

# **Educator Guidelines for Evaluation and Support**

**2024**

**Suffield, Connecticut**



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(Note: The full PDEC team received updates and provided feedback to the PDEC subcommittee throughout the writing process)

## Contents

<a href="#">Connecticut General Statutes Requirements</a> .....	1
<a href="#">Introduction</a> .....	1
<a href="#">Vision</a> .....	1
<a href="#">Guiding Principles</a> .....	1
<a href="#">Educator Evaluation and Support Overview</a> .....	2
<a href="#">Evaluation Cycle</a> .....	2
<a href="#">Goal-Setting Process</a> .....	3
<a href="#">Observation Cycle</a> .....	3
<a href="#">Mid Year Review</a> .....	4
<a href="#">End of Year Review</a> .....	4
<a href="#">Corrective Action Process</a> .....	4
<a href="#">Dispute Resolution</a> .....	6
<a href="#">Local and State Reporting</a> .....	6
<a href="#">References</a> .....	7

Appendix A: <a href="#">Definitions</a> .....	8
Appendix B: <a href="#">Process Timeline</a> .....	9
Appendix C: <a href="#">Suffield Professional Growth and Development Form</a> .....	10
Appendix D: <a href="#">Classroom Educator Rubric</a> .....	13
Appendix E: <a href="#">Non-Classroom Educator Rubric</a> .....	15
Appendix F: <a href="#">Master Lesson Plan Template</a> .....	17
Appendix G: <a href="#">Suffield Corrective Action Plan Steps and Documentation</a> .....	19
Appendix H: <a href="#">Suffield Corrective Action Plan for Educator Growth Template</a> .....	22
Appendix I: <a href="#">Growth Criteria and Sources of Evidence</a> .....	23

## Connecticut General Statutes Requirements

Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

**Teacher** is defined as “each certified professional employee below the rank of superintendent employed by a board of education who holds a certificate or permit issued by the State Board of Education” (SBE). This definition encompasses the multiple roles of certified professional employees employed by a board of education (see [Appendix A](#)).

- **Educator** includes teachers, student support specialist, and educator support specialists who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role of providing support services hold a valid certificate or permit issued by the State Board of Education.

## Introduction

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth, and achievement.

The Suffield Professional Development and Evaluation Committee (PDEC) engaged in a collaborative process to reach consensus on the design principles that would most impact the design of a transformative educator evaluation and support system that uses high-quality professional learning to improve educator practice and student outcomes.

## Vision

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

## Guiding Principles

- **Allow for differentiation of roles** (for example, educators, school counselors, instructional coaches, student support staff, etc.)
- **Simplify and reduce the burden** of the steps and process of evaluation for all stakeholders
- **Identify high leverage, mainstream goal focus areas**
- **Connect to best practices aimed at the development of the student** (including, but not limited to academic, social, emotional, and physical development)
- **Focus on educator growth and collaboration** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus)
- **Improving practices** through personalized, discipline specific, professional learning that is meaningful and impactful
- **Specific, timely, accurate, actionable feedback**

## Educator Evaluation and Support Overview

The vision, guiding principles, and overall framework for educator evaluation and support describe a systematic process of continuous improvement and professional learning leading to high-quality professional practice and improved outcomes for students. Primary evaluators will take part in annual professional development in all aspects of the Educator Evaluation Support System. Educators and evaluators will hold meetings in a spirit of continuous improvement, reflection, and collaboration.

The evaluation process will shift the focus from management to a learning organization that embraces a continuous growth model. Developing the capacity of educators serves as an important component of a continuous growth system focused on educator practice, student learning outcomes, and professional learning. All educators will be assigned a primary evaluator (092).

The design elements of the Connecticut Guidelines for Educator Evaluation (2023) (CT Guidelines 2023) and Suffield Public Schools guidelines are based on research and best practices from Connecticut educators and from other states, and sets forth the following elements of educator evaluation.

Prior to the end of the 2024 school year the teaching faculty will engage in an overview and orientation of the Educator Evaluation document. Additionally, all faculty members will have access to the document to review over the summer. At the beginning of the school year teachers will be included in professional development training to understand the Educator Evaluation document's differentiated supports and processes. The professional development will occur on August 26, 27 and/or September 3, 2024. On-going training will occur throughout the school year as determined by the PDEC committee.

## The Evaluation Cycle

Educators in Suffield will participate in an evaluation cycle in order to grow as educators. Educators will be assigned a primary evaluator. The evaluation and support of the educator will be an on-going, cyclical process between the primary evaluator and the educator to ensure educator growth and support throughout the school year. To ensure continual growth, educators will meet with their primary evaluator a minimum of three times a year to include a fall goal setting, mid-year review, and end of year review. A communication from PDEC outlining the full year expectations of the evaluation cycle will be sent to all educators within the first week of each school year. (See [Appendix B](#) for the Goal-Setting Process Timeline, and [Appendix C](#) for the Suffield Professional Growth and Development Form).

Educator practice discussions will be based on a set of single point competencies developed by Suffield's Professional Development and Evaluation Committee and adapted from Marzano's Teacher Evaluation Framework. Single point competencies are a single set of desired outcomes. Competencies were developed for classroom educators and non-classroom educators (see [Appendix D](#) Classroom Educator Rubric and [Appendix E](#) Non-Classroom Educator Rubric).

Goals and standards developed must be consistent with the goals of the district with a clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations).

Goals should always be connected to standards.

- Individual educators must reflect on how they are contributing to the vision, mission, and goals of the district, whether they develop individual, departmental, or grade-level team-based goals.
- The goal-setting process should encourage consideration of the growth of the student—considering

growth indicators in a variety of areas critical to the overall well-being of students that may include academic, social, emotional, and behavioral.

## Goal Setting Process

The goal setting process ensures that the evaluation and support of the educator will be an on-going, cyclical documented process between the primary evaluator and educator to ensure educator growth and support. Evaluation and support will be focused primarily on an educator selected goal. Goal setting meetings must be completed by October 31st for non-tenured educators and November 15th for tenured educators.

- The goal setting meeting will be focused on setting a goal in alignment with standards
  - Non-tenured educators will meet individually with their evaluator
  - Tenured educators can meet either as an individual OR as a collaborative group depending on the goal with their evaluator. *(Tenured educators on a support plan must meet individually with their evaluator to determine goal and next steps)*
- Educators and evaluators will agree upon which rubric (classroom educator or non-classroom educator) will be utilized for evaluation.
- Educators and evaluators will agree upon a 1, 2 or 3 year goal and develop a plan for professional development and support that is consistent with their professional status and goals.
- Multiple measures can include, but are not limited to, student learning, educator learning, cultural changes, etc. Additional evidence relevant to one or more competencies may be part of the process and discussion. (samples in [Appendix I](#))
- Educators will develop a written professional growth plan on the Goal Setting section of the Suffield Professional Growth and Development Form ([Appendix C](#)) in order to continue student and educator growth. This plan will include:
  - a goal
  - processes and methods to achieve the goal
  - measures of accomplishment
  - impact on student growth and/or the school community
  - opportunities for professional growth
  - professional supports needed for educator growth
  - needed resources for educator and student growth

## Observation cycle

The observation cycle exists to provide educators with ongoing feedback and support for professional and student growth. Educators will be observed throughout the school year following a timeline as outlined in [Appendix B](#), using the Classroom and Non Classroom Educator rubrics forms found in [Appendix D](#) and [Appendix E](#). New hires to the Suffield Public Schools will have one Formal Observation and two Observations of Practice. All other educators will have a minimum of two Observations of Practice. Feedback will be based on evidence, observations and artifacts of professional practice as aligned to the lens of the agreed upon standard(s).

- Formal Observation:



- Required for new hires to the Suffield Public Schools
  - Includes a scheduled pre-observation meeting, a written lesson plan ([Appendix F](#)), a formal observation, and a post-observation meeting
  - Pre-observation paperwork must be completed by the educator in advance of the pre observation meeting
  - Must involve direct teaching with students (classroom educators)
  - May include direct teaching with students, coaching cycles, presentations or development of programs (non-classroom educators)
  - Must include the duration of full lesson; opening/body/closure (If observation is interrupted, evaluator may reschedule whole observation or a part)
  - Verbal feedback must be provided within 2 work days and written feedback ([Appendix D](#) or [Appendix E](#)) within 10 work days.
- Observation of Practice:
    - Scheduled or unscheduled at the discretion of the educator or evaluator
    - Observations of practice may include but are not limited to direct teaching with students, review of artifact, coaching cycles, presentations, development of programs, participation in PLC or other meetings, parent meeting or community engagement
    - At least one observation of practice must involve direct teaching with students (classroom educators)
    - Must be a minimum of 15 minutes
    - Verbal feedback must be provided within 2 work days and written feedback ([Appendix D](#) or [Appendix E](#)) within 10 work days
    - May be conducted by an alternate administrator and used for feedback and evaluation in collaboration with the assigned evaluator for the specific staff member.

## **Mid Year Review**

The mid-year review meeting is an opportunity for the educator and evaluator to reflect on the progress toward the established goal and to make necessary revisions and next steps. This review must be held no later than February 28th. The educator must complete the mid-year review section of the Suffield Professional Growth and Development Form ([Appendix C](#)) prior to the conversation and submit to their evaluator at least 24 hours prior to the meeting. The evaluator must complete their comments on the same form within 10 days of the mid year review meeting.

## **End of Year Review**

An end of the year meeting will be held between the educator and evaluator. The end of year meeting should be used as a time to reflect on the current year and how it might inform/launch the next evaluation cycle. The end of year review meeting will be held each year between the evaluator and educator no later than ten school days prior to the last day of school. The evaluator will provide a written summary of the educator's growth and next steps on an annual basis. The educator must complete the end of year review column of the Suffield Professional Growth and Development Form ([Appendix C](#)) prior to the conversation and submit to their evaluator at least 24 hours prior to the meeting. Evaluators must include a narrative report summarizing areas of growth, next steps for the following year, and check a box indicating the status of completion of the evaluation process.

The successful and unsuccessful boxes do not indicate “pass” or “fail,” but rather indicate that all steps of the growth and support process were completed with fidelity. Performance issues should be addressed with additional support and documented over time in the feedback. A pattern of documented, persistent concerns that do not improve despite substantive support should be addressed through the corrective action process.

## Corrective Action Process

Educators may, from time to time, require more support than can be provided in the regular growth and support process, and, if the specific conditions described below are met, may need to be placed on a corrective action plan.

### Leveled Support and Corrective Support Planning

Educators and their evaluators apply three levels of support with an evaluation process. All three levels of support must be implemented prior to the development of a Corrective Support Plan. Educators must utilize and document all three levels of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator and the exclusive bargaining representative, if applicable.

<b>Level 1</b>	Level 1 supports are professional learning opportunities for collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.). These resources should be identified through a goal-setting process by mutual agreement.
<b>Level 2</b>	In addition to Level 1, Level 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific teaching practices, etc.) that can be either suggested by the teacher and/or recommended by an evaluator.
<b>Level 3</b>	Level 3 supports are responsive to unresolved concerns that are collaboratively discussed and may be assigned by an evaluator. Level 3 supports clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. The start date and duration of time a leader is receiving this level of support should be clearly documented (see <a href="#">Appendix I</a> ).

Corrective action plans are not intended to be punitive or overwhelming, but a means of supporting educator growth. Plans must provide sequential levels of targeted and meaningful support. Corrective action plans must be created in consultation with the educator and their SEA representative and include the following:

- Clear objectives
- A mutually agreed upon specific timeline with a specific end date
- Resources and supports provided by the district
- Criteria for success

A plan may be extended if an educator is making some progress but is not yet meeting all of the criteria to exit the plan. The decision must involve the collective bargaining unit.

Before an educator can be placed on a corrective action plan, the following conditions should be met (\* see notation below):

- An Educator End of Year Summative Reflection, from the previous year, indicating the educator did not successfully meet evaluator expectations
- A pattern of specific, ongoing concerns have previously been documented in feedback to the educator
- Documented attempts to informally help and support the educator
- Communication with a collective bargaining representative about concerns

\* *The Superintendent, SEA Leadership, and Administration, by unanimous agreement, may bypass these steps of the corrective action process based on extenuating circumstances.*

Before an educator can be non-renewed for performance concerns, notice must be given by January 15 and a corrective action plan should commence immediately. Significant lack of improvement toward the plan's criteria of success must be documented before April 1 to recommend contract non-renewal.

### **Levels of Scaffolded Support:**

The three levels of support are:

- Level 1: **(Tier 1)**: Initial Support
  - Sample supports may include but are not limited to:
    - Modeling
    - Dialogue/mentoring
    - Peer reviews and reflection
    - Additional reviews of practice and feedback
    - Templates for planning
    - Coaching cycle
- Level 2: **(Tier 2)**: Targeted Support
  - Sample supports may include but are not limited to:
    - An increased frequency of modeling
    - An increased frequency of dialogue/mentoring
    - An increased frequency of reviews of practice and feedback
    - Lesson plan review and feedback
    - Coaching cycle
- Level 3: **(Tier 3)**: Intensive Support
  - Sample supports may include but are not limited to:
    - An increased frequency of modeling
    - An increased frequency of dialogue/mentoring
    - An increased frequency of reviews of practice and feedback
    - Lesson plan review and feedback
    - Coaching cycle
    - Daily check in/check out
    - Mandated professional development
    - Daily schedule developed collaboratively
    - Fidelity log filled in.

Educators who are not meeting the criteria of their plan within the agreed upon timeline will move up one or more levels of support. The collective bargaining unit must be involved at every level.

Corrective Action Plan Exit Criteria may include but are not limited to:

- Feedback based on rubrics ([Appendix D](#) or [Appendix E](#)) demonstrate an overall trend of growth over the course of the plan.
- Observations of Practice at the end of the predetermined time line demonstrates improved student engagement and clear classroom routines.

All documents related to Corrective Action Plans, including necessary documents and plan templates were developed (see [Appendix G](#) & [Appendix H](#)).

## Dispute Resolution

In situations when an evaluator and an educator are unable to mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the Educator Evaluation and Support process, an educator or group of educators may initiate the following dispute resolution process:

- An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process and involve the educator's collective bargaining unit (SEA).
- If informal attempts to resolve the conflict are unsuccessful, a subcommittee will convene with the educator and evaluator in order to reach a fair, mutually agreed upon settlement to the dispute.
  - The subcommittee should undergo a brief training in the district's evaluation protocols and be provided basic dispute resolution strategies.
  - The subcommittee shall include one person selected by the educator(s) involved, the superintendent or their designee, the SEA president or their designee, and a mutually agreed upon third party.

## 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 first of each year; and
2. the status of the implementation of the educator evaluation and support program, 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 purposes of 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.

## References

Connecticut School Leadership Standards - [Common Core of Leading: CT School Leadership Standards \(2012\)](#)

National Policy Board for Educational Administration - [Professional Standards for Educational Leaders \(2015\)](#)

Connecticut Common Core of Leading (200) - [Connecticut's Common Core of Leading: A Guide for Professional Growth](#)

Connecticut Common Core of Teaching (2010) - [CT Common Core of Teaching \(2010\)](#)

Connecticut Guidelines for Educator Evaluation (2017) - [Connecticut Guidelines for Educator Evaluation \(2017\)](#) Connecticut Rubrics for Educator and Leader Practice:

- [CCT Rubric for Effective Teaching 2017](#)

- [CCT Rubric for Effective Service Delivery 2017](#)
- [CT Leader Evaluation and Support Rubric 2017](#)

Governor Ned Lamont's Executive Order 7C - [Governor Lamont's Executive Order 7C](#)

Marzano Focused Teacher Evaluation Model - [Marzano Focused Teacher Evaluation Model, by Marzano Center-Learning Sciences International \(2017\)](#)

Nondisclosure of Records of Teacher Performance & Evaluation - [Connecticut General Statutes 10-151 \(c\)](#)

Performance Evaluation and Advisory Council (PEAC) - [Connecticut General Statutes 10-151d](#)

Professional Development and Evaluation Committee (PDEC) - [Connecticut General Statute 10-220a](#)

School Social Worker Standards - [School Social Work Association of America](#)

Standards for Professional Learning:

- [CT's Professional Learning Standards \(2015\)](#)
- [Learning Forward's Professional Learning Standards \(2022\)](#)

Teacher Evaluation - [Connecticut General Statutes 10-151b](#)

Teacher Leader Model Standards (2008) - [Teacher Leader Model Standards \(2008\)](#)

## Appendix

### Appendix A Definitions

Term	Definition
Educator	Includes classroom teachers and student and educator support specialists who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role of providing support services hold a valid certificate or permit issued by the State Board of Education.
Evaluator	Includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school or district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate

Administration or Supervision (#092) issued by the State Board of Education.

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.

Tenured

Educators reach tenure status after working for 40 school months, if their contracts are renewed for the following school year. Educators who attain tenure with one board of education and who are reemployed by the same or another board after a break in service attain tenure after 20 school months of continuous employment, if their contracts are renewed for the following school year. An educator who has completed forty school months for educators initially hired on or after said date provided the superintendent offers the educator a contract to return for the following school year.

Observation of Practice

An observation of any day to day responsibility of the educator. These may include but are not limited to direct teaching or encompass various activities such as review of artifacts, coaching cycles, presentations, program development, participation in professional learning communities (PLC) or other meetings, parent meetings, and community engagement.

Appendix B  
**Evaluation Process Timeline**

<b>Evaluation Process Timeline</b>		
	New Hires**	All other educators
<b>Goal Meeting</b> <ul style="list-style-type: none"> <li>Within 5 days of goal setting meeting, educator must submit official goal</li> <li>Within 5 days of goal submission, evaluator must sign off</li> <li>Within 5 days of goal signed by evaluator, staff must sign.</li> </ul>	By 10/31	By 11/15
<b>Formal Observation *</b> <ul style="list-style-type: none"> <li>Verbal feedback within 2 work days</li> <li>Written feedback within 10 work days</li> </ul>	By 12/1	N/A
<b>Observation of Practice**</b> <ul style="list-style-type: none"> <li>Verbal feedback within 2 work days</li> <li>Written feedback within 10 work days</li> </ul>	By 1/31	By 1/31
<b>Mid Year Review</b>	By 2/28	By 2/28
<b>Observation of Practice</b> <ul style="list-style-type: none"> <li>Verbal feedback within 2 work days</li> <li>Written feedback within 10 work days</li> </ul>	By 5/15	By 5/15
<b>End of Year Review</b> <ul style="list-style-type: none"> <li>Within 5 days of end of year meeting, educator must submit reflection</li> <li>Within 5 days of reflection submission, evaluator must sign off</li> <li>Within 5 days of reflection signed by evaluator, educator must sign</li> </ul>	Ten days prior to last day of school	Ten days prior to last day of school

\* All first year staff in Suffield may be provided with an initial review within the first 90 days.

\*\*Observations of practice should precede Mid/End Year conference meeting dates (i.e. observation of practice 1 should be completed prior to the Mid-Year conference)

Appendix C  
Suffield Professional Growth and Development Form

Suffield Professional Growth and Development	
Goal Setting	
<b>Professional Growth Goal(s)</b>	
<b>Rationale and Reflections:</b> <i>Why is this an area you want to grow in?</i>	
<b>Process/ Methods</b> <i>What steps will/have you take(n) to achieve your goal?</i>	
<b>Measures of Accomplishment</b> <ul style="list-style-type: none"> <li>• <i>How will you demonstrate the impact of your growth on students and/or the school community?</i></li> <li>• <i>Identify a minimum of 2 indicators</i></li> </ul>	
<b>Impact on Student Growth or School Community</b>	
<b>Opportunities for Professional Growth and Supports Needed</b> <ul style="list-style-type: none"> <li>• <i>What professional learning do you need to achieve this goal?</i></li> <li>• <i>What resources do you need to achieve this goal?</i></li> </ul>	
<b>Evaluator Comment:</b>	
Mid-Year Review	
<b>Process/ Methods</b> <i>What steps will/have you take(n) to achieve your goal?</i>	
<b>Measures of Accomplishment</b> <ul style="list-style-type: none"> <li>• <i>How have you demonstrated the impact of your growth on students and/or the school community?</i></li> </ul>	

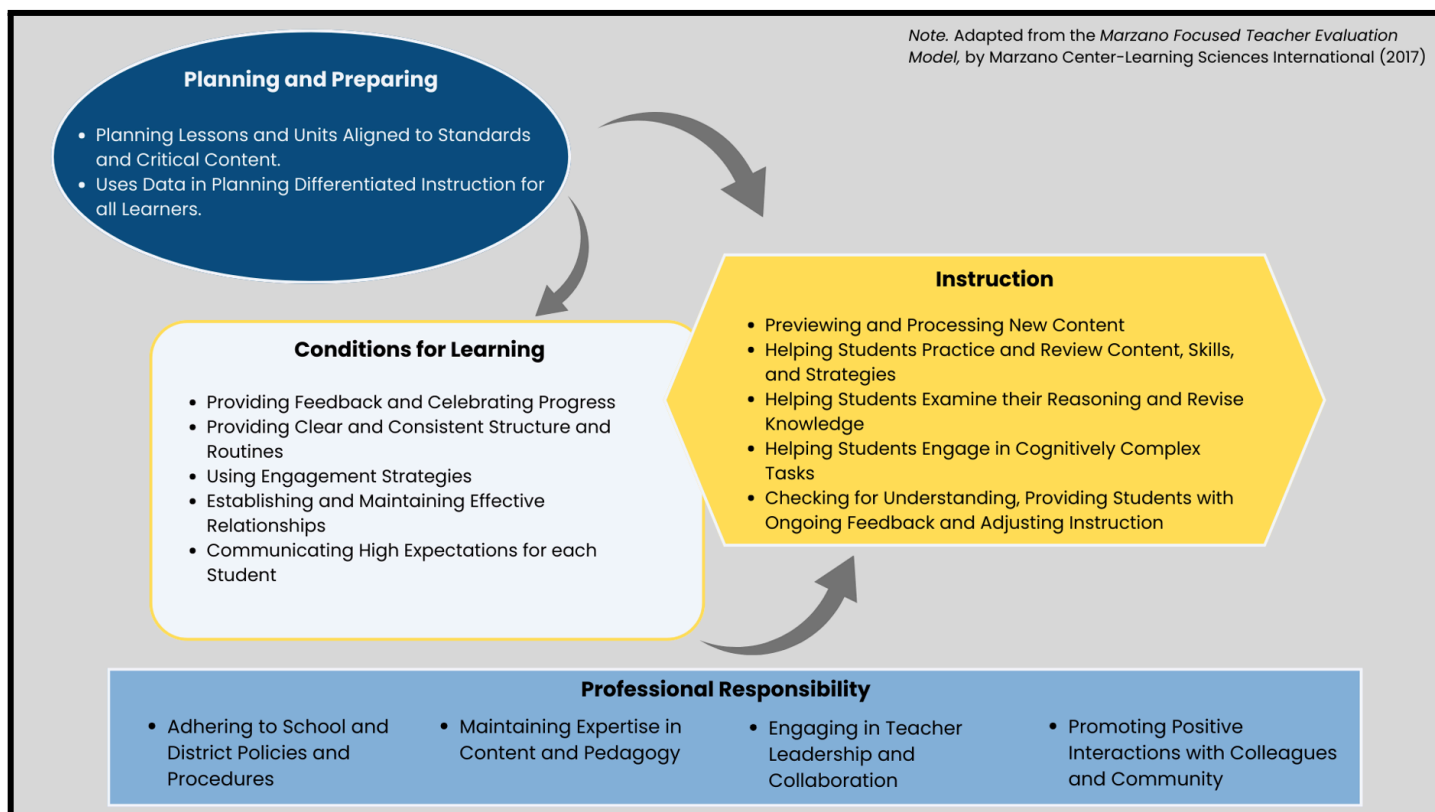


<ul style="list-style-type: none"> <li>• <i>Include a minimum of 2 indicators</i></li> </ul>	
<b>Update on opportunities for Professional Growth and Supports</b>	
<b>Domain 4: Professional Responsibility Reflections</b> <ul style="list-style-type: none"> <li>• Maintaining expertise in content and pedagogy</li> <li>• Establishing and adhering to rules and procedures</li> <li>• Engaging in educator leadership and collaboration with colleagues and community</li> <li>• Supporting and participating in school and district initiatives</li> </ul>	
<b>Evaluator Comment:</b>	
<b>Educator End of Year Summative Reflection</b>	
<b>Educator:</b> Reflect on your progress toward your growth goal and discuss its impact on your students and/or the school community.	
<b>Educator:</b> Reflect on the feedback provided to you by your evaluator following your formal observation and/or observations of practice this year. What are 2-3 action steps you can take next year to refine your practice and inform or adjust a multi-year goal?	
<b>Educator:</b> Reflect on your professional responsibilities and successes this year and discuss the impact on your students and/or the school community.	
<b>Evaluator End of Year Summative Reflection</b>	
<b>Evaluator:</b> After reviewing the mutually agreed upon growth indicators aligned with the educator's goal and the feedback you provided the educator following their formal observation and/or observations of practice, provide commendations where possible	

on the educator's practice.	
<b>Evaluator:</b> Based on your review of the educator's growth indicators and the feedback you've provided this year, what are 1-3 action steps you recommend to help the educator refine their practice and advance their professional growth next year? In what ways can you support the educator in completing these steps?	
<input type="checkbox"/> Educator successfully meets evaluation expectations <input type="checkbox"/> Educator did not successfully meet evaluation expectations	
<b>Educator Signature:</b>	<b>Date:</b>
<b>Evaluator Signature:</b>	<b>Date:</b>
<p>If the educator has not successfully met evaluation expectations, performance issues should have been addressed with additional support, as well as, documented in the educator evaluation and support system process. A pattern of documented, persistent concerns that do not improve despite substantive support, should be addressed through the corrective action process described in state statute, guidelines, and the growth and support plan.</p>	

## Appendix D

### Classroom Educator Rubric



Domain 1 Planning and Preparing		
Areas of Strengths	Effective Practices	Opportunities for Growth and Next Steps
	Planning lessons and units aligned to standards and critical content.	
	Uses data in planning differentiated instruction for all learners.	
Domain 2: Instruction		
Areas of Strength	Effective Practices	Opportunities for Growth and Next Steps
	Previewing and processing new content	
	Helping students practice and review content, skills, and strategies	

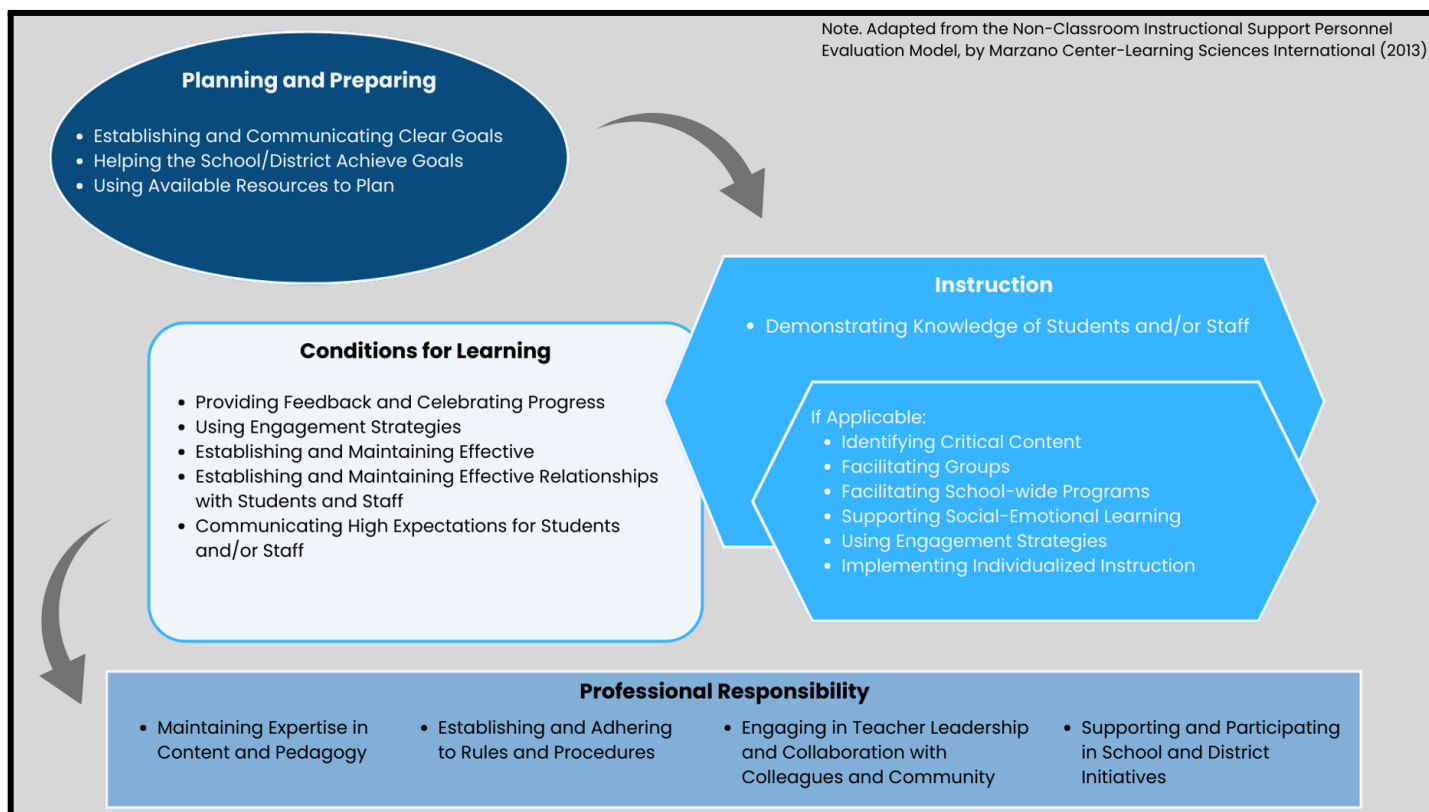
	Helping students examine their reasoning and revise knowledge	
	Helping students engage in cognitively complex tasks	
	Checking for understanding, providing students with ongoing feedback and adjusting instruction	
Domain 3: Conditions for Learning		
Areas of Strength	Effective Practices	Opportunities for Growth and Next Steps
	Providing feedback and celebrating progress	
	Providing clear and consistent structure and routines	
	Using engagement strategies	
	Establishing and maintaining effective relationships	
	Communicating high expectations for each student	
Domain 4: Professional Responsibility		
Areas of Strength	Effective Practices	Opportunities for Growth and Next Steps
	Adhering to school and district policies and procedures	
	Maintaining expertise in content and pedagogy	
	Engaging in educator leadership and collaboration	
	Promoting Positive Interactions with Colleagues and Community	

***\*Not all indicators may be observable during a single formal observation or observations of practice.***

## Appendix E

### Non-Classroom Educator\* Rubric

Note. Adapted from the Non-Classroom Instructional Support Personnel Evaluation Model, by Marzano Center-Learning Sciences International (2013)



\*Non-Classroom: (Psychologists, Social Workers, Speech and Language Pathologist, Occupational Therapist, Physical Therapists, School Counselors, Instructional Coaches):

Domain 1 Planning and Preparing		
Areas of Strengths	Effective Practices	Opportunities for Growth and Next Steps
	Establishing and Communicating Clear Goals	
	Helping the School/District Achieve Goals	
	Using Available Resources to plan	
Domain 2: Instruction		
Areas of Strength	Effective Practices	Opportunities for Growth and Next Steps
	Demonstrating Knowledge of Students and/or Staff	
If Applicable:		

	Identifying Critical Content	
	Facilitating Groups	
	Facilitating School-wide Programs	
	Supporting Social-Emotional Learning	
	Using Engagement Strategies	
	Implementing individualized instruction	
Domain 3: Conditions for Learning		
Areas of Strength	Effective Practices	Opportunities for Growth and Next Steps
	Providing Feedback and Celebrating Progress	
	Using Engagement Strategies	
	Establishing and Maintaining Effective Relationships with Students and Staff	
	Communicating High Expectations for Students and/or Staff	
Domain 4: Professional Responsibility		
Areas of Strength	Effective Practices	Opportunities for Growth and Next Steps
	Maintaining Expertise in Content and Pedagogy	
	Establishing and Adhering to Rules and Procedures	
	Engaging in educator Leadership and Collaboration with Colleagues and Community	
	Supporting and Participating in School and District Initiatives	

***\*Not all indicators may be observable during a single observation or review of practice.***

## Master Lesson Plan Template

### Formal Observation Lesson Plan

<b>Date of Lesson:</b>	
<b>Course/Content:</b>	
<b>Period (if applicable):</b>	
<b>Unit Name:</b>	
<b>Lesson:</b>	<input type="checkbox"/> <b>Beginning of Unit</b> <input type="checkbox"/> <b>Mid Unit</b> <input type="checkbox"/> <b>End of Unit</b>
<b>Length of class (min.)</b>	

**Standard(s):**

**Learning Target(s):** What do you want the students to learn during this period?

☐ I can

**Points to consider:**

\*Is the learning target connected to the learning activity?

\*Is the learning target written in student friendly terms (not a direct copy of standards)?

\*Are the learning targets revisited multiple times throughout the period?

\*Are you frequently checking-in for understanding to ensure students understand the learning target?

**Lesson Introduction:**  
**Time in minutes:**

**( I do) Educator stimulates, connects the last lesson and introduces new ideas to learners.**

☐

**Model**  
**Time in minutes**

**(We do) Educator and students practice together**

☐

<b>Instructional Task Time in minutes:</b>	<b>(You do) What learning activities will the students do to show you they have learned the target?</b> <input type="checkbox"/>
<b>Assessment of student learning</b>	<b>What specifically are you looking for to determine if the learning target has been learned? List below</b> <input type="checkbox"/> <b>Formative/Minor (not graded- used to adjust instruction and provide feedback to students) List below:</b> <input type="checkbox"/> <b>AND/OR</b> <input type="checkbox"/> <b>Summative/Major (graded- used after multiple opportunities for learning) Attach assessment</b>
<b>Lesson Closure Time in minutes:</b>	<b>Connect: today's learning activity to learning targets and future learning</b> <input type="checkbox"/>
<b>Notes</b>	



The support plan includes:

- **Area of Need:** Identify an area(s) of need as perceived by the educator and the evaluator (suggestion = no more than three based on evidence from reviews of practice rubrics)
- **Activities:** Determine the **specific** activities to be carried out to meet the specific needs identified.
- **Evaluator Responsibility:** Identify the specific task(s) the evaluator is responsible for implementing in the plan to ensure the educator is supported.
- **Educator Responsibility:** Identify a reasonable number of task(s) for which the educator is responsible.
- **Resources to be provided by the district:** mentor, coach, customized PD, release time, etc.
- **Timeline:** Educator, evaluator, and SEA jointly develop the time frame in which the activities are to be implemented/completed.
- **Identify specific criteria the educator will need to meet to be considered successful.**
- **Align the support plan to the reviews of practice rubrics.**
- Two review meetings should be held to determine progress or to make necessary adjustments. Each review meeting will be held during the school day after the predetermined length of time.

**Corrective Action Plan for Educator Growth (Example)**

Educator:	Date:
Level (Tier): 1 2 3	<b>Timeline</b>
<b>Area(s) of Need:</b>	
<b>Goals:</b>	
<b>Evaluator Responsibility:</b>	
<b>Educator Responsibility:</b>	
<b>Criteria to Exit Support Plan:</b> Educator meets at least two of the following three <b>specific</b> requirements:	

An unsatisfactory outcome may result in a plan extension or movement in levels: Targeted Support level of the corrective action process (out of three levels).

Educator Signature \_\_\_\_\_

SEA Representative Signature \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

**Corrective Action Plan for Educator Growth  
Progress Reports**

Review Meeting #1 Date _____	Review Meeting #2 Date _____
Topics Discussed:	Topics Discussed:
Positive Growth Areas:	Positive Growth Areas:
Educator Comment:	Educator Comment:
Evaluator Comment:	Evaluator Comment:
Next Steps (if any):	Next Steps (if any):
Signatures:	Signatures:

Educator:	Date:
<b>LEVEL (Tier) : 1 2 3</b>	<b>Timeline</b>
<b>Area(s) of Need:</b>	
<b>Goals:</b>	
<b>Evaluator Responsibility:</b>	
<b>Educator Responsibility:</b>	
<b>Criteria to Exit Support Plan:</b>	

An unsatisfactory outcome may result in a plan extension or movement to a more intensive plan of corrective action.

Educator Signature \_\_\_\_\_

Collective Bargaining Representative Signature \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

Growth Criteria	Possible Sources of Evidence
<p><u>Development of New Learning and Impact on Practice</u></p> <p><i>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.</i></p> <p><u>Impact on Students</u></p> <p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• <i>Required observational evidence</i></li> <li>• <i>Required student learning evidence aligned to high-leverage indicator focus</i></li> <li>• <i>Implementation plans/lesson plan(s)</i></li> <li>• <i>Educator learning logs/impact on practice reflection</i></li> <li>• <i>Educator created learning materials</i></li> <li>• <i>Evidence from Observation of Educator Practice</i></li> <li>• <i>Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.</i></li> <li>• <i>Educator and/or student self-reflection</i></li> <li>• <i>Student learning artifacts</i></li> <li>• <i>Mastery-based demonstrations of achievement</i></li> <li>• <i>Observational evidence of students' words, actions, interactions (including quotations when appropriate)</i></li> <li>• <i>Rubrics, interim or benchmark assessments, other assessments</i></li> <li>• <i>Other artifacts/sources</i></li> </ul>

Suffield Evaluation document has been adapted and modified from the Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 document.

# **Leader Guidelines for Evaluation and Support**

**2024**

**Suffield, Connecticut**



## 2023-2024 PDEC Evaluation Committee Members

Gina D. Olearczyk, A. Ward Spaulding School Principal

Kris Pryce, McAlister Intermediate School Principal

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## Contents

<a href="#">Connecticut General Statutes Requirements</a> .....	1
<a href="#">Introduction</a> .....	1
<a href="#">Vision</a> .....	1
<a href="#">Guiding Principles</a> .....	1
<a href="#">Standards and Criteria for Leaders</a> .....	2
<a href="#">Leader Evaluation and Support Overview</a> .....	3
<a href="#">Evaluation Cycle</a> .....	4
<a href="#">Goal-Setting Process</a> .....	5
<a href="#">Mid Year Review</a> .....	6
<a href="#">End of Year Review</a> .....	6
<a href="#">Professional Practice and Leader Growth</a> .....	6
<a href="#">Observation of Professional Practice/Site Visits and Feedback</a> .....	6
<a href="#">Corrective Action Process</a> .....	7
<a href="#">Dispute Resolution</a> .....	8
<a href="#">Local and State Reporting</a> .....	8
Appendix A: <a href="#">Definitions</a> .....	9
Appendix B: <a href="#">Process Timeline</a> .....	10
Appendix C: <a href="#">Sample Reflection Questions-Leader</a> .....	10
Appendix D: <a href="#">Growth Criteria of Evidence-Leader</a> .....	12
Appendix E: <a href="#">Suffield Leader, Professional Growth and Development Form</a> .....	13
Appendix F: <a href="#">Mid Year Check-In Form</a> .....	15
Appendix G: <a href="#">End of Year Form</a> .....	16
Appendix H: <a href="#">Observation Form</a> .....	19
Appendix I: <a href="#">Suffield Corrective Action Plan Steps and Documentation</a> .....	22
<a href="#">References</a> .....	24

## Connecticut General Statutes Requirements

Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

“**Teacher**” is defined as “each certified professional employee below the rank of superintendent employed by a board of education who holds a certificate or permit issued by the State Board of Education” (SBE). This definition encompasses the multiple roles of certified professional employees employed by a board of education

“**Leader**” includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school or district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.

## Introduction

The primary goal of the leader evaluation and support model is to strengthen individual and collective practices to increase student learning, growth, and achievement.

The Suffield Professional Development and Evaluation Committee (PDEC) engaged in a collaborative process to reach consensus on the design principles that would most impact the design of a transformative educator evaluation and support system that uses high-quality professional learning to improve educator and leader practice and student outcomes.

## Vision

All Suffield leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the leader evaluation and support system so that all Suffield students and staff experience growth and success. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.

## Guiding Principles

- **Allow for differentiation of roles** (for example, principal, assistant principal, special education supervisors, athletic director etc.).
- **Simplify and reduce the burden** of the steps and process of evaluation for all stakeholders.
- **Identify high leverage, mainstream goal focus areas.**
- **Connect to best practices aimed at the development of the student and staff**
- **Focus on leader growth and collaboration** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).



- **Improving practices** through personalized, discipline specific, professional learning that is meaningful and impactful.
- **Meaningful connections to professional learning** (provide multiple pathways to improve individual practice in a way that is meaningful and impactful).
- **Specific, timely, accurate, actionable feedback**

## Standards and Criteria for Leaders

# Standards and Criteria for Suffield Administrators

### DOMAIN 1

#### A Data Driven Focus on School Improvement

Ensures the appropriate use of data to develop critical goals focused on improving student achievement.

Ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Ensures the appropriate implementation of interventions and support practices to help each student meet achievement goals.

### DOMAIN 2

#### Instruction of a Viable and Guaranteed Curriculum

Provides a clear vision for how instruction should be addressed.

Ensures the instructional practices being used to improve student outcomes.

Ensures that the taught curriculum and accompanying assessments align with state and district standards.

Ensures that each student has equal opportunity to learn the critical content of the curriculum.

### DOMAIN 3

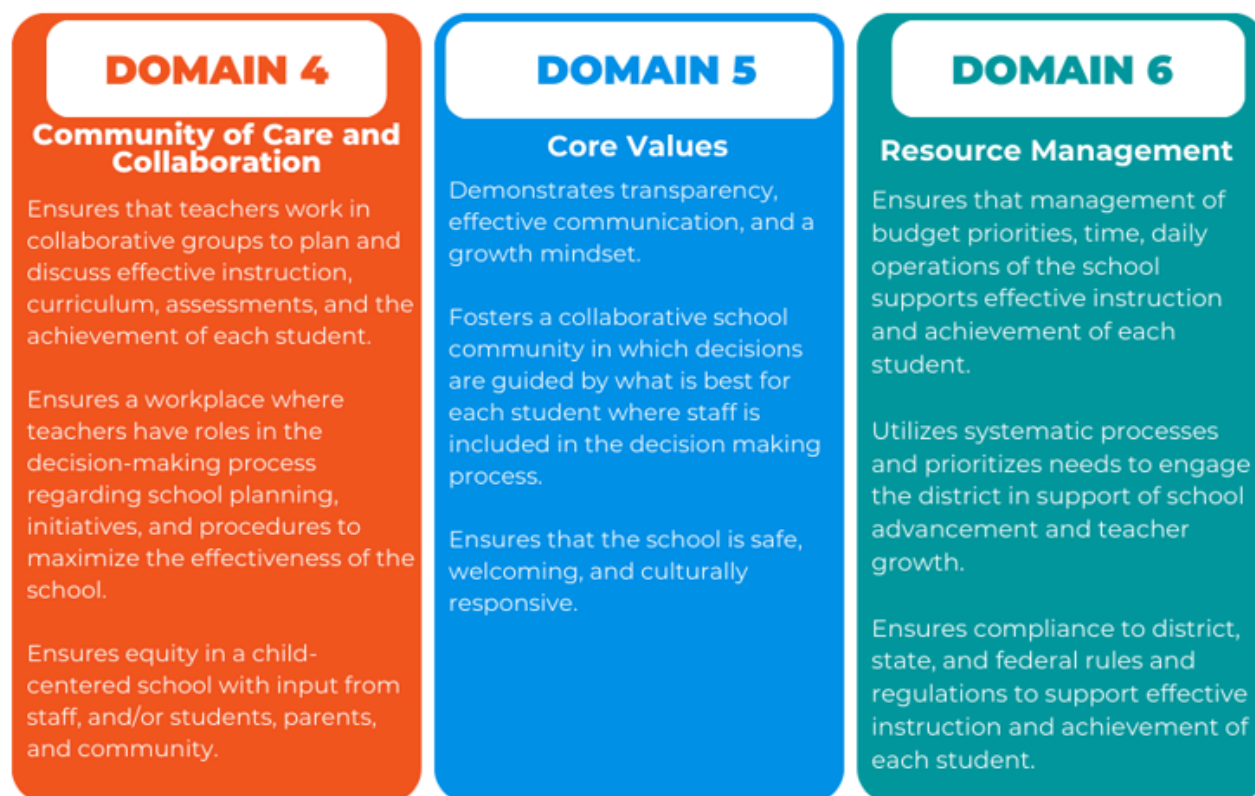
#### Continuous Development of Teachers and Staff

Effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and feedback.

Uses multiple sources of data to provide teachers with ongoing evaluations of their areas of strength and opportunities for growth that are consistent with student achievement data.

Ensures that teachers and staff are provided with professional development to optimize professional capacity and support goals.

# Standards and Criteria for Suffield Administrators



(adapted from Marzano, 2018)

## Leader Evaluation and Support Overview

The vision, guiding principles, and overall framework for the leader evaluation and support describe a systematic process of continuous improvement and professional learning leading to high-quality professional practice and improved outcomes for students and staff.

The evaluation process will shift the focus from management to a learning organization that embraces a continuous growth model. Developing the capacity of leaders serves as an important component of a continuous growth system focused on leader practice, student and staff learning outcomes, and professional learning. All leaders will be assigned a primary evaluator (092 or 093). Primary evaluators will take part in annual professional development in all aspects of the Leader Evaluation Support System. Leaders and evaluators will hold meetings in a spirit of continuous improvement, reflection, and collaboration.

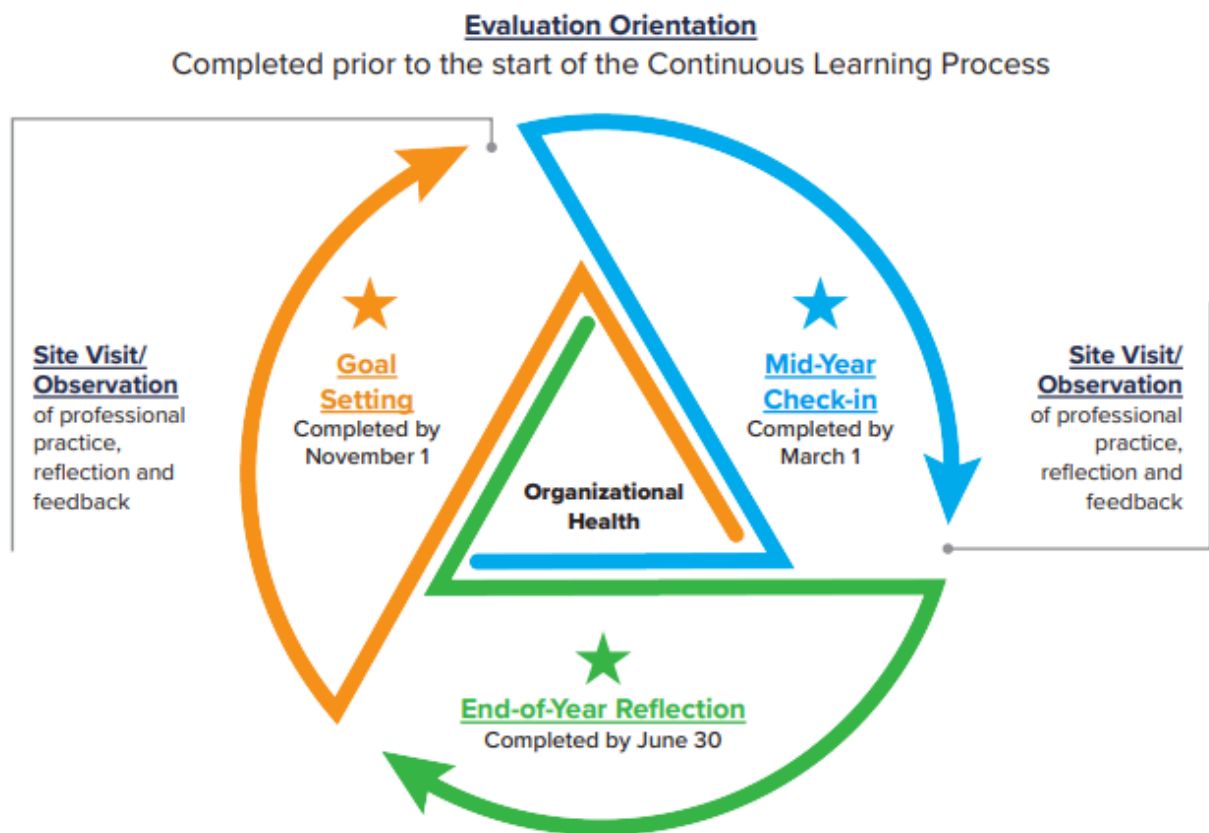
The design elements of the Connecticut Guidelines for Leader and Educator Evaluation and Support Plans (2024) and Suffield Public Schools guidelines are based on research and best practices from Connecticut leaders and from other states, and sets forth the following elements of leader evaluation.

Prior to the end of the 2024 school year the leaders will engage in an overview and orientation of the Leader Evaluation document. Additionally, all administrators will have access to the document to review over the summer. At the beginning of the school year leaders will be included in professional development training to understand the Educator Evaluation document's differentiated supports and processes and the Leader Evaluation Document. The professional development will occur on August 20, 21, 26, 27 and/or September 3, 2024. On-going training will occur throughout the school year as determined by the PDEC committee and Leadership team.

## The Evaluation Cycle

Leaders in Suffield will participate in an evaluation cycle in order to grow as leaders. Leaders will be assigned a primary evaluator. The evaluation and support of the leader will be an on-going, cyclical process between the primary evaluator and the leader to ensure leader growth and support throughout the school year. At the annual leadership retreat, areas of focus for goals will be identified. To ensure continual growth, leaders will meet with their primary evaluator a minimum of three times a year to include a goal setting, mid-year review, and end-of-year review.

Leader practice discussions will be based on a set of single point competencies developed by Suffield's Professional Development and Evaluation Committee and adapted from Marzano's Leader Evaluation Framework. Single point competencies are a single set of desired outcomes.



### **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

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Goals developed for the administrative evaluative process must be consistent with the goals of the district with a clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations).

Goals should always be connected to standards.

- Individual leaders must reflect on how they are contributing to the vision, mission, and goals of the district, whether they develop individual, departmental, or grade-level team-based goals.
- The goal-setting process should encourage the growth of the students and staff—considering growth indicators in a variety of areas critical to the overall well-being of students and staff.

### **Goal Setting Process [Appendix E](#)**

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals. Goals should always be connected to district and school advancement plans as well as local board of education goals.

The leader will:

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

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

## Mid-Year Review [Appendix F](#)

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; leader 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 Review [Appendix G](#)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue (similar to the mid-year check-in), to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and practice; and impact on student achievement as evidenced by multiple and varied qualitative and quantitative evidence. A written end-of-year summary, completed by the primary evaluator, 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 identifying the completion of current goal or providing the 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).

## Professional Practice and Leader Growth

Evaluators will provide leaders with verbal feedback on professional practice and identified goals through observations held during site visits. The evaluator will collect evidence of leader performance and practice through multiple sources, including: site visits, student and staff feedback, and/or family engagement. Additionally, the evaluator will ensure timely access to identified means of support to enable continuous growth on the part of the leader.

## Observation of Professional Practice/Site Visits and Feedback

Evaluators provide leaders with verbal feedback based on evidence and the leader'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.

Cohort 1	Cohort 2
<p><b>Who:</b></p> <ul style="list-style-type: none"><li>• New to leadership role (e.g., principal from assistant principal etc.; first year)</li><li>• New to SAG (first year)</li><li>• New to SAG, previously tenured (first year)</li></ul> <p><b>What:</b></p> <ul style="list-style-type: none"><li>• Three observations of professional practice and/or site visits, First observation should be completed by December 1st,</li></ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"><li>• Leaders who have successfully completed Cohort 1</li></ul> <p><b>What:</b></p> <ul style="list-style-type: none"><li>• Two observations of professional practice and/or site visits</li><li>• Feedback written or verbal within five school days</li><li>• Additional observations of professional practice and/or site visits as mutually agreed</li></ul>

<ul style="list-style-type: none"> <li>• Feedback written and verbal within five school days,</li> <li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li> </ul>	upon or deemed necessary
---	--------------------------

## Corrective Action Process

### Leveled Support and Corrective Support Planning

Leaders and their evaluators apply three levels of support with an evaluation process. All three levels of support must be implemented prior to the development of a Corrective Support Plan. Evaluators must utilize and document all three levels of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator and the exclusive bargaining representative, if applicable.

<b>Level 1</b>	Level 1 supports are professional learning opportunities for collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.). These resources should be identified through a goal-setting process by mutual agreement.
<b>Level 2</b>	In addition to Level 1, Level 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.
<b>Level 3</b>	Level 3 supports are responsive to unresolved concerns that are collaboratively discussed and may be assigned by an evaluator. Level 3 supports clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. The start date and duration of time a leader is receiving this level of support should be clearly documented (see <a href="#">Appendix I</a> ).

### Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to tiered supports should lead to a defined process for placing a leader on a Corrective Support Plan. Evaluators must utilize and document all three levels of support prior to the development of a Corrective Support Plan. The Corrective Support Plan will be developed in consultation with the evaluator, leader and the identified bargaining representative.

#### The Corrective Support Plan must contain:

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

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



## Dispute Resolution

In situations when an evaluator and a leader are unable to mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the Leader Evaluation and Support process, a leader or group of leaders may initiate the following dispute resolution process:

- An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process and involve the leader's collective bargaining unit (SAG).
- If informal attempts to resolve the conflict are unsuccessful, a subcommittee will convene with the leader and evaluator in order to reach a fair, mutually agreed upon settlement to the dispute.
  - The subcommittee should undergo a brief training in the district's evaluation protocols and be provided basic dispute resolution strategies.
  - The subcommittee shall include one person selected by the leader(s) involved, the Superintendent (or their designee), the SAG President (or their designee), and a mutually agreed upon third party representative. Any legal representation must be mutually agreed upon by the Superintendent and SAG President.

## Local and State Reporting

The Superintendent shall report:

1. the status of leader evaluations to the local or regional board of education on or before June 30th of each year; and
2. the status of the implementation of the leader evaluation and support program, including the frequency of evaluations, the number of leaders who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "leader" shall include each professional employee of a board of education, below the rank of Superintendent, who hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.

## Appendix

### Appendix A Definitions

Term	Definition
Leader	Includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school or district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.
Evaluator	Includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school or district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.
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.
Observation of Practice	An observation of any day-to-day responsibility of the leader. Refer to Appendix D for a detailed list of potential sources of evidence.



## Appendix B

### Evaluation Process Timeline

#### **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

## Appendix C:

### Sample Reflection Questions – Leader

#### **Self-Reflection Sample Questions**

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

## **16 Connecticut Leader Evaluation and Support Plan 2024**

### **Analysis of Evidence**

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

### **Learning Reflection and Next Steps**

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

### **Reflect on the Feedback Process**

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

**Appendix D:**  
**Growth Criteria and Sources of Evidence – Leader**

Growth Criteria	Possible Sources of Evidence
<p><b>Development of New Learning and Impact on Practice</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Impact on the Organization</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Impact on Community</b></p> <ul style="list-style-type: none"> <li>• The leader can demonstrate how they worked effectively with colleagues/ families/community.</li> </ul>	<ul style="list-style-type: none"> <li>• Information from site visits</li> <li>• Strategic plans</li> <li>• Learning walk/instructional rounds</li> <li>• Self-reflection (e.g., journals, learning logs)</li> <li>• Leader created professional learning materials</li> <li>• Operational artifacts (e.g., schedules, procedural revisions)</li> <li>• Educator learning outcomes</li> <li>• Policy updates</li> <li>• Community communications</li> <li>• Constituent feedback</li> <li>• Program development and implementation</li> <li>• Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development)</li> <li>• Systems and structures</li> </ul>

**Appendix E:**  
**Suffield Leader Professional Growth and Development Form**

**Beginning of the Year Goals & Planning**

**Self-Reflection**

*Completed by Leader*

See Self-Reflection sample reflection questions [Appendix C](#)

Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking.

See Examples of Evidence Types [appendix D](#)

**Goal, Rationale, Alignment and Professional Learning Plan**

*Completed by Leader*

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).

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?

For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?

In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?

## Goal Setting Conference

*Completed by Evaluator (By November 1)*

*Date*

**Notes:**

## Appendix F:

### 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*

<b>Name:</b>		<b>Location:</b>
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?	<b>Self-Reflection:</b>	
<b>Links to Evidence:</b>		

### Mid-Year Conference

*Completed by Evaluator (by March 1)*

**Date:**

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

## Appendix G:

### End-of-Year Reflection & Feedback Process

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

**Name:**

**Location:**

#### **Self-Reflection**

*Completed by Leader*

[See Sample Reflection Questions](#) & [Professional Learning & Action Questions](#)

What impact did your new learning have on your practice/goal(s), and how do you know?

What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

**Self-Reflection:**

**Evidence:**

.

<b>End-of-Year Conference</b> <i>Completed by Evaluator (by June 30)</i>  <b>Date:</b>		
<b>Name:</b>		<b>Location:</b>
<b>Summative Feedback &amp; Growth Criteria</b> <i>Completed by Evaluator</i>  <a href="#">See appendix for full description</a>		
<i>Summative Feedback</i>		
<i>Development of new learning &amp; impact on leadership practice related to goal(s).</i>		
<i>Impact of new learning and leadership practice on key partners and or organizational outcomes.</i>		
<i>Impact of new learning on greater community.</i>		
<b>Successful Completion of the Evaluative Cycle</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Supports Required/Suggested</b>  <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i>  <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	If Tier 2 and/or Tier 3, please specify strategies:  .	



<p><b>For multi-year goals only:</b></p> <ul style="list-style-type: none"> <li>• <i>What adjustments are needed to the goal(s)?</i></li> <li>• <i>Why?</i></li> <li>• <i>How might adjustments impact the timing of the goal(s)?</i></li> </ul>	<div> <input type="checkbox"/> Leader will continue multi-year goal. <input type="checkbox"/> Leader will adjust multi-year goal. <input type="checkbox"/> Leader completed multi-year goal. </div> <p>Notes:</p>
<p><b>Educator Signature:</b> .</p>	<p><b>Date:</b></p>
<p><b>Evaluator Signature:</b></p>	<p><b>Date:</b></p>

## Appendix H:

*\*Not all indicators may be observable during a single observation or review of practice.*

Domain 1 - A Data Driven Focus on School Improvement		
Evidence	Effective Practices	Opportunities for Growth and Next Steps
	Ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.	
	Ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.	
	Ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.	
Domain 2 - Instruction of a Viable and Guaranteed Curriculum		
Evidence	Effective Practices	Opportunities for Growth and Next Steps
	Provides a clear vision for how instruction should be addressed in the school	
	Uses knowledge of the predominant instructional practices in the school to improve teaching.	
	Ensures that school curriculum and accompanying assessments align with state and district standards.	
	Ensures that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.	
	Ensures that each student has equal opportunity to learn the critical content of the curriculum.	
Domain 3 - Continuous Development of Teachers and Staff		
Evidence	Effective Practices	Opportunities for Growth and Next Steps
	Effectively hires, supports, and retains personnel who continually	

	demonstrate growth through reflection and growth plans.	
	Uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.	
	Ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.	
<b>Domain 4 - Community of Care and Collaboration</b>		
<b>Evidence</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.	
	Ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.	
	Ensures equity in a child-centered school with input from staff, students, parents, and the community.	
	Acknowledges the successes of the school and celebrates the diversity and culture of each student.	
<b>Domain 5 - Core Values</b>		
<b>Evidence</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Transparent, communicates effectively, and continues to demonstrate professional growth.	
	Has the trust of the staff and school community that all decisions are guided by what is best for each student.	
	Ensures that the school is perceived	

	as safe and culturally responsive.	
<b>Domain 6 - Resource Management</b>		
<b>Evidence</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.	
	Utilizes systematic processes to engage district and external entities in support of school improvement.	
	Ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.	

## Appendix I

The support plan includes:

- **Area of Need:** Identify an area(s) of need as perceived by the leader and the evaluator (suggestion = no more than three based on evidence from reviews of practice rubrics)
- **Activities:** Determine the **specific** activities to be carried out to meet the specific needs identified.
- **Leader Responsibility:** Identify the specific task(s) the evaluator is responsible for implementing in the plan to ensure the leader is supported.
- **Educator Responsibility:** Identify a reasonable number of task(s) for which the leader is responsible.
- **Resources to be provided by the district:** mentor, coach, customized PD, release time, etc.
- **Timeline:** Leader and evaluator jointly develop the time frame in which the activities are to be implemented/completed.
- **Identify specific criteria the leader will need to meet to be considered successful.**
- **Align the support plan to the reviews of practice rubrics.**
- Two review meetings should be held to determine progress or to make necessary adjustments. Each review meeting will be held during the school day after the predetermined length of time.

**Criteria to Exit Support Plan:** Leader meets at least two of the following three **specific** requirements:

- Feedback based on growth criteria and evidence ([Appendix D](#)) which demonstrate an overall trend of growth over the course of the plan.
- Observation at the end of the predetermined time line demonstrates improvement in the identified focus areas.
- A review of practice with evidence of the identified focus areas.

An unsatisfactory outcome may result in a plan extension or movement to the Tier 2: Targeted Support level of the corrective action process (out of three levels).

Leader Signature \_\_\_\_\_

SAG Representative Signature \_\_\_\_\_

\_\_\_\_\_  
Evaluator Signature

## Level 1 Corrective Action Plan for Leader Growth

<p>Review Meeting #1</p> <p>Date _____</p> <p>Topics Discussed:</p> <p>Positive Growth Areas:</p>	<p>Review Meeting #2</p> <p>Date _____</p> <p>Topics Discussed:</p> <p>Positive Growth Areas:</p>
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Teacher Comment:	Teacher Comment:
Evaluator Comment:	Evaluator Comment:
Next Steps (if any):	Next Steps (if any):
Signatures:	Signatures:

**Appendix J**  
[Suffield Corrective Action Plan for Leader Growth Template](#)

Leader:	Date:
<b>LEVEL: 1 2 3</b>	<b>Timeline</b>
<b>Area(s) of Need:</b>	
<b>Goals:</b>	
<b>Evaluator Responsibility:</b>	
<b>Leader Responsibility:</b>	
<b>Criteria to Exit Support Plan:</b>	
<b>Plan Results:</b>	

An unsatisfactory outcome may result in a plan extension or movement to a more intensive plan of corrective action.

Leader Signature \_\_\_\_\_

Collective Bargaining Representative Signature \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

*Suffield Evaluation document has been adapted and modified from the Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 document.*

## References

Connecticut School Leadership Standards - [Common Core of Leading: CT School Leadership Standards \(2012\)](#)

National Policy Board for Educational Administration - [Professional Standards for Educational Leaders \(2015\)](#)

Connecticut Common Core of Leading (200) - [Connecticut's Common Core of Leading: A Guide for Professional Growth](#)

Connecticut Leader and Educator Evaluation and Support Plans - [CT Evaluation 2024](#)

(2017) Connecticut Rubrics for Leader Practice: [CT Leader Evaluation and Support Rubric 2017](#)

Governor Ned Lamont's Executive Order 7C - [Governor Lamont's Executive Order 7C](#)

Marzano Focused Teacher Evaluation Model - [Marzano Focused Teacher Evaluation Model, by Marzano Center-Learning Sciences International \(2017\)](#)

Performance Evaluation and Advisory Council (PEAC) - [Connecticut General Statutes 10-151d](#)

Professional Development and Evaluation Committee (PDEC) - [Connecticut General Statute 10-220a](#)

Standards for Professional Learning:

- [CT's Professional Learning Standards \(2015\)](#)
- [Learning Forward's Professional Learning Standards \(2022\)](#)