Stamford Charter School for Excellence

Educator Evaluation and Support Plan 2024-2025

Table of Contents

Professional Development/Evaluation Committee Members 4
Introduction 5
Professional Learning Standards and Structures 5
Educator Rubrics 6
The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/Stakeholder Feedback and Engagement 6
Educator Continuous Learning Process 7
Process and Timeline 9
Goal Setting and Planning - Timeframe 9
Mid-year Check-in - Time Frame 10
Professional Practice and Educator Growth 11
Observation of Professional Practice and Feedback 12
Definitions of Cohorts 13
Growth Criteria 14
Professional Learning 14
Tiered Support 15
Tier I: 15
Tier II: 16
Tier III: 17
Corrective Action Plan 18
Observation Process 18
Dispute Resolution 19
Step 1: 19
Step 2: 20
Step 3: 20
Step 4: 20
Time Limits 21
The Role of the Professional Development and Evaluation Committee (PDEC) 21
Local and State Reporting 23
Appendix A - Evaluation Timeline 2024-2025 24
Appendix B: District Professional Development Dates 25
Appendix C: Evaluation Dispute Form 26
Appendix D: Change of Observer Appeal Form 27
Appendix E: Tiered Support Plan. (Used for Tier II and Tier III) 28
Appendix F: Tiered Supports 29
Appendix G: Sample Reflection Questions: Educator 30
Appendix H: Growth Criteria and Sources of Evidence- Educator 33
Appendix I: General Glossary- Educator 34
Appendix J: Glossary of Professional Learning Opportunities- Educator 40

Appendix K: Educator Forms 43
Appendix L: Educator BOY Goal Setting Form 44
Appendix M: Goal Setting Conference Form 46
Appendix N: Educator Observation Form 47
Appendix O: Educator Mid-Year Check in Form 49
Appendix P: Educator End of Year Self-Reflection Form 50
Appendix Q: End of Year Conference Form 51
Appendix R: Sample Educator Corrective Action Plan 52

Professional Development/Evaluation Committee Members

Kevin Fischer –
Founding Principal, Stamford Charter School for Excellence

Tristan Fields –
Middle School Principal (Grade 5-8), Stamford Charter School for Excellence

Jake Billings
5th/6th Math Teacher, Stamford Charter School for Excellence, PDEC Committee Co-Chair

Casey Conetta,
Grade 3 Teacher, Stamford Charter School for Excellence PDEC Committee Co-Chair

Shannon Duffy-
Grade 4 Teacher, Stamford Charter School for Excellence

Kristina Leira -
Grade 2 Teacher, Stamford Charter School for Excellence

Barbara Jean-Pierre –
Grade 3 Teacher, Stamford Charter School for Excellence

Brionna West -
Grade 4 Paraeducator, Stamford Charter School for Excellence

Introduction

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

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

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

Educator Rubrics

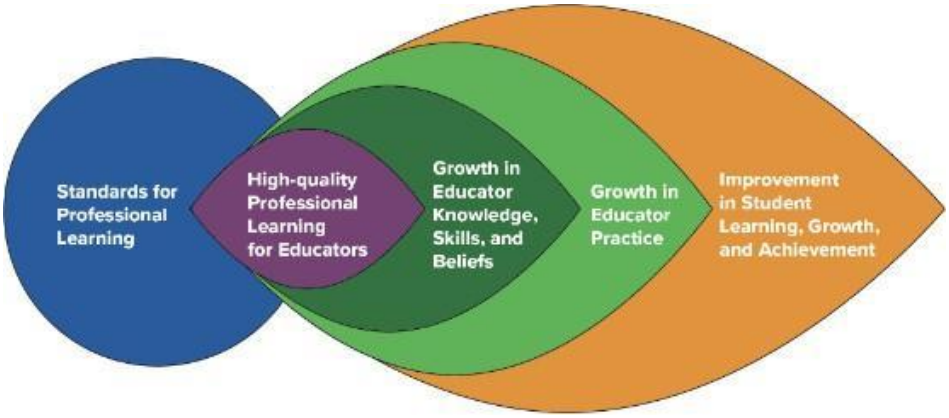
1. CCT Rubric for Efective Teaching 2017
2. CCT Rubric for Efective Service Delivery 2017
3. Learning Forward's Professional Learning Standards (2022)
4. Teacher Leader Model Standards (2008)

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 provides 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 and reviews of practice as required by the district plan.

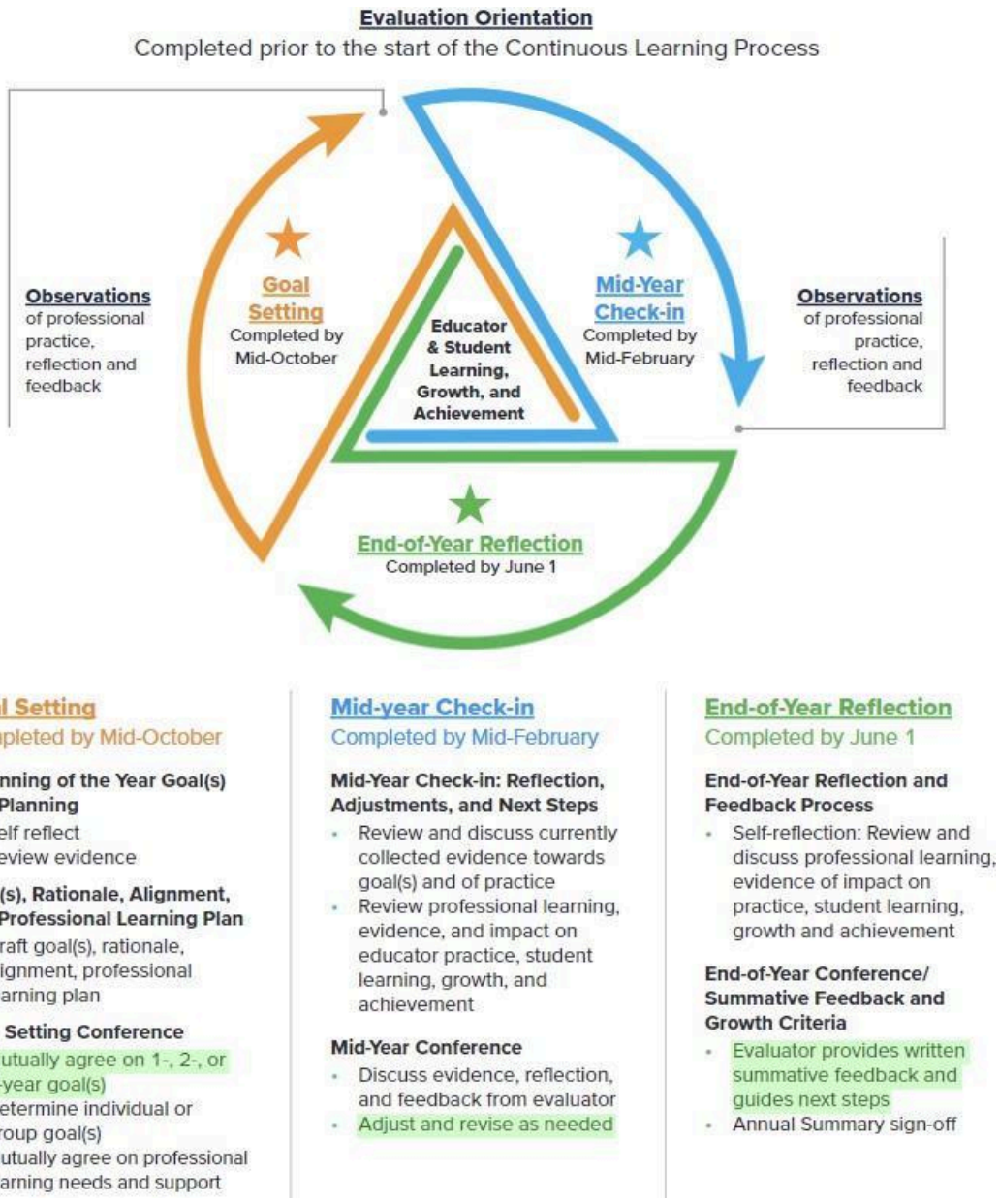
The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students



Educator Continuous Learning Process

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator

(092) who has completed comprehensive orientation on this model and relevant rubrics.



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

- High-leverage goal-setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review 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.

Process and Timeline

The annual evaluation process between an educator and an evaluator (principal or designee) is anchored by three conferences, which guide the process at the beginning, middle, and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each educator on his/her performance, set development goals, and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator to be productive and meaningful.

Goal Setting and Planning - Timeframe

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 a mutual agreement on high-leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment. 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.

1. Orientation on Process – To begin the evaluation process, evaluators meet with educators in a group or individually to discuss the evaluation process and their roles and responsibilities within it.

2. educator Reflection and Goal setting (Beginning of the year Goal(s) and planning)
    a. Self reflect
    b. Review evidence
3. Goal-Setting Conference – The evaluator and educator meet to discuss the educator's proposed focus area, goals and objectives to arrive at mutual agreement about them. The educator collects evidence about his/her practice, and the evaluator collects evidence about the educator's practice to support the review.
    a. Mutually agree upon 1,2-, or 3-year goals
    b. Determine individual or group goal(s)
    c. Mutually agreed upon professional learning needs and support

Mid-year Check-in-Time Frame

The mid-year check-in consists of a reciprocal dialogue between the educator and evaluator and includes an educator's self-reflection 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 aligned to the rubric.
- The mid-year conversation is a crucial progress check-in. The mid-year 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.

1. Mid-Year Check-in: Reflection, Adjustments and Next Steps – The educator and evaluator collect and reflect on evidence to date about the educator's practice and student learning in preparation for the

check-in.

a. Review and discuss currently collected evidence toward goal(s) and practice
b. Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

2. Mid-Year Conference – The evaluator and educator complete at least one mid-year check-in conference during which they review evidence related to the educator practice focus area and progress
3. End-of-Year Summative Review: Timeframe

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the mid-year 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 goals.

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.

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 support and collect evidence of educator performance and practice toward a goal(s) through multiple sources, which include observation and may include student, staff, or family feedback (See Appendix G).

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high-leverage goal(s) focuses on 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 a goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

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

Definitions of Cohorts	
<u>Cohort 1</u> **Who:** ● *Educators New to the profession (first four years)* ● *New to Stamford Excellence (first two years)* **What:** ● *Three Observations* ● *Based on performance* ● *The completion of the two years of the cycle (goal setting and components)* ● *At least a minimum proficiency level toward the goal in content knowledge, instructional planning and development and classroom management* ● *In Year One of being an educator At Stamford Excellence, educators must choose an attribute in Domain 1. In Year Two, educators must choose an attribute in Domain 3. An attribute in a diferent Domain may be chosen if mutually agreed upon by educator and evaluator.* ● *Observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings* ● *One observation of professional practice may be substituted for a review of practice, once it is mutually by educator and evaluator.* ● *Verbal and written feedback within five school days* ● *Additional observations of professional practice as mutually agreed upon or deemed necessary*	<u>Cohort 2</u> **Who:** ● Educators who have successfully completed Cohort 1 at Stamford Excellence **What:** ● Two reviews of practice with at least one being: ○ Observations of Professional Practice (minimum 20 minutes in length) with pre and post-meetings. ● *One observation of professional practice may be substituted for a review of practice, once it is mutually by educator and evaluator.* ● Verbal and written feedback within five school days ● Additional observations of professional practice as mutually agreed upon or deemed necessary

Professional Practice/See page 55 definition	

Growth Criteria

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

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

Professional Learning

Stamford Charter School for Excellence's vision for professional learning is that each Educator engages in continuous professional learning.

Our professional learning must be well-planned, well-supported, and aligned with student mastery of standards. Throughout the evaluation process, upon mutual agreement with their evaluators, all educators will identify professional learning needs that support their goal(s). The identified needs will serve as the basis for ongoing conversations about practice and its impact on student outcomes. The professional learning opportunities woven into the SCSE professional development calendar allow for self-directed opportunities. These self-directed opportunities allow educators to address individual strengths and individual needs identified through the evaluation process. The process may also reveal areas of common need among educators, which can then be targeted with grade-level, building-based, or district-based professional learning opportunities. Building-based and district-based professional development time is built into the professional learning plan.

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 before developing a Corrective Action 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 Action Plan including indicators of success for transitioning out of the plan. Evaluators must utilize and document all three tiers of support before developing a Corrective Action Plan. If applicable, the Corrective Action Plan shall be developed in consultation with the evaluator, educator, and a Human Resources Representative.

Tier I:

It is the expectation that all educators consistently access opportunities for professional growth. 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 II:

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.

Stamford Excellence educators will receive structured support when an area(s) of concern is identified *during the school year*. The timeline for this stage is four to six weeks. This support is intended to provide short-term assistance to delineate goals linked to specific indicators and domains. The district professional development will be provided on the dates listed (see Appendix B), and professional resources directly connected to the area of concern will be provided for the educator. Progress will be measured through additional informal observations conducted by the evaluator with evidence tagged under the indicators and domain(s) in need of remediation. A post-conference following each additional informal observation will occur. Ongoing feedback will be provided over the four to six-week period.

Potential Outcomes from Participation in a Tier II Plan:

1. If significant progress is noted after four to six weeks and the educator receives observation ratings of effective or greater, the educator will return to Tier I supports.
2. If some progress is noted after four to six weeks with some effective ratings and some developing ratings, the educator will continue Tier II.
3. If minimal progress is noted after four to six weeks and all or most ratings remain below effective, the educator will be moved to Tier III Support.

Tier III:

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 include clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Action Plan. Tier 3 supports shall be developed in consultation with the evaluator and the educator. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Stamford Excellence educators in Tier III will receive more intensive structured support. The timeline for this stage is *four to six weeks*. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency. The support will be developed in collaboration with the educator and may be assigned by the evaluator. Supports include clearly articulated areas of focus. In addition to the District Professional Development, internal and/or external professional development opportunities and resources will be provided as part of this level of remediation. Progress will be documented, and ongoing feedback will be provided over the four-to-six-week period.

Potential Outcomes from Participation in a Tier III Plan:

1. If significant progress is noted after four to six weeks and the educator receives observation ratings of effective or greater, the educator will return to Tier II.
2. If some progress is noted after four to six weeks with some effective ratings and some developing ratings, the educator will remain in Tier III.
3. If minimal progress is noted after four to six weeks and all or most ratings remain below effective, the educator will move to a Corrective Action Plan.

Corrective Action 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 Action Plan which includes 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 Action Plan. The Corrective Action Plan shall be developed in consultation with the educator.

The Corrective Action 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 Action Plan period, several outcomes are possible as determined in consultation with the evaluator and educator.

Observation Process

Observations in and of themselves are not useful to educators – it is the feedback, based on observations, that helps educators reach their full potential. All educators deserve the opportunity to grow and develop through observations and timely feedback. In fact, educator surveys conducted nationally demonstrate that most educators are eager for more observations and feedback to inform their practice throughout the year.

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 a 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 Action 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.

The educator shall be entitled to Human Resources representation at all levels of the process.

All steps of the process must be followed until a resolution is agreed upon.

Step 1:

Within five school days of articulating the dispute in writing to his/her/their evaluator and the evaluator and the educator will meet with the goal of resolving the matter informally.

Step 2:

The issue in dispute may then be referred for resolution to the Human Resource Officer. The evaluator and the educator will select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual serving must be a Connecticut certified educator and or leader. The Human Resource Officer will coordinate and mediate the meeting. If there has been no resolution, the educator may choose to proceed to Step 3 in the dispute resolution process by submitting a request in writing within three workdays of the meeting to the Chief Schools Officer (CSO)

Step 3:

The Chief Schools Officer (CSO) will arbitrate the issue in dispute. The CSO will review all applicable written documentation and hold a meeting with both parties (evaluator and educator) as soon as possible, within five school days from the date of the written communication to the Chief Executive Officer. The CSO will issue a determination in writing within three school days after the meeting is held. If the matter is still not resolved, the educator may choose to proceed to Step 4 within three workdays by submitting a request in writing to the Chief Executive Officer (CEO) or the Board of Directors.

Step 4:

The Chief Executive Officer (CEO) or Board of Directors will arbitrate the issue in dispute. The CEO or Board will review all applicable written documentation and hold a meeting with both parties (evaluator and educator) as soon as possible within five school days from the date of the written communication to the Chief Executive Officer or Board. The CEO or Board will issue a final decision within three school days after the meeting is held, which shall be binding.

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

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.

Other School Personnel	Educator	Leader
• Family and Community Engagement Manager • Academic Assistant (required) • Social Emotional Support Staf	• Classroom Teacher • Math/Reading Interventionist • Instructional Coach • Special Education Teacher • Social Worker • EL/MLL Teacher	• Principal • Assistant Principal • Elevate Representative

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 Stamford Charter School for Excellence; and

- the development and annual updating of a comprehensive local professional development plan for non-certified teachers at Stamford

Charter School for Excellence (e.g. Academic Assistants, Resident Teachers)..

The educator and leader evaluation and support program shall be developed through mutual agreement between the Stamford Charter School for Excellence Board of Directors and the PDEC. If the local or regional board of education and the PDEC are unable to come to a mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the Board of Directors and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the Board of Directors shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

The Chief Executive Officer and/or designee 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 Chief Executive Officer who holds a certificate or permit issued by the State Board of Education.

Appendix A - Evaluation Timeline

Evaluation Process	To Be Completed By:
Orientation on educator evaluation	September 1
Teacher Goals Established	October 15
One Observation	December 23
Mid-Year Conferences	February 15
Final Observation	May 15
End of Year Conferences/Summative Evaluation	June 30

Appendix B: District Professional Development Dates

District Professional Development Dates:	
New Teacher Professional Development	Second and Third Week of August 5-16
Teacher Institute: (which will include but not limited to) Orientation on the educator evaluation and support process	August 26-30
Teacher Professional Development	November 5
Teacher Professional Development	January 6
Teacher Professional Development	March 7
Teacher Professional Development	June 5th

Appendix C: Evaluation Dispute Form

Staff Member's Name

_____

School _____

Observer _____

Current teaching assignment _____

Date of Initial Meeting with Evaluator: _____

Date this form is submitted: _____

Reason for Dispute:

Signature of Educator

_____

Date _____

Dispute Resolved/Not resolved: _____ Date:

_____

Signature of Principal _____

If the dispute is not resolved at this level, it will go forward to the Chief Schools Officer or Board of Directors within 3 school days.

Appendix D: Change of Observer Appeal Form

Staff Member's Name

_____

School _____

Observer_____

Current teaching assignment _____

Date of Initial Meeting: _____

Date this form is submitted: _____
Reason for Request:
Signature of Staff Member

_____

Date _____

Request Approved/Denied: _____ Date:

_____

Signature of Chief Schools Officer:

_____

If Approved, Newly Assigned Observer:

_____

Appendix E: Tiered Support Plan. (Used for Tier II and Tier III)

Teacher: Assignment: Date of Plan:

Type of Plan Initial Revision

Description of needs:

-
-

Description of Assistance	Support Person	Frequency

Date of Review of Plan:

Signature of Teacher _____

Date_____

Signature of Evaluator

_____ Date

_____

Signature of Principal (if not

Evaluator) Co-Evaluator_____Date _____

APPENDIX F: Tiered Supports

Tier I Supports	Tier II Supports	Tiered III Supports
• Lesson Study • Teacher Institute • Professional Learning • Working with Diverse Learners • PD on high leverage Instructional strategies	Tier I supports and the following: • Observation of classroom practice • Frequent check-ins • Informal observations • Ongoing feedback • Targeted Professional Learning • Professional resources directly connected to the area of concern	Tier II supports and the following: • Clearly articulated supports that include areas of focus. • Additional focused internal Professional Learning • External Professional Learning Professional resources directly connected to the area of concern

Appendix G: 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 and vision, 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, and 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 its 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, and 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 circumstances 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 the 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 H: Growth Criteria and Sources of Evidence - Educator

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. **Impact on Students** • Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	• Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s) • Educator learning logs/impact on practice reflection • Educator created learning materials • Evidence from Observation of Educator Practice • Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator and/or student self-reflection • Student learning artifacts • Mastery-based demonstrations of achievement • Observational evidence of students' words, actions, interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, other assessments • Other artifacts/sources

Appendix I: General Glossary- Educator

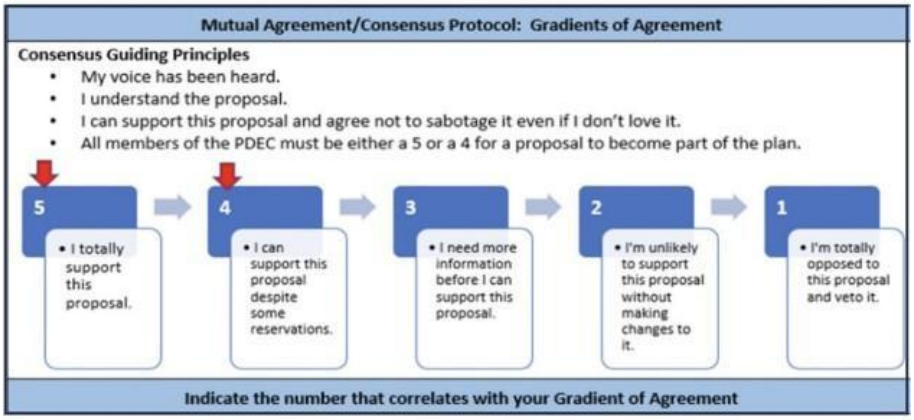
Community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

Corrective Action 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 Action Plan with indicators of success for transitioning out of it. The Corrective Action Plan shall be developed in consultation with the educator. Corrective Action Plans shall include clear objectives specific to the well-documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

Consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus, no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group must work hard to find win-win solutions that address everyone’s

needs.



From Consensus decision making. Seeds for Change. (n.d.). https://www.seedsforchange.org.uk/consensus

Continuous Learning Process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education - Ohio Teacher Evaluation System (OTES 2.0) Framework
- Tennessee Educator Acceleration Model
- Connecticut TEAM Model (CAPA)

Dispute Resolution: A process for resolving disputes in cases where the evaluator and educator being evaluated cannot agree on goals/objectives, the evaluation period, feedback, the professional learning plan, or other outcomes of the evaluation process.

Evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, student

feedback, and reflections of the educator on student learning, growth, and achievement as part of the educator feedback process.

Feedback:

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner,
internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).
Quality Feedback:

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

From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning. Learning Forward.

Formal Observations: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

Goals and Standards: Goals and standards should be based on an evidence-based, high-leverage strategy or practice aligned with professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and

certified staff goals (departments, grade-level teams, or collaborations) improve the collective effectiveness of professional practice.

Growth Criteria: Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the educators' new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the educators' new learning and practice had on student learning, growth, and or achievement, supported by evidence.

High Leverage Goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

Informal Observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

Leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include the Board of Directors, the Chief Schools Officer, the Chief Academic Officer, the Principal, and the Assistant Principal. This is not an exhaustive list, but rather to illustrate the definition. The Chief Executive Officer or designee will confirm district leaders with evaluation roles.

Multiple Measures: Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

Mutual Agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

Organizational Health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

Professional Learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective.

Review of Practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/mentoring sessions, review of educator work and student work, or review of other educators' artifacts. Rubric: A rubric is a systematic and standardized tool designed as a continuum and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

Single Point Competency: A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance. student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process.

Tiered Support:

Tier 1: It is the expectation that all 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 your 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., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3: Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Action Plan.

Appendix J: Glossary of Professional Learning Opportunities- Educator

High-quality professional learning enhances both educator practice and outcomes for each and every student. High-quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

Advanced Coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

Case Study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining the next steps, i.e., IEP review or attendance records.

Coaching: A process based on trust in which professional colleagues work together to reflect current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems. Examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths and areas for improvement and design instructional plans as a result of the examination.

Job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection

- Visitations/observations within a school

Mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

Peer Observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

Personal Professional Reading: Individual, self-driven reading and processing of texts, to improve one's own teaching practice.

Professional Literature Study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

Protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs. school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

Student Shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement. walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and the next steps are determined because of this practice.

Web-based Learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

Workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

Appendix K: Educator Forms

Click here for all forms

Click here for Educator BOY Goal Setting Form

Click here for Educator Mid-Year Check in Form

Click here for Educator Observation Form

Click here for Educator EOY Self-Reflection Form

Click here for Educator EOY Conference Form

Appendix L: Educator BOY Goal Setting Form

Beginning of the Year Goals & Planning	
Self Reflection *Completed by Educator* *See Self-Reflection sample reflection questions*	
Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking. *See Examples of Evidence Types*	Click or tap here to enter text.
Goal, Rationale, Alignment and Professional Learning Plan *Completed by Leader*	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	Click or tap here to enter text.
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning	Click or tap here to enter text.

plan to support achieving your goal? *See Professional Learning & Action Questions to guide your plan.*	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	Click or tap here to enter text.
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	Click or tap here to enter text.

Appendix M: Goal Setting Conference Form

Goal Setting Conference *Completed by Evaluator (By November 1)* *Date*	
Notes: Click or tap here to enter text.	Supports Required/Suggested ☐ Tier 1 ☐ Tier 2 ☐ Tier 3 *Refer to Tiered Support and Corrective Support Planning*

Appendix N: Educator Observation Form

Observation Form	
Educator Evaluation Observation # ____	
Name: Click or tap here to enter text.	Time/Location: Click or tap here to enter text.
Grade/Role: Click or tap here to enter text.	Discipline/Focus: Click or tap here to enter text.
☐ Cohort 1 (Pre-Post- Conference Required) ☐ Cohort 2 (Post-Conference Required) ☐ Additional Site Visit (Pre-/Post-Conference Optional)	
Pre-Observation *Completed by Educator (as needed/required)*	
Lesson Plan/Meeting Plan *Upload and provide hyperlink here, as appropriate	Click or tap here to enter text.
Pre-Conference Notes including the identified competency focus for the observation.	Click or tap here to enter text.
Observation *Completed by the Evaluator*	
Click or tap here to enter text.	
Post-Observation Reflection	

Completed by the Educator	
What does today's evidence tell you?	Click or tap here to enter text.
Are their patterns, trends, or outliers?	Click or tap here to enter text.
How will our collaborative reflection help you move forward and apply your learning in your next steps?	Click or tap here to enter text.

Post-Observation Conference Feedback *Completed by the Evaluator*		
Click or tap here to enter text.		
Evidence of Strengths	Single-Point Competencies *Completed by the Evaluator*	Evidence for Growth and/or Next Steps
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Appendix O: Educator Mid-Year Check in Form

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps *Completed by Educator* *Non-negotiable Process Element of the CT Guidelines (2023)* *See Sample Reflection Questions & Professional Learning & Action Questions*	
Name: Click or tap here to enter text.	Location: Click or tap here to enter text.
What has been your progress to-date on your professional learning and how do you know?	Self-Reflection: Click or tap here to enter text.
Links to Evidence: •	

Mid-Year Conference *Completed by Evaluator (by March1)* *Date:* Click or tap to enter a date.
Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s)l. Include change in tiered supports, if recommended.): Click or tap here to enter text.

Appendix P: Educator End of Year Self-Reflection Form

End-of-Year Reflection & Feedback Process *Non-negotiable Process Element of the CT Guidelines (2023)*	
Name: Click or tap here to enter text.	Location: Click or tap here to enter text.
Self-Reflection *Completed by Educator* *See Sample Reflection Questions* & *Professional Learning & Action Questions*	
What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	Self-Reflection: Click or tap here to enter text.
Links to Evidence: • Click or tap here to enter text	

Appendix Q: End-of-Year Conference Form

End-of-Year Conference *Completed by Evaluator (by June 30)* *Date:* Click or tap to enter a date.	
Name: Click or tap here to enter text.	Location: Click or tap here to enter text.
Summative Feedback & Growth Criteria *Completed by Evaluator* *See appendix for full description*	
Summative Feedback	Click or tap here to enter text.
Development of new learning & impact on practice related to goal	Click or tap here to enter text.
Impact on student learning, growth, and achievement	Click or tap here to enter text.
Successful Completion of the Evaluative Cycle	☐ Yes ☐ No
Supports Required/Suggested *Are tiered supports required above and beyond tier 1 (included in feedback above)*? ☐ Not applicable ☐ Tier 2 ☐ Tier 3	If Tier 2 and/or Tier 3, please specify strategies: • Click or tap here to enter text.
For multi-year goals only: • *What adjustments are needed to the goal(s)?* Click or tap here to enter text. • *Why?* Click or tap here to enter text. • *How might adjustments impact the timing of the goal(s)?* Click or tap here to enter text.	☐ Educator will continue multi-year goal. ☐ Educator will adjust multi-year goal. ☐ Educator completed multi-year goal. Notes: Click or tap here to enter text.
Educator Signature: Click or tap here to enter text.	Date: Click or tap to enter a date.
Evaluator Signature: Click or tap here to enter text.	Date: Click or tap to enter a date.

Appendix R: Sample Educator Corrective Action Plan

Educator A has consistently struggled with classroom management. The evaluator has provided tiered support throughout the year. Educator A has demonstrated a need for growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective: To improve classroom management practices to improve a positive learning environment (CCT – 1A) 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 the 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 the successful completion of this plan.

Supportive Actions:

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

Stamford Charter School For Excellence

Leader Evaluation and Support Plan 2024-2025

Table of Contents

Table of Contents 2
Professional Development/Evaluation Committee Members 3
Introduction 4
Professional Learning Standards and Structures 4
Leader Rubrics 5
The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/Stakeholder Feedback and Engagement 5
Educator Continuous Learning Process 7
Goal Setting (Completed by November 1) 8
Mid-year Check-in (Completed by March 1): 9
End of Year Reflection/Summative Review (Completed by June 30) 9
Professional Practice and Leader Growth 10
Observation of Professional Practice/Site Visits and Feedback 10
Definitions of Cohorts 11
Growth Criteria 12
Tiered Support and Corrective Action Planning 12
Tier I: 12
Tier II: 13
Tier III: 14
Corrective Action Plan 15
Dispute Resolution 16
Step 1: 16
Step 2: 17
Step 3: 17
Time Limits 17
The Role of the Professional Development and Evaluation Committee (PDEC) 18
Local and State Reporting 20
Appendix A - Evaluation Timeline 2024-2025 21
Appendix B: Evaluation Dispute Form 22
Appendix C: Sample Reflection Questions: Leader 23
Appendix D: Growth Criteria and Sources of Evidence - Leader 26
Appendix E: General Glossary - Leader 27
Appendix F: Glossary of Professional Learning Opportunities - Leader 34
Appendix G: Leader Forms 37
Appendix H: Leader BOY Goal Setting Form 38
Appendix I: Leader Observation/Site Visit Form 40
Appendix J: Leader Mid-Year Check in Form 42
Appendix K: Leader End of Year Self-Reflection Form 43
Appendix L: Leader End of Year Conference Form 44
Appendix M: Sample Corrective Action Plan- Leader 45

Professional Development/Evaluation Committee Members

Kevin Fischer –
Founding Principal, Stamford Charter School for Excellence

Tristan Fields –
Middle School Principal (Grade 5-8), Stamford Charter School for Excellence

Jake Billings
5th/6th Math Teacher, Stamford Charter School for Excellence, PDEC Committee Co-Chair

Casey Conetta,
Grade 3 Teacher, Stamford Charter School for Excellence PDEC Committee Co-Chair

Shannon Duffy-
Grade 4 Teacher, Stamford Charter School for Excellence

Kristina Leira -
Grade 2 Teacher, Stamford Charter School for Excellence

Barbara Jean-Pierre –
Grade 3 Teacher, Stamford Charter School for Excellence

Introduction

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

Professional Learning Standards and Structures

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

Leader Rubrics

1. Professional Standards for School Leaders (PSEL)
2. Learning Forward's Professional Learning Standards (2022)

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

The evaluation and support model are designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process.

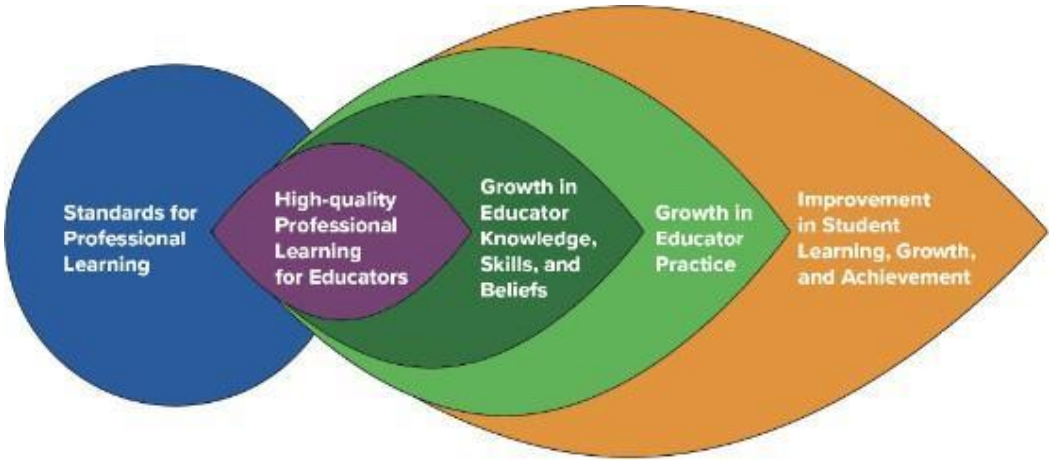
Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, mid-year check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must

be provided periodically.

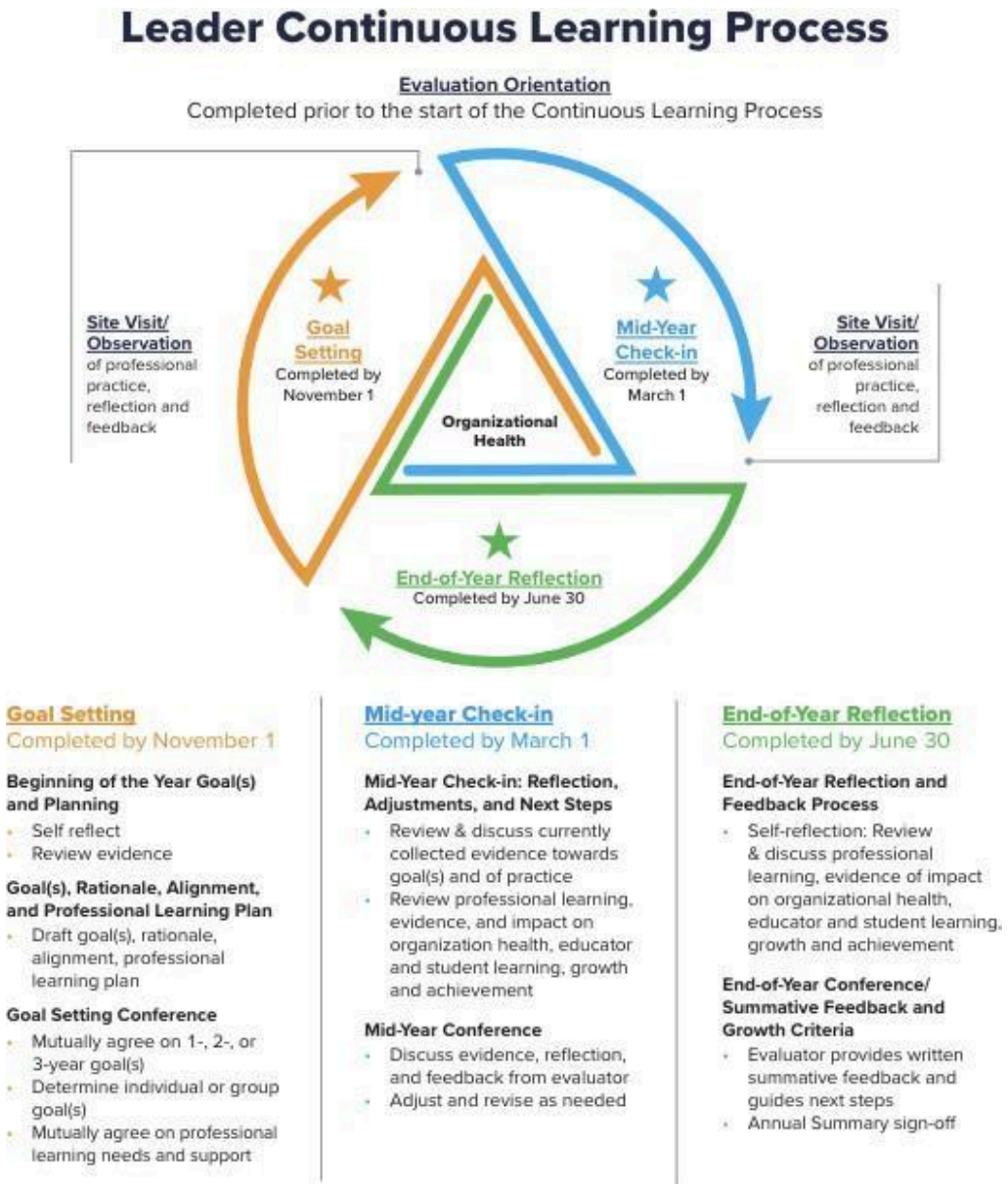
Effective feedback is tied to standards and identifies strengths and areas of focus for growth. At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

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



Educator Continuous Learning Process

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



Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than September 1. 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. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education. This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with the evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on the 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.

Mid-year Check-in (Completed by March 1):

The mid-year 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, and next steps are documented.

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

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

and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement.

Observation of Professional Practice/Site Visits and Feedback

Observations 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 specific feedback based on evidence, standards, and the leader'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 site visits, feedback, written and verbal, that is provided within five school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

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

<table>
<tr><th colspan="2">Definitions of Cohorts</th></tr>
<tr>
<td>
<u>Cohort 1</u>
Who:
• New to leadership role (e.g. principal from assistant principal, etc.) (First Three Years)
• New to Stamford Excellence (First Three Years)
What:
• Three Observations of Professional Practice and/or site visits
• Feedback written and verbal within five school days
• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary
</td>
<td>
<u>Cohort 2</u>
Who:
• Leaders who have successfully completed Cohort 1 at Stamford Excellence
What:
• Two observations of professional practice and/or site visits
• Feedback written and verbal within five school days
• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary
</td>
</tr>
</table>

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 their professional practice, organizational growth, educator growth, and student outcomes, supported by evidence.

Tiered Support and Corrective Action Planning

All leaders 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 before developing a Corrective Action 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 Action Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support before developing a Corrective Action Plan. The Corrective Action Plan shall be developed in consultation with the evaluator, leader, and a human resources representative if applicable.

Tier I:

It is the expectation that all educators consistently access opportunities for professional growth. 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 leaders (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier II:

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 leader and/or recommended by an evaluator.

Stamford Charter School for Excellence leaders will receive structured support when an area(s) of concern is identified *during the school year*. The timeline for this stage is *four to six weeks*. This support is intended to provide short-term assistance to delineate goals linked to specific indicators and domains. The district professional development provided on the dates listed (see appendix B), professional resources directly connected to the area of concern will be provided for the educator. Progress will be measured through additional informal observations/site visits conducted by the observer with evidence tagged under the domain(s) in need of remediation. A post conference following each additional informal observation/site visit will occur. Ongoing feedback will be provided over the four-to-six-week period.

Potential Outcomes from Participation in a Tier II Plan:

If significant progress is noted after four to six weeks and the leader receives observation ratings of effective or greater, no further assistance is required.

If some progress is noted after four to six weeks with some effective ratings and some developing ratings, the leader will continue Tier II

If minimal progress is noted after four to six weeks and all or most ratings remain below effective, the leader will be moved to Tier III Support.

Tier III:

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 leader 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 Action Plan. Tier 3 supports shall be developed in consultation with the evaluator and the leader. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Stamford Excellence leaders will receive more intensive structured support. The timeline for this stage is *four to six weeks*. This support is intended to assist a leader who is having difficulty consistently demonstrating proficiency. The support will be developed in collaboration with the leader and may be assigned by the evaluator. Supports have clearly articulated areas of focus. In addition to the district professional development internal and/or external professional development opportunities and resources will be provided as part of this level of remediation. Progress will be documented, and ongoing feedback will be provided over the four-to-six-week period.

Potential Outcomes from Participation in a Tier III Plan:

1. If significant progress is noted after four to six weeks and the leaders receive observation/site visit ratings of effective or greater, the leader teacher will return to Tier II.
2. If some progress is noted after four to six weeks with some effective ratings and some developing ratings, the leaders will continue on Tier III.
3. If minimal progress is noted after four to six weeks and all or most ratings remain below effective, the teacher will move to a Corrective Action Plan.

Corrective Action 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 Action 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 Action Plan. The Corrective Action Plan shall be developed in consultation with the leader.

The Corrective Action 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 Action Plan period, several outcomes are possible as determined in consultation with the evaluator and leader.

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 a 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 Action 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 leader shall be entitled to Human Resources representation at all levels of the process.

All steps of the process must be followed until a resolution is agreed upon.

Step 1:

Within three school days of articulating the dispute in writing to his/her/their evaluator and the evaluator and the leader will meet with the goal of resolving the matter informally.

Step 2:

If there has been no resolution, the leader may choose to continue the dispute resolution process in writing to a Human Resource Officer within three workdays of the meeting with the evaluator. The evaluator and the leader will select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual serving must be a Connecticut certified leader (092 or 093). The Human Resource Officer will coordinate and mediate the meeting. If there has been no resolution, the leader may choose to proceed to Step 3 in the dispute resolution process by submitting a request in writing within three workdays of the meeting to the Chief Executive Officer (CEO) or Board of Directors.

Step 3:

The Chief Executive Officer (CEO) or Board of Directors will arbitrate the issue in dispute. The CEO or Board will review all applicable written documentation and hold a meeting with both parties (evaluator and leader) as soon as possible within five school days from the date of the written communication to the Chief Executive Officer or Board. The CEO or Board will issue a final decision within three school days after the meeting is held, 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 three workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within three 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.

Other School Personnel	Educator	Leader
• Family and Community Engagement Manager • Academic Assistant (required) • Social Emotional Support Staff	• Classroom Teacher • Math/Reading Interventionist • Instructional Coach • Special Education Teacher • Social Worker • EL/MLL Teacher	• Principal • Assistant Principal • Elevate Representative

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 Stamford Excellence; and
- the development and annual updating of a comprehensive local professional development plan for non-certified teachers at Stamford Excellence (e.g. Academic Assistants, Resident Teachers).

The educator and leader evaluation and support program shall be developed through mutual agreement between the Stamford Excellence Board of Directors and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the Board of Directors and the PDEC are unable to mutually agree on

the adoption of the State Board of Education’s model program, then the Board

of Directors shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

The Chief Executive Officer and/or designee 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 Chief Executive Officer, who holds a certificate or permit issued by the State Board of Education.

Appendix A - Evaluation Timeline

Evaluation Process	To Be Completed By:
Orientation on Leader Evaluation	September 1
Leader Goals Established	November 1
One Site Visit/Review of Practice	December 23
Mid-Year Conferences	March 1
Final Site Visits/Reviews of Practice	May 15
End of Year Conferences/Summative Evaluation	June 30

Appendix B: Evaluation Dispute Form

Leader's Name

_____

School _____

Evaluator _____

Current assignment _____

Date of Initial Meeting with Evaluator: _____

Date this form is submitted: _____

Reason for Dispute:

Signature of Leader

_____

Date _____

Dispute Resolved/Not resolved: _____ Date:

_____

Signature of Evaluator _____

Date _____

If the dispute is not resolved at this level, it will go forward to a Human Resource officer within 3 school days.

Appendix C: Sample Reflection Questions: Leader

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/ program goals, what new learning might you explore to address the needs? • Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision and 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 its 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 a leader?
- 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 circumstances 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 the 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: Growth Criteria and Sources of Evidence - Leader

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. **Impact on the Organization** • The leader can demonstrate how they positively impacted the organizational health and can articulate connections/ rationale between the improved learning and their own changes in practice. **Impact on Community** • The leader can demonstrate how they worked effectively with colleagues/ families/community.	• Information from site visits • Strategic plans • Learning walk/instructional rounds • Self-reflection (e.g., journals, learning logs) • Leader created professional learning materials • Operational artifacts (e.g., schedules, procedural revisions) • Educator learning outcomes • Policy updates • Community communications • Constituent feedback • Program development and implementation • Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Systems and structures

Appendix E: General Glossary - Leader

Check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provides an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and next steps in one's learning.

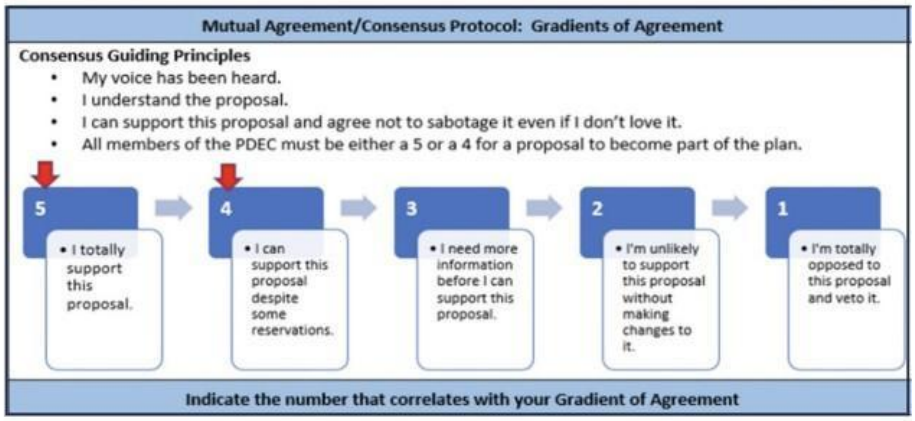
Community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

Corrective Action 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 Action Plan with indicators of success for transitioning out of it. The Corrective Action Plan shall be developed in consultation with the leader. Corrective Action Plans shall include clear objectives specific to the well-documented area of concern; resources, support, and interventions to address the area of concern;

timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

Consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus, no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



From Consensus decision making. Seeds for Change. (n.d.). https://www.seedsforchange.org.uk/consensus

Continuous Learning Process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)

- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education - Ohio Teacher Evaluation System (OTES 2.0) Framework
- Tennessee Educator Acceleration Model
- Connecticut TEAM Model (CAPA)

Dispute Resolution: A process for resolving disputes in cases where the evaluator and leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, the professional learning plan, or other outcomes of the evaluation process. *Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.*

Evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, student feedback, and reflections of the leader on student learning, growth, and achievement as part of the leader feedback process.

Feedback: "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality Feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences

- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning. Learning Forward.

Formal Observations: A formal observation is a structured and planned process of watching, assessing, and evaluating a leader's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

Goals and Standards: Goals and standards should be based on an evidence-based, high-leverage strategy or practice aligned with professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of professional practice.

Growth Criteria: Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the leaders' new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the leaders' new learning and practice had on student learning, growth, and or achievement, supported by evidence.

High Leverage Goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

Informal Observations: An informal observation is an unplanned visit intended to evaluate leader performance. This typically includes either verbal or written feedback provided to the leader within five school days.

Leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include the Chief school officer, the Chief Academic officer, the principal, and the Assistant Principal. This is not an exhaustive list, but rather to illustrate the definition. The Chief Executive Officer or designee will confirm district leaders with evaluation roles.

Multiple Measures: This can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

Mutual Agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

Organizational Health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision-maker to create, revise, and monitor the evaluation and support

program for the district, as well as the professional learning plan for certified employees of the district.

Professional Learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective.

Review of Practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/mentoring sessions, review of educator work and student work, or review of other educators' artifacts.

Rubric: A rubric is a systematic and standardized tool designed as a continuum and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

Single Point Competency: A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance. student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process.

Site Visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families, or other partners in the work with a focus on the leader's goal.

Tiered Support:

Tier 1: It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC, and other general support for all leaders (e.g., leadership coaching). These resources should be identified through a goal-setting process by mutual agreement.

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

Tier 3: Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Action Plan.

Appendix F: Glossary of Professional Learning Opportunities- leader

High-quality professional learning enhances both leader practice and outcomes for each and every student. High-quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

Advanced Coursework: Courses offered at a college, university, or other institution, in person or online, which further leader skills and/or provide professional training.

Case Study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining the next steps, i.e., IEP review or attendance records.

Coaching: A process based on trust in which professional colleagues work together to reflect current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

Examination of Student Work: Individuals or groups of leaders review samples of work from various students. They identify strengths and areas for improvement and design instructional plans because of the examination.

Job-embedded: Any activity that is tied in with authentic classroom practice.

May include, but is not limited to:

- Examining student data
- Mentoring

- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

Mentoring: A relationship between a less experienced leader and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

Peer Observation: An opportunity for leaders to observe each other. Leaders may want to observe peers for a site visit, to observe a professional development session, to observe a faculty meeting, or to observe specific processes and procedures in action.

Personal Professional Reading: Individual, self-driven reading and processing of texts, in order to improve one's own teaching practice.

Professional Literature Study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

Protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs. school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

School Visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

Student Shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

Web-based Learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

Workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

Appendix G: Leader Forms

Click here for all Leader Forms

Click here for Leader BOY Goal Setting Form

Click here for Leader Site Visit Form

Click here for Leader Mid-Year Check in Form

Click here for Leader EOY Self-Reflection Form

Click here for Leader EOY Conference Form

Appendix H: Leader BOY Goal Setting Form

Beginning of the Year Goals & Planning	
Self-Reflection *Completed by Leader* *See Self-Reflection sample reflection questions*	
Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking. *See Examples of Evidence Types*	Click or tap here to enter text.
Goal, Rationale, Alignment and Professional Learning Plan *Completed by Leader*	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	Click or tap here to enter text.
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? What is your learning plan to support achieving your goal? *See Professional Learning & Action Questions to guide your plan.*	Click or tap here to enter text.
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	Click or tap here to enter text.
In what ways might this goal(s) contribute to the	Click or tap here to enter text.

school and/or district's vision, mission, and strategic goals?	

Goal Setting Conference *Completed by Evaluator (By November 1)* *Date*	
Notes: Click or tap here to enter text.	Supports Required/Suggested ☐ Tier 1 ☐ Tier 2 ☐ Tier 3 *Refer to Tiered Support and Corrective Action Planning*

Appendix I: Leader Observation/Site Visit Form

Observation/Site Visit Form

Leader Evaluation Observation/Site Visit # Choose an item.	
Name: Click or tap here to enter text.	Location: Click or tap here to enter text.
Administrator Role: Click or tap here to enter text.	Leader Goal/Observation Focus: Click or tap here to enter text.
☐ Cohort 1 (Pre-Post- Conference Required) ☐ Cohort 2 (Post-Conference Required) ☐ Additional Site Visit (Pre-/Post-Conference Optional)	
Pre-Observation/Visit *Completed by Leader (as needed/required)*	
Meeting Plan and/or Context *Upload and provide hyperlink here, as appropriate	Click or tap here to enter text.
Pre-Conference Notes	Click or tap here to enter text.
Observation/Site Visit Evidence *Completed by the Evaluator*	
Click or tap here to enter text.	
Post-Observation/Visit Reflection *Completed by the Leader*	
What does today's evidence tell you?	Click or tap here to enter text.
Are their patterns, trends, or outliers?	Click or tap here to enter text.
How will our collaborative reflection help you move forward and apply your learning in your next steps?	Click or tap here to enter text.

Post-Observation/Visit Conference Feedback *Completed by the Evaluator*		
Click or tap here to enter text.		
Areas of Strengths	Single-Point Competencies *Completed by the Evaluator*	Areas for Growth and/or Next Steps
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Appendix J: Leader Mid-Year Check in Form

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps *Completed by Leader* *Non-negotiable Process Element of the CT Guidelines (2023)* *See Sample Reflection Questions & Professional Learning & Action Questions*	
Name: Click or tap here to enter text.	Location: Click or tap here to enter text.
What has been your progress to-date on your professional learning plan and your goal(s)and how do you know? What are your next steps and why?	Self-Reflection: Click or tap here to enter text.
Links to Evidence: •	

Mid-Year Conference *Completed by Evaluator (by March1)* *Date:* Click or tap to enter a date.
Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s)l. Include change in tiered supports, if recommended.): Click or tap here to enter text.

Appendix K: Leader End of Year Self-Reflection Form

End-of-Year Reflection & Feedback Process *Non-negotiable Process Element of the CT Guidelines (2023)*	
Name: Click or tap here to enter text.	Location: Click or tap here to enter text.
Self-Reflection *Completed by Leader* *See Sample Reflection Questions* & *Professional Learning & Action Questions*	
What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning? What reflections do you have about your continuous learning process?	Self-Reflection: Click or tap here to enter text.
Links to Evidence: • Click or tap here to enter text.	

Appendix L: Leader End of Year Conference Form

End-of-Year Conference *Completed by Evaluator (by June/Last Day of School)* *Date:* Click or tap to enter a date.		
Name: Click or tap here to enter text.	Location: Click or tap here to enter text.	
Summative Feedback & Growth Criteria *Completed by Evaluator* *See appendix for full description*		
Summative Feedback	Click or tap here to enter text.	
Development of new learning & impact on leadership practice related to goal(s).	Click or tap here to enter text.	
Impact of new learning and leadership practice on key partners and or organizational outcomes.	Click or tap here to enter text.	
Impact of new learning on greater community.	Click or tap here to enter text.	
Successful Completion of the Evaluative Cycle	☐ Yes	☐ No
Supports Required/Suggested *Are tiered supports required above and beyond tier 1 (included in feedback above)*? ☐ Not applicable ☐ Tier 2 ☐ Tier 3	If Tier 2 and/or Tier 3, please specify strategies: • Click or tap here to enter text.	
For multi-year goals only: • *What adjustments are needed to the goal(s)?* Click or tap here to enter text. • *Why?* Click or tap here to enter text. • *How might adjustments impact the timing of the goal(s)?* Click or tap here to enter text.	☐ Leader will continue multi-year goal. ☐ Leader will adjust multi-year goal. ☐ Leader completed multi-year goal. Notes: Click or tap here to enter text.	
leader Signature: Click or tap here to enter text.	Date: Click or tap to enter a date.	
Evaluator Signature: Click or tap here to enter text.	Date: Click or tap to enter a date.	

Appendix M: Sample Corrective Action Plan- Leader

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Action Plan.

Objective: To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

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

Timeframes:

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

Supportive Actions:

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