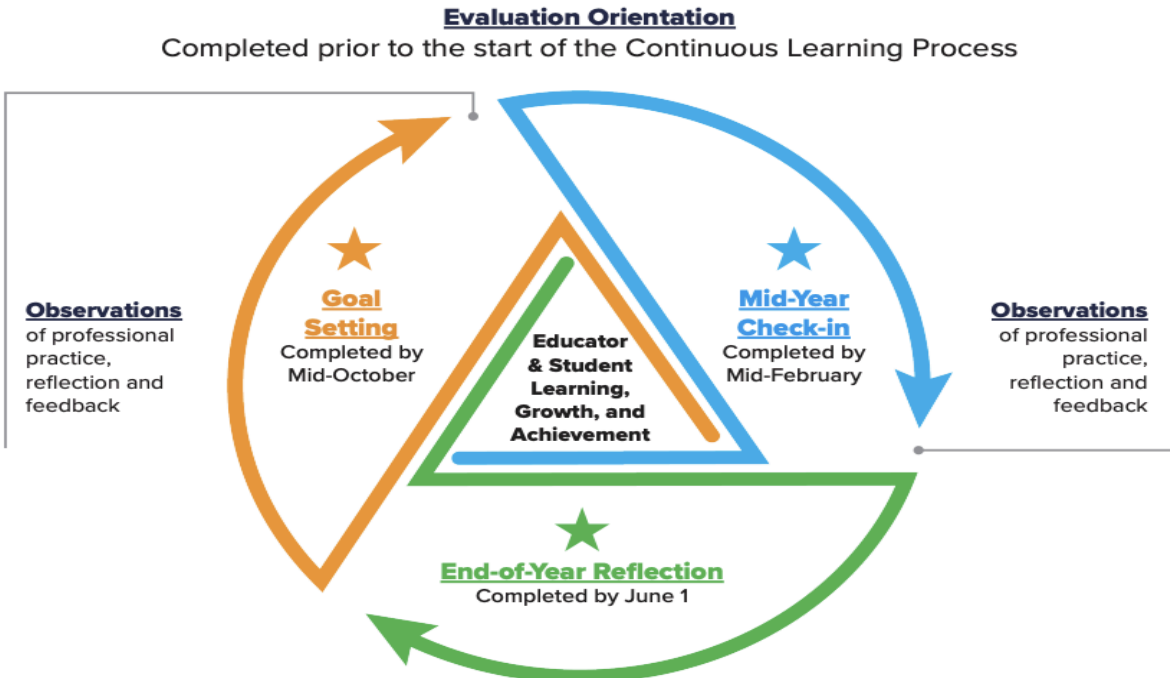Professional learning is the epicenter of the Simsbury Educator Evaluation Plan.

Continuous Learning

- *Where do you want to grow?*
- *What is our student data telling you?*
- *What questions do you want to delve into?*
- *What do you want the instructional outcomes to be for you? The performance outcomes for our students?*
- *What is going to look different in your practice or in student performance at the "end of this"?*
- *What professional learning do you need?*
- *How can I (evaluator) support this process?*

The continuous learning process is shared between the educator and the evaluator. For the duration of the learning process, educators pursue learning and attainment of their goals, collecting evidence of practice related to their high leverage professional learning goal.

Evaluators will also provide educators with specific growth-based feedback, ensure timely access to supports, and collect evidence of educator performance/practice toward goal(s). Evidence will come from multiple sources, to include, but not be limited to: direct observations, practice reviews, and student, staff or family feedback.

Educator Continuous Learning Process

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

Observations of professional practice, reflection and feedback

Goal Setting Completed by Mid-October

Educator & Student Learning, Growth, and Achievement

Mid-Year Check-in Completed by Mid-February

Observations of professional practice, reflection and feedback

End-of-Year Reflection Completed by June 1

Goal Setting
Completed by Mid-October

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

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

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

Mid-year Check-in
Completed by Mid-February

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

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

End-of-Year Reflection
Completed by June 1

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

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

Section 1: Goal Setting

The goal setting process ensures that the evaluation and support of the educator will be an on-going, cyclical documented process between the evaluator(s) and educator to ensure educator growth and support. Evaluation and support will be focused primarily on an educator selected goal. The goal setting must be completed by **October 15.**

The educator and evaluator come to mutual agreement on the following:
- 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.

Beginning of Year Goals

Prior to the Goal Setting Conference with the evaluator, the educator will complete the following components of the **Professional Growth Plan (PGP):**

- Educator Information
- Self Reflection
- Goal Setting and Timeline with Rationale
  - For multi-year goal(s), identify potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process.
- Professional Learning Plan
- Alignment to Simsbury Public Schools' Vision of a Graduate

Goal Setting Conference

The initial goal setting meeting includes a dialogue between the educator and their evaluator(s) around the educator's proposed plan. The plan is based on a review of evidence and an analysis of their own practice. This helps to identify a focal area for educator practice that is directly connected to student learning, growth, and achievement. Goals can either be action research oriented or SMART goals.

Sample Educator Reflection Questions- Appendix G

Beginning-of-Year Goal-Setting Conference Agenda- Appendix H

During the Goal Setting Conference, the educator and evaluator will engage in a reflective dialogue about the:
- mutually agreed upon goals
- professional practice and educator growth; and
- feedback focus for observations.

Note: For beginning educators in the Teacher Education and Mentoring (TEAM) Program, there should be alignment between professional learning and their TEAM modules to enhance learning and practice.

Professional Growth Plan | Self-Reflection Worksheet - Form A

Section 2: Observations

> Observations occur throughout the continuous learning process. Evaluators provide educators with specific, evidence-based, quality feedback (CCT, content standards, and the educator's goal), ensure timely access to planned support, and continue to collect evidence of educator progress toward goals through multiple sources of evidence. Feedback is provided within five school days. Educators are placed in one of two cohorts as defined in the chart at the top of page 9.

Quality Feedback:
- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goals
- Is actionable and growth oriented
- Provides questions for reflection to refine or adjust strategies
- Expands understanding of one's experiences and their implications for future experiences.
- Is timely, frequent, and reciprocal
  - Pre-Observation Form- Appendix I
  - Post-Observation Form- Appendix J

Definition of Cohorts	
Non-Tenured	**Tenured**
Who: ● New to profession (first four years) ● New to district (first two years) What: ● One formal observation with pre and post meetings ● One informal observation ● One review of professional practice ● Verbal and written feedback within five school days ● Additional observations as mutually agreed upon *or* deemed necessary by the evaluator	Who: ● Educators who have earned tenure What: ● One informal or formal observation (min.) ● One review of professional practice ● Verbal and written feedback within five school days ● The plan for observations will support the PGP. ● Additional observations as mutually agreed upon *or* deemed necessary by the evaluator

Section 3: Mid-Year Check-in

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

The midyear conversation is a crucial check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence. The midyear conference must be completed by **March 1.**

Midyear Check-in
- Prior:
    - Educator reviews the progress outlined in the Professional Growth Plan.
    - Educator completes the mid year self reflection, reviewing multiple/varied qualitative and quantitative indicators for impact on educator's professional growth and student learning, growth, and achievement.
- During:
    - Evaluator provides specific, standards-based (CCT and content) feedback related to the educator's goal and collected evidence (observations, single point competency rubrics, reviews of practice, etc.).

Mid-Year Check-in Conference Agenda- Appendix K
Midyear Check-In: Reflection, Adjustment(s), and Next Ste**ps-** Form B

Section 4: End of Year Reflection/Summative Review

The purpose of the end of year reflection is to discuss the progress toward the educator's goal(s), professional learning as it relates to the educator's professional growth and professional practice, and impact on student learning, growth, and achievement, as evidenced by multiple measures. The end of year reflection/summative review must be completed by **June 1.**

End of Year Reflection/Summative Review
- Prior:
    - Educator completes a self reflection that summarizes their professional learning, evidence of impact on practice, student learning, and/or growth and achievement, and next steps. The analysis of evidence from the end of year summary is important for the educator's self-assessment and goal setting revisions or new goal.

- During:
    - The evaluator and educator discuss evidence toward the goal, inclusive of growth criteria (educator and student), and next steps.

- After:
    - The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s), growth criteria (educator and student), and is inclusive of next steps. This will include a distinction regarding the educator's successful completion of the professional learning process.

Growth Criteria
An educator is determined to have successfully completed the learning process by demonstrating:
- Reflection supported with evidence of the impact of the educator's new learning on their practice/goal.
- The impact the educator's new learning and practice had on student learning, growth, and/or achievement, supported by evidence.

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • 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. **Impact on Students** • 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.	• 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

End–of-Year Conference Agenda- Appendix L
End of Year Reflection and Feedback Process - Form C
SPS Educator Professional Growth Plan - Form D

Step 1:
Self Reflection

Prior to setting the goal, reflect upon the following prompts:
- *In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?*
- *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?*
- *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 Vision of a Graduate and what strategies can you learn more about to support that focus?*

Step 2:
Goal with Rationale

- *What are you considering for your goal?*
  - Identify your problem of practice, outcomes/measures, and rationale for your work.

- *What will it look like when you achieve your goal? Goals must include two measures of evidence.*
  - Identify your method of assessment, inclusive of progress monitoring.
  - Explain your indicators of success.
  - As a result of your work toward this goal, what element(s) of the SPS Vision of the Graduate will students

Step 3:
Professional Learning and Support

- *What is your learning plan to support achieving your goal?*
  - Identify the research/professional readings you will use to achieve your goal.
  - Determine support required.

Step 4:
Goal Setting Timeline

Define the components of the Goal (dates, timelines, duration)
- Specify the type of goal (individual or collaborative)
- Set a target date, timeframe, and duration of one, two, or three year(s)
- Define multiple measures of evidence (at least two measures)

Professional Practice / Observations

Feedback and Engagement

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

Quality feedback is:

ALIGNED/HIGH-LEVERAGE: Effective feedback points to specific actions, behaviors, or areas of knowledge where the educator excels or needs further development.

This feedback must clearly connect to educator professional goals, student learning outcomes, and/or the characteristics of high-quality instructional practices.

ACTIONABLE: Feedback should also provide educators with clear steps on how to improve. This could involve suggesting resources, providing examples, or outlining specific strategies they can use to address their learning gaps.

GROWTH-ORIENTED: Highlighting the progress the educator has made reinforces effective methods and builds confidence. When areas for improvement are addressed through honest and respectful feedback, they are done so in such a way that emphasizes the possibility for this progress and future improvement.

TIMELY: So that the context for feedback is clear, and an educator can take action as soon as possible, feedback should be shared as soon and as frequently as it is available. This may mean more instances of feedback on a few competencies at a time, versus instances of comprehensive feedback on all competencies.

RECIPROCAL: When feedback flows two ways– to and from evaluator and educator– both trust and voice are established. Both parties' perspective and knowledge are welcomed and valued as part of the conversation.

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

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, 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 an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles,

videos, etc.), formal professional learning opportunities developed and designed by our district PDEC and other educator supports (e.g., 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 educator practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns 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, educator and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Planning

Overview
The purpose of corrective support is to provide assistance to tenured staff members who have demonstrated a deficiency in one or more specified components of their teaching, as described in the teacher practice (CCT) indicators.

Tenured educators will be assigned to a corrective support plan by their primary evaluator in collaboration with the complementary evaluator to correct identified performance problems. This placement should come as no surprise to the tenured educator since a series of observations, documentation, and interventions should have taken place throughout the educator evaluation plan.(Tiers 1-3 above) It is expected that educators and evaluators will work collaboratively within this phase to clarify expectations and address problems in order to improve teaching and student learning opportunities.

Simsbury's corrective support system consists of two levels as described below:
Levels of Support:

1. **Special Assistance**: An educator would receive special assistance when he/she has demonstrated a performance deficiency. An educator may also receive special assistance if he/she does not meet the goal(s) of a tiered support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
2. **Intensive Assistance**: An educator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's overall competency.

Corrective Support Plan

Level One Special Assistance
Definition of the Problem (Part A):
The primary evaluator must provide verbal <u>and</u> written notification that the teacher is being moved into structured support or special assistance (as defined above). Notification must identify which components of the teacher practice (CCT) indicators are deficient, and the specific data used to identify the problem. Teachers are encouraged to discuss their placement on a corrective support plan with a Simsbury Education Association (SEA) representative and may have SEA representation at all subsequent meetings.

Plan of Action (Part B):
Following a conference with the primary evaluator, the teacher develops, within five school days, an action plan to address the deficiency. The plan includes the specific area(s) of concern, identification of what must be accomplished to address the concerns, strategies for resolving the problem, types of assistance needed (evaluator, peer, department supervisor), indicators of improvement based on multiple sources of data (including classroom observations by the evaluator(s)), and a timeline for meeting performance expectations (not to exceed 45 school days). The plan must be approved by the primary evaluator, who may choose to include in the process complementary evaluators of the teacher. The primary evaluator will provide support and assistance to the teacher in developing and implementing the plan of action.

Evaluation (Part C):
After data has been collected, the teacher and primary evaluator will meet to discuss whether the teacher has met the plan's objectives, and the administrator will make one of the following recommendations:

1. The problem or deficiency has been resolved satisfactorily.
2. The teacher has made progress, but has not yet addressed all concerns and remains in the current level of support for a mutually agreed upon time (not to exceed 45 school days).
3. The problem has not been resolved, and the teacher is placed in intensive assistance.

Based on individual circumstances, the primary evaluator may move a teacher to intensive assistance at any point during the special assistance intervention.

Level Two: Intensive Assistance
Definition of the Problem (Part A):
The primary evaluator must provide verbal <u>and</u> written notification to the teacher and all of the teacher's evaluators and to the Assistant Superintendent for Administration that the teacher is being moved to Level Two, intensive assistance. Notification should include <u>specific data</u> to substantiate the move to Level Two intervention, as related to the concerns identified in Level One.The teacher is encouraged to have Simsbury Education Association (SEA) representation at meetings.

Plan of Action (Part B):
A meeting will be convened by the Assistant Superintendent for Administration to establish that the concerns previously expressed by the primary evaluator have not been resolved. A new support plan not to exceed 45 school days will be developed by the administrator (with teacher input) following the format used in previous levels. The plan will be approved by the Assistant Superintendent for Administration.

Weekly meetings between teacher and evaluator(s) will take place to discuss data collected and progress towards addressing the goals of the support plan. The primary evaluator and/or the teacher may choose to include the complementary evaluators of the teacher at the weekly meetings. Status reports will be provided to the Assistant Superintendent for Administration throughout the process.

The primary evaluator will make one of the following recommendations:
1. The problem or deficiency has been satisfactorily resolved.
2. The problem or deficiency has not been resolved and moves to progressive disciplinary action outside the scope of this plan.

Based on individual circumstances, the primary evaluator may move a teacher to progressive disciplinary action at any point during Level Two interventions.

Corrective Support Plan- Appendix M

Dispute Resolution
Purpose
Problems and disagreements are expected to be resolved professionally, informally and cooperatively by the primary evaluator and teacher at the building level. The purpose of the appeal process is to secure fair solutions to unresolved problems or disputes of the evaluation process related to procedural concerns or where the primary evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. An appeal may be requested at any time during the evaluation process.

Procedures
The teacher will submit an Appeal Procedure Worksheet to the Assistant Superintendent for Administration and the evaluator within five (5) school days of the last attempt to resolve the issue at the building level. Specific information with references to the procedural/content concerns should be provided on the worksheet. The Assistant Superintendent for Administration will meet with both evaluator and evaluatee within five (5) school days of receipt of the Appeal Procedure Worksheet. The Assistant Superintendent for Administration will facilitate a resolution of the issue: if unable to do so, the Assistant Superintendent will arrange an Appeal Committee review, which will consist of a joint meeting with both the primary evaluator and evaluatee within ten (10) school days of the previously held meeting.

Appeal Committee
An Appeal Committee of five (5) members will be formed by the Assistant Superintendent for Administration, who will chair the committee. The evaluatee and evaluator will each select one member. The Assistant Superintendent for Administration will select two (2) members of the District Wide Professional Growth and Evaluation Committee, one of whom must be a teacher.

The Appeal Committee will meet with the primary evaluator and evaluatee and provide each with the opportunity to present concerns. The teacher may have SEA representation at this meeting. Following this meeting, the Appeal Committee will reach consensus regarding recommendations. If consensus cannot be reached, the Superintendent will consult with the Assistant Superintendent for Administration, Chairperson of the Appeal Committee, and the Superintendent will decide the outcome of the appeal. Resolutions must be topic-specific and timely. The Assistant Superintendent for Administration will prepare and present written recommendations to both parties within five (5) school days of the decision.

Confidentiality
The discussions that take place by the Appeal Committee are to be treated with strict confidentiality.

Dispute Resolution Forms- Appendix N

The Role of Professional Development and Evaluation Committee (PDEC)
PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan. Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups. A list of PDEC members is included on the second page of this plan.

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;

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.

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.

Appendices

A. [Standards of Effective Practice for Teaching](#)*(classroom teachers)*
B. [Standards of Effective Practice for Service Delivery](#) *(support staff)*
C. [CCT Rubric for Effective Teaching 2017](#)
D. [CCT Rubric for Effective Service Delivery 2017](#)
E. [Teacher Leader Model Standards (2008)](#)
F. [Learning Forward Professional Learning Standards 2022](#)
   (https://standards.learningforward.org/standards-for-professional-learning/)
G. [Sample Educator Reflection Questions](#)
H. [Beginning-of-Year Goal-Setting Conference Agenda](#)
I. [Pre-Observation Form](#)
J. [Post-Observation Form](#)
K. [Mid-Year Check-in Conference Agenda](#)
L. [End–of-Year Conference Agenda](#)
M. [Corrective Support Plan](#)
N. [Dispute Resolution](#)

Forms

A. [Professional Growth Plan | Self-Reflection Worksheet](#)
B. [Midyear Check-In: Reflection, Adjustment(s), and Next Steps](#)
C. [End of Year Reflection and Feedback Process](#)
D. [SPS Educator Professional Growth Plan](#)