Evaluation

and

Support Plan

2024

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut
Leader and Educator Evaluation and Support Plans 2024

May 9, 2024	
District Board of Education Members	**District PDEC Members**
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Introduction

The Connecticut State Board of Education approved and provided a model plan titled Connecticut Leader and Educator Evaluation and Support Plans 2024. The district's task was to either adopt this plan as written, adapt the plan to fit local needs, or create an entirely different plan. All districts are required to submit their plan to the State Department of Education for review and approval by the end of June 2024. The Stonington Public Schools' Professional Development and Evaluation Committee (PDEC) decided to adapt the state's model and worked throughout the 2023-24 school year to develop a new evaluation and support plan. This document outlines the Stonington Public Schools Leader and Educator Evaluation and Support Plan.

Vision

Through the educator and leader evaluation and support system, all Connecticut educators and leaders have the opportunity for continuous learning and feedback to develop and grow, individually and collectively, so that all Connecticut students experience growth and success.

Purpose

The Stonington Public Schools Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with various stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151 b requires that "the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each educator."

The Stonington Public Schools Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. The Professional Development and Evaluation Committee (PDEC) adapted this plan to align with the CT Guidelines for Educator and Leader Evaluation and Support 2024. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2024 guidelines beginning in the initial year of implementation (2024-25), allowing for PDEC to develop an action plan from self-assessment toward best practices and innovation that will evolve. This plan will:

- introduce key components of the leader evaluation framework and the requirements outlined in the regulations;
- outline specific action steps, forms, and tools from the Model Evaluation and Support Plan specific to the evaluation of leaders and educators; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

Principles

The SPS evaluation and support model's transformational design is grounded in six guiding principles. These principles use high-quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement.

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

Local and State Reporting

The superintendent shall report:

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

For this section, the term "educator" 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.

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

The PDEC is the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model and the professional learning plan to propose to the local board of education for mutual agreement.

Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11(b)(3)](#), each local and regional board of education must establish a professional development and evaluation committee to include at least one educator and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. Individuals selected as delegates for administrators, educators, paraeducators, and other school personnel must be representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social-emotional support staff	• Classroom educator • CTE educator • Library media specialist • Reading interventionist • Instructional coach • Special education educator • Social worker • School psychologist • Speech pathologist	• Principal • Assistant Principal • TESOL supervisor • Special education supervisor • Assistant Superintendent • Curriculum Coordinator • Talent development supervisor

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

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

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC cannot come to a mutual agreement, they shall consider the state model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education.   *Return to Table of Contents*

Professional Learning

One of the major shifts in the new model evaluation program was the movement from numbers and accountability to improving the practice of all educators and leaders. This requires a

mindset shift from professional development toward a professional learning mindset. The professional development mindset attempts a quick fix or offers a small dose of content such as training, workshops, or guest speakers that cannot stimulate a change in practice or address systemic issues. In a professional learning mindset, however, learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. In other words, this shift will include moving from delivering information to intentionally co-designing, with educators, learning, and growth opportunities grounded in the evidence about what is most needed and most effective.

Professional Learning Standards and Structure
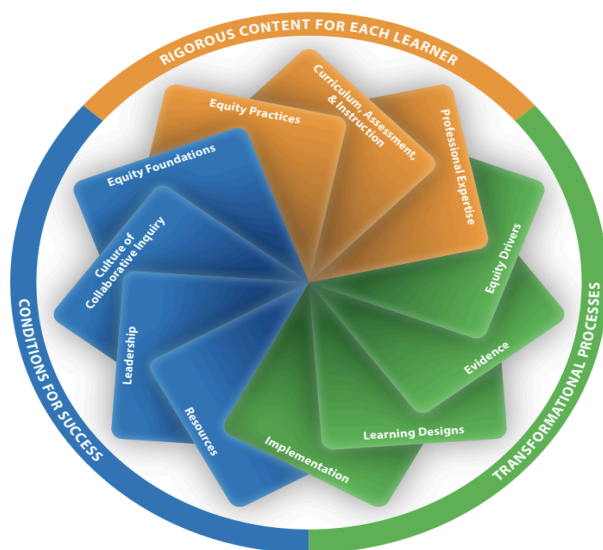
Standards for Professional Learning work within a framework of three categories:

- The **Rigorous Content for Each Learner** standards describe the essential content of adult learning that leads to improved student outcomes.

- The **Transformational Processes** standards describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.

- The **Conditions for Success** standards describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

PDEC agreed to adopt the Learning Forward Professional Learning Standards, 2022 to support this shift. These standards illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the desired learning transformation. The professional standards for leaders, educators, and professional learning are the three visions that work together to lay the foundation for meaningful feedback and continuous learning. *Return to Table of Contents*

SPS Evaluation and Support Plan for Leaders

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on Connecticut's Common Core of Leading as the state performance standards mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. While a single-point rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended the rubric is used to provide focus for high-leverage goal(s) setting and professional learning.

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Leader Standards

1. [Connecticut's Common Core of Leading](#)
2. [Connecticut's Common Core of Leading Single Point Rubric](#)

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Process Elements - Leaders

The annual evaluation and support model for leaders has five elements. The first four are process elements: orientation to the plan, goal setting, mid-year review, and end-of-year conference meetings with the leader and evaluator. The fifth element is observation events, including site visits and practice reviews that can vary in number based on the leader's experience and performance.

Orientation to the Plan - Leaders

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.

The graphic below documents the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators. All leaders are assigned a primary evaluator (092 or 093 certificate holder).

Leader Continuous Learning Process

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

Site Visit/ Observation of professional practice, reflection and feedback

Goal Setting Completed by November 1

Organizational Health

Mid-Year Check-in Completed by March 1

Site Visit/ Observation of professional practice, reflection and feedback

End-of-Year Reflection Completed by June 30

Goal Setting
Completed by November 1

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

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

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

Mid-year Check-in
Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

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

End-of-Year Reflection
Completed by June 30

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

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

([See Appendix G for more details](#))

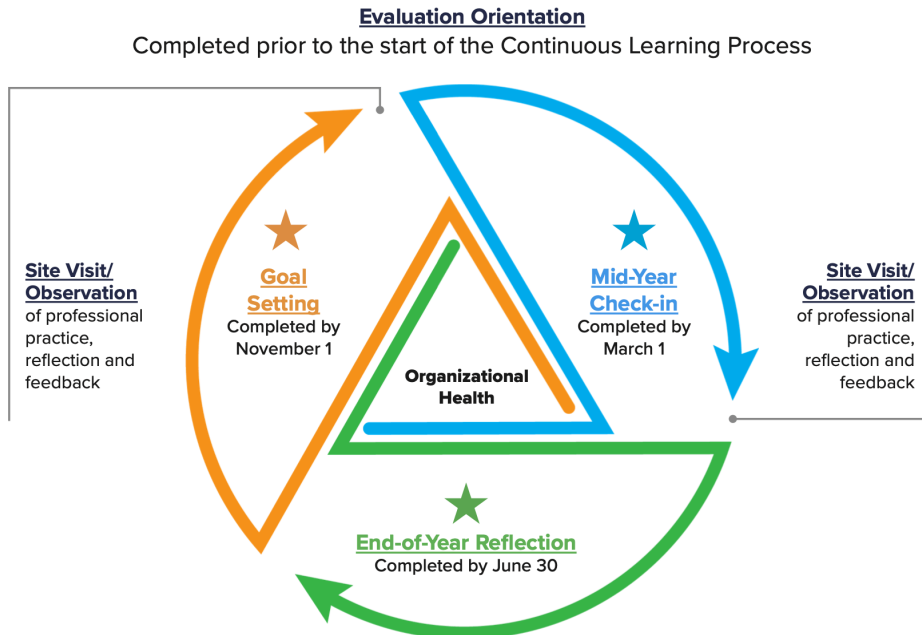| Link to Orientation Form Link to Goal Setting Form	Link to Mid-year Check-in Form	Link to End-of-Year Reflection Form

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(s) Setting (Completed by November 1)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (see appendix C). 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 March 1):

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

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. All forms for documentation are hyperlinked within the graphic of the continuous learning process, with further detail for each step.

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

Cohorts and Evaluation Schedule - Leaders

Definition of Cohorts	
<u>Cohort 1</u>	<u>Cohort 2</u>
Who:	Who:
- New to a leadership role (e.g., principal from assistant principal, etc.; first two years) - New to a leadership role at Stonington Public Schools (first two years)	Leaders who have successfully completed Cohort 1 at Stonington Public Schools
What:	What:
- Three observations of professional practice and/or site visits with verbal and written feedback within ten school days - Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary by the evaluator	- Two observations of professional practice and/or site visits with verbal and written feedback within ten school days - Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary by the evaluator

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Tiers of Support - Leaders

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

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

Tier 1

Tier 1 supports are the *universal* professional learning opportunities available to all leaders. These opportunities include but are not limited to collegial professional conversations, site visits, available district resources such as books, articles, videos, etc., formal professional learning opportunities developed and designed by the district, and other general supports for all leaders, such as coaching and PLCs. These resources should be identified through a goal-setting process by mutual agreement. Even if this level of support for a leader's professional growth is highly individualized during the goal-setting meeting, it will be considered part of the universal Tier 1 level of support. All leaders are expected to access opportunities for professional growth offered by the district consistently.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus. (They are generally 6-8 weeks in duration.) Tier 2 support can be requested by the leader or recommended by an evaluator. While the Tier 2 process is designed to be collaborative between the leader and evaluator, the evaluator will inform the leader's collective bargaining representative if Tier 2 support is added in the Mid-Year or End-of-Year conferences.

Tier 3

Evaluators assign Tier 3 supports in response to previously documented concerns. They have an articulated area of focus, time duration, and success criteria. (Generally, 6-8 weeks in duration.) Evaluators can only implement Tier 3 supports after Tier 2 supports have been documented and communicated with the leader and their collective bargaining representative. The representative will participate with the leader and evaluator in the planning and monitoring of these supports. The support plan may include criteria for moving to a Corrective Support Plan.

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Corrective Support Plan - Leaders

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will 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 before developing a Corrective Support Plan. The evaluator will create the plan in consultation with the leader and their collective bargaining representative pursuant to C.G.S. 10-153b.

The Corrective Support plan is separate from the standard leader growth model and must contain the following:
- Clear objectives specific to the area of concern;
- Resources, support, and interventions to address the area of concern;

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- Well-defined timeframes for implementing the resources, supports, and interventions; and
- Supportive actions from the evaluator.

Several outcomes are possible at the conclusion of the Corrective Support Plan period, as determined in consultation with the evaluator, leader, and bargaining unit representative. See Appendix I for a Corrective Plan example.

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Dispute Resolution - Leaders

The dispute resolution process aims to secure equitable solutions to disagreements at the lowest possible administrative level, which may arise from time to time and be related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally. If a leader disagrees with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek a common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

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

Process

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

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

2. If no resolution has been reached, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

   a. Option 1:

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

In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent, and leader may select three mutually agreed-upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut-certified leader and may or may not be from within the district.

b. Option 2:

The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but at most five school days from the written communication date to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since appeals must 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, however, agree 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 the evaluator does not receive a written initiation of a dispute 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 indicated number of days. The absence of a written appeal at any subsequent level shall be considered a waiver of the right to appeal further.

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

Appendices - Leader: Information, Forms, and Resources

Appendix A: Sample Reflection Questions -Leaders

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, or 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?
- In 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 with 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, skills, and practice?

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

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

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Appendix B: Definition of Cohorts - Leaders

Definition of Cohorts	
<u>Cohort 1</u>	<u>Cohort 2</u>
Who:	Who:
- New to a leadership role *(e.g., principal from assistant principal, etc.;* first two years) - New to a leadership role at Stonington Public Schools (first two years)	Leaders who have successfully completed Cohort 1 at Stonington Public Schools
What:	What:
- Three observations of professional practice and/or site visits with verbal and written feedback within ten school days - Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary by the evaluator	- Two observations of professional practice and/or site visits with verbal and written feedback within ten school days - Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary by the evaluator

Appendix C: Growth Criteria and Sources of Evidence - Leaders

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

Appendix D: General Glossary - Leaders

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

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

Fist to Five Voting

| No way! I strongly object | I see major concerns, we need to discuss further | I still have reservations and would like to discuss some minor issues | I'm not in full agreement but I feel comfortable moving forward | Good idea/plan, I'm happy to move forward with it | It's a great idea, I fully support it and will champion it! |

Lack of Consensus ← ? → **Consensus**

https://opentextbooks.uregina.ca/paths/chapter/making-decisions-as-a-team

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well-documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

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

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

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

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

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

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, site visit feedback, and reflections of the leader's impact on organizational health, educator growth, and student learning, growth, and achievement as part of the leader feedback process.

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

Quality feedback:

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

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

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

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

growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader's new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

high-leverage goals: High-leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

informal observations: An informal observation can be planned in advance with the educator or an unannounced visit to evaluate educator performance. In general, informal observations are at least 10 minutes in length but usually less than 30 minutes in length. Evaluators will provide written or verbal feedback to the educator within five school days.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, or department chair. This is not an exhaustive list, but rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

multiple measures: These can include, but are not limited to, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.

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

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

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

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also Appendix E, Glossary of Professional Learning Opportunities.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or educators, review of leader or educator work, or review of other leader artifacts.

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

single point competency: A description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families, or other partners in the work with a focus on the leader's goal. Site visits are planned and scheduled in advance with leaders and evaluators and may have pre and post-meetings.

student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process.

tiered support:

Tier 1

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

Tier 2

In addition to Tier 1, Tier 2 supports are more 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

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

Appendix E: General Glossary Professional Learning Opportunities - Leaders

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

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

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

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

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:
- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of educators planning a lesson, observing one educator present the lesson, and then reflecting on it afterwards.

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

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

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

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

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

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

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

walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

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

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

Appendix F: CCL Rubric

Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

▲ 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.

1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

▲ 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.

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.

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.

▲ Domain 3: Organizational Systems

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 and resources to support student achievement and school improvement.

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

▲ Domain 4: Culture and Climate

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.

4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

4.3 **Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

Appendix G: Continuous Learning Process - Leaders

Leaders and Evaluators collaborate and document the three process elements of the plan: Goal Setting, Mid-Year Review, and End-of-Year Review. The process and forms for each meeting are listed below.

Goal Setting
- Leaders complete a reflection and create goals based on their professional learning plan. They also explain the data and evidence they will use to measure progress on their goal, indicate if it is a one-, two-, or three-year goal, and explain how it aligns with SIP/DIP/BOE goals.
- Evaluators complete a brief narrative summary of the goal-setting conference and indicate the support level the leader is receiving. (Tier 1, Tier 2, or Tier 3)
- Leader Evaluation Orientation Form

Evaluation Orientation

Orientation to Leader Evaluation was Completed on: Click or tap to enter a date.

Non-negotiable Process Element of the CT Guidelines (2023)

Name: Click or tap here to enter text.		Location: Click or tap here to enter text.	
Select One:	Select One:	Select One:	Select One:
☐ Cohort 1 *New to leader role or first 2 years in SPS*	☐ Individual goal ☐ Collaborative goal *Decided upon mutual agreement.*	☐ 1-year goal ☐ 2-year goal ☐ 3-year goal *Decided upon mutual agreement.*	☐ CCL Rubric
☐ Cohort 2 *Years 2+ in SPS*			

- [Leader and Evaluator Form](#)

Beginning of the Year Goals & Planning	
Self-Reflection *Completed by Leader* [See Self-Reflection sample reflection questions](#)	
Capture your self-reflection here; consider using the Sample Questions 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 your goal length (1, 2, 3 years).	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.

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

Mid-Year

- Leaders complete a self-reflection of their progress and list/link evidence.
- Evaluators complete a brief narrative to provide feedback on the leader's progress in professional learning and toward goals. The evaluator can also note any change in support level.
- Leader & Evaluator Form

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps
Completed by Leader
Non-negotiable Process Element of the CT Guidelines (2023)
See Sample Reflection Questions & Professional Learning & Action Questions

Name: Click or tap here to enter text.	Location: Click or tap here to enter text.
What has been your progress to-date on your professional learning plan and your goal(s)and how do you know? What are your next steps and why?	**Self-Reflection:** Click or tap here to enter text.
Links to Evidence: ●	

Mid-Year Conference
Completed by Evaluator (by March1)
Date: Click or tap to enter a date.

Feedback to Leader (Feedback regarding progress on professional learning and progress toward goa(s)l. Include change in tiered supports, if recommended.):

Click or tap here to enter text.

End-of-Year
- Leaders complete a self-reflection based on three prompts and list/link evidence.
- Evaluators provide summary feedback on all observations, the leader's' professional learning, and the impact on student learning. The evaluator can also enter information about changes in support level if needed and document any mutually agreed-upon changes to a multi-year plan based on the reflection of year 1.
- Leader Reflection Form

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

- Evaluator Form

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

Appendix H: Observation/Site Visit Forms - Leaders

Observation/Site Visit Form

Leader Evaluation Observation/Site Visit #_____

Name: Click or tap here to enter text.	Location: Click or tap here to enter text.
Administrator Role: Click or tap here to enter text.	Leader Goal/Observation Focus: Click or tap here to enter text.

☐ Cohort 1 (Pre-Post- Conference Required)
☐ Cohort 2 (Post-Conference Required)
☐ Additional Site Visit (Pre-/Post-Conference Optional)

Pre-Observation/Visit *Completed by Leader (as needed/required)*

Meeting Plan and/or Context *Upload and provide hyperlink here, as appropriate	Click or tap here to enter text.
Pre-Conference Notes	Click or tap here to enter text.

Observation/Site Visit Evidence *Completed by the Evaluator*
Click or tap here to enter text.

Post-Observation/Visit Reflection *Completed by the Leader*

What does today's evidence tell you?	Click or tap here to enter text.
Are their patterns, trends, or	Click or tap here to enter text.

outliers?	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	Click or tap here to enter text.

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

Download Site Visit form

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Appendix I: Sample Corrective Support Plan - Leaders

(Sample)

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 (CCL – Standard) and to improve operations in management (CCL – Standard)

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 the 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 the building, as appropriate.

SPS Evaluation and Support Plan for Educators

Framework and Rubrics - Educators

Educator Standards
[Connecticut's Common Core of Teaching (CCT)](#)
[(CCT) Rubric for Effective Service Delivery](#)
[CCT_Single Point Rubric](#)

Process Elements - Educators

The annual evaluation and support model for educators has five elements. The first four are process elements: orientation to the plan, goal setting, mid-year review, and end-of-year conference meetings with the leader and evaluator. The fifth element is observation events, including classroom observations and practice reviews, which can vary in number based on the educator's experience and performance.

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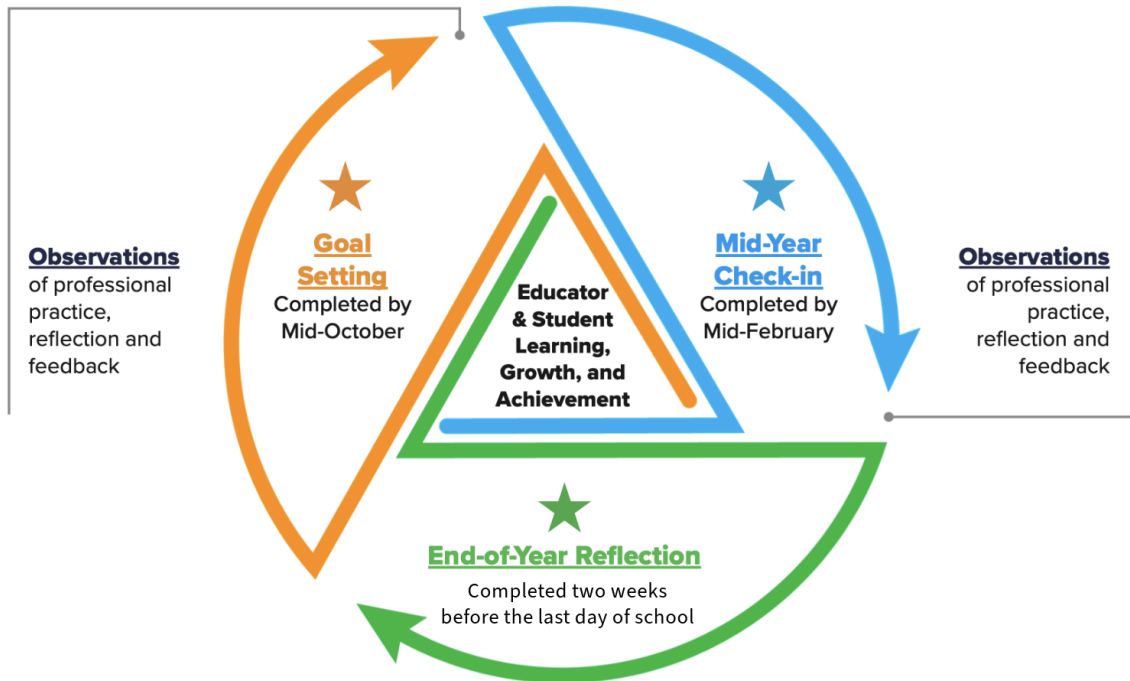
Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant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

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Educator Continuous Learning Process

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

Observations
of professional practice, reflection and feedback

Goal Setting
Completed by Mid-October

Educator & Student Learning, Growth, and Achievement

Mid-Year Check-in
Completed by Mid-February

Observations
of professional practice, reflection and feedback

End-of-Year Reflection
Completed two weeks before the last day of school

Goal Setting
Completed by Mid-October

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

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

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

Mid-year Check-in
Completed by Mid-February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

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

End-of-Year Reflection
Completed by June 1

End-of-Year Reflection and Feedback Process
- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

([See Appendix P for more details](#))

[Link to Orientation & Goal Setting Form](#)	[Link to Mid-year Check-in Form](#)	[Link to End-of-Year Reflection Form](#)

Cohorts and Evaluation Schedule - Educators

Definition of Cohorts	
Cohort 1	Cohort 2
Who:	Who:
- Educators new to the profession (first four years) - Educators new to the district (first two years)	Educators who have successfully completed Cohort 1 in the district
What:	What:
- Three Observations of Professional Practice - - One formal observation (minimum 30 minutes in length) with a pre and post meeting within five days including verbal and written feedback - Two additional observations in any combination of informal observations and a review of practice. Both will receive verbal and written feedback within five days.	- Three Observations of Professional Practice - May include any combination of informal observations, review of practice, and formal observations. All will receive verbal and written feedback within five days.
Additional observations of professional practice as mutually agreed upon or as deemed necessary	

Orientation on the educator 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/Review of practice
• Tiered supports
• Dispute resolution Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

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

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

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

Midyear Check-in (Completed by mid-February):

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

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

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

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

All forms for documentation are hyperlinked within the graphic of the continuous learning process with further detail for each step.

Professional Practice and Educator Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback (see Appendix K).

Observation of Professional Practice and Feedback

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

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

Quality feedback:

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

Tiers of Support - Educators

Educators may require slightly more or different support than can be provided in the universal educator growth and support process in Tier 1. Action plans for additional support should always be balanced and manageable and provide sequential levels of targeted meaningful support.

Tier 1

Tier 1 supports are the *universal* professional learning opportunities available to all educators. These opportunities include but are not limited to collegial professional conversations, classroom visits, available district resources such as books, articles, videos, etc., formal professional learning opportunities developed and designed by the district, and other general supports for all educators, such as instructional coaching and PLCs. These resources should be identified through a goal-setting process by mutual agreement. Even if this level of support for an educator's professional growth is highly individualized during the goal-setting meeting, it will be considered part of the universal Tier 1 level of support. All educators are expected to access opportunities for professional growth offered by the district consistently.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus. (Generally, 6-8 weeks in duration) Tier 2 support can be requested by the educator or recommended by an evaluator. While the Tier 2 process is designed to be collaborative between the educator and evaluator, if the addition of Tier 2 supports is reflected in the Mid-Year or End-of-Year conferences, the evaluator will inform the educator's collective bargaining representative.

Before moving to the Tier 3 level of support, there must be a pattern of specific, ongoing concerns previously documented in the feedback to the educator. The evaluator must have documented attempts to help and support the educator collaboratively, and the collective bargaining representative should already be aware of these supportive measures. All subsequent support steps must include the bargaining representative throughout the process.

Tier 3

Evaluators assign Tier 3 supports in response to previously documented concerns. They have an articulated area of focus, time duration, and success criteria. (Generally, 6-8 weeks in duration) Evaluators can only implement Tier 3 supports after Tier 2 supports have been documented and communicated with the educator's collective bargaining representative. The representative will participate with the educator and evaluator in the planning and monitoring of these supports. The support plan may include criteria for moving to a Corrective Support Plan.

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Corrective Support Plan - Educators

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three Tiers of support before developing a Corrective Support Plan. The evaluator will create the plan in consultation with the educator and their collective bargaining representative pursuant to C.G.S. 10-153b.

The Corrective Support plan is separate from the standard educator growth model and must contain the following:
- Clear objectives specific to the area of concern;
- Resources, support, and interventions to address the area of concern;
- Well-defined timeframes for implementing the resources, supports, and interventions; and
- Supportive actions from the evaluator.

Several outcomes are possible at the conclusion of the Corrective Support Plan period, as determined in consultation with the evaluator, educator, and bargaining unit representative.

See appendix R for a Corrective Support Plan form and example

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Dispute Resolution - Educators

The dispute resolution process is designed to ensure fairness and secure equitable solutions at the lowest possible administrative level to any disagreements that may arise from the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators and their evaluators are encouraged to resolve disagreements informally. If an educator disagrees with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek a common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If the evaluator does not receive a written initiation of a dispute within five workdays, the educator shall be considered to have waived the right of appeal.

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.

2. If no resolution has been reached, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

   a. Option 1:

      The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee and a neutral party as mutually agreed upon between the superintendent and the collective

bargaining unit. The subcommittee's role is to determine the resolution of the dispute, identify any actions to be taken moving forward, and notify the superintendent of the decision.

b. Option 2:

The educator 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 educator being evaluated) as soon as possible, but at most five school days from the written communication date to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent, and educator may select three mutually agreed-upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut-certified educator and may or may not be from within the district.

Time Limits

1. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If the evaluator does not receive a written initiation of a dispute within five workdays, the educator shall be considered to have waived the right of appeal.
2. The educator being evaluated must initiate each level of the appeal process within the indicated number of days. The absence of a written appeal at any subsequent level shall be considered a waiver of the right to appeal further.
3. Since appeals must 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.
4. Days shall mean workdays. Both parties may, however, agree to meet during breaks at mutually agreed-upon times.

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

Appendices - Educator: Information, Forms, and Resources

Appendix J: Sample Reflection Questions -Educators

Self-Reflection Sample Questions
- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional 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 K: Definition of Cohorts - Educators

Definition of Cohorts	
<u>Cohort 1</u>	<u>Cohort 2</u>
Who:	Who:
- Educators new to the profession (first three years) - Educators new to the district (first two years)	Educators who have successfully completed Cohort 1 in the district
What:	What:
- Three Observations of Professional Practice - One formal observation (minimum 30 minutes in length) with a pre and post meeting within five school days including verbal and written feedback. - Two additional observations in any combination of informal observations and a review of practice. Both will receive verbal and written feedback within five school days.	- Three Observations of Professional Practice - May include any combination of informal observations and review of practice with one formal observation every three years. All will receive verbal and written feedback within five school days.
Additional observations of professional practice as mutually agreed upon or as deemed necessary	

Appendix L: Growth Criteria and Sources of Evidence - Educators

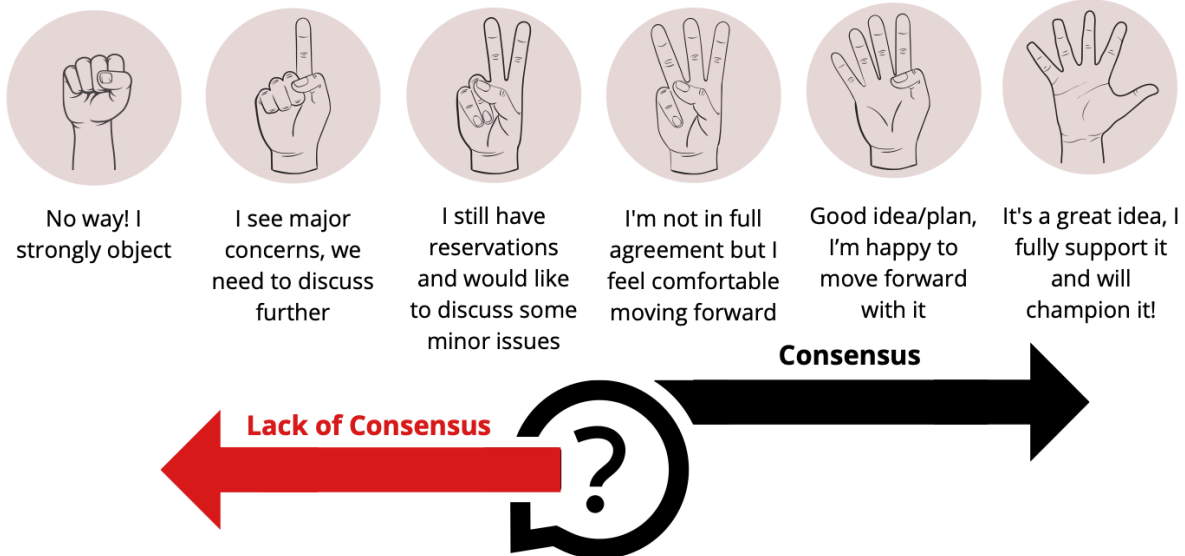| Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice - Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used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

Appendix M: General Glossary - Educators

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

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

Fist to Five Voting

| No way! I strongly object | I see major concerns, we need to discuss further | I still have reservations and would like to discuss some minor issues | I'm not in full agreement but I feel comfortable moving forward | Good idea/plan, I'm happy to move forward with it | It's a great idea, I fully support it and will champion it! |

Lack of Consensus

Consensus

https://opentextbooks.uregina.ca/paths/chapter/making-decisions-as-a-team

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well-documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

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

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

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

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

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

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, site visit feedback, and reflections on the leader's impact on organizational health, educator growth, and student learning, growth, and achievement as part of the leader feedback process.

feedback: "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self.

Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

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

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

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

goals and standards: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader's new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

high leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

informal observations: An informal observation can be planned in advance with the educator or an unannounced visit to evaluate educator performance. In general, informal observations are at least 10 minutes in length but usually less than 30 minutes in length. Evaluators will provide written or verbal feedback to the educator within five school days.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, but rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

multiple measures: Can include, but is not limited to, structures and systems to support educator learn-ing and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.

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

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

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

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. (See Appendix M Glossary of Professional Learning Opportunities.)

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or educators, review of leader or educator work, or review of other leader artifacts.

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

single point competency: A description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric

student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

tiered support:

Tier 1

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

Tier 2

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

Tier 3

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

 (see Educators Tiers of Support section for more detail)

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Appendix N: Glossary of Professional Learning Opportunities - Educators

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

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

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

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

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:
- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of educators planning a lesson, observing one educator present the lesson, and then reflecting on it afterwards.

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

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

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

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

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

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

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

walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

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

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

(Return to Appendix L - General Glossary - Educators)

Appendix O: CCT at a Glance for Educators/Service Providers

CCT Single Point Competencies for self-reflection (Educators)

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations

▲ 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 all students.

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

1c. Maximizing instructional time by effectively managing routines and transitions.

▲ 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.

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3c. Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

▲ 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 challenge for all students.

2b. Planning instruction to cognitively engage students in the content.

2c. Selecting appropriate assessment strategies to monitor student progress.

▲ 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.

4b. Collaborating to develop and sustain a professional learning environment to support student learning.

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

CCT Single Point Competencies for self-reflection (Service Providers)

CCT Rubric for Effective Service Delivery 2017 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
▲ Domain 1: Learning Environment, Engagement and Commitment to Learning	▲ Domain 2: Planning for Active Learning
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:	*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:*
1a. Promoting a positive learning environment that is respectful and equitable.	2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.	2b. Developing plans to actively engage learners in service delivery.
1c. Maximizing service delivery by effectively managing routines and transition.	2c. Selecting appropriate assessment strategies to identify and plan learning targets.
▲ Domain 3: Service Delivery	▲ Domain 4: Professional Responsibilities and Leadership
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:	*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*
3a. Implementing service delivery for learning.	4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.
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.	4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.
3c. Assessing learning, providing feedback and adjusting service delivery.	4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Appendix P: Continuous Learning Process - Educators

Educators and leaders collaborate and document the three process elements of the plan: Goal Setting, Mid-Year Review, and End-of-Year Review. The process and forms for each meeting are listed below.

Orientation to the Plan

Orientation on the educator 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
- Educators complete a reflection and create a student learning goal based on their professional learning plan. They also explain the data and evidence they will use to measure progress on their goal, indicate if it is a one, two, or three-year goal, and explain how it aligns with SIP/DIP/BOE goals.
- Evaluators complete a brief narrative summary of the goal-setting conference and indicate the support level the educator is receiving.(Tier 1, Tier 2, or Tier 3)
- [Educator Evaluation Orientation Form](#)

Evaluation Orientation

Orientation to Educator Evaluation was Completed on: Click or tap to enter a date.

Name: Click or tap here to enter text.		Location: Click or tap here to enter text.	
Select One:	Select One:	Select One:	Select One:
☐ Cohort 1 *New to the profession (first 3 years) or new to SPS (first 2 years)*	☐ Individual goal ☐ Collaborative goal *Decided upon mutual agreement.*	☐ 1-year goal ☐ 2-year goal ☐ 3-year goal *Decided upon mutual agreement.*	☐ CCT Teacher Rubric ☐ CCT Service Delivery Rubric
☐ Cohort 2 *Educators who have successfully completed Cohort 1*			

- [Educator and Evaluator Goal Setting Form](#)

Beginning of the Year Goals & Planning	
Self Reflection	
Completed by Educator	
See Self-Reflection sample reflection questions	
Goal Title	
Baseline data: Summarize your self-reflection from the CCT Single Point Competencies (Appendix A or B). (Why are you selecting this competency?) *See Professional Learning & Action Questions to guide your plan.*	
Goal, Rationale, Alignment, and Professional Learning Plan	
Completed by Educator	
CCT Competencies Domain & Standard #	Select the Domain and Standard from CCT that best aligns with your goal.
Based on your analysis above, what is/are your goal(s)? Include a rationale for your goal length (1, 2, 3 years).	This' replaces the "SLO"
What is your learning plan to support achieving your goal?	This replaces the IAGDs. It explains what professional learning the teacher will engage in to reach the goal and how it will impact student growth.
What evidence of educator learning, student learning, growth, and achievement will you use to reflect, monitor, and adjust your goal? *See Examples of Evidence Types*	This replaces the IAGDs, and explains how progress on goal will be measured.
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)?	This section is only for multi-year goals to outline the sequence of steps over each year briefly
How might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	How does it align with SIP, DIP, or BOE goals?

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

Mid-Year
- Educators complete a self-reflection of their progress and list/link evidence.
- Evaluators complete a brief narrative to provide feedback on the educator's progress in professional learning and toward goals. The evaluator can also note any change in support level.
- Educator and Evaluator Mid-Year Form

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

Mid-Year Conference
Completed by Evaluator (by March 1)
Date: Click or tap to enter a date.
Feedback to Educator (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
- Educators complete a self-reflection based on three prompts and list/link evidence.
- Evaluators provide summary feedback on all observations, the educators' professional learning, and the impact on student learning. The evaluator can also enter information about changes in support level if needed and document any mutually agreed-upon changes to a multi-year plan based on the reflection of year 1.
- Educator End-of-Year Form

End-of-Year Reflection & Feedback Process
Non-negotiable Process Element of the CT Guidelines (2023)

Name: Click or tap here to enter text.	**Location:** Click or tap here to enter text.

Self-Reflection
Completed by Educator

See Sample Reflection Questions & Professional Learning & Action Questions

How did your new learning impact your practice/goal(s), and how do you know? What impact did your new learning and practice have on your student's learning, growth, and/or achievement, and how do you know? What challenges did you encounter, and what are your next steps with your professional learning?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:
- Click or tap here to enter text.

- Evaluator End-of-year Form

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

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Appendix Q: Observation Forms - Educator

⇓Link to Download this form

Observation Form

Educator Evaluation Observation # _____

Name: Click or tap here to enter text.	Time/Location: Click or tap here to enter text.
Grade/Role: Click or tap here to enter text.	Discipline/Focus: Click or tap here to enter text.

☐ Cohort 1 (Pre-Post- Conference Required)
☐ Cohort 2 (Post-Conference Required)

Pre-Observation
Completed by Educator (as needed/required)

Lesson Plan/Meeting Plan *Upload and provide hyperlink here, as appropriate	Click or tap here to enter text.
Pre-Conference Notes including the identified competency focus for the observation.	Click or tap here to enter text.

Observation *Completed by the Evaluator*
Click or tap here to enter text.

Post-Observation Reflection *Completed by the Educator*

What does today's evidence tell you?	Click or tap here to enter text.

Are there patterns, trends, or outliers?	Click or tap here to enter text.
How will our collaborative reflection help you move forward and apply your learning in your next steps?	Click or tap here to enter text.

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

⇩Link to download this form

<table>
<tr><td colspan="2" align="center">**Informal Observation/Review of Practice Form**</td></tr>
</table>

<table>
<tr><td colspan="2" align="center">Informal Observation ☐#1 ☐#2 ☐#3 ☐ Review of Practice</td></tr>
</table>

<table>
<tr><td colspan="2" align="center">Describe the observation context (class observation, team meeting, review of practice, etc.)</td></tr>
<tr><td>Name: Click or tap here to enter text.</td><td>Location, Date, and Time: Click or tap here to enter text.</td></tr>
<tr><td>Administrator Role: Click or tap here to enter text.</td><td>Leader Goal/Observation Focus: Click or tap here to enter text.</td></tr>
<tr><td colspan="2">How was feedback given to the educator?   ☐ Verbal   ☐ Written</td></tr>
<tr><td colspan="2">Summarize what you observed/heard regarding the CCT domains below. Include the educator's statements and actions as well as those of the students or others involved</td></tr>
<tr><td colspan="2">Domain 1. Classroom environment, student engagement, and commitment to learning</td></tr>
<tr><td colspan="2">Click or tap here to enter text.</td></tr>
<tr><td colspan="2">Domain 2. Planning for active learning (ROP only)</td></tr>
<tr><td colspan="2">Click or tap here to enter text.</td></tr>
<tr><td colspan="2">Domain 3. Instruction for active learning</td></tr>
<tr><td colspan="2">Click or tap here to enter text.</td></tr>
<tr><td colspan="2">Domain 4. Professional responsibilities and educator leadership</td></tr>
<tr><td colspan="2">Click or tap here to enter text.</td></tr>
</table>

Recommendations, other discussion points, or thoughts		
Click or tap here to enter text.		
Optional Post-Observation Reflection		
Areas of Strengths	Single-Point Competencies *Completed by the Evaluator*	Areas for Growth and/or Next Steps
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Appendix R: Sample Corrective Support Plan - Educator

(Sample)

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources

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

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

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

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with _____.

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

Objective:

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

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:
(Suggested supportive actions)

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

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