SPRAGUE SCHOOL DISTRICT

EDUCATOR EVALUATION AND SUPPORT PLAN

Fall 2024

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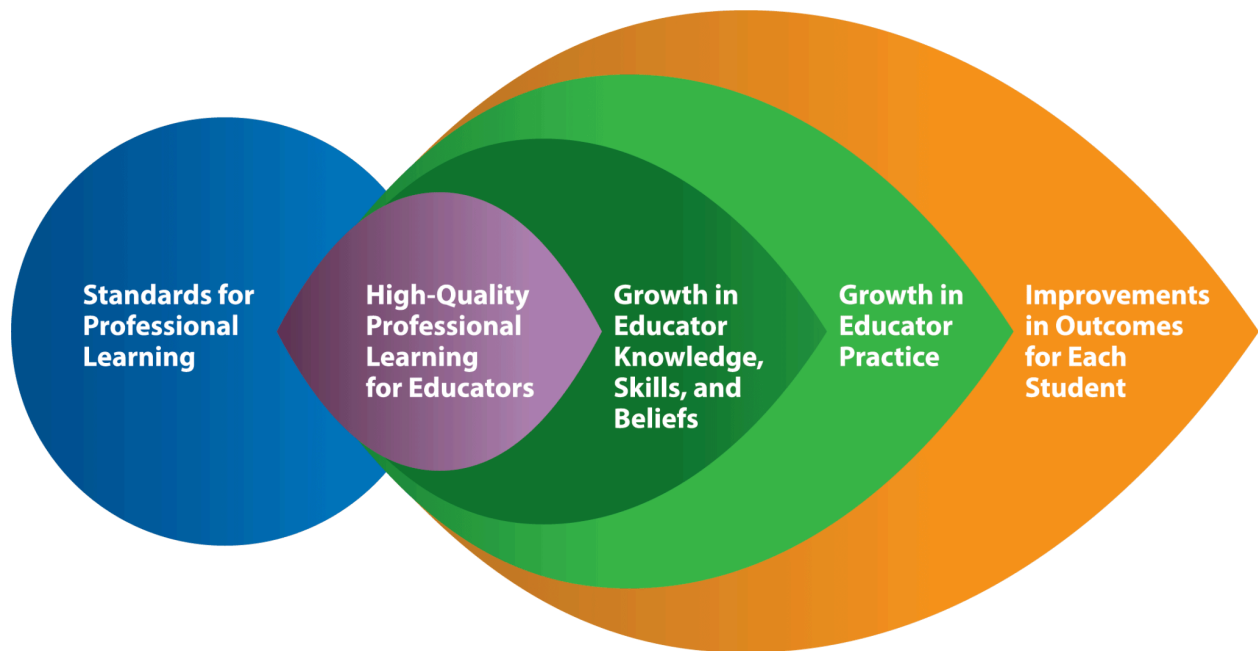
OVERVIEW

INTRODUCTION

The Sprague School District is comprised of one PK - 8 school. Students have several options for high school, including Norwich Free Academy, Norwich and Windham Technical High Schools, Griswold High School, Lyman Memorial High School, and Parish Hill High School. Sprague is committed to providing a deep and rich educational foundation for our students focused on preparing them for high school as well as college and career. We believe that exceptional teaching is not only required for student success, but is also a moral imperative since it is the means through which schools close the achievement gap.

Sprague's Professional Learning and Evaluation Program creates pathways for the continuous learning and advancement of educational professionals throughout their careers. Professional growth is aligned with national standards (CCT, etc) . Sprague's Professional Learning and Evaluation Plan represents our commitment to incorporating current, high-quality research in the creation of continuous professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning, growth, and achievement through effective curriculum, instruction, and assessment practices.

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

Standards for Professional Learning — **High-Quality Professional Learning for Educators** — **Growth in Educator Knowledge, Skills, and Beliefs** — **Growth in Educator Practice** — **Improvements in Outcomes for Each Student**

The plan was developed and written by Sprague's Professional Development and Evaluation Committee in alignment with the Connecticut Leader and Educator Evaluation and Support Plans 2024.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

Sprague's Professional Learning and Evaluation Program is based on established high standards for professional learning. Rooted in these standards, the professional development and evaluation committee then provides opportunities for high quality professional learning, which aligns to the established needs of the district which has been determined by student achievement data, survey data, etc. This evaluation plan is based on the belief that when this high quality professional learning occurs and is based on standards and is aligned to established needs based on data, then educators not only grow in their knowledge and skills base, they grow in their practice. Growth in instructional practice has a direct impact on improvements in student outcomes.   Professional standards provide the foundation for Sprague's Professional Learning and Evaluation Program and include:

1. *Connecticut's Common Core of Teaching (2017)*
2. *The Common Core of Teaching Rubric for Effective Service Delivery (2017)*
3. *Connecticut's Common Core of Leading-Connecticut School Leadership Standards*
4. NASW Standards for School Social Work Services
5. NASP Professional Standards

We believe that deep learning and high achievement during a child's years in school transfer to enriched future learning and life experiences, as well as career and college readiness. We believe that such learning and achievement are built by the collaborative, interdependent work of teachers, administrators, students, families, school districts, and the communities they serve.   Therefore, our program seeks to create a professional culture that is grounded in the following beliefs:

- An effective teaching and learning system must be grounded in the vision and core values of the district and its schools.

- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.

- A comprehensive evaluation process includes:
  - on-going inquiry into and reflection on practice;
  - goal-setting aligned with expectations for student learning, growth, and achievement;
  - information gathered from multiple sources of evidence;
  - analysis of data from multiple sources of evidence;
  - support structures for feedback, assistance, and professional collaboration;

- o research-based professional learning opportunities aligned with standards and the goals of administration and the district, along with supporting the individual needs of the professional.

- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, and promotes and is sustained by a culture of collaboration and knowledge-sharing.

PHILOSOPHY OF PROFESSIONAL EVALUATION

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The Sprague Professional Learning and Evaluation Plan addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations contained in the standards.

The Professional Learning Program supports the development of educators at all stages of their careers as it weaves together professional standards with expectations for student learning, growth, and achievement, along with ongoing evaluation with access to professional learning and support. The program's teacher observation and evaluation instrument, the *CCT Rubric for Effective Teaching,* is designed to align with and expand the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

Sprague's professional evaluation program considers school improvement goals, curricular goals, student learning, growth, and achievement goals, and evidence of educators' contributions to the school as a whole. Performance expectations within our program also include those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Teacher and Evaluator

Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator. Evaluators must hold a current 092 and/or 093 and have been trained in evaluations.

Superintendent's Role in the Evaluation Process

• Arbitrate disputes.

• Allocate and provide funds or resources to implement the plan.

• Serve as liaison between the Sprague Board of Education and the evaluation process.

• Evaluate administrators below the rank of Superintendent

Responsibility for Evaluations

Administrators, including the Principal and Director of Special Education will be responsible for evaluations, including, but not limited to, personnel in the following categories:

- Teachers
- Social Workers
- Psychologists
- Other Related Services Personnel employed by the Sprague School District as appropriate

Each individual staff member listed above will be assigned a primary evaluator.

Roles and Responsibilities of Evaluators and Evaluatees

The primary purpose of educator evaluation is to strengthen individual and collective practices in a supportive manner to improve student learning, growth, and achievement. Therefore, evaluators and evaluatees share responsibilities for the following:

- Understanding of Connecticut's Common Core of Teaching (CCT) and associated rubrics
- Understanding of Connecticut's Common Core of Leading (CCL) and associated rubrics
- Understanding of *Connecticut's Code of Professional Ethics*
- Understanding of applicable national standards as appropriate, Connecticut's Common Core State Standards, applicable approved district curriculum
- Understanding state and district assessments.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learning about professional practice.

- Reflecting on one's own professional practice and student data in order to determine professional needs to improve practice and positively impact student achievement.

Evaluator Roles

- Review of and familiarity with evaluatees' previous evaluations.
- Participation in collaborative conferences with evaluatees.
- Assistance with reflection of practice, assessment of goals, student learning, <mark>growth, and achievement</mark> indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance and other support as needed.

Evaluatee Roles

- Reflection on previous feedback from evaluations, current practice, and student data.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goals, student learning, <mark>growth, and achievement</mark> indicators, learning activities, and outcomes.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance.

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Professional Learning and Orientation of Teachers and Administrators

At the beginning of each school year, the district will provide to all educators <mark>and stakeholders</mark> orientation and update sessions that provide opportunities for meeting and reviewing appropriate information and materials (through in-service sessions, staff meetings, targeted group sessions, <mark>Board meetings</mark>, and individual conferences) that explain the processes for professional learning planning, the protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by staff <mark>including tiered supports and Corrective Action Plan</mark>.

Teachers and administrators new to Sprague (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and Evaluation Plan and will engage in professional learning to ensure that they understand the elements and procedures of the program, processes and documents. This professional learning opportunity will take place upon employment or prior to the beginning of the school year with a Sprague administrator or designee.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the program, Sprague will offer support to staff members new to the school. A variety of general topics will be addressed, including:

- · School philosophy and goals
- · Policies and procedures
- · Assignments and responsibilities
- · Facility and staffing
- · Curriculum and instructional support
- · Resources for professional learning
- · Schedules and routines
- · Support services
- · Tiered supports and process of the Corrective Action Plan

In addition, periodic meetings with school personnel will focus on domains of the Common Core of Teaching, Common Core of Leading, Common Core Standards in English and Language Arts, Mathematics, and the Content Areas, district approved curriculum, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

Sprague School District will also continue to provide support for new teachers as described in the TEAM process.

Evaluator Orientation and Support

An understanding of Sprague's Professional Learning and Evaluation Program, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going professional learning and support in the use and application of Sprague's Evaluation Program. Evaluators will review program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined.
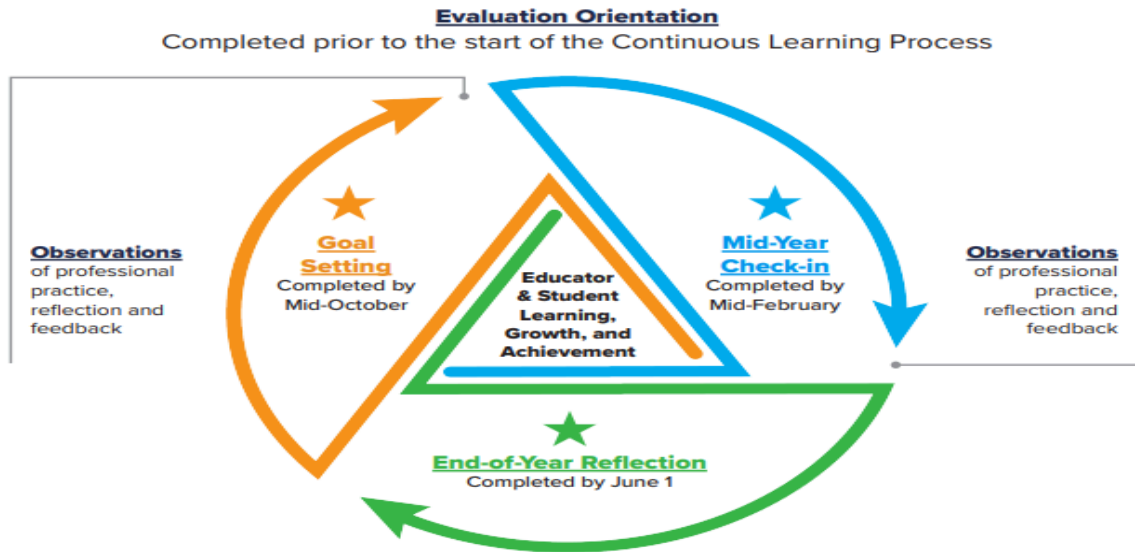
Resources for Program Implementation

Funds to provide material and professional learning as well as time for the professional learning options and collaboration necessary to support the successful achievement of the

teachers' goals, objectives and implementation of the evaluation program will be allocated annually through the school's budget process.

EDUCATOR EVALUATION PLANS

Educator Continuous Learning Process

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

Observations of professional practice, reflection and feedback

★ **Goal Setting** Completed by Mid-October

Educator & Student Learning, Growth, and Achievement

★ **Mid-Year Check-in** Completed by Mid-February

Observations of professional practice, reflection and feedback

★ **End-of-Year Reflection** Completed by June 1

TEACHER EVALUATION PROCESS

The annual evaluation process for a teacher will be based on a continuous learning process, <mark>which also emphasizes consistent, quality feedback that takes into account both quantitative and qualitative indicators of growth</mark>:

1. **Orientation (by September 15):**
   To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and plan.

2. **Goal-setting (by Mid-October):**
   - In advance of the Goal-Setting Conference, the teacher will examine data related to current students' performance, prior year evaluation and survey results, previous professional learning focus areas, standards, district strategic plan, and administrative goals in order to create a comprehensive year long goal with multiple sources of evidence, <mark>which includes multiple measures of achievement of the goal and a minimum three artifacts</mark>. This goal must incorporate what professional growth will occur that will positively impact teacher practice and how it will impact student achievement.

     The teacher may collaborate in grade-level, interdisciplinary, or subject-matter teams to create and accomplish the goal. This collaboration may work as a professional learning community. Goals could also be 1-3 years.

Beginning teachers in the Teacher Education and Mentoring (TEAM) Program may find it helpful to reflect on their performance and practice focus areas with their mentor teachers, using the TEAM program's Module Resources and Performance Profiles, to determine a baseline for establishing focus areas. Consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

- *Goal-Setting Conference* – The evaluator and teacher will meet to discuss the teacher's reflections and proposed goals in order to arrive at mutual agreement about goals and the standards that will be used. The goal for the year must be informed by data and evidence collected by the teacher and evaluator about student achievement and the teacher's practice. The goals must be in alignment with administrator and district/school goals. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Possible Sources to Reflect On
Past Observation WriteUps Past and Recent Data Professional Development Programs & Curriculum Past Summative Reflections Lesson Plans Formative Assessment Data Summative Assessment Data Student Work Parent Communication Logs Data Team Minutes Survey Data

3. **Observations of practice** Evaluators will observe teacher practice through in-class observations and/or observation of other professional practice such as committee work, participation in PPT/504/SRBI meeting, or other mutually agreed upon professional practice throughout the school year, with frequency based on the teacher's needs (as agreed on in tier 2 or tier 3 if applicable) and/or years in the district as explained in the cohorts. The CCT rubric will be used, along with a narrative based on the evidence collected, for feedback on observations.

Definition of Cohorts

Cohort 1	Cohort 2
Who: ● New to Profession (first four years) ● New to LEA (first two years) **What:** ● Three observations of professional practice as defined above ● Verbal and written feedback within ten school days ● Additional observations of professional practice as mutually agreed upon or deemed necessary	**Who:** ● Educators who have successfully completed Cohort 1 in their current LEA **What:** ● Two observations of professional practice as defined above ● Verbal and written feedback within ten school days ● Additional observations of professional practice as mutually agreed upon or deemed necessary

4. **Evidence collection and review (throughout school year)**:
   The teacher collects evidence about his/her practice and student learning, growth, and achievement that is relevant to the agreed-upon professional goals and standards. The evaluator also collects evidence about teacher practice for discussion in the Mid-year Formative Conference and Summative Review.

5. **Mid-year Formative Conference/Mid-year Check-Ins**
   The evaluator and teacher will hold at least one Mid-year Formative Conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals, developing one's practice, and its impact on student achievement. Both the teacher and the evaluator will bring evidence about practice and student learning, growth, and achievement data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning, growth, and achievement data, i.e. – how practice positively impacts all areas of student

achievement.   If necessary, teachers and evaluators may mutually agree to revisions. They also discuss actions that the teacher can take and any supports the evaluator can provide to promote teacher growth in his/her development areas. If teachers have collaborated in their goals, this review may be conducted with the grade- or subject-level teams.

6. **End-of-year summative review (by mid-June):**

   Teacher self-assessment - The teacher reviews and reflects on all information and data collected during the year related to the goals and standards and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching or other listed standards* and established in the goal-setting conference.

   *The self-*assessment should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and how it impacted students' academic achievement as supported by evidence.

   End-of-year conference - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will review evidence that supports the extent to which the teacher grew in his/her learning, how it impacted practice, and how students were impacted as it pertains to their academic growth and achievement.

   The evaluator will then make the determination of successful completion of the evaluation cycle or not.

Growth Criteria

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

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps.

Growth Criteria and Sources of Evidence

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice - Educators can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g. analyzing student learning, growth, and achievement, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. **Impact on Students** - Educators can demonstrate how they positively impacted student learning, growth, and achievement within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	- Required observational evidence - Required student learning, growth, and achievement evidence aligned to high-leverage indicator focus - implementation plans/lesson plans - educator learning logs/impact on practice reflection/reflection on research - educator created learning materials - evidence from observations of practice - evidence from peer observations - numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. - educator and/or student self-reflection - student learning artifacts - mastery-based demonstrations of achievement - observational evidence of students' words, actions, interactions - rubrics - benchmark, progress monitoring, and classroom assessment data - other artifacts/sources

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective action plan. <mark>At tier 2, tier 3, and corrective support plan levels objectives matching the concern must be specified, resources/interventions must be documented, and timeframes must be clearly defined and documented. Continuing support from the evaluator is an important component at all levels.</mark>

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial 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

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

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator 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 educator and their exclusive bargaining representative. 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.

Dispute Resolution

The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so.

Process:

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

1. The educator articulates in writing his/her/their dispute to the evaluator. The educator and evaluator will meet with the objective of resolving the matter informally.
2. If there is no resolution, the educator articulates this in writing within three school days to the evaluator and the subcommittee of PDEC who has been chosen by PDEC to resolve disputes at this level.
3. If resolution cannot be reached with the subcommittee, the superintendent then solely arbitrates the issue in dispute after reviewing all documentation and meeting with both parties.

RESOURCES

Examples Of Reflections
Goal Examples
CCT Rubric for Observations

The Common Core of Teaching Rubric for Effective Service Delivery (2017)

Connecticut's Common Core of Leading-Connecticut School Leadership Standards

NASW Standards for School Social Work Services
NASP Professional Standards

Forms:

- Beginning of the Year Goal Setting Form+

- Mid Year Form

- Summative/End of Year Form

- Tier 2 and Tier 3 Support Documentation Form

- Corrective Support Plan Template

LEADERSHIP EVALUATION PROCESS

The annual evaluation process for an administrator will be based on a continuous learning process, which also emphasizes consistent, quality feedback that takes into account both quantitative and qualitative indicators of growth:

1. **Orientation (by September 15):**

   To begin the annual evaluation process, the superintendent meets with administrators, in groups and/or individually, to discuss the evaluation process and plan. All leaders are assigned a primary evaluator, and evaluators must hold a current 092 and/or 093 and have been trained in evaluations.

2. **Goal-setting (by Mid-October):**

   - In advance of the Goal-Setting Conference, the administrator will examine data related to current students' performance, prior year evaluation and survey results, previous professional learning focus areas, standards, district strategic plan, and superintendent goals in order to create a comprehensive year long goal(s) with multiple sources of evidence which includes multiple measures of achievement of the goal and a minimum three artifacts. This goal must incorporate what professional growth will occur that will positively impact administrator practice and how it will impact the organization, educator growth, along with student achievement. Goals could also be 1-3 years.

   - *Goal-Setting Conference* – The evaluator and administrator will meet to discuss the administrator's reflections and proposed goals in order to arrive at mutual agreement about both the goals and the standards that will be used. The goal for the year must be informed by data and evidence collected by the administrator and evaluator about student achievement and the administrator's practice. The goals must be in alignment with administrator and district/school goals. The evaluator collects evidence about administrator practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Possible Sources to Reflect On
Past Observation WriteUps
Past and Recent Data
Professional Development
Programs & Curriculum
Past Summative Reflections
Lesson Plans
Formative Assessment Data
Summative Assessment Data
Student Work
Parent Communication Logs
Data Team Minutes
Survey Data

3. **Observations of practice**

The superintendent will observe administrator practice through mutually agreed upon professional practice throughout the school year, with frequency based on the administrator's needs (as agreed on in tier 2 or tier 3 if applicable) and/or years in the district as explained in the cohorts. The Connecticut Leader Evaluation and Support rubric will be used, along with a narrative based on the evidence collected, for feedback on observations.

Definition of Cohorts

Cohort 1	Cohort 2
Who: ● New to Profession (first four years) ● New to LEA (first two years) **What:** ● Three observations of professional practice as defined above ● Verbal and written feedback within ten school days ● Additional observations of professional practice as mutually agreed upon or deemed necessary	**Who:** ● Administrators who have successfully completed Cohort 1 in their current LEA **What:** ● Two observations of professional practice as defined above ● Verbal and written feedback within ten school days ● Additional observations of professional practice as mutually agreed upon or deemed necessary

4. **Evidence collection and review (throughout school year)**:
The administrator collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The superintendent also collects evidence

about administrator practice for discussion in the Mid-year Formative Conference and Summative Review.

5. **Mid-year Formative Conference/Mid-year Check-Ins**

The superintendent and administrator will hold at least one Mid-year Formative Conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals, developing one's practice, and its impact on student achievement. Both the administrator and the superintendent will bring evidence about practice and student learning data to review. The administrator and superintendent will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning.   If necessary, administrators and the superintendent may mutually agree to revisions. They also discuss actions that the administrator can take and any support the superintendent can provide to promote administrator growth in his/her development areas.

6. **End-of-year summative review (by mid-June):**

administrator self-assessment - The administrator reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing Connecticut's *Leader Evaluation and Support Rubric or other listed standards* and established in the goal-setting conference.

The self-assessment should address all components of the evaluation plan and include what the administrator learned throughout the year supported by evidence and how it impacted students' academic achievement as supported by evidence.

End-of-year conference - The superintendent and the administrator meet to discuss all evidence collected to date. The administrator and superintendent will review evidence that supports the extent to which the administrator grew in his/her learning, how it impacted practice, and how students were impacted as it pertains to their academic growth and achievement.

The evaluator will then make the determination of successful completion of the evaluation cycle or not.

Growth Criteria

An administrator is determined to have successfully completed the learning process by demonstrating:

- Reflection supported with evidence of the impact of the administrators' new learning on their practice/goal.
- The impact the administrators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps.

Growth Criteria and Sources of Evidence

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • Administrators can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g. analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. Impact on Students • Administrators can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	• Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • implementation action plans • administrator learning logs/impact on practice reflection/reflection on research • evidence from observations of practice • evidence from peer observations • Administrator self-reflection • student learning artifacts • mastery-based demonstrations of achievement • observational evidence of teachers' words, actions, interactions • rubrics • benchmark, progress monitoring, and school assessment data • other artifacts/sources • Survey data from multiple stakeholders

Tiered Support

All administrators require access to high-quality, targeted professional learning support to improve practice over time. Administrators and the superintendent thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective action plan. <mark>At tier 2, tier 3, and corrective support plan levels objectives matching the concern must be specified, resources/interventions must be documented, and timeframes must be clearly defined and documented. Continuing support from the evaluator is an important component at all levels.</mark>

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 administrator on a Corrective Support Plan with indicators of success for transitioning out of it. The superintendent 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 superintendent and the administrator.

Tier 1

It is the expectation that all administrators 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 administrators. These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of professional practices, etc.) that can be either suggested by the administrator and/or recommended by the superintendent.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the administrator and may be assigned by the superintendent. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the superintendent and the administrator. The start date and duration of time an administrator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an administrator on a Corrective Support Plan with indicators of success for transitioning out of it. The superintendent 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 administrator.

Dispute Resolution

Should an administrator disagree with the superintendent's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the superintendent may choose to adjust the report but is not obligated to do so. 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.

RESOURCES

Examples Of Reflections
Goal Examples
CCT Rubric for Observations

The Common Core of Teaching Rubric for Effective Service Delivery (2017)

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- Beginning of the Year Goal Setting Form

- Mid Year Form

- Summative/End of Year Form

- Tier 2 and Tier 3 Support Documentation Form

- Corrective Support Plan Template