

Somers Public Schools Educator & Administrator Professional Growth and Development Plan

Updated August 2024



Vision:

The Somers Public Schools strives to be an exceptional and innovative educational community.

Mission:

The mission of the Somers Public Schools is to prepare each student to contribute and succeed in an ever-changing global society.

In pursuit of this Vision and Mission, we believe in:

- The pursuit of excellence
- Life-long learning
- An environment conducive to success
- Student, family, and community partnerships
- Responsible citizenship
- Honoring equity, individuality, and diversity
- Educating the whole child

The learning stances outlined below are embedded in everything that we do as they give clarity to the professional growth mindset expected of educators. They are connected to our district's vision to be an exceptional and innovative educational community. By embracing our learning stances, we agree to engage in critical habits, such as deep reflection, which support student learning and help educators develop professionally. Further, engaging in cycles of honest feedback, having a growth mindset, and taking risks are important to model for our students and will lead to improved student outcomes.

It is essential that our mindset is flexible, open to embracing new approaches and exploring innovative solutions, so that transformative growth can occur. Ultimately, enhanced student performance will be dictated by the ability of our educators and administrators to maintain a mindset of continual improvement. Through honest reflection about our personal and professional competencies, we can set and meet rigorous goals in the pursuit of excellence as lifelong learners to foster an environment that is conducive to the success of all stakeholders in the community.

SPS Learning Stances

1. Be willing to reflect deeply on your practice and willing to learn/unlearn/relearn.
2. Notice when you are blocking your own learning by either judging others; thinking "I already know/do this"; trying to prove you are capable; attempting to hold on to an opinion or belief rather than reconsider it.
3. Be honest about your personal and professional competencies and committed to your own growth and that of others.
4. Study the obvious to create space for something new and more complex to emerge.
5. Challenge yourself as well as each other in a non-defensive manner to dig deeper and think more substantially.
6. Practice giving honest, frank, courageous comments; asking genuine, provocative questions; as well as encouragement and advice. We are learning to truly collaborate for the benefit of all. It is not personal; it is about the work.
7. Be willing to stay open to new ideas, possibilities, and ways of doing things.
8. Be open and non-defensive when receiving feedback. It is not personal...it's about the work. We are about learning...not competing and "showing what we know."
9. Be agile and willing to adapt.
10. Maintain an improvement mindset that permeates all behaviors, decisions, discourse, and actions.

Adapted from Lucy West's Learning Stance Norms, informed by Alvin Toffler 2016 Massachusetts Turnaround Practices Field

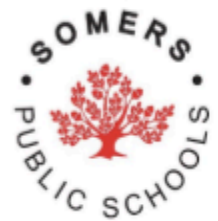




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The Process

During the 2023-2024 academic year, the Somers Professional Development and Evaluation Committee (PDEC) engaged in a process to reimagine the evaluation of Somers Educators and Administrators. Collaborating with consultants Tepper & Flynn, a specialized PDEC subcommittee was established to reflect on best practices and measures of effective teaching and student learning. Those reflections shaped the vision presented within this document.

This fourteen member committee participated in five professional development sessions led by consultant Patrick Flynn along with three work days to create an evaluation process. This document aims to foster the growth and development of educators and administrators within Somers Public Schools based on guidelines provided by the Connecticut State Department of Education.

2024 Somers Public Schools Educator Professional Growth and Development Plan Committee Members	
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Dr. Colleen Meier	SES School Psychologist
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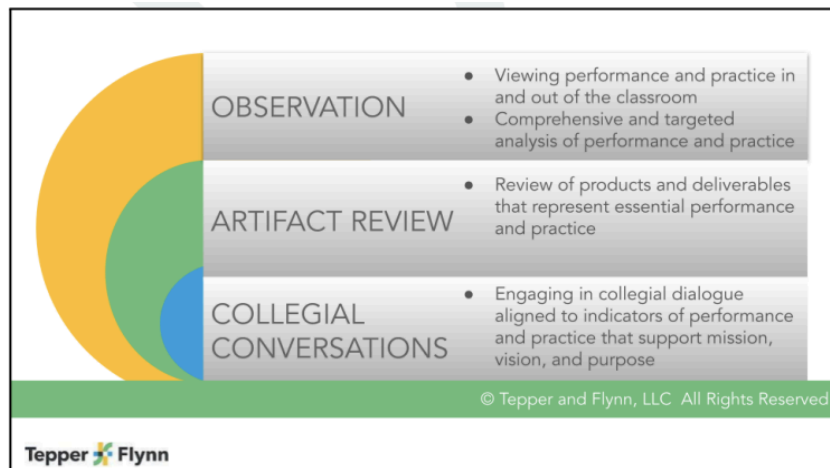
Ana Bell	MBA Paraeducator (Paraeducator PDEC Member)
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Educator Guiding Principles

The Somers Public Schools Educator Professional Growth and Development plan is rooted in the following core principles:

- setting attainable goals,
- reviewing artifacts demonstrating educator and student growth,
- regular cycles of informal observations with feedback, and
- consistent communication between administration and educators.

Through the plan, we have embedded three researched-based approaches to reviewing educator performance and practice: observation, artifact review (including qualitative and quantitative data) and collegial conversations.



(Tepper & Flynn, 2023)

Educator Professional Growth and Development Cycle

The Somers Professional Growth and Development Plan is inclusive of all certified staff members and rooted in the concept of continuous growth cycles. Through constant reflection, evaluation of data, professional development, and educating through best practices, all members of the Somers Public Schools are actively encouraged to seize the opportunity to grow in their craft.

The process of continuous growth begins when district leaders analyze data, trends, and feedback that shape the District Improvement Plan and School Improvement Plans. At the beginning of the school year, goals are established based on these plans, and actions are taken to demonstrate progress towards these goals. The creation of goals that are authentic, aligned with best practices, and rooted in learner improvement is a shared endeavor that enables all stakeholders to demonstrate professional growth and progress.

Throughout the growth cycle, ongoing formative observations and reviews of practice are conducted allowing for reflection on progress towards the goals. At the mid-year meeting, goals and artifacts are reviewed and adjusted if necessary with agreement from all parties involved. After the mid-year, a second growth cycle is initiated, focusing on actionable steps for growth as well as ongoing formative observations and reviews of practice. At the end of

the year meeting, discussions are held to examine progress made towards the established goals.

District administrators will compile an annual summary encompassing all aspects of professional growth and development within the district. This summary will help inform and shape the district and school improvement plans, initiating a new cycle of ongoing growth and development.

Educators and leaders will partake in on-going, embedded professional development related to evaluation and critical components for success to ensure all stakeholders understand differentiated supports and processes.

Educator Standards and Criteria

Our Growth and Development Plan is built on research from [Tepper & Flynn](#), the [CCT](#), [Marshall](#), and [Danielson](#) models. The Standards and Criteria outlined below identify best practices implemented to maximize learner experiences, achievement, and other mutually agreed upon observed indicators (including qualitative and quantitative data). Research shows that a balance of observation, artifact review, and collegial conversations best support overall performance and allow the educator to identify points for feedback about practice that may otherwise go unassessed (Tepper & Flynn, 2023). The Standards and Criteria were purposefully designed to encompass all certified staff members.

Domain 1: Learning Environment	Domain 2: Planning and Preparation
<ul style="list-style-type: none"> Positive and respectful interactions are evident and consistent within the learning environment. Recognizes and incorporates learners' cultural, social, and developmental diversity to enrich learning opportunities and promote belonging. Appropriate standards of behavior are well established and consistently maintained. Communicates appropriate standards of behavior that support a productive learning environment and allow for effective flow of routines and transitions. Learners are encouraged to take responsibility for their actions. Creates an environment in which learners are encouraged to take risks, feel safe to make and grow from mistakes, and take on new challenges. The learning space is intentionally organized to meet the needs of all learners. 	<ul style="list-style-type: none"> Planning is clear, aligned to content standards, is logically sequenced, and provides an appropriate level of challenge for learners. Planning of instruction includes measurable goals which define what will be learned, the importance of the content, and how mastery is demonstrated. Multiple strategies and approaches are tailored to individual learner needs. Utilizes a variety of high-quality instructional materials to ensure access to rigorous content, furthering engagement and mastery. Applies knowledge of content, concepts, and skills related to their discipline that leads to the learners' understanding. Anticipates misconceptions, ambiguities, or challenges and plans ways to address these. Selects or designs instructional strategies, tasks, and questions that cognitively engage learners to make learning accessible and equitable for all.

<p>Domain 3: Instruction, Delivery of Service and Facilitation of Learning</p>	<p>Domain 4: Professional Responsibilities</p>
<ul style="list-style-type: none"> Communicates the goals and objectives of lesson activities for learners to meet the established criteria for success. Presents material clearly and explicitly through use of scaffolding, questioning techniques that promote inquiry, and/or integrated checks for learner understanding. Monitors learning by eliciting evidence of understanding of the intended instructional outcomes at critical points in the lesson. Applies knowledge of content, concepts, and skills related to their discipline that leads to the learners' understanding. Capitalizes upon unexpected learner actions, questions, and internal and external events; encourages and supports learners to pursue new learning and opportunities on their own. Utilizes differentiated strategies, tasks, and questions that cognitively engage learners to make learning accessible and equitable for all. 	<ul style="list-style-type: none"> Continuously engages in relevant professional development and applies new learning to practice. Professionally communicates in all settings. Maintains appropriate boundaries in all interactions. Respectfully communicates with families/community members that reflects cultural sensitivity and fosters positive relationships. Attends to responsibilities conscientiously and consistently completes tasks diligently and on time; maintains detailed records and demonstrates punctuality. Contributes valuable ideas and expertise and instills in others a desire to improve learner results. Collaborates to cultivate and maintain a professional learning environment that fosters student growth and achievement. Collaborates with community members/learners to foster a positive school environment. Self-evaluates and reflects on individual practice and its impact on learning, identifies areas for improvement, and takes action to improve professional practice. Other mutually agreed upon observed indicators.

Educator Goal Setting, Mid-Year and End-of-Year Meetings

Open, honest, and collaborative discussions about student performance in relation to our district's goals is essential. It is important that educators see themselves in the goals they are creating for learners, themselves, and those identified by the district. When educators work towards goals that align with the needs of the school and district, as well as goals teachers believe are valuable professionally, community building and responsibility is encouraged and collective teacher efficacy is cultivated (Hattie, 2012). Ultimately, this process is designed to foster an environment that supports a collaborative culture of learning (Tepper & Flynn, 2020).

Goals should be supported by action plans that articulate measurable outcomes of multi-dimensional approaches to foster student achievement and professional growth. **Mutually-agreed upon goals may span multiple years (one, two or three year goals).** Goal setting, mid-year, and end-of-year meetings should reflect the goal of continuous cycles of collaborative improvement.

Meeting	Timeline	Focus
Goal Setting Meeting	All staff: Complete by November 1	<ul style="list-style-type: none"> Review district learning stances Review standards and criteria and choose goal area Discuss goal setting questions/document
Mid-Year Meeting	Non Tenured: Completed by February 1 Tenured: Completed by March 1	<ul style="list-style-type: none"> Review topics from Goal Setting Meeting Consider additions or adjustments needed to goals Review artifacts, data, student work, etc. Review next steps
End-of-Year Meeting	Non-Tenured: Completed by April 1 Tenured: Complete by June 1	<ul style="list-style-type: none"> Review final data points and learner outcomes Discuss new professional learning Discuss what professional development is needed for the next year Discuss whether goal(s) will continue for following year

(Tepper & Flynn, 2023)

*Educators will post their data, artifacts, and reflections at least 3 work days in advance of their Goal Setting, Mid-Year, and End-of-Year meetings. Variances of this timeline are allowable with mutual agreement.

Goal Setting

Orientation on Process – To begin the process, administrators meet with educators, in a group or individually, to discuss the growth-cycle and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities, and they will commit to set time aside for the types of collaboration required by the evaluation process. This orientation may happen during, but is not limited to, faculty meetings and/or in vertical or horizontal teaming meetings.

Educator Reflection and Goal-Setting – Through consideration of their own self-reflection, assessment of practice, and the district/school improvement plans, educators will examine current levels of performance across multiple indicators of learner success. Educators will incorporate the District Goal into a main goal and create two additional goals in the areas of Learner and Professional Growth. Educators may collaborate in grade-level or subject-area teams to support the goal-setting process.

Goal-Setting Conference – The educator comes to the meeting with proposed goals based on self-reflection and assessment of practice as well as the district/school improvement plan. The administrator and educator meet to discuss the educator's proposed goals in order to arrive at a mutual agreement.

Mid-Year Reflection

Reflection and Preparation – The educator and administrator collect and reflect on evidence to date about the educator's practice and learner growth in preparation for the meeting.

Mid-Year Meeting – The administrator and educator will have one mid-year meeting annually during which they review progress on each of their goals (learner growth, professional learning, district) to date. The mid-year meeting is an important point in the year for addressing concerns and reviewing results for the first half of the year. Administrators can deliver mid-year formative information on components of the evaluation framework for

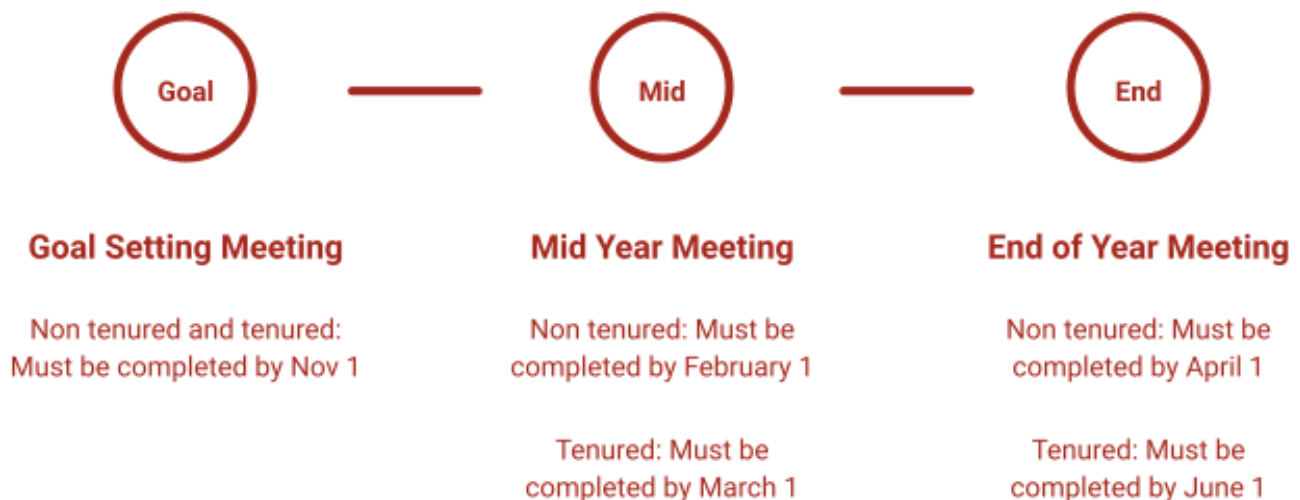
which evidence has been gathered and analyzed. If needed, educators and administrators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of goals to accommodate changes (e.g., learner populations, assignment). They can also discuss actions that the educator may take and support the administrator can provide to promote educator growth in their development areas.

End-of-Year Reflection

Educator Self-Assessment – The educator reviews all information they collected throughout the school year and completes the self-assessment document to be reviewed by an administrator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

The administrator reviews submitted evidence, self-assessments and observation data to generate feedback for continuous growth. The administrator summarizes the meeting, offers commendations, recommendations, and next steps related to the specific goals the educator has identified. The administrator provides targeted feedback on each goal area and collectively determines the educator level of growth.

The administrator will provide the educator with a level of growth; none/partial shift in practice, shift in practice, growth beyond expected feedback. The administrator will also indicate whether or not the educator has successfully completed the components of the annual evaluation cycle. A summary report of the end-of-year will be completed no later than five school days after the meeting.



Educator Observations and Feedback

“Quality observation of classroom practice with resultant feedback is a key driver in the shift toward a culture of learning if the focus of the evidence collected is on student learning and teacher impact and it occurs frequently.” (Tepper & Flynn, 2020)

All educators will have formative observations and reviews of practice. These will be conducted by a Somers administrator who holds a 092 certification.

All Somers educators will be divided into two cohorts for observations as indicated below:

Cohort A: Non-Tenured Somers Educators

- 5 formative observations and 1 Review of Practice.
- All have written feedback; at least 3 have a scheduled post-obs meeting
- Written feedback and post-observation feedback meetings should occur before subsequent formative observations and must occur within a timely manner (see below).

Cohort B: Tenured Somers Educators

- 3 formative observations and 1 Review of Practice.
- All have written feedback; at least 2 have scheduled post-obs meetings
- Written feedback and post-observation feedback meetings should occur before subsequent formative observations and must occur within a timely manner (see below).

Formative Observations:

- Occur with learners present
- At least 10 and no more than 20 minutes long
- Discussions between the administrator and the educator to determine the timing, location and scheduling of formative observations during the goal-setting meetings

Reviews of Practice:

- Occur when an educator is outside of direct instruction
- Discussions between the administrator and the educator to determine the timing, location and scheduling of reviews of practice will occur during goal-setting meetings
- Feedback will be given following the same procedure as a formative observation. A post-observation meeting may occur after the ROP.

Reviews of Practice May Include:

- 504 or PPT planning and implementation
- Collaborative lesson planning to reflect interdisciplinary, 21st-century, and/or Common Core/SAT expectations
- Sharing implementation of best practices as a result of professional learning experiences at a faculty/team meeting
- Participation in teacher leadership opportunities across the district to include PDEC, Curriculum Advisory, district committees and school leadership teams
- Share the impact of leadership at school or district level
- Use of student work to modify and/or plan differentiated instruction
- Team or grade level collaborations
- Data Teams/PLC processes and outcomes
- Coaching/Mentoring
- In-District curriculum extension activities
- Presenting or co-presenting professional development in/out of district
- Presenting to BOE
- Planning and facilitation of school and district parent outreach events such as literacy, arts, numeracy nights

Post-Observation Feedback Meetings:

Post-observation meetings will allow for conversations that foster continuous learning. These meetings will be scheduled by the administrator and educator at a mutually agreed-upon time.

The educator's cohort (see above) determines the post-observation meeting requirement. If either the administrator or educator requests additional post-observation meetings, it shall be granted.

These meetings:

- Must occur within 5 school days of the observation or review of practice.
- Administrators will provide written feedback within 2 school days after the post-observation meeting.
- At least 24 hours prior to the post-observation meeting, administrators will share observation notes with the educator.
- These meetings will be no more than 20 minutes long and reflective in nature.

*Variances of this timeline are allowable with mutual agreement.

Observations and Meetings for Various Start Dates: Cohort A

These charts are a guide for new hires throughout the school year and are not inclusive of all circumstances.

Scenarios	Goal Setting Deadlines	# of Observations	Post-Observation Meetings
Hired before October 31	All three goals; due 6-8 weeks after hire	5 formative observations and 1 review of practice	All have written feedback in Vector; at least 3 have a scheduled post-obs meeting
Hired between November 1- December 31	All three goals; due 4-6 weeks after hire	3 formative observations and 1 review of practice	All have written feedback in Vector; at least 2 have a scheduled post-obs meeting
Hired between January 1 - March 1 Observations and End-of-Year meeting to be completed by April 30, unless mutually agreed upon.	District goal; due 2 weeks after hire	2 formative observations and 1 review of practice	All have written feedback in Vector; at least 2 have a scheduled post-obs meeting
Hired March 2 to end of year Observations and End-of-Year meeting to be completed by April 30, unless mutually agreed upon.	None	1 formative observation and 1 review of practice	All have written feedback in Vector; at least 1 has a scheduled post-obs meeting

Observations and Meetings for Various Return Dates: Cohort B

This chart is for tenured Somers teachers returning from a leave of absence but is not inclusive of all circumstances.

Scenarios	Goal Setting Deadlines	# of Observations	Post-Observation Meetings
Returns before October 31	All three goals; 6-8 weeks after return	3 formative observations and 1 review of practice	All have written feedback in Vector; at least 2 have a scheduled post-obs meeting
Returns between November 1- December 31	All three goals; 4-6 weeks after return	2 formative observations and 1 review of practice	All have written feedback in Vector; at least 2 have a scheduled post-obs meeting

Returns between January 1 - March 1	Professional and District goal; 2 weeks after return	1 formative observation and 1 review of practice	All have written feedback in Vector; at least 1 has a scheduled post-obs meeting
Returns March 2 to end of year	None	1 formative observation	All have written feedback in Vector; at least 1 has a scheduled post-obs meeting

Educator Corrective Support Process

In any given year, an educator may require more support than can be provided through the Professional Growth and Development Plan, and, given evidence of additional needs, an educator may be placed on a Corrective Action Plan.

Prior to the start of a Corrective Action Plan and upon immediate recognition of the need for additional support, supervisors and educators can consider various strategies across a tiered support model to ensure all efforts have been made to provide support and guidance in meeting performance expectations. These efforts/strategies will be documented in writing and communicated with both parties. Table 1 below provides an overview of various strategies that can be used to ensure educators have access to progressional growth opportunities in addition to those being universally applied within the school.

Criteria for placement on a Corrective Action Plan can include but are not limited to any educator with an ongoing pattern of performance concerns. Concerns should be clearly documented and examined through feedback provided by administrators during mid-year and/or end-of-year reports, diligent review of student performance, artifacts, as well as active learning and participation in professional development.

A Corrective Action Plan will allow for scaffolded support for the educator. Support plans are designed to address specific needs. The [30-60-90 Template](#) outlines clear benchmarks of development and support.

It is important to note that there may be circumstances that require movement to a Corrective Action Plan without implementation of all three tiers of support. Disregard for codes of conduct, significant issues with student performance or concerns related to student safety may warrant immediate processing of a Corrective Action Plan.

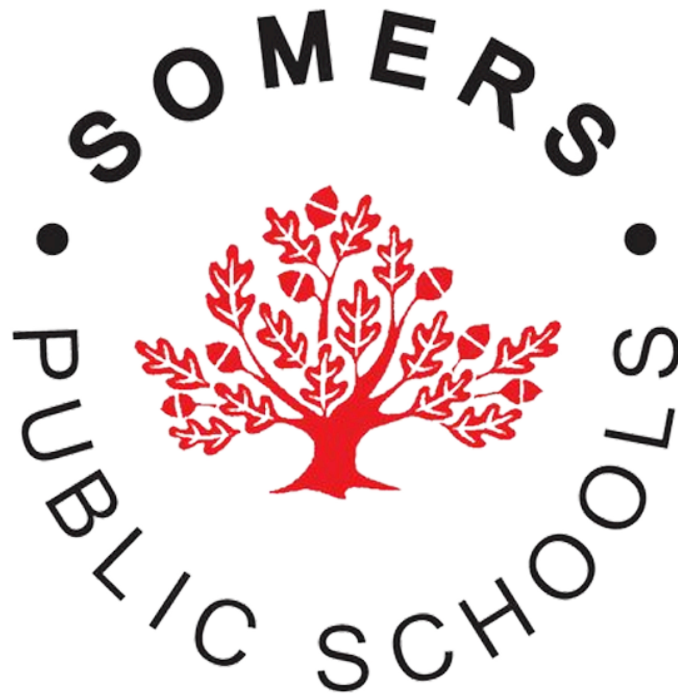
Table 1		
Scaffolds	Description	Strategies (including but not limited to):
Tier 1 Supports	<ul style="list-style-type: none"> • Typical cycles of professional learning provided to all members of staff • Adequate time and support for student performance review • Formative and evaluative feedback in alignment with school, collective, and/or individual goals 	<ul style="list-style-type: none"> • Workshops, webinars, modeling • Dialogue/mentoring • Peer observation & feedback • Coaching cycles
Tier 2 Supports	Tier 1 supports plus... <ul style="list-style-type: none"> • Additional, more frequent interactions that provide guidance and support to targeted needs 	Tier 1 supports plus... <ul style="list-style-type: none"> • Templates for planning and implementation aligned to role
Tier 3 Supports	Tier 1 & 2 support plus... <ul style="list-style-type: none"> • Intensive support that prepares for Corrective Action Planning by determining core areas of need 	Tier 1 & 2 supports plus... <ul style="list-style-type: none"> • Daily reports • Mandated professional learning • Collaborative scheduling • Fidelity logs

(Tepper & Flynn, 2023)

Educator Dispute Resolution

A panel, composed of the superintendent (or designee), the educator union president and a neutral third person, shall resolve disputes where the educator and administrator cannot agree on goals or feedback on performance and practice. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Any claims that the district has failed to follow the established procedures of the educator evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.



Somers Public Schools Administrator Professional Growth and Development

The alignment of the Administration Professional Growth and Development Plan and Educator Evaluation Growth and Development Plan is intentional, reflecting a commitment to coherence throughout the district.

This focus on common language, goals, and methodologies fosters a unified approach to achieving our objectives. By deliberately aligning the Administrator and Educator Professional Growth and Development Plan, we create opportunities for professional growth and continual improvement for all educators and administrators within the Somers Public Schools.

Administrator Guiding Principles

The Somers Public Schools Administrator Professional Growth and Development Plan is rooted in the following core principles:

- setting attainable goals,
- reviewing artifacts demonstrating educator and student growth,
- regular cycles of formative observations with feedback, and
- consistent communication between administrators and supervisors.

We support three researched-based approaches to reviewing educator performance and practice: observation, artifact review, and collegial conversations.

Administrator Professional Growth and Development Cycle

The Administrator Professional Growth and Development Plan is inclusive of all principals, assistant principals, coordinators, directors and senior directors. It is rooted in the concept of continuous growth cycles. Through constant reflection, evaluation of data, professional development, and educating through best practices, all members of the Somers Public Schools are actively encouraged to seize the opportunity to grow in their craft.

The process of continuous growth begins when administrators analyze data, trends, and feedback that shape the District Improvement Plan and School Improvement Plans. At the beginning of the school year, goals are established based on these plans, and actions are taken to demonstrate progress towards these goals. The creation of goals that are authentic, aligned with best practices, and rooted in learner improvement is a shared endeavor that enables all stakeholders to demonstrate professional growth and progress.

Throughout the growth cycle, ongoing formative observations and reviews of practice are conducted allowing for reflection on progress towards the goals. At the mid-year meeting, goals and artifacts are reviewed and adjusted if necessary with agreement from all parties involved. After the mid-year, a second growth cycle is initiated, focusing on actionable steps for growth as well as ongoing formative observations and reviews of practice. At the end of the year meeting, discussions are held to examine progress made towards the established goals.

District administrators will compile an annual summary encompassing all aspects of professional growth and development within the district. This summary will help inform and shape the district and school improvement plans, initiating a new cycle of ongoing growth and development.

Administrator Standards and Criteria

The administrator standards and criteria were modeled on the CT Leader and Support Rubric, The NPBEA Professional Standards for Education Leaders, and the Maryland Professional Standards for Educational Leaders. The standards and criteria outlined below identify best practices and should be used as a resource to inform professional learning experiences for administrators to elevate their professional practice by identifying areas of promise and opportunities for growth within each domain. It should be noted that the standards and criteria outlined below do not encompass the totality of actions that may be observed within each of the domains.

Research shows that a balance of observation, artifact review (including qualitative and quantitative data), and collegial conversations best support overall performance and allow the educator to identify points for feedback about practice that may otherwise go unassessed (Tepper & Flynn, 2023). The standards and criteria were purposefully designed to incorporate all administrators.

Domain 1: Mission, Vision, and Core Values	Domain 2: Management of Personnel and Operations
<p>Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student.</p> <p>Articulates and advocates a core set of values that defines culture, vision and mission and stresses the imperative for student-centered education, high expectations and student support; equity, inclusiveness, and social justice; and continuous improvement.</p> <p>Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed.</p> <p>Model and pursue the district’s mission, vision, and core values in all aspects of leadership.</p> <p>Aligns partnerships (e.g. community organizations, vendors, professional organizations) to support implementation of vision, mission, and core values.</p> <p>Employs a variety of communication strategies to effectively engage in two-way communication.</p> <p>Communicates school improvement as a priority to students, staff, and other stakeholders</p> <p>Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies.</p>	<p>Communicates feedback to administrators, teachers, and staff through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice.</p> <p>Advances the professional growth of administration, faculty and staff. Provides opportunities and structures for staff to learn from each other.</p> <p>Establishes workplace conditions for staff that promotes professional learning, collaborative practices, and mutual accountability to advance student learning and social-emotional well-being.</p> <p>Analyzes data on staff perceptions of practices and procedures to identify areas of sustainability and growth.</p> <p>Interacts with staff in a way that reflects trust, transparency, and positive intention which improves professional practice.</p> <p>Leverages staff expertise to design and implement job-embedded professional learning opportunities. Assigns and schedules staff to roles and responsibilities that optimizes their capacity.</p> <p>Demonstrates ethical and responsible budgeting and accounting practices.</p> <p>Develops and manages productive relationships with central office staff and colleagues.</p>
Domain 3: Equity, Ethics and Professional Norms	Domain 4: Curriculum, Instruction, and Assessment
<p>Places students, and their well-being at the center of educational decision making.</p> <p>Fulfills all professional duties with honesty, transparency and integrity while promoting ethical and professional behavior among faculty and staff</p> <p>Holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies.</p> <p>Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of all students, staff backgrounds, social-emotional well-being, disabilities and cultures.</p> <p>Leads professional learning experiences.</p> <p>Aligns and allocates resources to foster equitable student learning environments.</p> <p>Holds self and staff accountable for engaging in equitable and culturally responsive practices.</p>	<p>Communicates rigorous student learning expectations, assessment information, and instructional practices to parents, students, teachers, and other stakeholder groups.</p> <p>Provides actionable feedback to teachers that improves implementation of curriculum, assessment, and evidence-based instructional practices aligned to an integrated tiered system of supports that meet the diverse needs of student learners.</p> <p>Provides time in the schedule for collaboration on curriculum, instruction, and assessment within and across grade levels and/or disciplines, to improve coherence and alignment.</p> <p>Leads and models effective practices that are evidence-based to improve instruction (e.g. differentiation, universal design, personalized learning, and specialized instruction).</p> <p>Uses data to prioritize needs and identify evidence-based strategies to address identified needs. Demonstrates sustained high levels of student academic growth and achievement.</p>

Administrator Goal Setting, Mid-Year and End-of-Year Meetings

Administrator goals should align with the needs of the school and district, as well as goals they believe are valuable professionally. Administrator goals should be supported by action plans that articulate measurable outcomes of multi-dimensional approaches to foster student achievement and professional growth. Goal Setting, Mid-Year, and End-of-Year meetings should reflect the goal of continuous cycles of collaborative improvement.



Goal Setting Meeting

The administrator comes to the meeting with proposed goals and action plans based on self-reflection and assessment of practice as well as the district/school improvement plan. The administrator and supervisor meet to discuss the proposed goals and action plans in order to arrive at a mutual agreement. Mutually-agreed upon goals may span multiple years (one, two or three year goals).

Mid-Year Meeting

The administrator collects and reflects on evidence to date about the administrator's practice in preparation for the meeting. The Mid-Year Meeting is an important point in the year for addressing concerns and reviewing results for the first half of the year. If needed, administrators and supervisors can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of goals to accommodate changes to goals. They can also discuss actions that the administrator may take and support the supervisor can provide to promote administrator growth in their development areas.

End-of-Year Meeting

The administrator reviews all information they collected throughout the school year and completes the self-assessment document to be reviewed by a supervisor.

The supervisor reviews submitted evidence, self-assessments, and observation data to generate feedback for continuous growth. The supervisor summarizes the meeting, offers commendations, recommendations, and next steps related to the specific goals the administrator has identified. The supervisor provides targeted feedback on each goal area and collectively determines the educator level of growth.

The supervisor will provide the administrator with a level of growth: none/partial shift in practice, shift in practice, growth beyond expected feedback. The supervisor will also indicate whether or not the leader has successfully completed the components of the annual evaluation cycle. A summary report of the End-of-Year will be completed no later than five school days after the meeting.

Administrator Observations and Feedback

All administrators will have formative observations and reviews of practice. These will be conducted by an administrative supervisor who holds a 092/093 certification. Annually, administrators will have the following:

- 8 formative observations. All have written feedback in our online platform..
- At least 4 have a scheduled post-observation feedback meeting.

Post-observation meetings allow for conversations that foster continuous learning. These meetings will be scheduled by the supervisor and administrator for a mutually agreed upon time. If either the supervisor or administrator requests additional post-observation meetings, it shall be granted. These meetings:

- Must occur within 5 school days of the observations.
- Supervisors will provide written feedback within 2 school days after the post-observation meeting.
- At least 24 hours prior to the post-observation meeting, supervisors will share observation notes with the administrators.
- Post-observation meeting conversations will be no more than 20 minutes long and reflective in nature.

Administrator Corrective Support Process

In any given year, an administrator may require more support than can be provided through the Professional Growth and Development Plan, and, given evidence of additional needs, an educator may be placed on a Corrective Action Plan.

Prior to the start of a Corrective Action Plan and upon immediate recognition of the need for additional support, supervisors and administrators can consider various strategies across a tiered support model to ensure all efforts have been made to provide support and guidance in meeting performance expectations. These efforts/strategies will be documented in writing and communicated with both parties. Table 1 below provides an overview of various strategies that can be used to ensure administrators have access to progressional growth opportunities in addition to those being universally applied within the environment they work.

Criteria for placement on a Corrective Action Plan can include but are not limited to any administrator with an ongoing pattern of performance concerns. Concerns should be clearly documented and examined through feedback provided by supervisors during Mid-Year and/or End-of-Year reports, diligent review of artifacts, as well as active learning and participation in professional development.

A Corrective Action Plan will allow for scaffolded support for the administrator. Support plans are designed to address specific needs. The [Administrator 30-60-90 Template](#) outlines clear benchmarks of development and support. It is important to note that there may be circumstances that require movement to a Corrective Action Plan without implementation of

all three tiers of support. Disregard for codes of conduct, significant issues with student performance, or concerns related to student safety may warrant immediate processing of a Corrective Action Plan.

Table 1		
Scaffolds	Description	Strategies (including but not limited to):
Tier 1 Supports	<ul style="list-style-type: none"> • Typical cycles of professional learning provided to all members of staff • Adequate time and support for student/faculty performance review. • Formative and evaluative feedback in alignment with the collective and/or individual goals 	<ul style="list-style-type: none"> • Workshops, webinars, modeling • Dialogue/mentoring • Peer observation & feedback • Coaching cycles
Tier 2 Supports	Tier 1 supports plus... <ul style="list-style-type: none"> • Additional, more frequent interactions that provide guidance and support to targeted needs 	Tier 1 supports plus... <ul style="list-style-type: none"> • Templates for planning and implementation aligned to role
Tier 3 Supports	Tier 1 & 2 support plus... <ul style="list-style-type: none"> • Intensive support that prepares for Corrective Action Planning by determining core areas of need 	Tier 1 & 2 supports plus... <ul style="list-style-type: none"> • Daily reports • Mandated professional learning • Collaborative scheduling • Fidelity logs

(Tepper & Flynn, 2023)

Administrator Dispute Resolution

A panel, composed of the superintendent (or designee), the administrator union president and a neutral third person, shall resolve disputes where the administrator and supervisor cannot agree on goals or feedback on performance and practice. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Any claims that the district has failed to follow the established procedures of the administrator evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.

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