Educator and Leader Evaluation and Support Plan

The content of this document is meant for use in the Southington Public School beginning in the 2024-2025 school year. The content of this document has been collaboratively designed by committee consensus and in accordance with the "Connecticut Guidelines for Educator and Leader Evaluation and Support, 2023."

Professional Development and Evaluation

Committee (PDEC) Members

District Educators
Michael Colantonio - Elementary Physical Education
JoElle Castonguay - Elementary Art
Rachel Lagasse - Elementary
Amy Lasbury - Elementary
Christina McKirryher - Elementary Math Specialist
Melissa O'Neil - Elementary
Bethany Solury - Elementary
Lindsay Veronneau - Elementary
Gretchen Yatzook - Elementary
Emily Emery - Middle School Math
Michael Garry - Middle School Science
Jason Ghidini - Middle School Social Studies/Southington Educators Association President
Courtney Laudati - Middle School ELA
Brett Wojtkowski- Middle School Science
Annita Wright - Middle School Social Worker
Thomas Hinman - High School Department Leader, Math
Owen McLaughlin - High School Department Leader, Ag Sci
Mary Lynne Osborn - High School Department Leader, Family & Consumer Science & Tech Ed.
Sara Ossias - High School Department Leader, Art/Music
Tony Loomis - High School Department Leader, Physical Education/Health
Nicole Raccio - High School Department Leader, Science
Tina Riccio - High School Department Leader, World Language
Deborah Stevens, Paraeducator Union President

District Leaders
Amy Aresco- Special Education Coordinator, 6-8
Richard Aroian- Principal, SHS
Melissa Barbuto- Principal, SES
Amy Battaglia- Special Education Coordinator, K-5
Simone Crouch- Asst Principal, SHS
Jennifer Discenza- District Counseling Coordinator
Robert Garry- Principal, HES
Cathy Goralski- Special Education Coordinator, K-5
Robert Lasbury- Assistant Principal, JAD
Stephanie Lawlor- Language Arts K-8 Social Studies K-5 Coordinator
Alicia Naleway- Math K-8/Science Coordinator K-5 Coordinator
Erin Nattrass- Principal, TES
Michelle Passamano- Human Resource Manager
Frank Pepe- Assistant Superintendent of Schools
Rebecca Savelkoul- Digital Learning Coordinator
Susanne Vitcavage- Principal, JFK
Amy Zappone- Director of Teaching & Learning

Table of Contents

# Southington's System for Educator Evaluation & Support

This document outlines an updated model for the evaluation and development of educators in Southington Public Schools based on the _Connecticut Guidelines for Educator and Leader Evaluation and Support, 2023_. The plan is designed to promote reflective practice through ongoing, job-embedded professional learning, which supports educator growth and development.

Guiding Principles

- **Allow for differentiation of roles** (for example, educators, counselors, instructional coaches, student support staff, and leaders in central office such as principal, assistant principal, etc.).
- **Simplify and reduce the burden** (for example, eliminate the technical challenge; reduce the number of steps, paperwork).
- **Focus on things that matter** (identify high leverage, mainstream 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 what matters and agency** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus—see above, focus on things that matter).
- **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.**

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. _Learning Forward Professional Learning Standards,2022_, serve as a tool for how professional learning happens to deepen one's knowledge of personal practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.
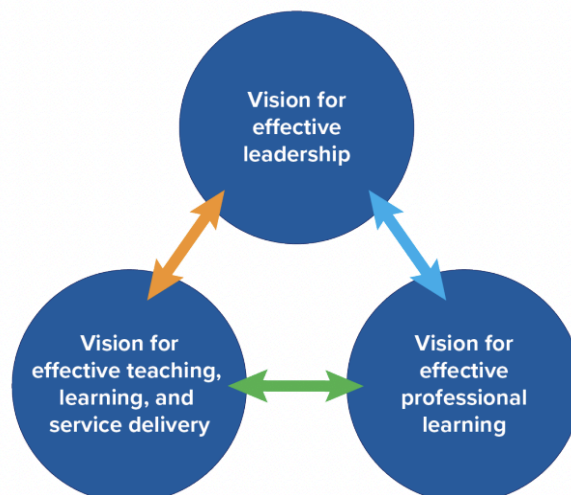
The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement
The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with ongoing learning opportunities for professional growth through self-directed analysis, reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

Evaluation System Overview

The evaluation system consists of multiple, standards-based measures to depict an accurate and comprehensive picture of educator performance. All educators will be evaluated in three categories:
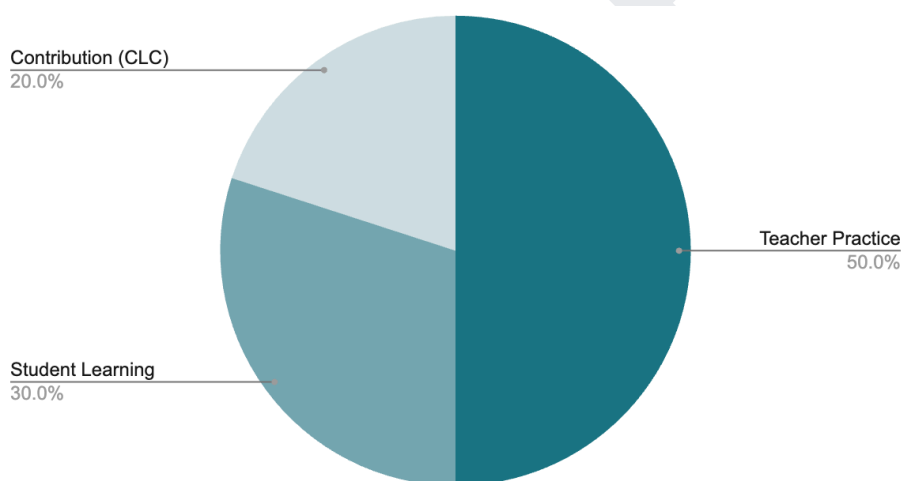
1. **Educator Practice:** (50%) An evaluation of the core instructional practices and skills that positively affect student outcomes. Observation of educator practice is conducted using a single point competency rubric developed by Southington Public schools, in alignment with _Connecticut Common Core of Teaching Rubric for Effective Teaching (2017)_ and/or the _Connecticut Common Core of Teaching Rubric for Effective Service Delivery (2017)_. (_See definition of single point competency rubric on page 6_)

2. **Student Learning Goal:** (30%) An evaluation of an educator's contribution to student growth and achievement is determined by a student learning goal and associated indicators of academic growth and development (IAGD).
- One standardized indicator of academic growth and achievement (if applicable; if not applicable, replace with a non-standardized).
- One non-standardized indicator of academic growth and achievement that measures the same skills/concepts within the standardized indicator.
- Growth is valued beyond achievement. If the target student grade level achievement is not demonstrated but 1.5x growth is achieved, then it is deemed <mark>successful</mark>.

3. Contribution to Learning Community Goal (CLC): (20%) An evaluation of an educator's contributions to the school's learning community through action steps of a mutually agreed upon area of improvement identified within the school, district or department. This contribution should lead to individual and collective **educator growth** which positively impact student outcomes. This goal may be individual or group, depending on the problem of practice/desired improvement area; it may be single or multi-year (1, 2, or 3 years). The goal must support the Vision of the Graduate and indicators for effective practice in the SPS Evaluation Rubrics. Educators involved in the TEAM process are encouraged to align their work to the CLC goal.

All goals and standards must be mutually agreed upon between educator and evaluator.

Single Point Competency Rubrics

Definition

A single point competency is 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. Single point competencies are preferred as they focus the discussion and feedback on the desired practice rather than a rating outcome. This allows:

- Promotion of clear, research-based expectations tied to standards
- A clearly articulated vision of effective practice that focuses on areas of strength, growth and next steps
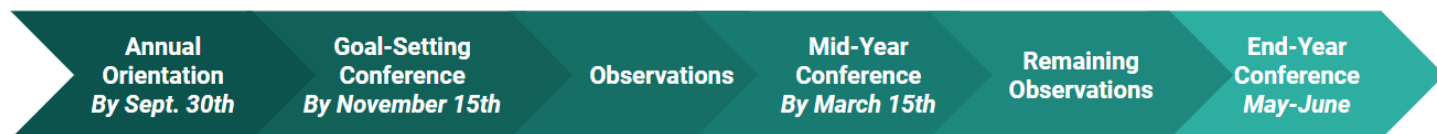
Rubric Variations

Southington Public Schools adopted two single point competency rubrics for educators that were developed in alignment with the *Connecticut Common Core of Teaching Rubric for Effective Teaching (2017)* and the *Connecticut Common Core of Teaching Rubric for Effective Service Delivery (2017)*.

- The *SPS Single Point Competency Rubric for Effective Service Delivery* is the rubric used for Student and Educator Support Specialists identified as follows: secondary library/media specialists, school counselors, school psychologists, social workers, and speech and language pathologists.
  - A special education educator, through mutual agreement with his/her evaluator will decide to use either *The SPS Teaching Rubric for Effective Teaching* or the *SPS Rubric for Effective Service Delivery*.
- All other educators will utilize the *SPS Single Point Competency Rubric for Effective Teaching*.

Educator Evaluation Process

The annual evaluation process between an educator and an evaluator is anchored by a conference at the beginning, middle and end of the year. The purpose is to clarify expectations for the evaluation process and provide comprehensive feedback to each educator on his/her performance, set goals, and identify professional learning opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator to be productive and meaningful. At the start of each school year, all educators will receive training on the entire evaluation and support plan *(Annual Evaluation Orientation)*. In addition, ongoing training to ensure all stakeholders understand differentiated supports and processes within the evaluation plan will be provided.

Annual Orientation **By Sept. 30th**	Goal-Setting Conference **By November 15th**	Observations	Mid-Year Conference **By March 15th**	Remaining Observations	End-Year Conference *May-June*

Annual Evaluation Overview

Administration provides an overview of the following critical component for success ***by September 30th*** each year:
- evaluation process: timelines, associated forms, roles/responsibilities, rubrics
- district and school priorities and goals
- tiered support and corrective support model
- dispute resolution protocol

Goal Setting Conference

- Educator examines baseline data including student achievement and growth data, prior year evaluation, and associated single point rubric to generate proposed goals.
- Educator completes *Educator Goal Form* and submits to the evaluator at least three days prior to meeting.
- Multiple measures of organizational health, leader growth, and impact on student learning (growth, and achievement) are mutually agreed upon. All goals and standards are mutually agreed upon.
  - Goals should always be connected to standards recommended by the PDEC, in alignment with the district goals and priorities, and approved by the local board of education.
  - Student learning goals (growth and achievement) are one year goals.
  - Contribution to the Learning Community Goals (educator growth goals) can be single or multi-year.
- The evaluator may request revisions to the proposed goals if they do not meet approval criteria.

Mid-Year Conference

- Educator reflects and documents the status of each established goal area prior to the meeting. *Educator Goal Form* to be completed and submitted at least three days prior to the meeting.
- Educator and evaluator review progress on each goal, including effectiveness of action steps. Feedback and support may be provided by the evaluator to promote educator growth and development.
- Mid year adjustments of student learning goals need to be mutually agreed upon.

End-Year Conference

The educator reviews all information and data collected during the year for educator practice, student learning and contributions to the learning community; educator completes a self-assessment reflection on the *Educator Goal Form*. Self-reflections are submitted to the evaluator three days prior to the end of year meeting.
- The evaluator and the educator meet to discuss all evidence collected to date and discuss outcomes of each goal area. There should be multiple pieces of evidence, which may include artifacts, observations of practice, student feedback, and reflections by the educator.
- An overall evaluation outcome is discussed and both educator and evaluator sign the evaluation at least three school days before the last student day.
- A preliminary discussion for future year goal setting may be discussed.

Observation Process

The observation process is critical to facilitate an educator's growth. Observations do not have to cover an entire lesson to be valid. Partial period observations provide valuable information. Timely feedback helps educators grow and become more effective with each student. Feedback occurs within the goal setting and observation processes. Feedback should connect to rubric language, focus on effective practice, and identify areas of strength and growth/next steps.

Any educator may request an additional informal observation subject to the administrator's approval. Any dispute shall be submitted to a subcommittee of Southington's Professional Development and Evaluation Committee (PDEC).

Types of Observations

- **Formal**: Scheduled in-class observations that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback, within five school days. The pre-observation form must be completed prior to the pre-conference unless determined by the evaluator (see the Educator Categories table) .
    - o **Pre-Conferences:** Provide context for the lesson, information about the students to be observed, and sets expectations for the observation process. Formal observations require completion of the *Pre/Post Observation Form for Educators* or the *Pre/Post Observation Report for Student and Educator Support Specialists* a minimum of one school day prior to the pre-conference.
    - o **Post-Conferences:** Provide a forum for educators and administrators to reflect on the observation using the SPS Educator Rubric with a goal to generate action steps that lead to educator growth. The *Pre/Post Observation Form for Educators* or the *Pre/Post Observation Report for Student and Educator Support Specialists* is completed prior to the post-conference to allow the educator to self-reflect. All post conferences need to occur within five school days of the observation and require both verbal and written feedback.

- **Informal:** Non-scheduled in-class observations range between 5 and 10 minutes and are followed by written feedback within five school days. Nothing precludes an evaluator from dedicating more than 10 minutes. Post conferences are best practice. A post conference is required based on the teacher category. See table on page 9.
    - o Evaluators may utilize the following non-classroom informal observations for educators using the ***SPS Rubric for Effective Service Delivery.***
        - ▪ reviews of learning plans for lessons, groups, individual students
        - ▪ planning and placement team meetings (PPTs)/ 504 meetings
        - ▪ grade level/department meetings
        - ▪ data team meetings
        - ▪ professional learning
        - ▪ coaching/mentoring other educators
        - ▪ parent/family engagement activities
        - ▪ school/community engagement activities
    - o Observations of educator practice connected to domains two and four in the SPS educator rubrics may be utilized as artifacts for the CLC goal (educator growth goal). *See list of non-classroom based informal observations above.*

Types of Evaluators

- **Primary Evaluators:** Must hold an 092 or 093 certification (ie: principals, assistant principals, district directors, district coordinators)
  - Primary evaluators have sole responsibility for assigning an annual summary distinction. At the request of a district employee, an appeal on the annual evaluation summary distinction may be submitted to the superintendent and subject to the Dispute Resolution Process *(page 12)*.

- **Complimentary Evaluators:** Complimentary evaluators may be used to assist the primary evaluator.
  - Must be a certified educator and possess an active administrative certification (092 or 093) or must be fully trained as an evaluator in a training program approved by the superintendent.
  - Must share his or her feedback with the primary evaluator as it is collected and shared with educators.

Educator Categories

Educator categories are used to differentiate the frequency and types of observations that occur for each educator as well as criteria for the yearly goal setting process. Educator categories take into consideration years of experience, years in district and/or educator effectiveness.

Cohort 1: First Year	Cohort 2: Second Year	Cohort 3: Third, Fourth, Tenured in Another District	Cohort 4: Tenured
Minimum of *one* formal - Conducted prior to midyear - Pre and post conferences required	**Minimum of *one* formal** - Conducted prior to midyear - Pre and post conferences required		
Minimum of *five* informals - Post-conferences required for each - Three of the five informal observations conducted prior to mid-year	**Minimum of *four* informals** - Post-conferences required for a minimum of two informals (Post-conference required for all 4 informals if concerns observed) - Minimum of one informal observation conducted prior to mid-year - The evaluator may choose to forgo the 4th informal if the formal observation and the first three informal observations are deemed effective by April.	**Minimum of *three* informals** - Post-conference conducted on minimum of two informals - Post-conference required if concerns observed - A minimum of one observation to be conducted prior to mid-year meetings. - An evaluator may choose to forgo the 3rd informal if two effective informals are achieved by April.	**Minimum of *one* informal** - Conducted prior to midyear. - If overall effective, post-conference optional and the administrator may forgo additional informals. - If overall ineffective, post-conference required and two subsequent informal observations conducted
An administrator may choose to perform additional observations if concerns arise.			

Annual Evaluation Cycle Summary

At the conclusion of each academic year an educator is ***successful*** or ***unsuccessful*** in each of the following three categories, resulting in an overall annual distinction of **successfully completing the cycle or not**.

1. **Educator Practice:** (50%)
2. **Student Learning:** (30%)
3. **Contribution to Learning Community:** (20%)
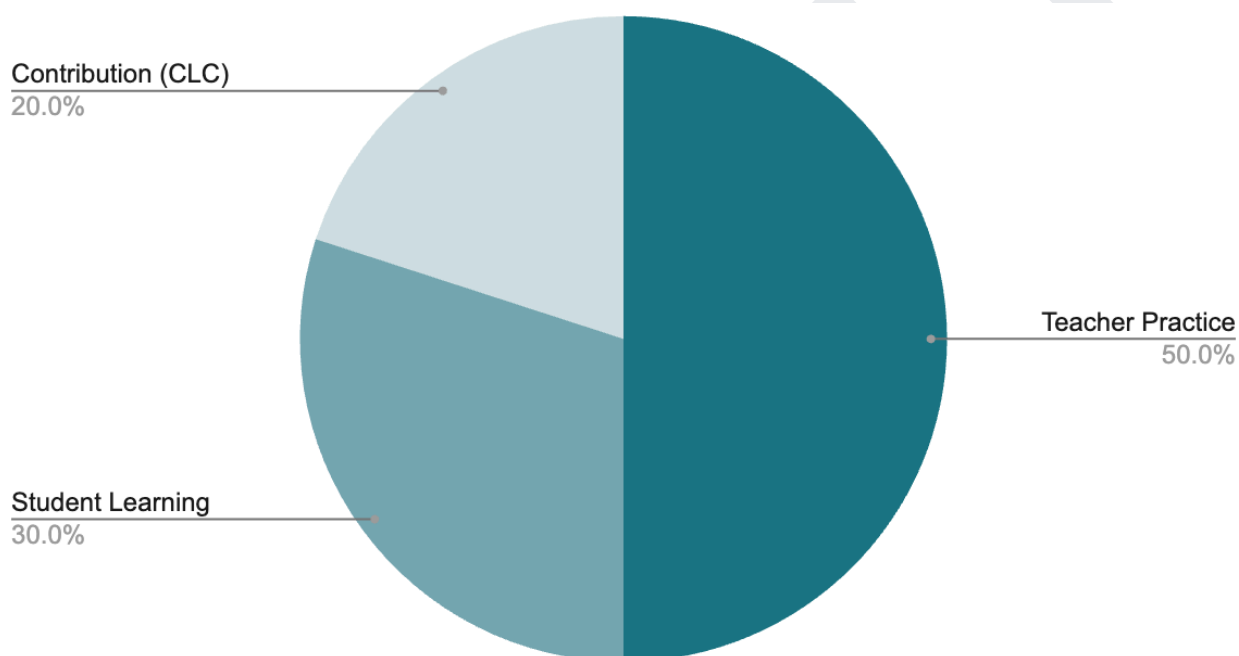
Educator Practice: (50%) is deemed ***successful*** when the observational data for domains one and three demonstrate attributes positively observed more than 50% of the time during observations.

Student Learning: (30%) is deemed ***successful*** if the educator's IAGDs are achieved. If the IAGDs are not achieved, the outcome for student learning is ***unsuccessful***.

Contribution to Learning Community: (20%) is deemed ***successful*** if the educator successfully meets the action steps and outcomes prescribed within the CLC goal. If the action steps or outcomes prescribed within the CLC goal are not achieved then the outcome is ***unsuccessful***.

An overall summary distinction of "***successful***" is achieved when the combined three categories below reach **above a 50% threshold**.

Annual Summary Distinctions

Summary distinctions are made at the end of each evaluation cycle. Examples of determining *successful* or *unsuccessful* completion of the evaluation cycle can be found below:

Categories	Annual Summary
Educator Practice: (50%)	*successful*
Student Learning: (30%)	*successful*
Contribution to Learning Community: (20%)	*successful*
Overall Distinction	*Successfully Completed Cycle*

Categories	Annual Summary
Educator Practice: (50%)	*unsuccessful*
Student Learning: (30%)	*successful*
Contribution to Learning Community: (20%)	*successful*
Overall Distinction	*Did Not Successfully Complete Cycle*

Categories	Annual Summary
Educator Practice: (50%)	*successful*
Student Learning: (30%)	*unsuccessful*
Contribution to Learning Community: (20%)	*successful*
Overall Distinction	*Successfully Completed Cycle*

Categories	Annual Summary
Educator Practice: (50%)	*successful*
Student Learning: (30%)	*successful*
Contribution to Learning Community: (20%)	*unsuccessful*
Overall Distinction	*Successfully Completed Cycle*

Categories	Annual Summary
Educator Practice: (50%)	*successful*
Student Learning: (30%)	*unsuccessful*
Contribution to Learning Community: (20%)	*unsuccessful*
Overall Distinction	*Did Not Successfully Complete Cycle*

Definitions of Annual Summary Distinctions

- **Non-tenured Educators (Years 1-4)**
  - **Successful-** An educator is deemed successful if said educator receives a summary distinction of *"Successfully Completed Cycle"* at the end of an evaluation cycle. The Superintendent shall tenure any educator he/she deems *successful* at the end of year four.
  - **Unsuccessful-** An educator is deemed unsuccessful if said educator receives a summary distinction of *"Did Not Successfully Complete Cycle"* at the end of an evaluation cycle. Non-tenured *unsuccessful* teachers will be provided support towards improvement. However, an *unsuccessful* non-tenured teacher may be non-renewed at any time during years 1-4 based on noted deficiencies.

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- **Tenured Educator**
  - **Successful-** An educator is deemed successful if said educator receives a summary distinction of *"Successfully Completed Cycle"* at the end of an evaluation cycle.
  - **Unsuccessful-** An educator is deemed unsuccessful if said educator receives a summary distinction of *"Did Not Successfully Complete Cycle"* at the end of an evaluation cycle. If a tenured educator's performance is rated or projected as unsuccessful, it triggers the need for the administrator to develop an individual educator *Corrective Support Plan*.
    - An educator who does not successfully complete two consecutive Corrective Support Plans is automatically terminated.
    - An educator who who does not successfully complete two non-consecutive Corrective Support Plans within three (3) years is terminated.
    - An educator who receives two sequential distinctions of *"Did Not Successfully Complete Cycle"* is automatically terminated.

Tiered Support and Corrective Support Model

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback lead to advancing levels of support with the defined process for placing an educator on a Corrective Support Plan. All three tiers of support must be implemented and documented prior to the development of a Corrective Support Plan.

If an educator's performance is projected to be unsuccessful in meeting the evaluation cycle, or is deemed unsuccessful, it triggers the need for focused support through a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

TIER 1 SUPPORTS
It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.
TIER 2 SUPPORTS
In addition to Tier 1, Tier 2 supports are more intensive in duration (2-4 weeks), frequency, and focus that can be either suggested by the educator and/or recommended by an evaluator. Examples of Tier 2 supports may include but are not limited to: • Increased dialogue/mentoring/feedback/educator reflections • Additional reviews of practice and/or observations with feedback • Lesson plan review with feedback • Increased peer coaching and/or peer observations • Regular check-ins with evaluator or designee • Mandated professional development • Submission of lesson plans or other instructional tools to support growth (ie: daily schedule, curriculum implementation log)

TIER 3 SUPPORTS

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns. Tier 3 supports include the following documented elements:
- Clear objectives specific to the well documented area of concern
- Resources, support, and interventions to address areas of concern
- Timeframes for implementing the resources, support, and interventions (start date and duration of 2-4 weeks)
- Supportive actions from the evaluator
- 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.

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. If a tenured educator's performance is projected or deemed **unsuccessful**, it signals the need for the administrator to develop an individual educator *Corrective Support Plan*. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. The staff member has the right to representation by his/her exclusive bargaining unit during all subsequent meetings. Notification of placement on an improvement and remediation plan will be presented verbally and in writing. The implementation of the plan begins within ten (10) work days of the initial notification. (*Corrective Support Plan Template*)

- **Elements of a Corrective Support Plan include :**
    - Clear objectives and indicators of success specific to the well documented area(s) of concern
    - Time frames (start date and duration of plan)
    - Action steps to address the area(s) of concern
    - Resources, support, and interventions to address areas of concern
    - Supportive actions from the evaluator
- **At the conclusion of a Corrective Support Plan period, the following outcomes are possible:**
    - Successful completion as defined by the criteria in the Corrective Support Plan *(successful)*
    - Unsuccessful completion as defined by the criteria in the Corrective Support Plan; second consecutive plan developed for tenured teacher *(unsuccessful)*
    - Extension of the plan as determined by the evaluator

- *Two consecutive Corrective Support Plans that are not successfully met result in termination.*
- *Two non-consecutive Corrective Support Plans within three (3) years that are not successfully met result in termination.*
- *An educator on an assistance plan is ineligible for a voluntary transfer for 10 months unless the Superintendent (or designee) and union agree.*

Dispute Resolution

Process

1. A dispute shall be submitted to a subcommittee of Southington's Professional Development and Evaluation Committee (PDEC).
2. The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the PDEC to constitute this subcommittee and select a neutral party mutually agreed upon between them.
   a. This subcommittee shall resolve disputes where the evaluator and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or annual summary distinctions.
   b. Resolutions must be topic specific and timely (see appeal timeline). Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Appeal Timeline

1. A dispute arises over objectives/goals, the evaluation period, feedback on performance and practice, or annual summary distinction. (e.g., An educator did not receive his/her End-of-Year Summative evaluation form at least three (3) school days prior to the end of the school year.)
2. An educator submits a written appeal to his/her administrator, superintendent, and the president of the collective bargaining unit within seven (7) school days during a school year of receiving the disapproval of goals or the feedback on performance and practice or (7) calendar days after the annual summary distinction. The educator submits a written rebuttal to be attached to the document under appeal.
3. The subcommittee of the Southington Professional Development and Evaluation Committee (PDEC) conducts a hearing within fifteen (15) school days during a school year of receiving an appeal of the disapproval of goals or the feedback on performance and practice or (7) calendar days of receiving an appeal of the annual summary distinction. A decision shall be rendered within (5) school days on an appeal of the disapproval of goals or the feedback on performance and practice or (5) calendar days of receiving an appeal of annual summary distinction.
4. This appeal timeline is subject to modification through mutual agreement between the Southington Education Association and the superintendent or his/her designee.

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

Appendix

Documents

- ❖ [SPS Single Point Competency Rubric for Effective Teaching](#)

- ❖ [SPS Single Point Competency Rubric for Effective Service Delivery](#) *(Student and Educator Support Specialists)*

- ❖ [Sample Educator Practice Outcomes](#)

Educator Forms

- ❖ [Educator Goal Form](#)

- ❖ [Pre/Post Observation Form for Educators](#)

- ❖ [Pre/Post Observation Report for Student and Educator and Support Specialists](#)

Evaluator Forms

- ❖ [Formal Observation Report for Educators](#)

- ❖ [Informal Observation Report for Educators](#)

- ❖ [Formal Observation Report for Student and Educator Support Specialists](#)

- ❖ [Informal Observation Report for Student and Educator Support Specialists](#)

- ❖ [Support and Remediation- Corrective Support Plan](#)

Resources/References

- ❖ [Connecticut Common Core of Teaching Rubric for Effective Service Delivery (2017)](#)

- ❖ [Connecticut Common Core of Teaching Rubric for Effective Teaching (2017)](#)

- ❖ [Connecticut Guidelines for Educator and Leader Evaluation and Support (2023)](#)

- ❖ [Evidence Guides for Art and Music- Common Core of Teaching](#)

- ❖ [Learning Forward Professional Learning Standards (2022)](#)

- ❖ [Connecticut Leader and Educator Evaluation and Support Plans (2024)](#)

Leader Evaluation and Support Plan

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Southington's System for Leader Evaluation & Support

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Guiding Principles

- **Allow for differentiation of roles** (for example, leaders, counselors, instructional coaches, student support staff, and leaders in central office such as principal, assistant principal, etc.).
- **Simplify and reduce the burden** (for example, eliminate the technical challenge; reduce the number of steps, paperwork).
- **Focus on what matters** (identify high leverage, mainstream 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—see above, focus on things that matter).
- **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.**

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 staff so they may develop and enhance personal and professional strengths to meet the needs of all the students. Leader practice discussions are based on state performance standards outlined in the *Connecticut Leader and Evaluation and Support Rubric, 2017*, which were mutually agreed upon by the PDEC.

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. *Learning Forward Professional Learning Standards,2022*, serve as a tool for how professional learning happens to deepen one's knowledge of personal 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 leaders, educators, and professional learning serve as the visions that work together to lay the foundation for meaningful feedback in a continuous learning process.
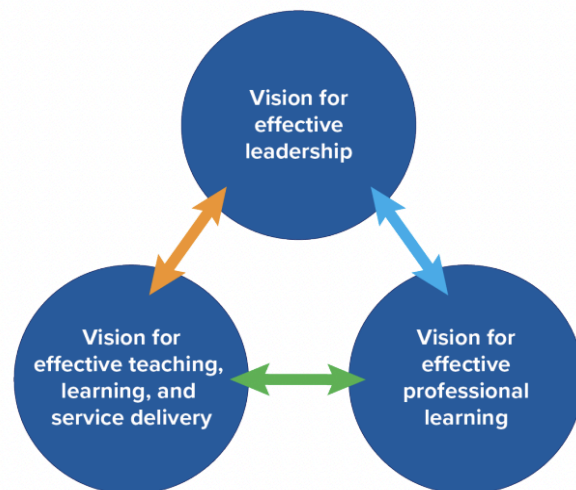
The Continuous Learning Process:
Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model for leaders 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, 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 systems and structure questions. In this process, the leader serves as the learner who actively engages 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 opportunities for reciprocal discussions, share evidence of professional learning and its impact on growth, and identify 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. 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, instruction, 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. Educational leaders are driven by the district/school's mission, vision, and vision of a graduate in all of their work. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards). The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.

Evaluation System Overview

The leader evaluation system consists of multiple, standards-based measures to depict an accurate and comprehensive picture of leader performance. All leaders will be evaluated in three categories:

1. **Leader Practice:** (50%) An evaluation of the core leadership practices and skills that positively affect staff and student outcomes. Observation of leader practice is conducted using a single point competency rubric developed by Southington Public schools, in alignment with the *Connecticut Leader Evaluation and Support Rubric, 2017.* (*See definition of single point competency rubric on page 7*)

2. Student Learning Goal (30%): An evaluation of a leader's contribution to student growth and achievement determined by a student learning goal and associated indicators of academic growth and development (IAGD).
- Minimum of two standardized indicators of academic growth and achievement (if applicable; if not applicable, replace with a non-standardized indicator).
- Growth is valued beyond achievement. If the target student grade level achievement is not demonstrated but 1.5x growth is achieved, then it is deemed successful.
- The goal may be individual or collaborative and may be multi-year (1, 2, or 3 years). Progress towards a multi year goal is deemed successful or unsuccessful based on the progress towards the action steps. The action steps correlate with certain accomplishments each year of a multi-year goal.
- The goal is mutually agreed upon between leader and evaluator.

3. **Professional Practice Goal** (20%)**:** An evaluation of a leader's capacity to establish a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement to advance the school or district's vision, mission and goals. This goal supports leader growth to improve educator practice, thus positively impacting student outcomes.
- The leader will self-assess using the *SPS Single Point Competency Rubric for Leaders*, identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- The goal may be individual or collaborative and may be multi-year (1, 2, or 3 years). Progress towards a multi year goal is deemed successful or unsuccessful based on the progress towards the action steps. The action steps correlate with certain accomplishments each year of a multi-year goal.
- The goal is mutually agreed upon between leader and evaluator.

Professional Practice 20.0%
Leader Practice 50.0%
Student Learning 30.0%
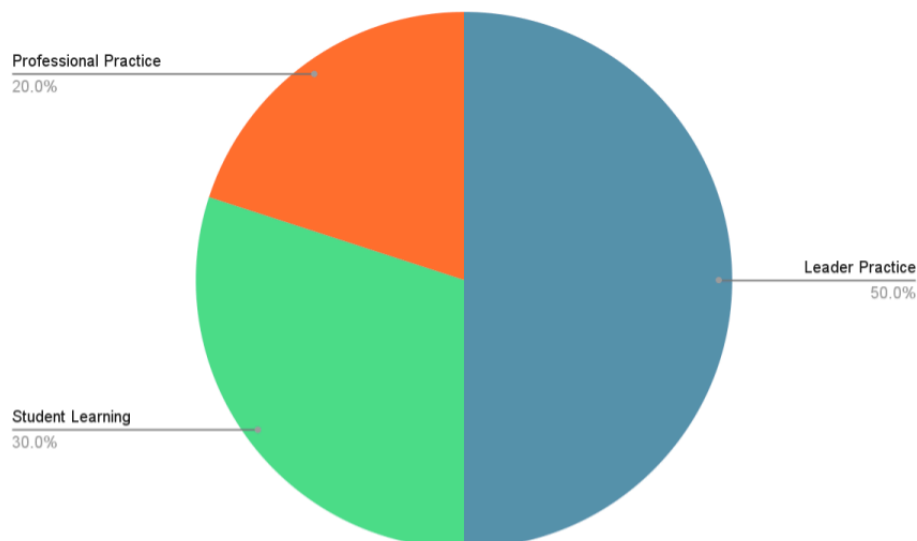
Single Point Competency Rubric

A single point competency is 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. Single point competencies are preferred as they focus the discussion and feedback on the desired practice rather than a rating outcome. This allows:

- Promotion of clear, research-based expectations tied to standards,
- A clearly articulated vision of effective practice that focuses on areas of strength, growth and next steps.

Southington Public Schools adopted a single point competency rubric, developed in alignment with *Connecticut Leader and Evaluation and Support Rubric, 2017*. All Leaders will utilize the *SPS Single Point Competency Rubric for Leaders*.

Evaluation Process

The annual evaluation process between a leader and an evaluator is anchored by a beginning, middle and end of the year performance conference. The purpose of these conversations is to clarify expectations for the evaluation process and provide comprehensive feedback to each leader on his/her performance, set goals, and identify professional learning opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the leader to be productive and meaningful. All goals and feedback are based on evidence, observations, and artifacts of professional practice aligned to mutually agreed upon standards. Goals should always be connected to standards recommended by the PDEC, in alignment with the district goals and priorities, and approved by the local board of education.

Annual Evaluation Orientation: Orientation on the leader evaluation and support plan shall take place **annually** 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
- overview of observation of practice/site visits
- overview of tiered support and corrective support model
- overview of dispute resolution process
- overview of appeal timelines

In addition, ongoing training to ensure all stakeholders understand differentiated supports and processes within the evaluation plan will be provided.

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

Annual Evaluation Orientation by September 30

Goal Setting
Completed by November 15

Mid-Year Check-in
Completed by March 15

Site Visit/ Observation of professional practice, reflection and feedback

Site Visit/ Observation of professional practice, reflection and feedback

Organizational Health

End-of-Year Reflection Completed by June 30

Goal Setting Completed by November 15	Mid-year Check-in Completed by March 15	End-of-Year Reflection Completed by June 30

Beginning of the Year Goals and Planning
● Self assess/reflect
● Review evidence
 	
Goal(s), Rationale, Alignment, and Professional Learning Plan
● Draft goals, rationale, and alignment, professional learning plan for:
  ○ Professional Practice Goals
  ○ Student Learning Goals with two IAGD's
 	
Goal Setting Conference
● Multiple measures of organizational health, leader growth, and impact on student learning (growth and achievement) are mutually agreed upon.
● Leaders and their evaluators mutually agree upon all goals and standards including:
  ○ 1-, 2-, or 3-year goal(s)
  ○ Individual or group goal(s)
  ○ Professional learning needs and support
	Mid-Year Check-in: Reflection, Adjustments, and Next Steps
	● Review & discuss collected evidence (qualitative and quantitative indicators) which demonstrate achievement towards goals and/or 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
	● Discuss where the leader is in the process and what steps need to be taken to assist in continuous learning
	● Adjust and revise as needed
		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
		● Discuss progress/outcomes toward the leader's goal(s) and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence
		● Evaluator provides written summative feedback and guides next steps
		● Annual Summary sign-off

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Observation Process

The observation process is critical to facilitate a leader's growth. Timely feedback helps leaders grow and become more effective. Feedback occurs within the goal setting process and observations. Feedback connects to rubric language, focuses on effective practice, and identifies areas of strength and growth/next steps.

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 with written and verbal feedback, provided within five school days.

Leader Categories

Leader categories are used to differentiate the frequency and types of observations to occur for each leader as well as criteria for the yearly goal setting process. Leader categories take into consideration years of experience, years in district and/or leader effectiveness.

Cohort 1 (2 Years)	Cohort 2 (2 Years)	Cohort 3
Who: ● New to district ● New to leadership **What:** ● Minimum of **four** observations of professional practice and/or site visits ● Written and verbal feedback provided within five school days	**Who:** ● Leaders who have successfully completed Cohort 1 in their current district ● Change in leadership role (e.g., principal from assistant principal etc.) ● New to district, but tenured in another district **What:** ● Minimum of **three** observations of professional practice and/or site visits ○ An evaluator may forgo the 3rd observation if the first two are deemed successful by April. ● Written and verbal feedback provided within five school days.	**Who:** ● Leaders who have successfully completed Cohort 2 in their current district **What:** ● Minimum of **one** observation of professional practice and/or site visits ● Written and verbal feedback provided within five school days
● Any evaluator may conduct additional observations of professional practice and/or site visits if deemed necessary. ● Any leader may request an additional observation of professional practice subject to the evaluator's approval. ● Any dispute shall be submitted to a subcommittee of Southington's Professional Development and Evaluation Committee (PDEC).		

Types of Evaluators

The superintendent or designee (i.e., the primary evaluator) is responsible for the overall evaluation process, including assigning annual summary distinctions. All primary evaluators must hold an 092 or 093 certification. The district may decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are certified administrators, holding an 092 or 093 certification. Complementary evaluators *must* be fully trained as evaluators to be authorized to serve in this role.

Tiered Support and Corrective Support Model

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.

If an administrator's performance is projected to be unsuccessful in meeting the evaluation cycle, or is deemed unsuccessful, it triggers the need for focused support through an Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

TIER 1 SUPPORTS
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 SUPPORTS
In addition to Tier 1, Tier 2 supports are more intensive in duration (2-4 weeks), frequency, and focus; they can be either suggested by the leader and/or recommended by an evaluator. Examples include but are not limited to: - Increased dialogue/mentoring/feedback/leader reflections   - Additional observations of practice with feedback   - Regular check-ins with evaluator or designee   - Mandated professional development   - Submission of professional learning plans

TIER 3 SUPPORTS

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns. Tier 3 supports include the following documented elements:

- Clear objectives specific to the well documented area of concern
- Resources, support, and interventions to address areas of concern
- Timeframes for implementing the resources, support, and interventions (start date and duration of 2-4 weeks)
- Supportive actions from the evaluator
- May include a decision to move to a Corrective Support Plan.

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

CORRECTIVE SUPPORT PLAN

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The plan should include the following components:

- Area(s) in need of improvement
- Specific tasks the evaluatee will complete to improve domain attributes including written reflections
- A list of supports and resources the evaluatee can use to improve (e.g., professional learning opportunities, peer observation, colleague mentor).
- How the evaluatee will demonstrate progress towards effective practices in the identified area(s) in need of improvement through observation, data, evidence, etc. and success criteria for exiting the plan.
- Scheduled observations and periodic meetings which occur at designated frequency.
- All evaluative feedback will include a written summary.

The evaluator and leader will sign the plan and copies will be distributed to all those involved in its implementation, including the superintendent. The content of the plan shall be confidential. To be removed from the Corrective Support Plan, the administrator must successfully meet all criteria outlined in the plan. (*Corrective Support Plan Template*)

- *Two consecutive Corrective Support Plans rated as "**not successfully met**" result in termination.*
- *Two non-consecutive Corrective Support Plans within three (3) years rated as "**not successfully met**" result intermination.*
- *An administrator on a Corrective Support Plan plan is ineligible for a voluntary transfer for 10 months unless the Superintendent (or designee) and union agree.*

Annual Evaluation Cycle Summary

At the conclusion of each academic year, leaders will receive an evaluation summary that includes a distinction of *successfully meeting the criteria in the evaluation cycle or not.* The annual summary and distinction will be based on the summative outcomes of each evaluation element below:

Leader Practice: Is deemed *successful* when the preponderance of evidence indicates positive impact more than 50% of the time. If observational data is not available then the evaluator will consider the administrative reflections containing evidence for domains 1-4.

Student Learning: Is deemed *successful* if the leader's IAGDs are achieved. If the IAGDs are not achieved, the outcome for student learning is *unsuccessful*.

Professional Practice Goal: Is deemed *successful* if the leader successfully meets the action steps and outcomes prescribed within the professional practice goal. If the action steps prescribed within the goal are not achieved, then the outcome is *unsuccessful*.

An overall summary distinction of *successful* is achieved when the combined three categories below reach **above a 50% threshold**. Examples of determining successful completion of the annual evaluation cycle below:

Categories	Annual Summary
Leader Practice: (50%)	*successful*
Student Learning: (30%)	*successful*
Professional Practice Goal: (20%)	*successful*
Overall Distinction: *Successfully Completed Cycle*	

Categories	Annual Summary
Leader Practice: (50%)	*unsuccessful*
Student Learning: (30%)	*successful*
Professional Practice Goal: (20%)	*successful*
Overall Distinction: *Did Not Successfully Complete Cycle*	

Categories	Annual Summary
Leader Practice: (50%)	*successful*
Student Learning: (30%)	*unsuccessful*
Professional Practice Goal: (20%)	*successful*
Overall Distinction: *Successfully Completed Cycle*	

Categories	Annual Summary
Leader Practice: (50%)	*successful*
Student Learning: (30%)	*successful*
Professional Practice Goal: (20%)	*unsuccessful*
Overall Distinction: *Successfully Completed Cycle*	

Categories	Annual Summary
Leader Practice: (50%)	*successful*
Student Learning: (30%)	*unsuccessful*
Professional Practice Goal: (20%)	*unsuccessful*
Overall Distinction: *Did Not Successfully Complete Cycle*	

Definition of <mark>Annual Summary Distinctions</mark>

Tenured and Non-tenured Administrators:
- <mark>**Successful-** An educator is deemed successful if said educator receives a summary distinction of *"Successfully Completed Cycle"* at the end of an evaluation cycle.</mark>
- <mark>**Unsuccessful-** An educator is deemed unsuccessful if said educator receives a summary distinction of *"Did Not Successfully Complete Cycle"* at the end of an evaluation cycle.Tenured, *unsuccessful* leaders will be provided support towards improvement via a Corrective Support Plan after tiered support has been implemented. Non-tenured *unsuccessful* leaders will be provided support towards improvement. However, an *unsuccessful* non-tenured administrator may be non-renewed at any time based on noted deficiencies.</mark>
  - If a leader's performance is projected <mark>***unsuccessful***</mark>, it triggers the need for focused support and remediation through the process outlined in "Tiered Support and Corrective Support Plans."

Dispute Resolution Process

A dispute shall be submitted to a subcommittee of Southington's Administrator Evaluation and Support Committee. The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the Southington Administrator Evaluation and Support Committee to constitute this subcommittee and select a neutral party mutually agreed upon between them. This subcommittee shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or <mark>annual summary distinctions</mark>. 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.

Appeal Timeline

1. A dispute arises over objectives/goals, the evaluation period, feedback on performance and practice, or <mark>annual summary distinctions</mark>. (e.g., Administrator did not receive his/her <mark>annual summary distinction prior to June 30.)</mark>
2. Administrator submits a written appeal to superintendent and the president of the collective bargaining unit within seven (7) calendar days of receiving the disapproval of goals, the feedback on performance and practice or <mark>annual summary distinction</mark>. Administrator submits a written rebuttal to be attached to the document under appeal.
3. The subcommittee of the Southington Professional Development and Evaluation Committee (PDEC) conducts a hearing within fifteen (15) school days during a school year of receiving an appeal of the disapproval of goals or the feedback on performance and practice or (7) calendar days of receiving an appeal of the <mark>annual summary distinction</mark>. A decision shall be rendered within (5) school days on an appeal of the disapproval of goals or the feedback on performance and practice or (5) calendar days of receiving an appeal of the <mark>annual summary distinction</mark>.
4. This appeal timeline is subject to modification through mutual agreement between the Southington Administrators Association and the superintendent or his/her designee.

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

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Appendix

Rubric

- ❖ [Single Point Competency Rubric for Leaders](#)

Leader Forms & Resources

- ❖ [Goal Form](#)

- ❖ [Sample Reflection Questions for Goal Form](#)

Evaluator Forms & Resources

- ❖ [Observation of Leader Practice Form](#)

- ❖ [Leader Practice Summary-Samples](#)

- ❖ [Corrective Support Plan](#)

General Resources/References

- ❖ [Connecticut Guidelines for Educator and Leader Evaluation and Support (2023)](#)

- ❖ [Learning Forward Professional Learning Standards (2022)](#)

- ❖ [The Connecticut Leader and Evaluation and Support Rubric (2017)](#)

- ❖ [Connecticut Leader and Educator Evaluation and Support Plans (2024)](#)