

Stafford Public Schools



Educator and Leader Evaluation and Support Plans 2024-2025

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Table of Contents

Vision.....	5
Guiding Principles.....	5
Professional Learning Standards and Structures.....	5
Beliefs About Professional Learning.....	6
Connecticut Guidelines for Educator and Leader Evaluation and Support Components....	6
Educator Evaluation and Support Plan.....	7
Standards and Criteria for Educators.....	7
The Continuous Learning Process.....	7
Orientation.....	9
Goal Setting.....	9
Midyear Check-in.....	9
End-of-Year Reflection/Summative Review.....	10
Professional Practice and Educator Growth.....	10
Observation of Professional Practice and Feedback.....	10
Educator Rubrics.....	11
Definition of Cohorts.....	11
Growth Criteria.....	12
Tiered Support.....	12
Corrective Support Plan.....	13
Dispute Resolution.....	13
Role of the Professional Development and Evaluation Committee (PDEC).....	15
Local and State Reporting.....	16
Appendices - Educator.....	17
Appendix A: Graphic Adapted from Learning Forward’s Standards for Professional Learning.....	17
Appendix B: Growth Criteria and Possible Sources of Evidence.....	18
Appendix C: Sample Reflection Questions.....	19
Appendix D: Evaluation Orientation.....	21
Appendix E: Beginning-of-Year Goal and Planning Form	22
Appendix F: Midyear Check-in Form.....	24
Appendix G: End-of-Year Conference Form.....	25
Appendix H: Observation Forms (Educator Cohort 1).....	27
Appendix I: Observation Forms (Educator Cohort 2).....	28
Appendix J: Corrective Support Plan Template.....	29
Appendix K: Sample Corrective Support Plan.....	30
Leader Evaluation and Support Plan.....	31
Standards and Criteria for Leaders.....	31
The Continuous Learning Process.....	31
Orientation.....	33

Goal Setting.....	33
Midyear Check-in.....	33
End-of-Year Reflection/Summative Review.....	34
Observation of Professional Practice/Site Visits and Feedback.....	34
Leader Rubric.....	34
Definition of Cohorts.....	35
Growth Criteria.....	35
Tiered Support.....	35
Corrective Support Plan.....	36
Dispute Resolution.....	37
Role of the Professional Development and Evaluation Committee (PDEC).....	38
Local and State Reporting.....	39
Appendices - Leader.....	40
Appendix L: Graphic Adapted from Learning Forward's Standards for Professional Learning.....	40
Appendix M: Possible Sources of Evidence.....	41
Appendix N: Evaluation Orientation.....	42
Appendix O: Beginning-of-Year Goal and Planning Form	43
Appendix P: Midyear Check-in Form.....	45
Appendix Q: End-of-Year Conference Form.....	46
Appendix R: Observation Forms (Leader Cohort 1).....	48
Appendix S: Observation Forms (Leader Cohort 2).....	49
Appendix T: Corrective Support Plan Template.....	50
Appendix U: Sample Corrective Support Plan.....	51

Vision

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

Guiding Principles

The transformational design of the educator and leader evaluation and support model is grounded in seven guiding principles that use high quality professional learning to advance professional practice and student learning, growth, and achievement.

- **Allow for differentiation of roles** (for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).
- **Simplify and reduce the burden** (eliminate technical challenges, paperwork, steps).
- **Focus on things that matter** (identify high leverage goal focus areas).
- **Connect to best practices aimed at the development of the whole child** (including, but not limited to, academic, social, emotional, and physical development).
- **Focus on educator/leader growth and agency** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- **Meaningful connections to professional learning** (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- **Specific, timely, accurate, actionable, and reciprocal feedback.**

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders, and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.



Beliefs About Professional Learning

We believe that professional learning is:

- an ongoing, continuous, reflective practice for educators, paraeducators, and school/district leaders.
- most effective in a collaborative, collegial environment where research-based learning is directly applicable to practice.
- customized to educators' needs and responsive to our students and the school/district community.

Connecticut Guidelines for Educator and Leader Evaluation and Support Components

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

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

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Educator Evaluation and Support Plan

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards/rubrics ground this model's framework: CCT Rubric for Effective Teaching (2017) based on the CT Common Core of Teaching (2010), as well as rubrics developed by Danielson and Marshall. In addition, the school counselor rubric aligns to the American School Counselor Association's Performance Appraisal. The special education teacher rubric aligns to the Council for Exceptional Children Standards for Special Educators. A single point rubric serves as support for self-reflection, dialogue, and feedback and is used to provide focus for high leverage goal-setting and professional learning.

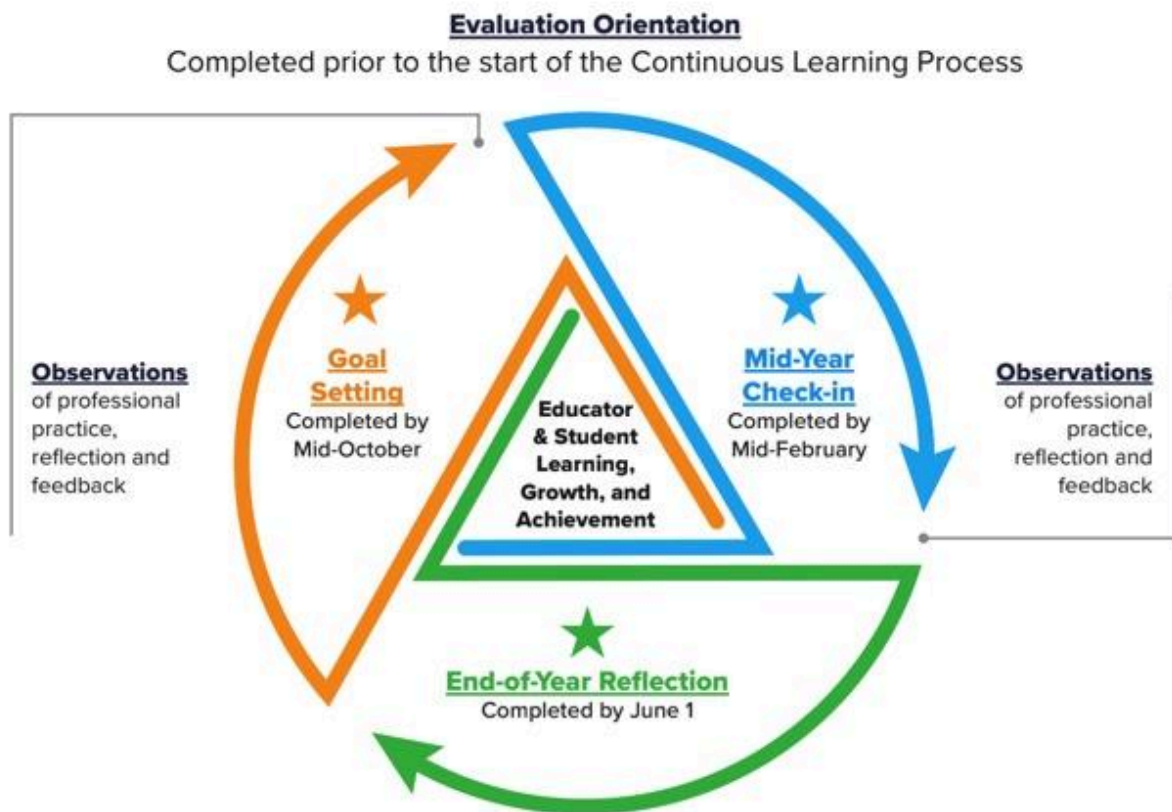
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. 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.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations. The graphic in Appendix A, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.

Below is a graphic with the steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

Educator Continuous Learning Process



Goal Setting

Completed by Mid-October

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

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

Mid-year Check-in

Completed by Mid-February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

Mid-Year Conference

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

End-of-Year Reflection

Completed by June 1

End-of-Year Reflection and Feedback Process

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Orientation

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 1. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice
- Tiered supports
- Dispute resolution

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

Goal(s) Setting (Completed by mid-October)

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures, see Appendix B), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment (see Appendix E).

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

Midyear Check-in (Completed by mid-February)

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

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

End-of-Year Reflection/Summative Review (Completed by June 1)

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal. The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process (see Appendix G).

Professional Practice and Educator Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s).

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. A ***planned informal observation*** for classroom teachers is defined as an observation occurring within the first 90 days with students. The observation has a minimum duration of 30 minutes in length. Planned observations require the educator to submit a lesson plan to the evaluator a minimum of two days prior to the observation. ***Unplanned informal observations*** for classroom teachers can be unannounced, can vary in length based on the lesson, and do not require pre-submission of a lesson plan.

The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Timely feedback is provided (verbal: within two school days; written: within five school days).

Quality feedback is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s). Quality feedback:

- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies

- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent and reciprocal

Educator Rubrics	
General Education Teacher Special Education Teacher School Counselor School Psychologist School Social Worker Speech-Language Pathologist (SLP) K-5 Math & Literacy Leader	

Definition of Cohorts	
Cohort 1	Cohort 2
<p>Who:</p> <ul style="list-style-type: none"> • New to district and/or profession (first two years) • Educators participating in TEAM • New to district and previously completed TEAM (first year) <p>What:</p> <ul style="list-style-type: none"> • One planned informal observation (within first 90 days with students) <ul style="list-style-type: none"> ◦ Minimum 30 minutes in length ◦ Lesson plan submitted to evaluator prior to observation (minimum 2 days prior) • Two informal observations • Verbal feedback (as soon as possible, within 2 school days) • Written feedback (within 5 school days) • Additional observations of professional practice as mutually agreed upon or deemed necessary 	<p>Who:</p> <ul style="list-style-type: none"> • Educators who have successfully completed Cohort 1 in Stafford Public Schools <p>What:</p> <ul style="list-style-type: none"> • Two informal observations (one before midyear check-in, one before end-of-year conference) • Verbal feedback (as soon as possible, within 2 school days) • Written feedback (within 5 school days) • Additional observations of professional practice as mutually agreed upon or deemed necessary

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.

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 plan.

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

Tier 1 (All Educators)

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 the district PDEC, and other general support for all educators (e.g., instructional coaching, PLC). 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 specific in duration, frequency, and focus (e.g., engaging in defined professional learning opportunity/opportunities, observation of classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator in response to identified concerns that have not been sufficiently addressed through Tier 1. The start date and duration of time an educator is receiving this level of support should be clearly documented on the midyear or end-of-year conference form with a specific, agreed-upon review date. It will be documented when the educator has met the success criteria of the Tier 2 support and returned to Tier 1.

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 are 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 for certified educators chosen pursuant to C.G.S. §10-153b.

The start date and duration of time the educator is receiving this level of support should be clearly documented on the midyear or end-of-year conference form with a specific, agreed-upon review date. It will be documented when the educator has met the success criteria of the Tier 3 support and returned to Tier 1. If the educator has partially met the success criteria, they will be placed on Tier 2.

Supportive tiers may carry over from one school year to the next. In such cases, this will be noted on the goal setting form. Educators receiving tiered support are eligible to successfully complete the evaluation cycle.

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 for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well-documented area of concern;
- resources, support, and interventions to address the area of concern;
- well-defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. See Appendix J for a Corrective Support Plan template and Appendix K for a Corrective Support Plan example.

Dispute Resolution

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

Ultimately, should 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. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

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

Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

a. Option 1:

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

b. Option 2:

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

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.

2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

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

Other School Personnel	Educator	Leader
<ul style="list-style-type: none"> • Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff 	<ul style="list-style-type: none"> • Classroom teacher • CTE teacher • Library media specialist • Reading/Math interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist 	<ul style="list-style-type: none"> • Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

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

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and

- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term “teacher” shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Appendix A
Graphic Adapted from Learning Forward's Standards for Professional Learning 2022



Appendix B
Growth Criteria and Sources of Evidence - Educator

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <p>Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.</p> <p>Impact on Students</p> <p>Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.</p>	<ul style="list-style-type: none"> ● Required observational evidence ● Required student learning evidence ● aligned to high-leverage indicator focus ● Implementation plans/lesson plan(s) ● Educator learning logs/impact on practice reflection ● Educator created learning materials ● Evidence from Observation of Educator Practice ● Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. ● Educator and/or student self-reflection ● Student learning artifacts ● Mastery-based demonstrations of achievement ● Observational evidence of students' words, actions, interactions (including quotations when appropriate) ● Rubrics, interim or benchmark assessments, other assessments ● Redacted IEP/504 documents ● Redacted evaluations (i.e., cognitive, academic, rating scales) ● Other artifacts/sources

Appendix C

Sample Reflection Questions - Educator

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?

- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix D
Evaluation Orientation - Educator

Evaluation Orientation			
Orientation to Educator Evaluation was completed on: Mar 30, 2024			
Name:		Location:	
Select One	Select One	Select One	Select One
<input type="checkbox"/> Cohort 1 *New to district and/or profession (first two years) *Educators participating in TEAM *New to district and previously completed TEAM (first year) <input type="checkbox"/> Cohort 2 *Educators who have successfully completed Cohort 1 in Stafford Public Schools	<input type="checkbox"/> Individual goal <input type="checkbox"/> Collaborative goal	<input type="checkbox"/> 1-year goal <input type="checkbox"/> 2-year goal <input type="checkbox"/> 3-year goal	<input type="checkbox"/> General Education Teacher Rubric <input type="checkbox"/> Special Education Teacher Rubric <input type="checkbox"/> School Counselor Rubric <input type="checkbox"/> School Psychologist Rubric <input type="checkbox"/> School Social Worker Rubric <input type="checkbox"/> SLP Rubric <input type="checkbox"/> K-5 Math/Literacy Leader Rubric

*Goal (individual or collaborative)/timeline (1-, 2-, or 3-year) will be finalized upon mutual agreement at the goal-setting conference.

Appendix E
Beginning-of-Year Goal and Planning Form

Beginning-of-Year Goal and Planning	
Self-Reflection <i>Completed by Educator</i>	
<p>Capture your self-reflection here; consider using the questions below to guide your thinking:</p> <ul style="list-style-type: none"> Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice? In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice? Based on your current students' strengths and needs, what new learning might you explore to address the needs? Based on knowledge of your students, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year? 	
Goal, Rationale, Alignment, and Professional Learning Plan <i>Completed by Educator</i>	
<p>Goal:</p> <p>Include a brief rationale for the length of the goal (1, 2, or 3 years).</p> <p> <input type="checkbox"/> 1-year goal <input type="checkbox"/> 2-year goal <input type="checkbox"/> 3-year goal </p> <p>Rationale:</p>	

<p>Action Steps/Professional Learning Plan</p> <ul style="list-style-type: none"> • What specific professional learning might you need to achieve your goal? • How do you plan to collect and analyze evidence to assess progress toward your goals? What is your timeline for collecting this evidence and measuring impact? • What support might you need from your colleagues, supervisor, others? • For other optional examples of guiding questions to further your planning, please see LINK. 	<ul style="list-style-type: none"> •
<p>For a multi-year goal, what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?</p>	<p>Focus for Year 2 (if applicable):</p> <p>Focus for Year 3 (if applicable):</p>
<p>In what ways might this goal(s) contribute to the school and/or district's vision, mission, strategic goals, and Portrait of a Graduate?</p>	

<p align="center">Goal Setting Conference <i>Completed by Evaluator (By Mid-October)</i></p>	
<p>Evaluator Signature:</p>	<p>Date: Apr 2, 2024</p>
<p>Educator Signature:</p>	<p>Date: Apr 3, 2024</p>
<p>Supports Required/Suggested <i>Is the educator currently receiving tiered support? If no, select not applicable. If yes, select a specific tier (Tier 2 or Tier 3).</i></p> <p> <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 </p>	<p>If Tier 2 or Tier 3, specify mutually agreed upon strategies, timeline, and success criteria.</p>

Appendix F
Midyear Check-in Form

Midyear Check-in: Reflection, Adjustment(s), and Next Steps <i>Completed by Educator</i>	
What has been your progress to date on your professional learning and how do you know?	Self-Reflection:
Links to Evidence (see Appendix A):	

Midyear Conference <i>Completed by Evaluator (By Mid-February)</i> <div style="background-color: #d0e0ff; border-radius: 10px; padding: 2px 10px; display: inline-block;">Apr 2, 2024</div>	
Feedback to Educator (Feedback regarding progress on professional learning and progress toward goal. Include change in tiered supports, if recommended.):	
Evaluator Signature:	Date: <div style="background-color: #d0e0ff; border-radius: 10px; padding: 2px 10px; display: inline-block;">Apr 2, 2024</div>
Educator Signature:	Date: <div style="background-color: #d0e0ff; border-radius: 10px; padding: 2px 10px; display: inline-block;">Apr 3, 2024</div>
Supports Required/Suggested <i>Are tiered supports required above and beyond Tier 1 (included in feedback above)?</i> <div style="margin-left: 20px;"> <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 </div>	If Tier 2 or Tier 3, specify mutually agreed upon strategies, timeline, and success criteria. Review Date: <div style="background-color: #d0e0ff; border-radius: 10px; padding: 2px 10px; display: inline-block;">Apr 2, 2024</div>

Appendix G
End-of-Year Conference Form

End-of-Year Reflection and Feedback Process	
Self-Reflection <i>Completed by Educator</i>	
<p>What impact did your new learning have on your practice/goal(s), and how do you know?</p> <p>What impact did your new learning and practice have on your student learning, growth, and/or achievement, and how do you know?</p> <p>What successes and challenges did you encounter and what are your next steps with your professional learning?</p> <p>For other optional examples of guiding questions to further your reflection, please see LINK.</p>	<p>Self-Reflection:</p>
<p>Links to Evidence (see Appendix A):</p> 	
<p>For multi-year goal only:</p> <p><input type="checkbox"/> Educator will continue multi-year goal</p> <p><input type="checkbox"/> Educator will adjust multi-year goal</p> <p><input type="checkbox"/> Educator completed multi-year goal</p>	<p>What adjustments are needed to the goal(s)? Why?</p> <p>How might adjustments impact the timing of the goal(s)?</p>

<p align="center">End-of-Year Conference <i>Completed by Evaluator</i> Apr 2, 2024</p>	
<p align="center">Summative Feedback and Growth Criteria <i>Completed by Evaluator</i></p>	
<p>Summative Feedback:</p> 	
<p>Successful Completion of Evaluation Cycle</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Supports Required/Suggested</p> <p><i>Are tiered supports required above and beyond Tier 1 (included in feedback above)?</i></p> <p> <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 </p>	<p>If Tier 2 or Tier 3, specify mutually agreed upon strategies, timeline, and success criteria.</p> <p>Review Date: Apr 2, 2024</p>
<p>For multi-year goal only:</p> <p> <input type="checkbox"/> Educator will continue multi-year goal <input type="checkbox"/> Educator will adjust multi-year goal <input type="checkbox"/> Educator completed multi-year goal </p>	<p>Notes:</p>
<p>Educator Signature:</p>	<p>Apr 2, 2024</p>
<p>Evaluator Signature:</p>	<p>Apr 2, 2024</p>

Appendix H
Observation Forms (Educator Cohort 1)

Educator Evaluation Observation #1	
Focus/Domain:	Lesson Plan Submitted: <input type="checkbox"/> Yes <input type="checkbox"/> No Feedback:
Areas of Strength	Opportunities for Growth and/or Next Steps

Educator Evaluation Observation #2	
Focus/Domain:	Lesson Plan Submitted: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable Feedback:
Areas of Strength	Opportunities for Growth and/or Next Steps

Educator Evaluation Observation #3	
Focus/Domain:	Lesson Plan Submitted: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable Feedback:
Areas of Strength	Opportunities for Growth and/or Next Steps

Appendix I
Observation Forms (Educator Cohort 2)

Educator Evaluation Observation #1	
Focus/Domain:	
Areas of Strength	Opportunities for Growth and/or Next Steps

Educator Evaluation Observation #2	
Focus/Domain:	
Areas of Strength	Opportunities for Growth and/or Next Steps

Appendix J
Corrective Support Plan Template - Educator

(Educator being evaluated) has consistently struggled with _____.
The following tiered supports have been provided by the evaluator throughout the year and documented as part of the evaluation process:

- _____.

(Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____

(Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.

Appendix K

Sample Corrective Support Plan - Educator

Educator A has consistently struggled with classroom management. The following tiered supports have been provided by the evaluator throughout the year and documented as part of the evaluation process.

•

Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve classroom management practices in order to improve a positive learning environment to support learning.

(Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss “The First Six Weeks of School” - Center for Responsive Classroom with evaluator.
- Training in Restorative Practices.

Timeframes:

- Educator A will remain on this Corrective Support Plan for six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from evaluator (dependent upon need for plan)

Leader Evaluation and Support Plan

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 the leader's staff. This, in turn, supports staff to develop and enhance professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards/rubrics ground this model's framework: Professional Standards for Educational Leaders (2015) and the Connecticut Leader Evaluation and Support Rubric (2017) based on the Common Core of Leading: Connecticut School Leadership Standards (2012). A single point rubric serves as support for self-reflection, dialogue, and feedback and is used to provide focus for high leverage goal-setting and professional learning.

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

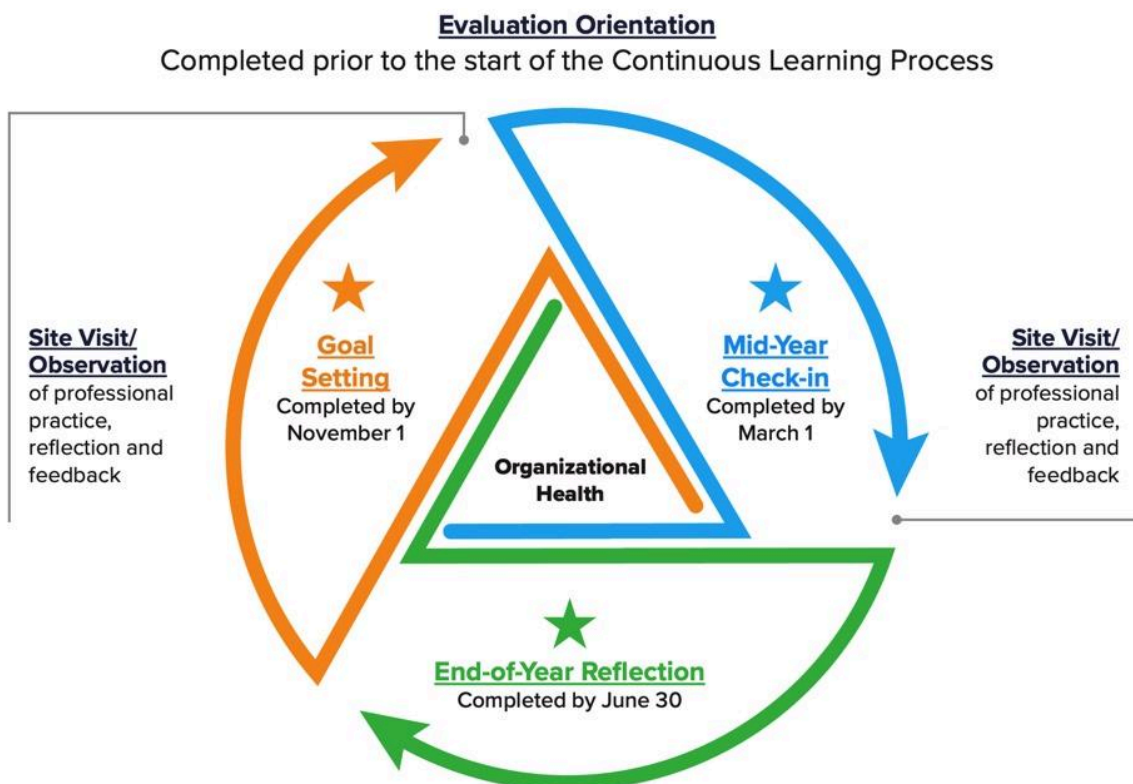
The evaluation and support model is designed as a continuous learning process to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. In addition, written and verbal feedback provided between check-ins is based on observations/site visits/reviews of practice/artifacts. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. The graphic in Appendix L, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.

Below is a graphic of the associated steps in the leader's continuous learning process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process



Goal Setting

Completed by November 1

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

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

Mid-year Check-in

Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

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

End-of-Year Reflection

Completed by June 30

End-of-Year Reflection and Feedback Process

- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Orientation

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

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

Goal Setting (Completed by November 1)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment (see Appendix O).

Midyear Check-in (Completed by March 1)

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback

based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented (see Appendix P).

End-of-Year Reflection/Summative Review (Completed by June 30)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. The end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s). This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process (see Appendix Q).

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written (within five school days) or verbal (within two school days).

Quality feedback:

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

Leader Rubric
Leader Rubric

Definition of Cohorts	
Cohort 1	Cohort 2
Who: <ul style="list-style-type: none"> New to LEA in a leadership role (first two years) What: <ul style="list-style-type: none"> Three informal observations of professional practice and/or site visits Verbal feedback (within two school days) and written feedback (within five school days) Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary 	Who: <ul style="list-style-type: none"> Leaders who have successfully completed Cohort 1 in Stafford Public Schools What: <ul style="list-style-type: none"> Two informal observations of professional practice and/or site visits Verbal feedback (within two school days) and written feedback (within five school days) Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria

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

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

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

Tier 1

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

developed and designed by the district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more specific in duration, frequency, and focus (e.g., observation of leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator. The start date and duration of time a leader is receiving this level of support should be mutually agreed upon and clearly documented on the midyear or end-of-year conference form with a specific, agreed-upon review date. It will be documented when the leader has met the success criteria of the Tier 2 support and returned to Tier 1.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader, and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time the leader is receiving this level of support should be clearly documented on the midyear or end-of-year conference form with a specific, agreed-upon review date. It will be documented when the leader has met the success criteria of the Tier 3 support and returned to Tier 1. If the leader has partially met the success criteria, they will move to Tier 2.

Supportive tiers may carry over from one school year to the next. In such cases, this will be noted on the goal setting form. Leaders receiving tiered support are eligible to successfully complete the evaluation cycle.

Corrective Support Plan

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

The Corrective Support Plan must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader, and bargaining unit representative. See Appendix T for a Corrective Support Plan template and Appendix U for a Corrective Support Plan example.

Dispute Resolution

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

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

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

Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

a. Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

b. Option 2: The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
<ul style="list-style-type: none"> • Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff 	<ul style="list-style-type: none"> • Classroom teacher • CTE teacher • Library media specialist • Reading/Math interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist 	<ul style="list-style-type: none"> • Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

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

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term “teacher” shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Appendix L

Graphic Adapted from Learning Forward's Standards for Professional Learning 2022



Appendix M
Possible Sources of Evidence - Leader

Possible Sources of Evidence
<ul style="list-style-type: none">• Information from site visits• Strategic plans• Learning walk/instructional rounds• Self-reflection (e.g., journals, learning logs)• Leader created professional learning materials• Operational artifacts (e.g., schedules, budgets, grants, procedural revisions)• Educator learning outcomes• Policy updates• Artifacts of school/district/department committees• Community communications• Constituent feedback• Program development and implementation• Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development)• Systems and structures• State reports

Appendix N
Evaluation Orientation - Leader

Evaluation Orientation			
Orientation to Leader Evaluation was completed on: Mar 30, 2024			
Name:		Location:	
Select One	Select One	Select One	Select One
<input type="checkbox"/> Cohort 1 *New to LEA in a leadership role (first two years) <input type="checkbox"/> Cohort 2 *Leaders who have successfully completed Cohort 1 in Stafford Public Schools	<input type="checkbox"/> Individual goal <input type="checkbox"/> Collaborative goal	<input type="checkbox"/> 1-year goal <input type="checkbox"/> 2-year goal <input type="checkbox"/> 3-year goal	<input type="checkbox"/> Domain 1 <input type="checkbox"/> Domain 2 <input type="checkbox"/> Domain 3 <input type="checkbox"/> Domain 4

Appendix O
Beginning-of-Year Goal and Planning Form - Leader

Beginning-of-Year Goal and Planning	
Self-Reflection <i>Completed by Leader</i>	
<p>Capture your self-reflection here; consider using the questions below to guide your thinking:</p> <ul style="list-style-type: none"> In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice? Based on the organization's strengths and needs, and/or your knowledge of district/school/program goals, what new learning might you explore to address the needs? Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year? 	<p>Self-Reflection:</p>
Goal, Rationale, Alignment, and Professional Learning Plan <i>Completed by Leader</i>	
<p>Goal:</p> <p>Include a brief rationale for the length of the goal (1, 2, or 3 years).</p> <p> <input type="checkbox"/> 1-year goal <input type="checkbox"/> 2-year goal <input type="checkbox"/> 3-year goal </p> <p>Rationale:</p> 	

<p>Action Steps:</p> <p><i>Consider</i></p> <ul style="list-style-type: none"> • What specific professional learning might you need to achieve your goal? • What support might you need from your colleagues, supervisor, others? • What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? • How do you plan to collect and analyze evidence to assess progress toward your goal? 	<ul style="list-style-type: none"> •
<p>For a multi-year goal, what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?</p>	<p>Focus for Year 2 (if applicable):</p> <p>Focus for Year 3 (if applicable):</p>
<p>In what ways might this goal contribute to the school and/or district's vision, mission, and strategic goals?</p>	

<p style="text-align: center;">Goal Setting Conference <i>Completed by Evaluator (By November 1)</i></p>	
<p>Evaluator Signature:</p>	<p>Date: Apr 2, 2024</p>
<p>Leader Signature:</p>	<p>Date: Apr 3, 2024</p>
<p>Supports Required/Suggested <i>Is the leader currently receiving tiered support? If no, select not applicable. If yes, select a specific tier (Tier 2 or Tier 3).</i></p> <p><input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3</p>	<p>If Tier 2 or Tier 3, specify mutually agreed upon strategies, timeline, and success criteria.</p>

Appendix P
Midyear Check-in Form - Leader

Midyear Check-in: Reflection, Adjustment(s), and Next Steps <i>Completed by Leader</i>	
What has been your progress to-date on your professional learning plan and your goal? What are your next steps and why?	Self-Reflection:
Links to Evidence:	

Midyear Conference <i>Completed by Evaluator (By March 1)</i> <div style="background-color: #d9e1f2; border-radius: 10px; display: inline-block; padding: 2px 10px;">Apr 2, 2024</div>	
Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal. Include change in tiered supports, if recommended.):	
Evaluator Signature:	Date: <div style="background-color: #d9e1f2; border-radius: 10px; display: inline-block; padding: 2px 10px;">Apr 2, 2024</div>
Leader Signature:	Date: <div style="background-color: #d9e1f2; border-radius: 10px; display: inline-block; padding: 2px 10px;">Apr 3, 2024</div>
Supports Required/Suggested <i>Are tiered supports required above and beyond Tier 1 (included in feedback above)?</i> <div style="margin-left: 20px;"> <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 </div>	If Tier 2 or Tier 3, specify mutually agreed upon strategies, timeline, and success criteria. Review Date: <div style="background-color: #d9e1f2; border-radius: 10px; display: inline-block; padding: 2px 10px;">Apr 2, 2024</div>

Appendix Q

End-of-Year Conference Form - Leader

End-of-Year Reflection and Feedback Process	
Self-Reflection <i>Completed by Leader</i>	
<p><i>Consider</i></p> <p>What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/ or achievement, and/or on organizational health, and how do you know?</p> <p>What successes and challenges did you encounter?</p> <p>What are your next steps with your professional learning?</p>	<p>Self-Reflection:</p>
<p>Links to Evidence:</p>	

<p align="center">End-of-Year Conference <i>Completed by Evaluator</i> Apr 2, 2024</p>	
<p align="center">Summative Feedback and Growth Criteria <i>Completed by Evaluator</i></p>	
<p>Summative Feedback:</p>	
<p>Successful Completion of Evaluation Cycle</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Supports Required/Suggested <i>Are tiered supports required above and beyond Tier 1 (included in feedback above)?</i></p> <p> <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 </p>	<p>If Tier 2 or Tier 3, specify mutually agreed upon strategies, timeline, and success criteria.</p> <p>Review Date: Apr 2, 2024</p>
<p>For multi-year goal only:</p> <p> <input type="checkbox"/> Leader will continue multi-year goal <input type="checkbox"/> Leader will adjust multi-year goal <input type="checkbox"/> Leader completed multi-year goal </p>	<p>Notes:</p>
<p>Leader Signature:</p>	<p>Apr 2, 2024</p>
<p>Evaluator Signature:</p>	<p>Apr 2, 2024</p>

Appendix R
Observation Forms (Leader Cohort 1)

Leader Evaluation Observation #1	
Focus/Domain:	
Areas of Strength	Opportunities for Growth and/or Next Steps

Leader Evaluation Observation #2	
Focus/Domain:	
Areas of Strength	Opportunities for Growth and/or Next Steps

Leader Evaluation Observation #3	
Focus/Domain:	
Areas of Strength	Opportunities for Growth and/or Next Steps

Appendix S
Observation Forms (Leader Cohort 2)

Leader Evaluation Observation #1	
Focus/Domain:	
Areas of Strength	Opportunities for Growth and/or Next Steps

Leader Evaluation Observation #2	
Focus/Domain:	
Areas of Strength	Opportunities for Growth and/or Next Steps

Appendix T

Corrective Support Plan Template - Leader

(Leader being evaluated) has consistently struggled with _____.
The following tiered supports have been provided by the evaluator throughout the year and documented as part of the evaluation process:

- _____

(Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____
(Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan – typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.

Appendix U

Sample Corrective Support Plan – Leader

Leader A has consistently struggled with communicating appropriately with a variety of constituents. The following tiered supports have been provided by the evaluator throughout the year and documented as part of the evaluation process.

-

Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve engagement with families in communities and to improve operations in management.

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

- Leader A will remain on this Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of building/district, as appropriate.