STAMFORD PUBLIC SCHOOLS PROFESSIONAL GROWTH DEVELOPMENT AND EVALUATION PLAN 2024-2025

SPS Mission Statement

The mission of Stamford Public Schools is to provide an education that cultivates productive habits of mind, body, and heart in every student.

PGD&E Committee 2024

<u>Co-Chairs</u>: Sheryl Berkley, Stamford Education Association, Laura Greene, Coordinator of Talent Development

<u>SEA President:</u> John Corcoran SAU President: Matthew Forker

<u>CEA Representative:</u> Sharon Quinn

<u>Steering Committee:</u> Co-Chairs: Sheryl Berkley, Laura Greene, Teachers: Genelle Rabita, Katharine Tobin, Caitlin Sheeran, Matt Shoztic, Administrators: Scott Clayton, Iuliana Roata, Jennifer Scanlan, Kerriann Maxelix

<u>Full Committee:</u> Teachers: Sean O'Connel, Guy Semon, Alia Ayoub, Matt Shoztic, Jennifer Ibarra, Donna Slifkin, Raji Sundararajan, Genelle Rabita, Darren Stec, Kathleen Fox, Melissa Correa, Saleh, Jahangir, Stephanie Kousoulas, Laura Lynam, Scott Jones, Abigail Curry, Jenna Cinelli, Sandra Peterkin, Caitlin Sheeran, Nicole Forbes, Lisa Forbes, Katharine Tobin, Ruth-Terry Walden Full Committee: Administrators: Scott Clayton, Iuliana Roata, Jennifer Scanlan, Kerriann Maxelix, Mary Enright.

Paraeducator-Elyse Pastore

Special thanks to the following who selflessly attending our meetings in the development of this plan:

Dr. Lucero, Superintendent of Schools

Andy George, Board Member-Secretary

Rebecca Hamman, Board Member

PGD&E Former Committee Members

STEERING COMMITTEE MEMBERS 2013

Co-Chairs: Sheryl Berkley, Westhill High School Social Studies Teacher and

Teachers: Sheryl Berkley; Ashley Bunn; Al Cuiffo; Elizabeth Giancola; Alec Iogman; Louise McMinn; Nancy Mould; Tom Moulketis; Betsy Nagurney; Deborah Okun; Guy Semon; Kelly Svendson; Vin Urbanowski; Ruth-Terry Walden Administrators: Scott Clayton; Matt Forker; Gloria Manna; Tony Ramos; Mike Rinaldi; Michael Sanders; Mark Woodard Central Office: Louise Spolowitz; CEA Uniserv Representative: Sharon Quinn

PGD&E COMMITTEE REVISIONS 2014

Co-Chairs: Lora Rossomando, Stamford Education Association; Louise Spolowitz, Chief Compliance Officer

Central Office: Stephen Falcone, Michael Arcano, President Stamford Education Association; CEA Representative: Sharon Quinn

Teachers: Sheryl Berkley; Kristin Bivona; Melissa Correa; Al Cuiffo; John Corcoran; Sandra Ehlers; Beth Eiseman; Lisa Forbes; Lawrence Keller; Kim Lapolla; Kelly Lane; Scott Lerner; Louise McMinn; Patty Mould; Tom Moulketis; Betsy Nagurney; Deborah Okun; Sandra Peterkin; Genelle Rabita; Jen Scanlan; Guy Semon; Matthew Shoztic; Raj Sundararajan; Lee Teich; Vin Urbanowski; Ruth-Terry Walden; Stacey Zemola

Administrators: Mark Bonasera; Scott Clayton; Natalie Elder; Matt Forker; Tony Ramos; Frank Rodriguez; Michael Sanders and David Tate, Co-Presidents, Stamford Administrative Unit

PGD&E COMMITTEE 2015
Co-Chairs: Stephen Falcone, Executive Director Human Resource; Lora Rossomando, Stamford Education Association CEA Representative: Sharon Quinn

Steering Committee: Co-Chairs: Steven Falcone, Lora Rossomando, Teachers: Sheryl Berkley, Kristin Bivona, Genelle Rabita, Matt Shoztic, Administrators: Mark Bonasera, Scott Clayton, Frank Rodriguez, CEA Representative: Sharon Quinn

Full Committee: Teachers: Esther Altamura; Sheryl Berkley; Kristin Bivona; Melissa Correa; Al Cuiffo; Maria DeVito; Kerriann Duffy; Amy Ferrare; Louann Finch; Lisa Forbes; Dagny Forrester; Toni Fox; Salah Jahangir; Scott Jones; Nadine Kerr; Kelly Lane; Scott Lerner; Michelle Mallozzi; Louise McMinn; Sean O'Connell; Juan Pazmino; Sandra Peterkin; Lora Puhl; Genelle Rabita; Michele Scott; Guy Semon; Matthew Shoztic; Raj Sundararajan; Lee Teich; Kate Tobin; Heysha Vasquez; Ruth-Terry Walden; Deborah Wilson; Claudia Wolen

Administrators: Angela Asaro; Mark Bonasera; Scott Clayton; Kathy Lane; Gloria Manna; Jason Martin; Jonathan Panzer; Crystal Perry; Frank Rodriguez; PJ Wax

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PGDE Committee Mission

The mission of the Evaluation Committee is to explore, design, and develop an evaluation system that promotes growth through regular reflection on professional practice and its impact on learning. The Evaluation Committee will establish an evaluation system that is a collaborative effort between the evaluator and the evaluatee. The committee strives to facilitate open communication and an atmosphere of mutual trust and respect that encourages self-reflection, fostering lifelong learning. The Evaluation Committee believes that the evaluation system will inform the creation of valuable professional development opportunities.

Philosophy

Evaluation is best viewed as a highly individualized experience that is based on a growth model. It is a continuous reflection on one's practice that leads to a deeper understanding of knowledge and skills. It exhibits a high degree of professionalism and collegiality. Certified professionals continually assess student growth through analysis of practice and differentiated instruction/service to help students become contributing members of society. We believe a district that prioritizes continuous growth and development for both the evaluatee and the evaluator - with ongoing collaborative dialogue - positively impacts the school community.

The intention of this plan is to provide a process for certified educators to master their practice and commit to the growth and development of their students.

The Professional Growth, Development, and Evaluation Program supports the development of educators at all stages of their careers. It weaves together professional standards with expectations for student learning and ongoing evaluation with access to professional learning and support. The PGD&E Committee has reviewed and agreed to use multiple professional educational standards (see appendices) for certified professionals to use throughout the evaluation process.

Core Values and Beliefs

Stamford's Professional Growth, Development and Evaluation Plan establishes high standards of performance for teachers and administrators. As educators grow through our holistic processes, students will benefit from enriched rigorous instruction, learn to take greater ownership of their learning, and develop and refine social skills needed to be productive members of society. Professional educational standards provide the foundation for Stamford's Professional Growth,

Development and Evaluation Plan

Stamford teachers are committed to exposing students to cultivating productive habits of mind, body, and heart. This is a shared responsibility among students, teachers, administrators, paraeducators, parents, community members, Stamford Public Schools' Board of Education, CT State Board of Education, and local and state governments. Teachers and administrators shape student learning, and strong leadership is an essential component of any successful school district.

We believe that SPS's Professional Growth Development and Evaluation Plan:

- Reflects the vision and core values as stated in this document.
- Creates a positive consistent approach to observation and reflection of practice.

- Provides professional learning and support for growth.
  - Incorporates, adjusts, and provides support for the unique tasks and job description of each teacher and administrator.
  - Creates an evaluation process which includes:
    - ongoing inquiry into and reflection on practice
    - individualized professional growth that allows for enhanced competency and/or service delivery
    - information gathered from multiple sources
    - analysis of information from multiple sources
    - quality feedback that drives educator growth to support structures for feedback, assistance, and professional collaboration
    - professional learning opportunities aligned with the needs of evaluatees
  - Increases educator effectiveness and is standards-based and promotes and is sustained by a culture of collaboration and knowledge-sharing.
  - Is a reflective, dynamic, ongoing process for all.
  - Is conducted in a respectful, confidential, and professional environment.
  - Fosters professional dialogue around teaching and learning.
  - Incorporates best practices using peer collaboration in an environment that affords the time and opportunity.
  - Believes evaluatees are entitled to peer support at any step in the process.
  - Promotes and honors professional judgment and risk-taking regarding determination of professional intent.
  - Understands evaluatees are at different stages in their careers and need variable growth patterns and support systems to achieve their best practices
  - Goals are tailored to the unique responsibilities and interests of the evaluatee.
  - Requires professional intent to be mutually determined between evaluator and evaluatee.
  - Requires the evaluator and evaluatee to discuss and reflect on practice.
  - Maintains confidentiality between the evaluator and the evaluatee throughout the evaluation process.
  - Is transparent to all stakeholders.
  - Creates a timely process for resolving disagreements and disputes.
  - Mutually promotes an atmosphere where the evaluator and evaluatee can agree upon the final written evaluation.
  - Creates and provides for a confidential peer support program for evaluatees in need of assistance.

Plan Objectives

- Support and encourage the growth and well-being of educators as a way to promote the growth and well-being of students.
- Promote trust and ownership of teaching and learning of all SPS professionals who fall under this plan.
- Provide a fair, transparent, and equitable professional growth and development process.
- Enhance the learning and success of both the classroom professional and the students.
- Foster continuing collaborative dialogue around teaching and learning.
- Establish a shared understanding of "good practice" between evaluators and evaluatees.
- Honor, value, and support all certified professionals.
- Promote collaboration and shared ownership for professional growth, and employment conditions and decisions.
- Strengthen the working relationship between all SPS professionals who fall under this plan.

Overview of PGD&E Plan

[Public Act 23-159 AN ACT CONCERNING TEACHERS AND PARAEDUCATORS](#) made changes to the 2012 Connecticut Framework for Teacher Evaluation. The CT State Board of Education adopted Connecticut Guidelines for Educator and Leader Evaluation and Support 2023.

Included in the Stamford Public Schools Professional Growth, Development, and Evaluation Plan is the following:

- A yearly evaluation process, including –
    - Orientation and training for evaluators and evaluatees prior to the first day with students.   Orientation and training for evaluators and evaluatees prior to the first day of school with students that provides an overview of the process and procedures, the importance of quality feedback, and an explanation of the differentiated supports available.
    - Professional Learning Goal-setting conference each fall.
    - Use of observations of practice and reviews of practice.
    - Mid-year check-in conference and/or adjustments if needed.
    - End-of-the-year self-reflective document.
    - End-of-the-year written reflective progress review.
    - End-of-the-year conference between evaluator and evaluatee with mutual agreement on reflective review.
    - Superintendent reports to BOE by June 1 and the State Department of Education by September 15
- Consistent and yearly ongoing training for evaluators performing evaluations.
- Professional learning based on individual, or group needs identified through evaluation.
- Process for resolving disputes regarding professional goals, practice/observations, setting, the evaluation period, feedback, the professional learning, the professional development and all other procedures and/or relevant information herein.
- Professional Assistance and Support System (PASS) program, developed in 2024 by PGD&E Committee, to be monitored and reviewed and updated as needed by the committee moving forward.
- A Peer Assistance and Review (PAR) program to be developed and implemented by PGD&E committee members by 2027.
- Opportunities for career development and professional growth.
- 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.

Elements of the PGD&E Plan

All certified professionals will be evaluated through two elements:

- Observation of Practice
- Professional Learning Goal

The purpose of all Observations of Practice is to fairly evaluate educator performance and to help each educator strengthen his/her professional practice to improve student learning.

The purpose of Professional Learning Goals is to provide the teacher with an opportunity to review district, school, and assignment-related objectives and to reflect on professional growth attained while encouraging the following:
- Educators to become more self-prescribing, self-renewing, self-analytical, self-monitoring, and self-evaluative for the purpose of improving student learning
- The teaching experience to be more satisfying
- Teachers to work collaboratively to improve instruction
- Opportunities to study the collected knowledge around teaching through study groups, teacher research, or peer coaching
- Risk-taking, creativity, and new approaches to increase student learning

The successful completion of the annual process does not require the observation of practice and/or professional learning to be concomitant (naturally accompanying or associated).

The evaluatees summative evaluation should include a teacher's self-reflection on their professional growth and its impact on students. Evaluators must include a narrative report summarizing areas of growth and next steps for the following evaluation cycle.

Roles and Responsibilities

Definition of Teacher, Administrator, and Evaluator
- Evaluator refers to all individuals (including school and district personnel) whose job responsibilities include supervision and evaluation of other teachers (092 required). Department Heads have no formal role in the evaluation process.
- Teacher (evaluatee), as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator (092 required).
- Administrator, as used in this document, shall mean all certified instructional and non instructional administrators below the rank of Superintendent (requires a 092) as the evaluatee.

Roles and Responsibilities of Evaluators and Evaluatees

The primary purpose of educator professional Growth, Development, and Evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:
- The review and understanding of the PGDE adopted SPS Educator Rubric.
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the

Leadership Practice Continuum.
● The review and familiarity with Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, and applicable professional learning standards.
● Adherence to established timelines, completion of required components in a timely and appropriate manner.
● Sharing of professional resources and new learnings about professional practice.
● With advance notice, an evaluatee may bring any SPS teacher (other educators by mutual agreement) into any conference in this process in order to strengthen the goal of growth and development.

Evaluator Roles
● Review and understanding of PGD&E adopted SPS Educator Rubrics.
● Review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Continuum.
● Review and familiarity with applicable portions of Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, applicable professional learning standards, as well as locally developed curriculum standards.
● Adherence to established timelines.
● Completion of required components in a timely and appropriate manner.
● Sharing of professional resources and new learnings about professional practice.
● Review of and familiarity with evaluatees' previous evaluations.
● Provide a fair and equitable teaching environment for evaluatees.
● Provide fair and equitable schools, departments and job responsibilities for evaluatees.
● Strive to ensure stability in teaching/administrator assignments from year to year.
● Participation in collaborative conferences with evaluatees.
● Support and assist with the development of professional goals, learning activities developed and implemented by evaluatees, and outcomes. Provides feedback aligned to agreed upon standards that considers multiple and varied qualitative and quantitative indicators
● Analyze and assess performance within the teacher practice and performance identified within SPS adopted standards, make recommendations as appropriate.
● Clarify any questions, identify resources, facilitate peer collaboration, and provide other support as needed.
● Provide all reasonable supports to the evaluatee to achieve his or her goals, including but not limited to financial resources, equity among buildings, peer feedback, internal focus walks, administrator PLCs and/or data teams, effective research-based curriculum aligned with identified professional standards, along with supporting classroom materials and professional development for SPS staff.

Evaluatee Roles
● Reflect on previous feedback from evaluations.
● Review evidence goal, rationale, and alignment of growth plan to student learning.
● Collect evidence of practice related to learning goal.
● Prepare necessary documents prior to conferences.
● Complete required material in a timely manner.
● Review and discuss collected evidence, impact on educator practice, student learning, growth and achievement.
● Engage in inquiry-based professional learning opportunities.
● Participate in collaborative conferences with evaluator.
● Reflect to evaluator the support necessary for success.

- Actively participate by requesting clarification of process and/or needed support.
- Prepare a self-assessment for a summative conference.

Yearly Timeline

In the evaluation process, timing is important. Stamford Public Schools is committed to assuring that evaluatees and evaluators have the time they need to conduct the evaluation collaboratively.

There are more specific timelines described in other sections of this document, but the general timelines for the evaluation portion of the PGD&E program are as follows:
- Before the first day of school for students, all evaluatees and evaluators will have had a full orientation. 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
- Ongoing small group training will occur at smaller venues throughout the year and upon request by evaluatees.

Educator Timeline Dates		Administrator Timeline Dates	
By 1st Student Day	Orientation	August 23	Orientation
October 1	Goal Setting Conference	November 1	Goal Setting Conference
December 15	First Formal (CAT 1) First Mini (CAT 2)	December 1	Site Visit #1 (CAT 1 & 2)
February 7	Mid-Year Conference	February 1	Site Visit #2 (CAT 1)
March 15	Second Formal (CAT 1) Second Mini/Review of Practice (CAT 2)	February 17	Mid-Year Conference
By 3rd Monday of May	Summative Conference	April 1	Site Visit #3 (CAT 1) Site Visit #2 (CAT 2)
		June 30	End-of-Year Conference
June 1	**Superintendent Reports Status to BOE**		
September 15	**Superintendent Reports to CSDE**		

Orientation and Training Processes

The educators in Stamford Public Schools believe that any evaluation system is only as good as its implementation. The most important factor in sound implementation is the training that all those who use the system receive. Therefore, training will be provided to all educators as follows:

Evaluator Orientation and Ongoing Training/Certification

All evaluators new to the district and new to an administrative position will be provided with an orientation and proficiency workshop on the plan and their role in the implementation of the plan prior to the start of the school year or to beginning the evaluation process. A trained subcommittee of evaluators from the PGD&E Committee in conjunction with the co-chairs of the PGD&E committee may provide the orientation and proficiency workshop to train and all the new evaluators prior to their role as evaluator beginning. All the components of the evaluation guidelines will be addressed, including a determination of successful completion and how to present a written summative evaluation.

As a result of taking part in these trainings, participants will:
● Understand the two components of the evaluation guidelines.
● Develop skills in conducting effective observations and providing high quality feedback.
● Implement calibrated skills in observing teacher practice.
● Provide effective written feedback using rubrics adopted by the PGD&E Committee.
● Develop skills in pre-conference dialogue and support.
● Develop skills in collaborative dialogue and reaching mutual agreement.

All evaluators - those who have participated previously in the SPS PGD&E plan and have already completed the training, as well as new hires - will receive a day of refresher training prior to the start of school, yearly. This will provide an opportunity to refresh skills and improve the ability of the evaluator to identify and share practice that aligns with the plan Rubric. Participants will have the opportunity to look at samples of evaluation feedback and other aspects of the evaluation process for discussions leading to a more cohesive understanding and implementation of the PGD&E Plan. Members of the committee may present any plan revisions due to state changes in guidelines or by recommendation of PGD&E Committee to the SPS Evaluation Plan.

Additionally, ongoing training in the elements of the evaluation plan and the role of the evaluator in the implementation of the plan throughout the year will take place on an as needed basis. Topics for the training may include, but are not limited to, goal setting, interactions with evaluatees, conducting conferences, or any of the components or elements of the plan on an as needed basis as determined by the PGD&E committee or as requested by the evaluators.

Evaluatee Orientation and Training

Each year, all teachers and all administrators shall receive a thorough updated orientation/training session on PGD&E provided by the district at the beginning of each school year. This PD shall occur during current negotiated district PD time, prior to the start of school for students. The district shall retain documents as to who received this training.

Orientation, for both teachers and administrators, will explain in detail all aspects of the PGD&E process and the responsibilities of the evaluatee and the evaluator. Specific emphasis will be placed on understanding the professional goal setting conference process and timelines. In addition, professional learning sessions will be offered throughout the year, on an as needed basis. This will encompass the use of a software database or other electronic data collection source, understanding rubrics, preparing documents/forms for conferences, the process of written summative feedback, any and all documents that will be used by educators, or any other area requested by the evaluatee.

Pursuant to Connecticut General Statutes 10-220a, "The duties of PDECs shall include, but not

be limited to: the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district."

Newly hired teachers and administrators to Stamford will be provided with an introduction to evaluation upon employment prior to the beginning of the school year at the new teacher or new administrator orientation, along with separate sessions to fully train them in the PGD&E plan (if hired after the start of the school year above within 20 school days). Plan document is available online to all employees and a hard copy in each office and media center.

The PGD&E Committee's intention is to develop a cadre of trained teachers/administrators and evaluators who will conduct training for their respective groups within the district on an ongoing basis. Based on feedback from the PGD&E committee, training to address specific sections/needs that arise throughout the year will be provided. Throughout the school year the district may provide to evaluatees or evaluators additional training/orientation through in-service sessions, target group sessions, and individual conferences upon individual requests, etc.

Monitoring Process

The Professional Growth, Development, and Evaluation Committee considers an evaluation document an ever-evolving process which should continuously be reviewed and revised for adherence to the goals and purposes set forth in this document. Additionally, it has the role to develop, implement and monitor the district's implementation and creation of all the professional learning necessary to create effective teachers and administrators.

The PGD&E Committee consists of an SEA Co-Chair, SAU Co-chair, teachers from every school (appointed by SEA), representative administrators (appointed by SAU), and at least one paraeducator.

The PGD&E Committee has established a steering committee to meet quarterly (more if needed) to delve deeper and to review and make recommendations to the larger PGD&E Committee for their consensus. Both PGD&E Committees' membership was established by agreement between the Stamford Education Association (SEA) and Stamford Administrators Unit (SAU).

The Professional Growth, Development, and Evaluation Committee will meet quarterly (more if needed) to develop, modify, monitor, and revise as necessary.

The Professional Growth, Development, and Evaluation Committee may seek feedback from teachers and administrators possibly through both short surveys and focus groups. Short surveys may be developed by the committee to administer to all staff throughout the year. Additionally, focus groups may be held to get more specific feedback; the questions for the focus groups may also be developed by the committee.

The PGD&E Committee along with the district administrators for professional learning will be working on restructuring the design, contents and delivery options for professional learning for certified teachers. One critical piece we are developing will focus on creating a diverse menu of categories containing relevant and timely topics that allow teachers and/or evaluators to select or develop professional learning courses that address growth and development established through the evaluation process. In addition, the committee will be working on developing a summer institute to delve deeper, broaden learning areas, etc., for all teachers and especially for those who may not be able to find time for extended professional learning during the regular school year.

As our core values indicate, SPS believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to

strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc., as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

SPS's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (*Learning Forward*, 2011). Each of the tenets of SPS's Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

Professional Learning

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Standards for Professional Learning](), 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. (CTSDE 2024)

The PGD&E Committee along with the district administrators for professional learning will collaborate on the design, contents and delivery options for professional learning for certified teachers. One critical piece is a focus on creating a diverse menu of categories containing relevant and timely topics that allow teachers and/or evaluators to select or develop professional learning courses that address growth and development aligned to district and school goals established through the evaluation process. In addition, the committee will be working on developing a summer institute to delve deeper, broaden learning areas, etc., for all teachers and especially for those who may not be able to find time for extended professional learning during the regular school year.

As our core values indicate, SPS believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs and other areas of identified educator needs.

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Professional Growth and Career Development

Stamford Public Schools has been fortunate to have begun the work in career development and professional growth through numerous grants received over the years. As we work toward developing a twenty-first century staff, our strategy is to address the growth and development of individual teachers.

Professional Growth:
SPS has already established Instructional Data Teams for all teachers in every building, as well as in the central office. These teams meet weekly to discuss student data, current practice, share resources, etc., as they affect the students they teach. Almost a third of current teachers have been trained to be leaders and trainers in IDTs. SPS has also established and embedded the use of data teams in every school. These teams provide each building with information to develop their *School Improvement Plan*, guide the work of the School Governance Council, and provide teachers with timely, specific information by which to inform their practice.

Another important piece of the work toward professional/career development has been the use of walkthroughs whereby certified teachers and administrators have the opportunity to look at practices as a whole, and their impact on student learning.

Career Development:
The other aspect is personal career development. SPS teachers currently have district opportunities to reach out beyond the classroom experience in order to grow professionally. Positions such as coaches in math and literacy, SRBI facilitators and trainers, IEP /special education specialists, Administrative Interns, Department Heads, District Content Leaders, district department heads, curriculum associates to specific areas, PD developers, technology trainers, etc., are available to all qualified teachers. Additionally, Stamford teachers can participate in the Aspirant Leadership programs, as well as the Urban Leadership program. The district plans to continue to create and expand growth opportunities for all.

One of the main tasks of the PGD&E Committee will be to ensure that teachers can participate in programs that are tailored to their abilities, needs, and aspirations. The committee will consider ways for teachers to substitute professional development opportunities provided by the district for offerings outside the district that will enhance their growth as teachers.

In addition:
➤ **Teachers**
Teachers who have successfully completed their prior year evaluation will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities of their choice.

➤ **Administrators**
SPS will provide opportunities for administrator career development and professional growth based on the results of the evaluation. Administrators who successfully completed their prior year evaluation will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

Administrators who have successfully completed their prior year evaluation, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career administrators or administrators new to SPS; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 30 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. (CTSDE 2024)

For purposes of this section (Local and State Reporting), the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education. (CTSDE 2024)

Educator Evaluation Process

1. [CCT Rubric for Effective Teaching 2017](#)
2. [CCT Rubric for Effective Service Delivery 2017](#)
3. [CCT Pre K-2](#)
4. [Teacher Leader Model Standards (2008)](#)
5. [National Standards ASCA School Counselors](#)
6. [Connecticut School Counselor Professional Standards p 10](#)
7. [Standards for School Social Work Delivery](#)
8. [Educator Single Point Competency](#)
9. [Service Delivery Single Point Competency](#)
10. [Learning Forward's Professional Learning Standards (2022)](#)

Goal Setting Conference
The goal setting conference is one of the most important conversations that take place between the teacher/administrator and evaluator in the fall.

Teacher Goals
- The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment.
- Goals and feedback will be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed upon standards.
- A balance of written and verbal feedback, aligned to agreed upon standards and based on varied types of qualitative and quantitative evidence like observations, artifacts, reflections, data, etc. and is required on an ongoing basis. Written feedback aligned to standards is required after each observation, and verbal feedback is required at each of the three conferences.
- For teachers that have tenure in the district and successfully completed Category 1, goals may be between one to three years in duration but may be adjusted each year if mutually agreeable.
- Teachers who must complete TEAM may align their annual goal to one of their TEAM modules if this is mutually agreeable.

- All educators are assigned a primary evaluator (092).

Prior to the conference, the teacher will do one or more of the following to develop a Professional Learning Goal:
- review professional reading materials,
- analyze student data,
- collaborate with other educators,
- examine teaching assignment,
- review other related materials to develop their professional learning goal.

The teacher will draft a professional learning goal (PLG) and measures of growth prior to the goal setting conference. During this conference, the teacher and evaluator will mutually agree on the following:
- The teacher's Professional Learning Goal (PLG),
- The measures of growth (TEAM, National Social Work Standards, National School Library Standards, National Arts Standards, National Science Standards, National Social Studies Standards, etc…) that will be used to show progress
- The multiple measures of evidence that will be collected to demonstrate growth
- Review of practice ideas if chosen,
- The appropriate professional growth opportunities that will be provided to support the teacher's Performance and Practice and their Outcome,
- If applicable, the development of an assistance plan with evaluator, evaluatee, and SEA president.

Educator Measures of Growth
Mutually agreed upon measurements of professional learning that include but are not limited to: Sample of lesson plans, student achievement data, sample of SEL activities, review of artifacts, sample of student work, performance assessments, reflection journal, facilitation of a professional learning session, unit design, student reflections, reflection on peer observation, parent engagement newsletters, book talks, participation in school events (i.e., concert, art show, PPT meeting, etc.), behavior referrals, written articles, documentation of teacher research conducted, or a process mutually agreed upon by the teacher and evaluator. 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 educator's new learning on their practice/goal
- The impact the educator's new learning and practice had on the educator's practice, organizational growth, educator growth, and student outcomes.

Performance and Practice
Go to the Teacher Performance and Practice Section for details and specific deadlines and category.

Formal Observations
A formal observation of a teacher provides a safe environment where the teacher engages in purposeful exploration of practice through guided reflection. A pre-conference, in class observation and post conference are completed and feedback is aligned to the SPS adopted rubrics are used to support the teacher's growth. Goals and feedback will be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed upon standards.

Formal Observation Process:
- 2 formal observations for teachers with an Initial certificate or without tenure in the district.
- Evaluatee will complete a pre-conference form and submit it to their evaluator two school days prior to the pre-conference meeting.
- The pre-conference meeting will take place two school days prior to the observation, unless otherwise agreed upon in order to allow the evaluatee to reflect and make modifications to their lesson.
- The formal observation will be conducted in-class or in an appropriate setting that is part of the evaluation process and will be no less than 30 minutes nor more than 45 minutes.
- The post conference will be held within 10 calendar days after the formal observation. The written observation notes will be shared with the evaluatee at least one school day in advance of the post conference meeting.

Collection of evidence:
- The evaluator uses the SPS adopted aligned rubrics to support the evaluatee in the preparation of teaching a lesson or providing a service that is applicable to their grade and/or content area and/or service delivery area.
- The evaluator uses the SPS adopted and aligned rubrics to evaluate the teacher's performance and/or content area and/or service delivery and share what was seen during an observation or during service delivery.
- The evaluator uses the SPS adopted and aligned rubrics to provide actionable steps at a post conference that builds best practices.

Disagreement:
- If there is disagreement about any aspect of the observation, both the teacher and the evaluator will meet to informally discuss and resolve the disagreement within five school days after the post conference. If agreement can not be reached, either party may invoke the Dispute Resolution Process.
- If it is determined that the teacher needs more support and moves to a Tier 1 Informal Support Plan process then the evaluator must advise the evaluatee within three school days.   The Tiered Support Plan shall be developed in consultation with the evaluator, leader, and their bargaining representative.

Mini-Observations

A mini observation of a teacher gives the evaluator the opportunity to get and/or maintain the 'big picture' of a teacher's performance in the classroom (or appropriate setting) to determine whether or not the practice is generally in line with standards identified in the SPS adopted rubrics, or if the evaluator sees significant changes that would warrant deeper analysis.

Mini-Observation Process:
- 2 mini-observations or 1 mini-observation and 1 review of practice for teachers that have tenure in the district.
- **The evaluator will provide a specific two-week window of time 2 school days prior to starting the two-week window of observation. Prior notice may be waived if agreed upon.**
- No pre-conference.
- Post conference if requested by either evaluatee or evaluator.
- Conducted in-class or appropriate setting a mini-observation, that is part of the evaluation process, will be 15 to 20 minutes.
- Written observation feedback is given to the teacher within 5 school days after the observation date.

Collection of Evidence:

- The evaluator uses the SPS adopted and aligned rubrics to evaluate the teacher's performance or service delivery and share what was seen during an observation or during service delivery.
- The evaluator uses the SPS adopted and aligned rubrics to provide actionable steps to support best practices.

Disagreement:
- If there is disagreement about any aspect of the mini observation, both the teacher and the evaluator will meet to informally discuss and resolve the disagreement within five school days after the written feedback. **If agreement can not be reached, either party may invoke the Dispute Resolution Process.**
- If it is determined that the teacher needs more support and moves to a Tier 1 process then the evaluator must advise the evaluatee within three school days. The Tiered Support Plan shall be developed in consultation with the evaluator, leader, and their bargaining representative.

All Observations:

To assure that any type of formal/mini in-class observation is given the attention and respect it deserves, no in-class formal/Mini-Observations used as part of the evaluation process will take place on the last day of school before a holiday break, during standardized testing periods, or within the last two weeks of school. Observations are to be spread out over time, with the expectation of at least 30 calendar days between observations.

If an evaluator has concerns with the evaluatee's current teaching practice, as observed during a mini-observation, review of practice, or formal observation, he/she will discuss the concerns to support the teacher's growth. All conversations are focused on the area(s) of need, rationale for needing improvement, specific activities to improve, specific evaluator support, reasonable number of teacher task(s), resources provided by SPS, a timeline, criteria identifying success and being aligned to the SPS adopted rubrics.

Reviews of Practice
- Conducted in any location.
- Mutually agreed to and pre-arranged with the teacher as to location and focus.
- Written feedback is given to the teacher within 5 school days after the review of practice date.
- If there is a disagreement between the evaluator and evaluatee both the teacher and the evaluator will meet to informally discuss and resolve the disagreement within five school days after the written feedback.
- Uses evidence that supports a teacher engaging in professionalism, collaboration, and leadership, etc.
- Can be gathered from the District Data Team, School Data Team, Instructional Data Team, School Governance Council, PPT, presentation or participation in workshops, coaching/mentoring colleagues, review of lesson plans or other teaching artifacts, active participation on committees, school wide efforts to improve school climate, community engagement, parent or community interactions, etc.

Adopted Rubrics

The Single Point Competency for evaluating educators is the proficiency band of the CT Common Core of Teaching Rubric for Effective Teaching 2017.

  [The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching](#)

The Single Point Competency for evaluating service delivery is the proficiency band of the CT Common Core of Teaching Rubric for Effective Service Delivery 2017.

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017 Service Delivery Single Point Competency

Suggested Narratives for Areas of Strength and Possible Next Steps

Teacher: Planning Rubric Narrative Area of Strength Suggestions
- Clearly defined the learning objectives for the lesson, specifying what students should know, understand, and be able to do by the end of the lesson.
- A variety of instructional strategies are incorporated.
- Good use of planning formative assessments to guide the lesson.
- Your lesson is well aligned with the curriculum and standards.
- Multiple locations where students are able to reflect on their learning and make connections to themselves, and or the world.
- There are clear instructions and expectations designed to help students understand what was expected of them and facilitated a smooth transition between activities.
- The sequence of learning activities flowed logically and scaffolded student understanding effectively, building upon prior knowledge and gradually leading to deeper levels of comprehension

Teacher: Planning Rubric Possible Narrative Next Steps Suggestions
- Review backgrounds, interests, and learning styles of students when planning the lesson.
- Sequence learning activities logically to scaffold student understanding, build connections between concepts.
- Include a structured closure activity at the end of the lesson to review key concepts, summarize learning, and provide opportunities for student reflection and self assessment.
- A suggestion to sequence a lesson: Hook, Objective, Direct Instruction, Guided Practice, Independent Practice, Check for Understanding/Closure or Engage, Explore, Explain, Elaborate, Evaluate

Teacher: Student Environment, Engagement Rubric Possible Narrative Area of Strengths Suggestions
- The positive rapport you have with your students created a supportive and inclusive classroom culture.
- You created a learning environment that is culturally responsive
- You used clear and positive communication with students.
- Mutual respect between you and your students and fostering a sense of belonging and trust.
- Your classroom environment felt safe and welcoming, encouraging students to take risks and participate.
- You effectively encouraged student participation through interactive discussions and group activities.
- Students were actively involved in their learning, asking questions and making connections to real-world scenarios.
- You utilized technology in creative ways to support instruction and engage students.
- Constructive feedback and encouragement to motivate
- Your enthusiasm for the subject matter was contagious and contributed to a positive learning environment.

Teacher: Student Environment, Engagement Rubric Possible Narrative Next Steps Suggestions

- Encourage all students to participate actively
- Allow students to ask clarifying questions that will make the learning experience more engaging
- Consider giving timely feedback to students
- Connect the lesson to prior knowledge
- More opportunities for group work
- Recommend exploring workshops on classroom management techniques.
- Encourage active participation through strategies such as cooperative learning, student-led discussions, or problem-based learning activities.
- Solicit feedback from students to better understand their interests and preferences and adjust instruction accordingly to increase engagement.
- Implement clear expectations, consistent routines, and positive reinforcement. ● Use visuals or auditory cues to signal transitions to focus students and minimize downtime.

Teacher: Instruction for Active Learning Rubric Possible Narrative Areas of Strength Suggestions

- Use of question techniques
- Active engagement of students
- Individualized support and attention
- Positive learning environment/fostering sense of community
- Multimodal support
- Use technology to deepen student understanding
- Use formative assessments to engage
- Provides hands-on learning opportunities
- Adjust teaching to meet the needs
- You demonstrated a strong ability to differentiate instruction to meet the diverse needs of your students.
- you scaffolded learning tasks to support struggling learners while challenging more advanced students.
- Your incorporation of varied learning modalities ensured that students had opportunities to succeed.
- The seamless integration of technology enhanced the learning experience for students.
- proficiency in using educational technology tools to facilitate learning.
- Your clear and concise instructions helped students understand expectations.
- The learning objectives were clearly communicated, providing students with a clear focus for the lesson.
- You effectively communicate complex concepts in a way that is accessible to students.
- You provided timely feedback to students, guiding their learning process.

Teacher: Instruction for Active Learning Rubric Possible Narrative Next Steps Suggestions

- Consider incorporating more interactive and hands-on learning experiences.

- Collaborate with colleagues or instructional technology specialists to explore new ways of integrating technology to support student learning goals.
- Seek out professional development opportunities or online resources to enhance your proficiency in using educational technology tools.
- Reflect on the effectiveness of current technology integration practices and identify areas for improvement or expansion
- providing alternative assignments or flexible grouping strategies.
- Begin each lesson with clear and specific learning objectives to guide instruction and provide focus for students.
- Use hands-on activities, discussions, and opportunities for inquiry and exploration.
- Promote critical thinking skills by asking open-ended questions, encouraging problem-solving, and providing opportunities for analysis and reflection.

- Ensure that explanations of key concepts are clear and accessible to all students, using language and examples appropriate to their level of understanding.
- Break down complex ideas into smaller, more manageable chunks to aid comprehension, and provide scaffolding as needed.
- Use techniques such as questioning, think-pair-share, or exit tickets to check for understanding and identify misconceptions in real-time.
- Break down learning objectives into measurable outcomes so that students understand what they are expected to know or be able to do by the end of the lesson.
- Foster metacognitive skills by encouraging students to monitor their own understanding, evaluate their learning strategies, and adapt their approach as needed.

Service Delivery: Environment Rubric Possible Narrative Area of Strengths Suggestions

- You demonstrated flexibility and adaptability in responding to the changing needs of students and staff. You were able to adjust your approach as necessary to accommodate individual differences and changing circumstances.
- You actively collaborated with teachers and other staff members, seeking input and feedback to ensure that your services were aligned with the goals and objectives of the school. Your willingness to collaborate contributed to a positive and supportive school culture.
- meeting the needs of students and staff effectively. Your interventions were well planned and tailored to individual student needs, resulting in positive outcomes.
- Your professionalism and dedication to your role were evident throughout the observation period. You consistently arrived on time, communicated effectively with staff, and demonstrated a positive attitude towards your responsibilities.

Service Delivery: Environment Rubric Possible Narrative Next Steps Suggestions

- Consider ways to enhance the physical environment of your workspace to better meet the needs of students and families. This could include creating a designated space for confidential meetings, ensuring accessibility for individuals with disabilities, and incorporating elements that promote a sense of comfort and safety.

- Continue to prioritize cultural responsiveness in your interactions and service delivery. Take steps to ensure that the work environment is inclusive and respectful of diverse cultural backgrounds, languages, and identities.

- Take advantage of professional development opportunities to enhance your skills and knowledge related to creating supportive environments for students and families. This could include training on trauma-informed practices, conflict resolution, or creating inclusive spaces.

Service Delivery: Cognitive Engagement Rubric Possible Narrative Area of Strengths Suggestions
- Your empathy and compassion towards students and their families have been evident in your interactions.
- Your ability to connect with students on a personal level has helped create a safe and supportive environment within the school community.
- You have demonstrated strong communication skills in your interactions with students, families, and school staff.
- Your ability to listen actively, communicate clearly, and provide support has been instrumental in addressing the diverse needs of students.
- Your collaborative approach to working with other school personnel, including teachers, counselors, and administrators, has been commendable. You actively

seek input from colleagues and collaborate effectively to develop comprehensive support plans for students.
- You have shown resourcefulness in identifying and accessing resources and services to meet the needs of students and families. Your proactive approach to problem solving and advocacy has resulted in positive outcomes for those you serve.
- You have actively promoted collaboration and teamwork within the school environment, working closely with teachers, counselors, administrators, and other support staff to address the needs of students. Your willingness to collaborate across disciplines has contributed to a holistic approach to student support.
- Your commitment to maintaining confidentiality and respecting the privacy of students and families has been evident in your interactions. Your professionalism in handling sensitive information has helped build trust and confidence among stakeholders.
- Your collaborative approach to supporting learning in the classroom has been commendable. You have worked closely with teachers to identify students' social and emotional needs and have provided valuable insights and resources to support their learning.
- Your efforts to provide individualized support to students have been effective in addressing their unique needs. By conducting assessments and developing personalized interventions, you have helped students overcome barriers to learning and achieve success in the classroom.
- Your ability to build positive relationships with students has been a key factor in supporting their learning. Your empathetic and supportive demeanor has created a safe and trusting environment where students feel comfortable seeking help and expressing themselves.
- You have been a strong advocate for students, ensuring that their social, emotional, and academic needs are met within the classroom setting. Your advocacy efforts have helped create a more inclusive and supportive learning environment for all students.

Service Delivery: Cognitive Engagement Rubric Possible Narrative Possible Next Steps Suggestions
- Consider ways to ensure consistency in the implementation of support strategies across different classrooms and grade levels. Developing standardized procedures and protocols can help ensure that all students receive equitable support.
- Enhance your data collection and monitoring practices to better track the effectiveness of interventions and support strategies. Regularly collect data on student progress and outcomes to inform decision-making and adjust interventions as needed.
- Strengthen collaboration with classroom teachers and other support staff to ensure a coordinated approach to supporting student learning. Regular communication and collaboration can help ensure that support efforts are aligned with classroom instruction and curriculum goals.

Mid-Year Check-In Conference
The mid-year check-in is the formal opportunity for the evaluatee and evaluator to review and discuss the evaluatee's progress to date, as it relates to the previously developed and agreed upon Professional Learning Goal.

Prior to conference, teacher will complete:
- Self-assessment form (Mid-Year Evaluatee Self-Assessment) for discussion must be submitted to the evaluator two full school days before the scheduled mid-year conference.
- The Mid-Year Evaluatee Self-Assessment form provides the opportunity for the evaluatee to give brief comments to explain their growth and/or modifications to their professional learning goal.

- The form provides the opportunity for the evaluatee to request a modification and/or addition to their professional learning needs in order to meet their goal.
- Category 2 Teachers will identify if a review of practice will take place in lieu of a mini observation to share their best practice.

At conference:
- Both parties will share and discuss the agreed upon measures of growth that demonstrate the impact of the evaluatees goal on students and/or the school community.
- Both parties will mutually agree to any changes to: review of practice in lieu of mini observation, measures of growth or other modification to the professional learning goal.
- If applicable, both parties will share and discuss observations, and reviews of practice
- Looking at the evidence holistically, the teacher and evaluator will discuss and mutually agree to continue.
- At this time, any mutually agreed decision to adjust the Professional Learning Goal and Review of Practice will be made and formally recorded.
- The mid-year conference form will be completed together at the conference.
- If mutual agreement is not reached, both the teacher and the evaluator will meet to informally discuss and resolve the disagreement within five school days after the written feedback.

After the mid-year conference, evaluator:
- Will write a narrative providing feedback on the evaluatee's professional learning goals, observation of performance and practice, and/or review of practice.
- Mid-year conference form is completed and submitted within 5 school days.

End-of-Year Summative Process

The summative conference gives the evaluatee and evaluator an opportunity to:
- review and discuss the evaluatee's progress of Growth and Development over the course of the year,
  - talk about the evaluatee's professional growth plan for the following year,
  - and discuss the long-term professional growth and development needs of the school, department, or evaluatee.

Prior to conference, teacher will complete:
- Self-assessment form (End of Year Evaluatee Self-Assessment) for discussion must be submitted to the evaluator two full school days before the scheduled summative conference. This form provides the opportunity for the evaluatee to give brief comments to explain their growth.
- Professional Learning Goals measures of accomplishment that demonstrate the impact of your goal on students and/or the school community are brought to the conference.

At conference:
- Both parties will share and discuss the agreed upon measures of growth that demonstrate the impact of the evaluatees goal on students and/or the school community.
- If applicable, both parties will share and discuss observations, and reviews of practice.
- Looking at the evidence holistically, the teacher and evaluator will discuss and mutually agree that the growth and support process was successfully completed.

After the conference, evaluator:

    ● Will write a summative narrative providing feedback on the evaluatee's professional learning goals, observation of performance and practice, and/or review of practice.

    ● The final summative narrative and identification of successful completion of the evaluation must be submitted within 10 calendar days after the summative conference or by May 20th, whichever comes first. This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

Definition of a Successful Evaluation Process

An education is determined to have successfully completed the evaluation process by demonstrating:

- Reflection supports with Evidence of the impact of the Educators new learning on their practice or goal;
- The impact of the Educators new learning and practice had on student learning, growth and achievement, supported by evidence;
- Educators are expected to work toward consistent student growth, as defined by their goals.

Final Summative Action
- If evaluator and evaluatee agree, the box indicating agreement should be checked.
- If evaluator and evaluatee do not agree on the successful completion of the growth and support process, the box indicating disagreement should be checked.

Mutual Agreement:
As both the evaluatee and the evaluator have their discussion about evidence demonstrating professional growth and development at the final conference, the goal is for mutual agreement on the End of Year Summative Form. Future professional development for the evaluatee is part of the discussion. The evaluator can add optional comments.

The document is completed by the evaluator during the conference and a box is checked indicating whether or not mutual agreement was reached. If the parties have not reached mutual agreement, the evaluator and the evaluatee have the option of re-examining the data and/or gathering additional information in order to reach mutual agreement. The conference can then be reconvened. The final indication of successful completion of the evaluation must be submitted within 5 school days from the due date.

The completed end of the year Summative Form will be sent to the evaluatee for an electronic signature. The evaluatee will then - separately - indicate whether or not mutual agreement was reached during the conference. The evaluatee can add comments and must submit the document. Only after submission may the evaluatee bring the disputed unsuccessful completion of the evaluation process to dispute resolution.

In cases where there is a disagreement over the successful completion of the evaluation process, there are 3 primary questions that will be discussed by the teacher and evaluator before the evaluator will make a final evaluation determination:

    ● Which behavioral descriptions on the rubrics are more pertinent to the evaluatee's assignment?

    ● Are there other mitigating factors that should be considered, that haven't been considered so far?

    ● With these two questions in mind, what level of performance does the preponderance of evidence, taken collectively, point to?

NOTE: Agreement on the successful completion of the growth and support process can be postponed if either party needs more time to review the measures of growth, and/or the teacher needs more time to provide more measures of growth or details in an attempt to reach mutual agreement. Final agreement on successful completion of the growth and/or the teacher needs more time to provide more measures of growth or details in an attempt to reach mutual agreement. Final agreement on successful completion of the growth and support process must be made by May 25th for teachers.

CATEGORY 1
- All Teachers with an Initial certificate or without tenure in the district
    - Goal Setting
    - 2 Formal Observations
    - Mid-Year Conference
    - Summative Conference

Category 1 Timeline Completion Dates

Goal Setting	October 1st
1st Formal Observation	December 15
Mid-Year Conference	February 7
2nd Formal Observation	March 15
Summative Conference	Third Monday in May

CATEGORY 2
- Teachers that have tenure in the district ○ Goal Setting
    - 2 Mini-Observation or 1 Mini-Observation and Review of Practice
    - Mid-Year Conference
    - Summative Conference

Category 2 Timeline Completion Dates

Goal Setting	October 1
1st Mini-Observation	December 15
Mid-Year Conference	February 7
2nd Mini-Observation	March 15
Review of Practice (If chosen)	May 1
Summative Conference	Third Monday in May

Dispute Resolution

Stamford Public Schools believes that evaluation must be a growth-collaborative process between the evaluator and evaluatee, drawing on the expertise and perspective of both parties. However, recognizing that disagreements may arise during the process, and in accordance with the *Connecticut Guidelines for Educator and Leader Evaluation and Support 2023,* a comprehensive dispute resolution process has been designed and agreed to by the PGD&E Steering Committee.

An Appeal Committee will be established, composed of teachers and administrators from elementary, middle, and high school, who currently serve on the PGD&E Committee. All those interested in serving on the Appeal Committee will submit an application to their bargaining unit, and be selected by that unit:

1. Appeal Committee members shall be educators and administrators who successfully completed the process in the year preceding their appointment to the committee. They must maintain that standard throughout their term on the committee.

2. Training in consensus building and dispute resolution shall be provided by the district to all appeal committee members early in the school year in which they have been appointed to the committee. The training will take place during regular school hours.

3. In the first year of implementation, 1/3 the committee will be appointed for a one-year term, 1/3 will be appointed for a two-year term, and 1/3 for a three-year term (term limits to be proportionally assigned out to teacher and administration members). Members of the committee may be appointed for additional terms provided their own evaluation continues to remain successfully completed. An appeal committee member can resign from the committee at any point in his/her term. An exit interview will be conducted by the co-chairs of the PGD&E Committee and kept on file for use by the committee for improvements.

Attempts to resolve disputes should begin at the building level. PGD&E committee members are available to facilitate this. Any dispute that cannot be resolved at the building level can be filed with the Appeal Committee for resolution through a hearing.

A Hearing Committee, whose members will be selected from the Appeal Committee, will hear the dispute. The Hearing Committee must come to a resolution for the dispute. The Superintendent or designee will serve to resolve any disputes not resolved by the Hearing Committee.

The co-chairs of the Appeal committee will be the same as the Co-Chairs for the PGD&E Committee.

Educator Evaluation Appeal Procedure

To initiate an appeal hearing, either party must submit an Appeal Worksheet (I) to both of the Appeal Committee Co-Chairpersons. Within three (3) school days of receipt of the appeal, the Appeal Committee Co-Chairpersons will send copies of the appeal to the other party. Using Appeal Worksheet (II), the Appeal Committee Co-Chairpersons will schedule a joint meeting of the parties involved during the regular workday, within seven (7) school days of the original receipt of the appeal. Substitutes will be provided for all teachers involved in the process.

When an appeal is brought to the Appeal Committee Co-Chairpersons, the following will occur:

1. A Hearing Committee Membership will consist of four (4) members chosen from the larger Appeal Committee, and one of the co-chairpersons, who will meet with both parties simultaneously. The makeup of the hearing committee will be as follows based on the

category of the dispute request:
- ○ **Teacher Disputes**: 2 teachers and 2 administrators

2. The Hearing Committee members may not work in the same school/building as the party filing the dispute and may not include either of the parties involved in the dispute. The Appeal Committee co-chair chosen to chair the hearing may not do so if the hearing originates from his or her school. A designee will be chosen in that case.

3. At the hearing, the parties will present their concerns, talking with each other only through the committee chair.

4. At the hearing, when the committee is satisfied that they have sufficient information, they will recess to formulate a resolution. Consensus shall be considered a unanimous decision. The Hearing Committee must come to a resolution. The Superintendent or designee will serve as the final decision maker if a resolution cannot be reached.

5. When the Hearing Committee has reached consensus, the chairperson/designee will prepare the written resolution on Appeal Worksheet (III), which will be delivered to both parties by the committee chair within three (3) school days. The decision of the Hearing committee is final.

Informal Tiered Support Process

All educators thrive when provided meaningful support and ample opportunities for high-quality, targeted, self-directed professional learning. All teachers may, however, occasionally need more personalized support beyond what is broadly available to all educators. Informal tiered supports are sequential levels of support modeled after the SRBI process for students and are provided to educators who may need to improve specific aspects of their teaching practice. Tiered plans are intended to provide ample support, feedback, and guidance to help a teacher improve and to prevent movement to the formal corrective action process.

Tier 1 Informal Support (35 school days)

If an educator displays a pattern of concerns identified on Stamford's evaluation rubrics, educators and their evaluators, with input from the teacher's collective bargaining representative, will thoughtfully consider and apply informal support beginning on **tier 1**. Tier 1 informal supports are individualized and responsive to the needs of the teacher. Tier 1 informal support should last at least 35 days and be documented on Stamford's Tiered Informal Support Form (Appendix H) and in the written feedback to the teacher. If performance concerns persist with little improvement, Tier 1 support may be extended, or Tier 2 informal supports may be considered in consultation with the teacher's collective bargaining representative.

Tier 2 Informal Support (35 school days)

The Tier 2 informal Supports must be developed in consultation with the teacher and the collective bargaining unit and be documented using Stamford's Tiered Informal Support Form located in the appendix. Tier 2 Supports are highly individualized and responsive to the teacher's ongoing performance concerns. Tier 2 Supports last at least 35 days. If insufficient progress is noted after several observations and in the ongoing written feedback to the teacher, Tier 2 Supports may be extended, or, in consultation with the teacher's collective bargaining representative, it may be appropriate to move the teacher up to Tier 3 Informal Support.

Tier 3 Informal Support (35 school days)

Tier 3 informal Supports are developed for teachers with ongoing performance concerns that have persisted over time despite receiving meaningful tier 1 and 2 supports. Tier 3 Informal Supports must be

developed in consultation with the teacher and their collective bargaining unit and must include: clear objectives, a specific timeline, resources and support to be provided by the district, and criteria for success. These must be documented on the SPS Tiered Informal Support Form located in the Appendix.

Tier 3 Informal Support should last at least **35 days**, although the specific time-period may be longer as mutually determined and agreed to at the time the informal tiered supports are developed using the SPS Tiered Informal Support Sorm. The timeframe may be extended if a teacher is making some progress but not yet meeting all the success criteria, or a formal corrective action plan may be considered if appropriate in consultation with the teacher and their collective bargaining representative.

Additional Requirements of Tiered Informal Supports:

• A teacher must be observed during at least two Formal or Mini-Observations prior to the development of Tier 1 informal supports. At least two observations are needed to help the evaluator understand performance concerns and identify the type of supports that may help the teacher improve.

• The evaluator must document specific concerns related to the teacher's practice using Stamford's evaluation rubrics. Concerns must also be noted in the feedback provided to the teacher.

• Tiered supports are recorded with mutual agreement on the SPS Informal Support Form and saved in an agreed upon system that is outside the formal evaluation software database or other electronic collection of data.

• Tiered informal supports must involve the teacher, their collective bargaining representative, principal, and evaluator who must meet to develop responsive and meaningful supports at a mutually agreed upon time. In addition to a collective bargaining representative, the teacher may choose to include another trusted individual(s) with knowledge of their practice such as a TEAM mentor, curriculum specialist, or department chairperson.

● Teachers must go through all levels of informal tiered support beginning with Tier 1 before consideration of a formal corrective action plan.

• Informal tiered supports should focus on **performance issues** identified and documented through the evaluation process, not on compliance issues (such as entering grades or completing paperwork in a timely manner. Such other concerns should be handled through the district's disciplinary procedure, not through the evaluation process.)

• Tiered Informal Supports should be individualized, should not be overwhelming in scope, and should focus narrowly on achievable goals related to the SPS observation rubrics.

• Informal Tiered Supports should be aligned with expectations with feedback provided at every step.

• Copies of the signed SPS Tiered informal Support Form will be distributed to all those who will be involved in the implementation of the plan.

• The evaluator, evaluatee, and collective bargaining representative will sign the Informal Tiered Support Form.

• The contents of the Informal Tiered Support Form will be confidential.

Information on the SPS Tiered Informal Support form must be complete and include:

- **Area of Need**: Identify an area(s) of need as perceived by the teacher and the evaluator (suggestion = no more than three based on evidence from observation rubrics)
- **Rationale** for Areas of Improvement: evidence from evaluation that shows an area(s) needing improvement.
- **Activities:** Determine the **specific** activities to be carried out to meet the specific needs identified.
- **Evaluator Responsibility**: Identify the specific task(s) the evaluator is responsible for implementing in the plan to ensure the teacher is supported.
- **Teacher Responsibility:** Identify a reasonable number of task(s) for which the teacher is responsible.

- **Resources to be provided by the district:** mentor, coach, customized PD, release time, etc
- **Timeline:** Teacher, evaluator, and collective bargaining rep jointly develop the time frame in which the activities are to be implemented/completed.
- **Identify specific criteria the teacher will need to meet to be considered successful.**
- **Align the support plan to the SPS adopted rubrics.**

 • **Two review meetings** should be held to determine progress or to make necessary adjustments. Each review meeting will be held during the school day after a maximum interval of three weeks and include collective bargaining representation for the teacher/evaluatee.

● **Informal Tiered Supports** are individualized and responsive to the needs of the teacher. Examples of Informal Tiered Supports may include but not be limited to: professional learning opportunities tailored to the teacher's specific needs, resource books, release time to engage in peer observations, coaching, mentoring, etc. Tiered supports may become more intensive as levels of informal support increase.

Formal Corrective Action Process

● If performance concerns persist after all three tiers of informal support have been provided and there is a lack of growth and reflection or resistance to growth-oriented feedback, a teacher may, in consultation with the collective bargaining unit, be moved out of the regular evaluation process and into the formal corrective action process, which involves more robust support and intensive supervision. The corrective action process mirrors the tiered informal support process, by including a defined process for placing an educator on a Formal Corrective Support Plan, and defining specific indicators of success for transitioning out of it, and back into the regular evaluation process. Evaluators must utilize and document that all three tiers of informal support were provided prior to the development of the initial level of a Formal Corrective Action Plan. Formal Corrective Action Support Plans shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative and include the following: clear objectives aligned to identified concerns, a specific timeline for implementing robust supports and providing ample feedback, resources and support to be provided by the district, and specific criteria for success.

● A Formal Corrective Action support plan may be developed and implemented if all the following criteria are met:
  - There is a persistent, ongoing pattern of performance concerns that have been thoroughly documented in feedback to the teacher and on the SPS Tiered Informal Support forms (each tier being at least 35 days as outlined above). Additionally, these persistent concerns must be summarized in **the teacher's prior school year end-of-year summative report**, which must indicate an unsuccessful completion of the regular annual evaluation process.
  - There should also be documentation that shows the evaluator **previously provided all three levels of informal tiered support** to try to help the teacher improve prior to considering a formal corrective action support plan.
  - The Formal Corrective Action Plan will be signed and recorded in the agreed upon evaluation software database or other electronic collection of data.
  - Each level of the Formal Corrective Action Plan will be developed through mutual agreement with the teacher and their collective bargaining representative.

The **following** requirements exist for all levels of the Formal Corrective Action Process:
  - The teacher, collective bargaining representative, principal, and evaluator must meet to develop the formal corrective action support plan at a mutually agreed upon time. In addition to a collective bargaining representative, the teacher may choose to include another trusted individual(s) with knowledge of their practice such as a TEAM mentor, curriculum specialist, or department chairperson.
  - The expectations of the formal corrective action plan must be focused, specific, and aligned to the SPS observation rubrics.
  - The plan must focus on **performance issues** identified and documented through the informal tiered support process and in the feedback to the teacher, not on compliance issues, such as entering grades or completing paperwork in a timely manner. (Such other concerns should be handled through the district's disciplinary procedure, not through the evaluation process.)

- The duration of each of the three levels of the formal Corrective Support process should last at least **35 days**, mutually determined and agreed to at the time the plan is developed.
- Formal corrective action plans should not be overwhelming in scope and should focus narrowly on specific, achievable goals.
- The supports provided in the formal corrective action plan should be aligned with expectations and ample feedback provided at every step.
- Copies of the formal corrective action plan will be distributed to all those who will be involved in the implementation of the plan.
- The evaluator and evaluatee will sign the plan.
- The contents of the plan will be confidential.

All **levels** of Formal **Corrective Action plans** must include:
- **Area of Need**: Identify an area(s) of need as perceived by the teacher and the evaluator (suggestion = no more than three based on evidence from observation rubrics)
- **Rationale** for Areas of Improvement: evidence from evaluation that shows an area(s) needing improvement.
- **Activities:** Determine the **specific** activities to be carried out to meet the specific needs identified.
- **Evaluator Responsibility**: Identify the specific task(s) the evaluator is responsible for implementing in the plan to ensure the teacher is supported. Corrective action plans require robust support from the evaluator with regular meetings and ongoing regular feedback.
- **Teacher Responsibility:** Identify a reasonable number of task(s) for which the teacher is responsible.
- **Resources to be provided by the district that may include but not be limited to:** a mentor, instructional coaching, customized PD, release time, peer support, etc. Corrective action resources and supports should be meaningful and substantial without overwhelming the teacher.
- **Timeline:** Teacher, evaluator, and collective bargaining rep jointly develop the time frame in which the activities are to be implemented/completed.
- **Identify specific criteria the teacher will need to meet to be considered successful and return to the regular evaluation process.**
- **Align the support plan to the SPS adopted rubrics.**
- **A minimum of two review meetings** should be held to determine progress or to make necessary adjustments. Each review meeting will be held during the school day after a maximum interval of three weeks and include collective bargaining representation for the teacher/evaluatee.

Gathering Evidence in Formal Observations and Reviews of Practice

The activities observed during formal observations, mini-observations, or reviews of practice provide evidence of meeting standards in the PGDE approved SPS developed observation rubrics. During the observation, the evaluator looks for activities, comments, structure, etc. that demonstrate that the indicator has been addressed in the lesson. All evidence should be focused on observable teaching practice that is included in the SPS developed rubrics.

It is also important to note that the teacher is also responsible for adding to the body of evidence about his/her practice. This can include artifacts/data that can be discussed or presented at any conference or during a conversation about teacher practice. The end result being contributions to evidence that serves as a basis for growth and successful completion.

In preparation for the Professional Learning Goal part of the Conference with evaluators, teachers will analyze the measures of accomplishment that demonstrate the impact of their goal on their students and/or the school community and review recommendations from past evaluations. The process for assessing the professional learning goal and its impact on student learning and/or the school community is developed through mutual agreement by each teacher and their evaluator at the goal setting conference.

Educator Appendices

Appendix A: Educator/ Teacher Single Point Competency

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of students	
Rapport and positive social interactions	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students
Respect for student diversity	Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences
Environment supportive of intellectual risk-taking	Creates a learning environment in which most students are willing to take risks and respond to questions and challenges and feel safe to make and learn from mistakes.
High expectations for student learning	Establishes and consistently reinforces appropriate expectations for learning for all students.
1b Promoting developmentally appropriately standards of behavior that support a productive learning environment for all students.	
Communicating, reinforcing, and maintaining appropriate standards of behavior	Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning
Promoting social competence and responsible behavior	Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions
1c: Maximizing instructional time by effectively managing routines and transitions.	
Routines and transitions appropriate to needs of students	Establishes and manages routines and transitions resulting in maximized instructional time.

Domain 2: Planning for Active Learning

Teachers plan instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:

2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge8 for all students.	
Content of lesson plan is	Plans content that directly addresses Connecticut

aligned with standards	Core Standards and/or other appropriate content standards.
Logical sequence of lessons at an appropriate level of challenge	Plans lessons that are logically sequenced and support an appropriate level of challenge.
Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.
Literacy strategies	Plans instruction that integrates literacy strategies and academic vocabulary

2b: Planning instruction to cognitively engage students in the content.	
Strategies, tasks and questions cognitively engage students	Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement.
Instructional resources and flexible groupings support cognitive engagement and new learning	Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.
2c: Selecting appropriate assessment strategies to monitor student progress.	
Criteria for student success	Identifies observable and measurable criteria for student success.
Ongoing assessment of student learning	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.

Domain 3: Instruction for Active Learning
Teachers implement instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:

3a : Implementing instructional content for learning.	
Instructional purpose	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction
Content accuracy	Presents content accurately using content-specific language that leads to student understanding.

Content progression and level of challenge	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.
Literacy strategies	Presents instruction that <u>integrates literacy strategies and academic</u> vocabulary within the lesson content

3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	
Strategies, tasks, and questions	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <u>recall, problem-solving, critical, and creative</u> thinking, purposeful discourse and/or inquiry.
Instructional resources and flexible groupings	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.
Student responsibility and independence	Implements instruction that provides multiple opportunities for students to develop independence as learners.

3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction	
Criteria for student success	Communicates specific observable and measurable criteria for student success.
Ongoing monitoring of student learning	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.
Feedback to students	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning
Instructional adjustment	Adjusts instruction as necessary in response to individual and group performance.

Domain 4: Professional Responsibilities and Teacher Leadership
Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration, and leadership** by:

4a: Engaging in continuous professional learning to impact instruction and student learning	
Teacher self-evaluation and reflection and impact on student learning	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.
Response to feedback	Responds to supervisor or peer feedback and makes changes in practice based on feedback.
Professional learning	Engages in relevant professional learning and applies new learning to practice.
4b: Collaborating to develop and sustain a professional learning environment to support	

student learning.	
Collaboration with colleagues	Collaborates with colleagues to improve teaching and learning.
Professional responsibility and ethics	Consistently exhibits professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers*
4c Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning	
Positive school climate	Actively engages with colleagues, students, and families to develop and/or sustain a positive school climate.
Family and community engagement	Proactively communicates with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success.
Culturally responsive communications	Interacts with students, families, and the community in a culturally respectful manner.

Appendix B: Service Delivery Single Point Competency

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a: Promoting a positive learning environment that is respectful and equitable.	
Rapport and positive social interactions	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.
Respect for student diversity	Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.
Environment supportive of risk-taking	Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes
High expectations for learning	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.
1b *Promoting* developmentally appropriate standards of social and behavioral functioning that support a productive learning environment	
Communicating and reinforcing appropriate standards of behavior	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.

Promoting social and emotional competence	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.

1c: Maximizing service delivery by effectively managing routines and transition.	
Routines and transitions appropriate to needs of students	Implements and manages effective routines and transitions that maximize service delivery time.

Domain 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge	
Standards alignment	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.
Evidence-based practice	Designs plans using evidence-based practice
Use of data to determine learner needs and level of challenge	Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.
Targeted and specific objectives for learners	Develops objectives that are targeted and specific to the needs of learners.
2b: Developing plans to actively engage learners in service delivery	

Strategies, tasks, and questions	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.
Resources and/or flexible groupings and new learning	Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning
2c Selecting appropriate assessment strategies13 to identify and plan learning targets.	
Selection of assessments and interpretation of results	Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information.

Criteria for learner success	Identifies objective and measurable criteria for assessing learner success.
Ongoing assessment of learning	Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery

Domain 3: Instruction for Active Learning

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a: Implementing service delivery for learning.	
Purpose of service delivery	Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.
Precision of service delivery	Delivers services accurately, resulting in learning.
Progression of service delivery	Delivers services in a logical and purposeful progression that meet the needs of learners.
Level of challenge	Consistently delivers services at a level of challenge that aligns to learners' needs.
3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	
Strategies, tasks, and questions	Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical, and creative thinking, purposeful discourse or inquiry.
Resources and flexible groupings and new learning	Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.
Learner responsibility and independence	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.
3c: Assessing learning, providing feedback15 and adjusting service delivery.	
Criteria for learner success	Communicates specific observable and measurable criteria for learner success.
Ongoing assessment of learning	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective.

Feedback to learner	Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.
Adjustments to service delivery	Adjusts to service delivery in response to learners' performance or engagement in tasks.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:

4a: Engaging in continuous professional learning to enhance service delivery and improve student//adult learning	
Self-evaluation/ reflection	Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice.
Response to feedback	Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.
Professional learning	Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.

4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning	
Collaboration with colleagues	Collaborates with colleagues to improve service delivery and learning.
Professional responsibility and ethics	Consistently exhibits professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers*
Maintenance of records	Records/data are complete, organized, and accurate. Confidential information is stored in a secured location.

4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.	
Positive school climate	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.
Stakeholder engagement	Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success
Culturally responsive communications with stakeholders	Interacts with stakeholders in a culturally responsive manner.

Appendix C: Self-Reflection and Professional Learning Action Questions

Self-Reflection Questions

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

Professional Learning and Action Questions

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

Determine Evidence
- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact? • What are the anticipated challenges or obstacles, and how do you plan to address them? • How might you communicate/share your professional learning to your colleagues or families? • What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

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

Reflect on the Feedback Process
• In what ways did my engagement with you support your learning?
• What did I do as a learning partner that helped you as a learner and how did it help?

Appendix D: Growth Criteria and Sources of Evidence-Educator

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. **Additional Measures of Growth**	• 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 • 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 E: Complete Goal Setting Form (Educator)

Beginning of the Year Goals & Planning	
Self-Reflection *Completed by Educator* *See Self-Reflection Questions* *Standards* *Single Point Competency Educator* *Single Point Competency Service Provider*	
Capture your self-reflection here; consider using *Examples of Evidence Types* guide your thinking.	
Goal, Rationale, Alignment and Professional Learning Plan *Completed by Educator*	

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of educator learning, student learning, growth and achievement 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*	
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)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	

Goal Setting Conference	
Completed by Evaluator	
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

<table>
<tr><td colspan="2">

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps

</td></tr>
<tr><td>Name:</td><td>Location:</td></tr>
</table>

What has been your progress to-date on your professional learning and how do you know?	**Self-Reflection:**

Links to Evidence:

Mid-Year Conference
Completed by Evaluator
Standards

Date: Click or tap to enter a date.

Feedback to Educator (Feedback regarding progress on professional learning and progress toward goal or goals. Include change in tiered supports, if recommended.)

End-of-Year Reflection & Feedback Process
Standards

Name:		**Location:**

Self-Reflection

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,	**Self-Reflection:**

growth, and or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	

Links to Evidence:

End-of-Year Conference **Completed by Evaluator**

Name:	Location:	

<table>
<tr><td colspan="3" align="center">Summative Feedback & Growth Criteria
<i>Completed by Evaluator</i>
<i><u>See Growth Criteria</u></i>
<i><u>Standards</u></i>
<i><u>Single Point Competency Educator</u></i>
<i><u>Single Point Competency Service Provider</u></i></td></tr>
<tr><td><i>Summative Feedback</i></td><td colspan="2"></td></tr>
<tr><td><i>Development of new learning & impact on practice related to goal</i></td><td colspan="2"></td></tr>
<tr><td><i>Impact on student learning, growth, and achievement</i></td><td colspan="2"></td></tr>
<tr><td>Successful Completion of the Evaluative Cycle</td><td>☐ Yes</td><td>☐ No</td></tr>
<tr><td>Supports Required/Suggested
<i>Are tiered supports required above and beyond tier 1 (included in feedback above)</i>?
    ☐ Not applicable
    ☐ Tier 2
    ☐ Tier 3
For multi-year goals only:
    ● <i>What adjustments are needed to the goal(s)?</i></td><td colspan="2">If Tier 2 and/or Tier 3, please specify strategies: •</td></tr>
</table>

• *Why?* • *How might adjustments impact the timing of the goal(s)?*	☐ Educator will continue multi-year goal. ☐ Educator will adjust multi-year goal. ☐ Educator completed multi-year goal. Notes:
Educator Signature:	**Date:**
Evaluator Signature:	**Date:**

Appendix F: Formal Observation Forms-Category 1

Name:	Time/Location:
Grade/Role:	Discipline/Focus:
Pre-Observation *Completed by Educator (as needed/required)*	
Lesson Plan/Meeting Plan	Upload and provide hyperlink here, as appropriate
Pre-Conference Notes including the identified competency focus for the observation.	
Observation *Completed by the Evaluator*	
Post-Observation Reflection *Completed by the Educator*	
What worked and how do you know?	

What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future.	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	
Post-Observation Conference Feedback *Completed by the Evaluator*	

Evidence of Strengths	**Single-Point Competencies** *Completed by the Evaluator* *Learning Environment, Engagement and* *Commitment to Learning*	**Evidence for Growth and/or Next Steps**

	Click to select.	
	☐ Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions. ☐ Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences. ☐ Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes ☐ Establishes and consistently reinforces high and realistic expectations for learning/growth and development. ☐ Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. ☐ Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions. ☐ Implements and manages effective routines and transitions that maximize service delivery time. • Not all indicators will be observed in one observation or review of practice.	
Evidence of Strengths	**Single-Point Competencies** *Completed by the Evaluator* *Instruction for Active Learning*	**Evidence for Growth and/or Next Steps**
	Click to select. ☐ Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards. ☐ Delivers services accurately, resulting in learning. ☐ Delivers services in a logical and purposeful progression that meet the needs of learners. ☐ Consistently delivers services at a level of challenge that aligns to learners' needs. ☐ Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem solving, critical, and creative thinking, purposeful discourse or inquiry.	

	☐ Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings. ☐ Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning. ☐ Communicates specific observable and measurable criteria for learner success. ☐ Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective *• Not all indicators will be observed in one observation or review of practice.*	

Name:	**Time/Location:**
Grade/Role:	**Discipline/Focus:**

Pre-Observation *Completed by Educator (as needed/required)*	
Lesson Plan/Meeting Plan *Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes including the identified competency focus for the observation.	

Observation *Completed by the Evaluator*	

Post-Observation Reflection *Completed by the Educator*	
What does today's evidence tell you?	

Are their patterns, trends, or outliers?	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	

Post-Observation Conference Feedback _Completed by the Evaluator_		

Evidence of Strengths	**Single-Point Competencies** _Completed by the Evaluator_ _Learning Environment, Engagement and Commitment to Learning_	**Evidence for Growth and/or Next Steps**
	Click to select. ☐ Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions. ☐ Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences. ☐ Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes ☐ Establishes and consistently reinforces high and realistic expectations for learning/growth and development. ☐ Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. ☐ Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions. ☐ Implements and manages effective routines and transitions that maximize service delivery time. • Not all indicators will be observed in one observation or review of practice.	
Evidence of Strengths	**Single-Point Competencies** _Completed by the Evaluator_ _Instruction for Active Learning_	**Evidence for Growth and/or Next Steps**

	Click to select.	
	☐ Clearly communicates academic and/or social/behavioral	

	expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards. ☐ Delivers services accurately, resulting in learning. ☐ Delivers services in a logical and purposeful progression that meet the needs of learners. ☐ Consistently delivers services at a level of challenge that aligns to learners' needs. ☐ Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem solving, critical, and creative thinking, purposeful discourse or inquiry. ☐ Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings. ☐ Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning. ☐ Communicates specific observable and measurable criteria for learner success. ☐ Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective *• Not all indicators will be observed in one observation or review of practice.*	

Appendix G: Mini-Observation/ Review of Practice Forms -Category 2

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.
Evidence of Strengths	**Single-Point Competencies** *Learning Environment, Engagement and Commitment to Learning*	**Evidence for Growth and/or Next Steps**

	Click to select. ☐ Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions. ☐ Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences. ☐ Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes ☐ Establishes and consistently reinforces high and realistic expectations for learning/growth and development. ☐ Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. ☐ Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions. ☐ Implements and manages effective routines and transitions that maximize service delivery time. • Not all indicators will be observed in one observation or review of practice.	
Evidence of Strengths	**Single-Point Competencies** *Instruction for Active Learning*	**Evidence of Strengths**
Click to enter text.	Click to select. ☐ Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of	Click to enter text.

	service delivery with relevant Connecticut Core Standards and/or other appropriate content standards. ☐ Delivers services accurately, resulting in learning. ☐ Delivers services in a logical and purposeful progression that meet the needs of learners. ☐ Consistently delivers services at a level of challenge that aligns to learners' needs. ☐ Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem solving, critical, and creative thinking, purposeful discourse or inquiry. ☐ Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings. ☐ Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning. ☐ Communicates specific observable and measurable criteria for learner success. ☐ Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective *• Not all indicators will be observed in one observation or review of practice.*	

Name:		**Time/Location:**
Grade/Role:		**Discipline/Focus:**
Evidence of Strengths	**Single-Point Competencies** *Learning Environment, Engagement and Commitment to Learning*	**Evidence for Growth and/or Next Steps**

	Click to select. ☐ Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions. ☐ Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences. ☐ Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes ☐ Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	

	☐ Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. ☐ Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions. ☐ Implements and manages effective routines and transitions that maximize service delivery time. • Not all indicators will be observed in one observation or review of practice.	
Evidence of Strengths	**Single-Point Competencies** *Instruction for Active Learning*	**Evidence of Strengths**

	Click to select. ☐ Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards. ☐ Delivers services accurately, resulting in learning. ☐ Delivers services in a logical and purposeful progression that meet the needs of learners. ☐ Consistently delivers services at a level of challenge that aligns to learners' needs. ☐ Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem solving, critical, and creative thinking, purposeful discourse or inquiry. ☐ Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings. ☐ Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning. ☐ Communicates specific observable and measurable criteria for learner success. ☐ Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective *• Not all indicators will be observed in one observation or review of practice.*	

Appendix H: Tiered Support Process

TIERED SUPPORT INFORMAL PROCESS

This form is to be completed together with the evaluate. This form outlines an informal collaborative and proactive process to provide growth and support to the evaluatee that addresses concerns of the evaluator or requests of the evaluatee.

Date of Conference		Location	

Evaluatee Name	
Job Title	

Evaluator Name	
Job Title	

Process (Circle One)	Category 1	Category 2

Identify Tier of Support (Circle One)	Tier 1	Tier 2	Tier 3

The evaluatee was informed that he/she could bring a colleague of his/her choice to this meeting to facilitate/participate in the discussion? (circle one) YES   NO

Name and title of individual who is supporting the teacher at the conference.

List names of others who attended the conference.	Title

Identify the domain(s) and indicator(s) where the teacher is in need of support. (Be sure to write out the wording)

Please select (check) any recommended support/s that apply to the indicator and domain of concern.	
Observation/s of colleagues	
Curriculum training from a TOSA	
In-class modeling will be provided (full day/s if classroom management issue)	
Consultants will work with teacher	
Attendance at workshop/s will be provided	
Mutually agreed upon mentor provided	
Reading material provided	
Video material provided	
Non-evaluative observation/s by colleague of teacher's choice	
Full curriculum material provided in advance with training prior to use	
Technology training specific to the concern provided	

Other, please explain.	

For each support identified please explain its purpose. Be sure to include an explanation of implementation: Dates, Times, Persons, Logistics)

Note: recommendations may not interfere or reduce the evaluatee's self-directed time.

List Support & Purpose	Implementation (Date, Times, Persons & Logistics)

List Support	Describe in detail the expected outcome from each support and/or recommendation/s.

Select (check) criteria that will show progress and/or accomplishment of each support.	
Follow-up conference	
A longer Observation	
An Additional Mini-Observation	
Pre informal-observation meeting	
Brief pop-ins over the course of a few weeks	
Teacher provided documentation (specify)	
Conference with teacher and mentor/colleague	
Other, please be specific as to what and when.	

List Support	Date of Implementation	Date of Completion

Does the evaluatee concur that the recommendation/s will help the evaluatee meet the intended outcomes? (Circle one) YES　　　　　　NO　　　　　NOT SURE

If the answer to the prior question is no, what did the evaluatee request?

Is there a cost implication in providing these supports? Identify all that apply.	
No	
Sub needed	
Travel Attendance fee	
Adult stipend	
If other, please specify	

*The duration of a plan should be at least **35 days**, mutually determined and agreed to at the time the plan is developed. The time may be extended if a teacher is making some progress but not yet meeting all the criteria to exit the plan. Teachers who are not meeting any of the criteria of their plan upon its conclusion may move up one level of support. The collective bargaining unit must be involved at every level.*

Date of next meeting	

Evaluator Signature	Evaluatee Signature

Date	Date

Leader Evaluation

CT Leader Evaluation Support Rubric 2017

Professional Standards for Educational Leaders (PSEL)

Learning Forward's Professional Learning Standards (2022)

Connecticut Leader Evaluation Standards

SPS Administrators utilize the CT Leader Evaluation Standards with the "proficiency" rating as the single point competency. This model for the evaluation of principals and other administrators is based on four core design principles and has been utilized in Stamford Public Schools since 2015. **Appendix A: CT Leader Single Point Competency**

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 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, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is Connecticut Leader Evaluation and Support Plan 2024 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). All educators are assigned a primary evaluator (092 or 093).

Administrator Categories

Category 1	Category 2
Non-Tenured Years 1-3 as an Administrator Years 1-3 in SPS	Tenured Years 3+ Administrator at SPS
3 Site Visits 30 Minutes	2 Site Visits 30 minutes

*Three-Tiered Support to be developed
** Assessing the practices of administrators other than principals – all indicators of the evaluation standards may
not apply to all administrators: Evaluators may generate goal setting and evidence from applicable indicators.

Evaluation Process

Orientation

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:
• High leverage goal setting and professional learning plans
• Use of rubrics and standards
• Observation of practice/site visits
 Tiered supports
• Dispute resolution Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal Setting and Observation Process

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 (see appendix B). 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 their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator

and student outcomes, and organizational growth.

The leader will:

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

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

Midyear Check-in (Completed by February 17):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

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

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. 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 (see appendix B).

Observation of Professional Practice/Site Visits and Feedback

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

Timeline

8/23/24	Orientation	All
11/1/24	Goal Setting	All
12/1/24	Site Visit #1	All
2/1/25	Site Visit #2	Category 2 Administrators
2/17/25	Mid-Year Goal Setting	All
4/1/25	Site Visit #2	Category 1 Administrators
	Site Visit #3	Category 2 Administrators
6/30/25	End of Year Goal Setting	All

Process

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Goal Setting
By November 1, 2024

Beginning of the Year Goal Planning
- Self-Reflect on leader's perceptions of job performance
- Review Evidence (aligned to Student growth, Standards and School & District Goals) ● Result - informs leader's goal for professional growth

Goal Rationale, Alignment, and Professional Learning Plan
- Draft goal, rationale, alignment, professional learning plan

Goal Setting Conference
- Mutually agree on 1-, 2-, or 3-year goal
- Determine individual or group goal
- Mutually agree on professional learning needs and support

Appendix B: Self-Reflection and Professional Learning Action Questions
Appendix C: Growth Criteria and Sources of Evidence-Leader
Appendix D: Goal Setting and Planning

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Observation(s) and Feedback

Category 1

#1 Site Visit by 12/1/24 #1 Site Visit by 2/1/25 #2 Site Visit by 4/1/25

Site Visit - Leader
- provides information on artifacts
- provides evidence of support of educators
- includes a range of contributions made by school or district
- aligns with goal setting plan

Site Visit Examples:
- observing how a leader engages in with others (PD, leading meetings)
- observing programs
- shadowing the leader

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- conducting a session in form of conversation to gain insight on practice

Feedback written and verbal within 5 school days. *Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary.*
  Appendix E: Site Visit #1

Mid-Year Check-In **By February 17, 2025**

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
    ● Review and discuss currently collected evidence toward goal
    ● Review professional learning, evidence, and impact on organizational health, educator and student learning, growth, and achievement.
 	
Mid-Year Conference
    ● Discuss evidence, reflection, and feedback from evaluator
    ● Adjust and revise as needed
 	
Appendix G: Mid-Year Check-in: Refection, Adjustment(s) and Next Steps

Observation(s) and Feedback

<u>**Category 2**</u>
#1 Site Visit by 12/1/24 #2 Site Visit by 4/1/25 Site Visit - Leader
    ● provides information on artifacts
    ● provides evidence of support of educators
    ● includes a range of contributions made by school or district
    ● aligns with goal setting plan
 	
Site Visit Examples:
    ● observing how a leader engages in with others (PD, leading meetings)
    ● observing programs
    ● shadowing the leader
    ● conducting a session in form of conversation to gain insight on practice
 	
Feedback written and verbal within 5 school days. *Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary*
 	
Appendix F: Site Visit #2
Appendix H: Site Visit #3

End-of-Year Reflection **By June 30**

End-of-Year Reflection and Feedback Process
    ● Self-Reflection: Review and discuss professional learning, evidence of impact on organizational health, educator and student learning, growth, and achievement
 	
End-of-Year Conference/Summative Feedback and Growth Criteria
    ● Evaluator provides written summative feedback and guides for next steps ● Annual Summary sign-off
 	
Appendix J: End-of-Year Reflection and Feedback Process
Appendix K: End-of-Year Conference

Leader Growth Criteria/Definition of a Successful Evaluation Process

An educator is determined to have successfully completed the evaluation process by demonstrating using multiple forms of evidence by:

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal;
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Meeting the Professional Standards for educational leaders, particularly targeting the focus standards and goals usually agreed upon by the leader and the supervising administrator as well as consistent student growth.

This summary evaluation 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. **Appendix C: Growth Criteria and Sources of Evidence-Leader**

Tiered Support

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

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

Tier 1 (Annually)

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

Tier 2 (45 School Days Maximum)

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

Tier 3 (45 School Days Maximum)

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan (60 School Days)

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback

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

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

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader, and bargaining unit representative. 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.(CTSDE 2024)

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, Stamford Public Schools' educators/leaders and their evaluators are encouraged to resolve disagreements informally.

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

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

Process

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

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

    a. **Option 1**:

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

Option 2:

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

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further. (CTSDE 2024).

Leader Appendices

Appendix I: CT Leader Single Point Competency

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 Shared Vision, Mission, and Goals

Leaders collaboratively develop, implement, and sustain the vision, mission, and goals to support high expectations for all students and staff.

		Potential Sources of Evidence
High Expectations for Students	Develops, implements, and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college and career readiness, for all students.	• School vision and mission statement • Faculty meeting agendas, minutes, observations • Parent group agenda, minutes, observations • Student, parent, staff surveys • Professional learning plan, content, feedback • School or district improvement plan • Student learning data • Educator evaluation data • Communications (including social media, website, newsletters, public appearances, etc.) • School functions and activities • Survey data • Implementation of policies on bullying or stakeholder engagement • Implementation of policies on stakeholder engagement • Presence of IEPs or 504 plans; implementation for special education staff • Evidence of vertical teaming for curriculum staff • Evidence of intra- or inter-building communication and cooperation • School or district community collaborations • Use and organization of community or parent volunteers • Various team and committee meeting agendas, minutes, observations • Data tracking parental involvement • PBIS implementation • Parent handbook • Use of interdistrict resources and professional learning cooperative designs
School/District Improvement Plan (SIP/DIP)	Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and organization.	
Stakeholder Engagement	Engages relevant stakeholders to develop, implement and sustain the shared school or district vision and goals. Identifies and addresses barriers to achieving the vision, mission, and goals.	

1.2 Curriculum, Instruction and Assessment

Leaders develop a shared understanding of standards-based best practices in curriculum, instruction, and assessment.

Curriculum development	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures	**Potential Sources of Evidence** Professional development sessions • Educator evaluation data • Student learning data (formative and summative) •

	the application of learning in authentic settings.	Data team agendas, minutes, observations • School or district improvement plan • Curriculum guides • Lesson plans • Faculty meeting agendas, minutes, observations • Teacher formative assessments • Student learning data
Instructional strategies and practices	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	
Assessment practices	Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	

1.3 Continuous Improvement Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.		
Data-driven decision making	Analyzes varied sources of data2 about current practices and outcomes to guide ongoing decision making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	**Potential Sources of Evidence** School or district improvement plan • Leadership team agendas, minutes, observations • Faculty or departmental meeting agendas, minutes, observations • Professional development plan • Data team schedule, processes and minutes • Data team agendas, minutes, observations • Educator evaluation data, including informal or formal observations • Student intervention data • Parent group agenda, minutes, observations • School governance council agendas, minutes, observations
Analysis of instruction	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	
Solution focused leadership	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and	

	achievement.	

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support, and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 Recruitment, Selection, and Retention		
Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.		
Recruitment, selection, and retention practices	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures	**Potential Sources of Evidence** School or district improvement plan • Leadership team agendas, minutes, observations • Faculty or departmental meeting agendas, minutes, observations • Professional development plan • Data

Evidence-based personnel decisions	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	team schedule, processes and minutes • Data team agendas, minutes, observations • Educator evaluation data, including informal or formal observations • Student intervention data • Parent group agenda, minutes, observations • School governance council agendas, minutes, observations
Cultivation of positive, trusting staff relationships	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	
Supporting early career teachers	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	
2.2 Professional Learning		
Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.		

Professional learning system	Establishes, implements, and monitors the impact of a high quality professional learning system to improve practice and advance the school or district's vision, mission and goals.	**Potential Sources of Evidence** • School or district improvement plans • Leadership team agendas, minutes, observations • Professional learning plan • Professional learning survey or feedback • Educator evaluation data
Reflective practice and professional growth	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.	
Resources for high-quality professional learning	Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.	

2.3 Observation and Performance Evaluation Ensures high quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.	

Evidence-bas ed evaluation strategies	Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.	**Potential Sources of Evidence** • School or district improvement plan • Educator evaluation data • Student learning goals or objectives and indicators of academic growth and development (IAGDs) • Leadership team agendas, minutes, observations • Professional

Feedback	Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	development sessions • Professional learning recommendations • Teacher mentorship or peer support programming

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

3.1 Operational Management
Strategically aligns organizational systems 4 and resources to support student achievement and school improvement.

Organizational systems	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.	**Potential Sources of Evidence** • Schedules • Student assistance team • Safe school climate committee • Leadership team agendas, minutes, observations • Instructional improvement committees • Professional development and evaluation committees (PDEC), or school based equivalent • School conditions • Maintenance of facilities, playgrounds, equipment, etc. • Processes for arrival and dismissal • Safety procedures • Use of electronic systems for student or staff data and communication • Phone logs, bulletins, website • Use of social media
School site safety and security	Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	
Communication and data systems	Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time.	

3.2 Resource Management
Establishes a system for fiscal, educational, and technological resources that operate in support of teaching and learning.

Budgeting	Develops, implements, and monitors a budget aligned to the school and district improvement plans and district, state, and federal regulations. The budget is transparent and fiscally responsible.	**Potential Sources of Evidence** School or district budget documents or processes • School or district improvement plan • Leadership team agendas, minutes, observations • Parent group agenda, minutes, observations • School governance council agendas,
Securing Resources to Support Vision, Mission, and Goals	Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission, and goals.	

Resource Allocation	Allocates resources to ensure educational equity for all diverse student, family and staff needs	minutes, observations • Technology plan

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 Family, Community and Stakeholder

Engagement Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

Communications	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students	**Potential Sources of Evidence** • Communications (including social media, website, newsletters, public appearances, etc.) • Feedback from climate survey • Parent group agenda, minutes, observations • Committee membership • Participation in community groups (Rotary, Lions Club, etc.) • Participation in professional organizations • Community groups (United Way, etc.) • School or district improvement plan • Family resource centers or outreach programs • School or district community collaborations • Use and organization of community or parent
Inclusive Decision-Making	Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of school wide or districtwide student achievement or student-specific learning.	
Relationship Building	Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	
Cultural Competence and Community Diversity	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	

4.2 School Culture and Climate

Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

Student Conduct	Establishes implements and monitors expectations for student conduct aligned to stated values for the school or district and provides appropriate training for staff and students to uphold these expectations.	**Potential Sources of Evidence** • Discipline data • Student surveys • Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.) •

Professional Conduct	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.	Faculty or departmental meeting agendas, minutes, observations • Observations of faculty • Social media • Educator evaluation data (professional responsibilities) • Parent surveys • Participation in parent meetings or school events • Records of safety issues •
Positive School Climate for Learning	Maintains and promotes a caring and inclusive school or district climate focused	

	on learning, high expectations and the personal well-being of students and staff.	Collaboration with police and fire departments (minutes from meetings) • Procedure manuals • Emergency management drills • Communication with parents and families • Safe school climate committees • Contingency plans

| **4.3 Equitable and Ethical Practice** |||
Maintains a focus on ethical decisions, cultural competencies, social justice.		
Professional Responsibility and Ethics	Exhibits, models, and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	**Potential Sources of Evidence** • Transparency of policies and procedures • Leadership team agendas, minutes, observations • Professional organizations or memberships • Feedback from colleagues, parents, community members • Educator evaluation data (professional responsibilities) • Faculty or staff handbook • Faculty or departmental meeting agendas, minutes, observations • Professional development • Use of technology • Technology plan or acceptable use policy • Social media efforts
Equity, Cultural Competence and Social Justice	Uses professional influence to foster educational equity, dignity, and social justice to improve culture and climate.	
Ethical Use of Technology	Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission, and goals. Promotes understanding of the legal, social, and ethical uses of technology among members of the school or district community	

Appendix J: Self Reflection and Professional Learning Action Questions

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/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

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

Determine Evidence
- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback? • From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices? (Adopted CSDE 2024)

Appendix K: 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 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. **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 ● Consultant 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 (CTSDE 2024).

(Adopted CSDE 2024)

Appendix L: Goal Setting Form

Beginning of the Year Goals & Planning
Self-Reflection *Completed by Leader* *See Self-Reflection reflection questions* *Leader Single-Point Competency*

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 school and/or district's vision, mission, and strategic goals	Click or tap here to enter text.

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps *Completed by Leader* *Non-negotiable Process Element of the CT Guidelines (2023)* *See Reflection Questions & Professional Learning and Action Questions* *Leader Single-Point Competency*	
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	**Self-Reflection:** Click or tap here to enter text.

do you know? What are your next steps and why?	
Links to Evidence: ●	

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

End-of-Year Reflection & Feedback Process *Leader Single-Point Competency*	
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 and Professional Learning and 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:**

Links to Evidence:
  -

End-of-Year Conference *Leader Single-Point Competency* Completed by Evaluator (by June 30th) Date:	
Name:	Location:
Summative Feedback & Growth Criteria ***Completed by Evaluator***	
Summative Feedback	
Development of new learning & impact on leadership practice related to goal(s).	
Impact of new learning and leadership practice on key partners and or organizational outcomes.	

Impact of new learning on greater community.	

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 　　<u>☐ Tier 3</u>	If Tier 2 and/or Tier 3, please specify strategies: ●
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:
Educator Signature:	**Date:**
Evaluator Signature:	**Date:**

Appendix M: Site Visit #1 Form

Name:	**Location:**
Administrator Role:	**Leader Goal/Observation Focus:**
☐ Category 1 ☐ Category 2 ☐ Additional Site Visit	
Pre-Observation/Visit (*Completed by Leader (as needed/required)*)	

Meeting Plan and/or Context *Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes	

Observation/Site Visit Evidence ***Completed by the Evaluator***

Post-Observation/Visit Reflection Completed by the Leader	
What does today's evidence tell you?	
Are their patterns, trends, or outliers?	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	

Post-Observation/Visit Conference Feedback Completed by the Evaluator		

Areas of Strengths	Single-Point Competencies Completed by the Evaluator	Areas for Growth and/or Next Steps

(Adopted CSDE 2024)

Appendix N: Site Visit #2 Form

Name:	**Location:**
Administrator Role:	**Leader Goal/Observation Focus:**

☐ Category 1
☐ Cohort 2
☐ Additional Site Visit

Pre-Observation/Visit (*Completed by Leader (as needed/required)*)	
Meeting Plan and/or Context *Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes	

Observation/Site Visit Evidence (*Completed by the Evaluator*)

Post-Observation/Visit Reflection (*Completed by the Leader*)	
What does today's evidence tell you?	
Are their patterns, trends, or outliers?	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	

Post-Observation/Visit Conference Feedback (*Completed by the Evaluator*)		
Areas of Strengths	**Single-Point Competencies** *Completed by the Evaluator*	**Areas for Growth and/or Next Steps**

(Adopted CSDE 2024)

Appendix O: Site Visit/Observation Form #3

Name:	**Location:** CI
Administrator Role:	**Leader Goal/Observation Focus:**
☐ Category 1 ☐ Category 2 ☐ Additional Site Visit (	
Pre-Observation/Visit *Completed by Leader (as needed/required)*	
Meeting Plan and/or Context *Upload and provide hyperlink here, as appropriate	

Pre-Conference Notes	
Observation/Site Visit Evidence *Completed by the Evaluator*	
Post-Observation/Visit Reflection *Completed by the Leader*	
What does today's evidence tell you?	
Are their patterns, trends, or outliers?	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	
Post-Observation/Visit Conference Feedback *Completed by the Evaluator*	

Areas of Strengths	Single-Point Competencies *Completed by the Evaluator*	Areas for Growth and/or Next Steps

(Adopted CSDE 2024)

Appendix P: Sample Corrective Support Plan

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

Supportive Actions:

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

Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with _____. Tiered supports have been provided by the evaluator throughout the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

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

(Possible) Resources:
A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

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

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

(Adopted CSDE 2024)