



## **Educator Continuous Learning & Support Plan for *Teachers, Leaders, and Service Providers***

---


### **The Spire School Mission:**

*To empower students to achieve their academic potential while supporting their growth into confident and constructive members of their communities who embrace life as a series of exciting challenges and possibilities.*

### **The Spire School Vision:**

*Transforming lives through empathy, engagement, and empowerment.*

---

| Date  | Logo  |
|---|---|
| July 29, 2024<br>October 16, 2024 <i>(1st edits submitted)</i><br>Dec. 12, 2024 <i>(second edits submitted)</i><br>Dec. 17, 2024 <i>(third edits submitted)</i> |  |

| Advisory Board Members   | PDEC Members   |
|--|--|
| Joel Fridovich, MSW, MEd<br>Kevin Meade, MA<br>Adina Goldstein, DSW, LCSW<br>Leslie Levenson, MEd<br>Laura Shattuck, JD<br>Matthew Specht, PhD<br>Victoria Newman, MEd, CEP<br>Dino Kasamis, MBA | Lisa Strom, <i>Academic Dean</i><br>Josh Hersh, <i>Social Studies dept.</i><br>Kaitlyn Piro, <i>Science dept.</i><br>Jackie Kalter, <i>Life Coach</i><br>Gina Minutella, <i>Life Coach</i> |

## Table of Contents

|   |          |
|---|----------|
| I. Spire vision and mission statements .....                                      | cover    |
| II. Spire School values .....   | p 4      |
| III. Spire Student Profile of Progress .....                                      | p 4      |
| IV. The Continuous Learning Process .....   | p 4      |
| V. Writing a Learning Goal .....  | p 6      |
| VI. Feedback Cycles .....   | p 7      |
| VII. Professional Learning Plan Annual Schedule .....                             | p 9      |
| VIII. Tiered Support .....  | p 9      |
| IX. Dispute Resolution .....  | p 12     |
| X. For beginning teachers also completing TEAM modules .....                      | p 12     |
| XI. SPIRE Single Point Competencies for TEACHERS .....                            | p 9      |
| XII. SPIRE Single Point Competencies for SOCIAL WORKERS & COUNSELORS .....        | p. 12    |
| XIII. Single Point Competencies for Leaders .....                                 | p 13     |
| XIV. Appendixes .....   | p. 17-21 |
| Appendix A: Growth Criteria and Sources of Evidence for Educators and Leaders     |          |
| Appendix B: Glossary of Professional Learning Opportunities - Educators & Leaders |          |
| Appendix C: Sample Reflection Questions - Leader                                  |          |
| Appendix D: Sample Reflection Questions - Educator                                |          |
| XV. FORMS .....   | p. 22-42 |
| Goal Setting & Reflection Document  |          |
| Observation Feedback for Teachers   |          |
| Observation Feedback for Counselors/Service Providers                             |          |
| Observation Feedback for Leaders  |          |
| Tier 2/3 Support Plan Form  |          |
| XVI. CORRECTIVE SUPPORT PLAN/FORMS .....  | p.42-45  |

## Educator & Leader Evaluation and Support Plan

### School Values

Our School Values reflect the four key habits of mind that will enable students to be successful, compassionate, and respectful members of our community, and are to be promoted consistently by all community members:

- Take Charge of Your Education
- Honor our Learning Environment
- Respect Yourself and Others
- Take Care of our School



### The Spire Student Portrait of Progress

*Because many of our students do not graduate from The Spire School, and prefer to return to their home districts, the portrait of progress addresses what Spire expects in student overall growth and development within the Spire program.*

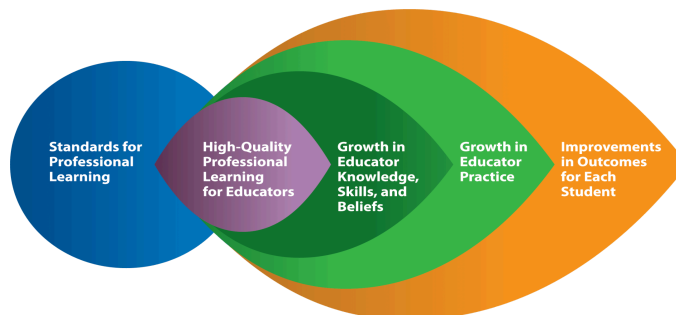
*Positive progress at The Spire School means students build critical thinking, effective communication, innovative problem-solving, and productive collaboration. Spire students aim to be continuous learners, resilient individuals and community contributors.*

### Continuous Learning Process

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

The following diagram helps illustrate the relationship between standards and outcomes that is the core of the teacher evaluation system.

***Improved teacher pedagogy = improved student outcomes!***



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

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

⇒ Decisions regarding appropriate next steps in learning/practice.

To ensure successful implementation of an effective system of evaluation and support, these guidelines delineate the following definitions:

**Educators** include teachers and student and education support specialists (service providers) 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 certification or permit issued by the State Board of Education.

**Leaders** include 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. Thus, leaders include assistant principals, deans, department heads, coordinators and lead teachers.

The Spire School created its learning and support plan aligned to the following professional standards:

- CT Common Core of Teaching (2010)
- Professional Standards for Educational Leaders (2015)

### **Ongoing Professional Development for Educators**

Ongoing professional development provided throughout the year in addition to the individual's learning and support plan goals.

Orientation takes place every August with follow-up learning activities throughout the year. The ongoing training for all educators and leaders is designed to ensure all stakeholders understand differentiated supports and processes as a part of the learning and support process. The orientation for educators includes:

The orientation for leaders includes:

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

### **Training for Leaders**

Training for evaluators includes engaging in and providing reciprocal feedback tied to standards and evidence of professional practice. Evaluators receive annual training that provides instruction in how to conduct performance evaluations.

The orientation for leaders includes:

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

---

The Spire School Continuous Learning & Support Plan is designed to be an ongoing, cyclical progress monitoring process with evaluator and educator/leader/team conferences in fall/winter/spring.

- Educators and leaders will meet with their supervisor three times a year (*at minimum*, fall goal setting, midyear review and end of year reflection). The meetings are to be approached in a spirit of continuous improvement, reflection and collaboration. Goals should always be connected to the standards recommended by the PDEC and outlined in the core competencies.

- Multiple measures of student learning, growth, and achievement should be adjusted per the role of the educator (educator, counselor, instructional coach). Additionally, for leaders, multiple measures of organizational health, educator and leader growth (assistant principals, department chair, lead teacher) should apply. Measures for both educators and leaders are mutually agreed upon during the goal-setting process and are aligned to agreed-upon standards. The adjustments 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

...promoting a positive, safe, and equitable learning culture, engaging in instructionally focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically.

Additional evidence relevant to one or more competencies may be part of the process and discussion.



Learning goals for teachers focus on how new learning will help teachers improve instruction.

Goals and standards must be consistent with the goals of The Spire School. The goal-setting process should encourage consideration of growth of the whole child - considering growth indicators in a variety of areas critical to the overall well-being of students.

- What do I want to learn? In what area do I want to improve?
- What resources are available to me within my professional learning community?
- What kind of professional learning will I need?
- How will my learning affect teaching and learning in my classroom/for my students?
- How will I know that I improved in this area? What evidence do I hope to have?

\*see **Appendix B** for Glossary of Professional Learning Opportunities for Educators

All educators and leaders are assigned to a primary evaluator (092). Goals and feedback are based on evidence, observations, and artifacts of professional practice as aligned to professional standards. Goals may also be agreed on a one-, two- or three- year goal with a plan for professional development and support throughout the duration of the goal. Additionally, teachers may set goals individually or as learning teams/departments.

### **What is a Formal Observation of Practice?**

A formal observation is an observation of instruction during a class, usually for the whole period, and includes a pre-observation meeting and a post-observation follow-up meeting.

For leaders, a formal observation of practice includes a specific site visit rather than a classroom observation.

### **What is an Informal Observation of Practice?** *(can be a drop-in or a walk-through also)*

Informal observations last only about 15 to 20 minutes and are not necessarily pre-planned. A pre and post observation meeting does not need to take place, but some feedback should still be provided to the instructor.

### **What is Review of Practice?**

Review of practice is a culmination of data gathered from both formal and informal observations, professional participation in school meetings, activities and communications and from teacher self-reflection.

---

## **Feedback**

**Feedback for Teachers:** Verbal feedback can be provided at any time following an observation, walk through or other review of practice. Written feedback should be provided to educators after an observation of practice or a classroom observation within 5 days of the original visit. A balance of written and verbal feedback is an integral part of the cycle of check-ins.

Dialogue through the professional growth process begins with educator self-reflection/self-assessment of impact of professional learning and educator practice on student growth, as well as the identification of next steps. Feedback should consider multiple and varied quantitative and qualitative indicators of evidence. There should be multiple pieces of evidence, which may include artifacts, observations of practice, student feedback and reflections of the educator on student growth as part of the educator feedback process.

**Feedback for Leaders:** Verbal feedback can be provided at any time following an observation, walk through or other review of practice. Written feedback should be provided to leaders after an observation of practice within 5 days of the original visit. A balance of written and verbal feedback is an integral part of the cycle of check-ins. All goals and feedback are based on evidence from site visits and artifacts of professional practice aligned to agreed-upon standards.

Dialogue through the leadership growth process begins with leader self-reflection/self-assessment of impact of professional learning and educator practice on student learning, growth and achievement as well as on organizational health and educator and leader growth. The dialogue should also identify next steps in leadership development.

For both teachers and leaders, quality feedback is:

- Based on multiple and varied qualitative and quantitative indicators of evidence, standards and goals
- Personalized
- 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 (*within 5 days of the observation*)

### Protocols/Feedback Cycles for TEACHERS

| <b>Cohort 1</b><br>New to Spire School (first 2 years)  | <b>Cohort 2</b><br><b>Educators</b> who have successfully completed 2 years at Spire.   |
|---|---|
| <i>Opportunities for discussion link student growth and development with observations of practice and performance and are aligned with the educator's goals.</i>  |   |
| At a minimum, an initial goal-setting meeting, midyear and end-of-year reflective progress review is held for all educators ( <i>see schedule on p. 7</i> )   |   |
| <ul style="list-style-type: none"> <li>• Three (3) formal observations (minimum 30 minutes in length) with pre &amp; post meetings.</li> <li>• Verbal and written feedback.</li> <li>• Additional observations of professional practice as mutually agreed upon or deemed necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Two (2) reviews of practice <i>with one being a formal observation</i> with post-meetings.</li> <li>• <b>OR</b> One observation may be substituted for a review of practice.*</li> <li>• Verbal and written feedback.</li> <li>• Additional observations of professional practice as agreed upon or deemed necessary.</li> </ul> |

### Protocols/Feedback Cycles for LEADERS

(assistant principal, coordinator, dean, department head, lead teacher)

| <b>Cohort 1</b><br>New to leadership role (first 3 years)  | <b>Cohort 2</b><br><b>Leaders</b> who have successfully completed cohort 1 in their current leadership role  |
|--|--|
| <i>Collaborative discussions link leader goals to the impact of leader professional learning and practice on organizational health and educator and leader growth.</i>   |  |
| At a minimum, an initial goal-setting meeting, midyear and end-of-year reflective progress review is held for all leaders ( <i>see schedule on p. 7</i> )  |  |
| <ul style="list-style-type: none"> <li>• Three (3) observations of professional practice or site visits.</li> <li>• Verbal and written feedback within five (5) school days.</li> <li>• Additional observations of professional practice as mutually agreed upon or deemed necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Two (2) observations of professional practice during specific site visits.</li> <li>• Verbal and written feedback within five (5) school days.</li> <li>• Additional observations of professional practice as agreed upon or deemed necessary.</li> </ul> |



|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Ongoing, on-site, evidence-driven visits or reviews of practice are aligned with the leader's goals.</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing, on-site, evidence-driven site visits or reviews of practice are aligned with the leader's goals.</li> </ul> |
|--|---|

### Annual Schedule for the Continuous Learning Process for both Educators and Leaders

| Goal setting<br><i>by mid-October</i>   | Mid-year Check-in<br><i>by mid-February</i>  | End-of-Year Reflection<br><i>by June 1</i>   |
|---|--|--|
| <b>Educator/Leader does:</b> <ul style="list-style-type: none"> <li>• Self reflect on professional practice</li> <li>• Consider types of evidence to collect</li> <li>• Draft goal(s), rationale, professional learning plan</li> </ul> <b>Evaluator does:</b><br>Goal Setting Conference <ul style="list-style-type: none"> <li>• Outline mutually agree on professional learning support</li> </ul> | <b>Educator/Leader does:</b> <ul style="list-style-type: none"> <li>• Review practice and discuss collected evidence toward goal(s)</li> <li>• Review goals' potential impact on practice, student learning, growth and/or on organizational growth.</li> <li>• Adjust goal(s) as needed based on evidence.</li> </ul> <b>Evaluator does:</b><br>Mid-year conference <ul style="list-style-type: none"> <li>• Discuss evidence, reflection, &amp; feedback from observations (if applicable).</li> </ul> | <b>Educator/Leader does:</b> <ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Review professional learning evidence, impact on practice &amp; student learning/organizational growth.*</li> </ul> <b>Evaluator does:</b><br>End-of-year conference/Summative feedback and growth criteria <ul style="list-style-type: none"> <li>• Evaluator provides written summative feedback &amp; guides next steps.</li> <li>• Officially signs off on goal or indicates that it continues the following year.</li> </ul> |

\*see **Appendix A** for *Example of Growth Criteria and Evidence*

### Corrective Support Plan

\*\*The Corrective Support Plan, in detail, is located on p.42 of this document.

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 teacher or 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 plan needs to be separate from the normal educator/leader growth model. The plan shall be developed in consultation with the evaluator and the teacher or leader.

#### The Corrective Support Plan will include:

- Clear objectives specific to the well-documented area of concern;
- Resources, support and interventions to address areas of concern;
- Timelines for implementing the resources, support and interventions and
- Supportive actions from the evaluator.

See **Appendix E** for *Samples of Supports for Educators and Leaders*

## Tiered Support for TEACHERS

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advanced levels of support - with a defined process for placing an educator on a tiered support - with indicators of success for transitioning out of it. Tier 2 and Tier 3 supports are centered on clear objectives *specific to a documented area of concern*.

| <b>Tier 1</b><br><i>Everyone receives, throughout the year</i>  | <b>Tier 2</b><br><i>Teachers on Tier 2 are identified by administration, based on previous observation/goal setting</i>  | <b>Tier 3</b><br><i>Teachers on Tier 3 are identified by administration, based on previous observation/goal setting</i>  |
|---|--|--|
| <p><b>-Professional learning</b> opportunities <i>inclusive of but not limited to collegial professional conversations, classroom visits, available district resources, formal professional learning opportunities developed and designed by Spire leadership</i></p> <p><b>-Ongoing training</b> to ensure all stakeholders understand the process and are confident in supporting students within this framework.</p> <p><b>-Support for outside professional learning</b> and other general support for all educators.</p> | <p>In addition to Tier 1 support, Tier 2 supports are responsive to unresolved, previously-discussed concerns.</p> <p>Tier 2 support has a clear area of focus, duration and criteria for success and is developed in consultation with the evaluator.</p> <p>Tier 2 support can extend 2-6 weeks.</p> | <p>Tier 3 supports are also responsive to unresolved, previously-discussed concerns.</p> <p>Tier 3 support has a clear area of focus, duration and criteria for success and is developed in consultation with the evaluator.</p> <p>Tier 3 support can extend 4-12 weeks.</p>  |
| <p><b>Tier 1 support timeline</b></p> <ol style="list-style-type: none"> <li>1. <u>Ongoing</u> - meetings available on demand or previously scheduled with administration or head teacher/peers.</li> <li>2. <u>Ongoing</u> - Share ideas, brainstorm, to express concerns or to ask for clarification or feedback.</li> <li>3. <u>Ongoing</u> - Periodic classroom drop-ins.</li> <li>4. <u>Pre-scheduled</u> - Formal observations with pre/post observation meetings.</li> </ol>   | <p><b>Tier 2 support timeline</b></p> <ol style="list-style-type: none"> <li>1. <u>Weekly check-in</u> with Spire lead teacher to review lesson planning, curriculum needs, etc.</li> <li>2. <u>Mentor and/or admin observations</u> for specific practices in review.</li> </ol>                      | <p><b>Tier 3 support timeline</b></p> <ol style="list-style-type: none"> <li>1. <u>Formal, weekly lesson plans</u> submitted to administration or lead teacher.</li> <li>2. <u>Weekly check-in</u> with admin or lead teacher.</li> <li>3. <u>Mentor and/or admin observations</u> for specific practices in review.</li> <li>4. Mentor, lead teacher or admin <u>co-teaching</u> to practice specific strategies/routines.</li> </ol> |

## Tiered Support for LEADERS

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advanced levels of support - with a defined process for placing an educator on a tiered support - with indicators of success for transitioning out of it.

Tier 2 and Tier 3 supports are centered on clear objectives *specific to a documented area of concern*.

| <b>Tier 1</b><br>Leaders receive throughout the year   | <b>Tier 2</b><br>Leaders on Tier 2 are identified by administration, based on previous observation/goal setting   | <b>Tier 3</b><br>Leaders on Tier 3 are identified by administration, based on previous observation/goal setting  |
|--|---|--|
| <p><b>-Ongoing training</b> to ensure all leaders understand the evaluation process and are confident in their ability to participate in reciprocal, effective and appropriate feedback.</p> <p><b>-Professional learning opportunities</b> <i>inclusive of but not limited to collegial professional conversations, classroom visits, available district resources, formal professional learning opportunities developed and designed by Spire leadership</i></p> <p><b>-Support for outside professional learning</b> and other general support for all leaders.</p> | <p>In addition to Tier 1 support, Tier 2 supports are responsive to unresolved, previously-discussed concerns.</p> <p>Tier 2 support has a clear area of focus, duration and criteria for success and is developed in consultation with the evaluator.</p> <p>Tier 2 support can extend 2-6 weeks.</p>                          | <p>Tier 3 supports are also responsive to unresolved, previously-discussed concerns.</p> <p>Tier 3 support has a clear area of focus, duration and criteria for success and is developed in consultation with the evaluator.</p> <p>Tier 3 support can extend 4-12 weeks.</p>  |
| <p><b>Tier 1 support timeline</b></p> <ol style="list-style-type: none"> <li>1. <u>Ongoing</u> - meetings available on demand or previously scheduled with supervisor..</li> <li>2. <u>Ongoing</u> - Share ideas, brainstorm, to express concerns or to ask for clarification or feedback as part of the Spire leadership team.</li> <li>3. <u>Ongoing</u> - Periodic visits (at least two) during leadership meetings, presentations and collaborations.</li> <li>4. <u>Pre-scheduled</u> - Formal observations with pre/post observation meetings.</li> </ol>        | <p><b>Tier 2 support timeline</b></p> <ol style="list-style-type: none"> <li>1. Scheduled, weekly check-in meetings with supervisor to address leadership needs, goals, etc.</li> <li>1. Additional professional development provided based on area of concern and aligned to professional standards for leadership.</li> </ol> | <p><b>Tier 3 support timeline</b></p> <ol style="list-style-type: none"> <li>1. Formal meeting agendas, submitted to supervisor; demonstrating planning/goals.</li> <li>2. Scheduled, weekly check-in with Spire administration to review goals/needs.</li> <li>3. Assigned mentor/coach in leadership.</li> <li>4. Additional professional development provided based on area of concern and aligned to professional standards for leadership.</li> </ol> |

## **Dispute Resolution for Educators and Leaders**

Dispute resolution is available whenever the evaluator/leader or evaluator/educator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. Claims that the school has failed to follow established procedures of the evaluation and support program shall be submitted to the administrative and is subject to the grievance procedures set forth by the Human Resources department of Greenwich Education Group and New Story. Within five (5) days of the claim, the supervisor and teacher or leader should meeting to attempt to resolve the matter informally.

If there is no resolution, the educator/leader is given the opportunity to include additional administrative team members (Ed Director, Academic Dean, Director of Guidance, Lead Teacher) in an effort to reach consensus on how to finalize a workable plan for both administration and educators. Leaders who are being evaluated may request that the Head of School/Superintendent can arbitrate the issue in dispute before reporting the conflict to HR. The Head of School/Superintendent may act as an arbitrator and make a final decision which shall be binding.

The process for dispute resolution includes the team of educators working in collaboration to:

- Review educator's goal & plan for professional growth and development.
- Evaluate the evidence of growth or request additional evidence.
- Suggest any support efforts, if applicable.

If none of the above methods prove satisfactory to the educator/leader being evaluated, they can make a referral to Laurie DiPreta in the Greenwich Education Group's Human Resources department requesting additional intervention from Greenwich Education Group to participate in the evaluation process according to the Greenwich Education Group's employee handbook.

---

### **For beginning teachers also completing TEAM modules**

#### **Focus**

The professional focus surrounding TEAM and Spire teacher evaluation is the same: effective professional learning and practice. Essentially, teachers are expected to use data to reflect on their learning and recognize how their professional practice has changed as a result of continuous improvement.

Thus, the goals set in TEAM Modules *may be the same* as those identified in the Educator Continuous Learning and Support Plan. The data used for TEAM and for the Continuous Learning Cycle may also be the same.

#### **To work efficiently, new teachers should:**

- Align their goal to the goals of the school and/or standards for effective practice.
- Connect their goal to some kind of professional learning and collaboration: Where will you continue to gain new knowledge this year? Who might help you?
- Collect data through assessment and observations to document their progress toward the goal and toward effective professional practice in general.

- Participate in frequent reflection about their practice and responsibilities.

---

### **Single-Point Competencies of Professional Practice for *TEACHERS***

Spire organized the educator competencies of professional practice as elements of our individual, classroom, and school-wide focus. In this context, Spire believes that the contributions educators make as individual learners, as classroom teachers, and as members of a school-wide community are all essential for the overall success of Spire's unique blend of academic and social-emotional learning.

**Single-Point Competencies for TEACHERS are aligned to standards outlined in the CT Common Core of Teaching and adapted from the Learning Forward's Professional Learning Standards (2022).**

**A single point competency** is 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.

#### **Competencies - as an Individual/Professional** *Competencies for Professional Learning*

- C1** - Reflect on and seek opportunities to learn about one's own race and privilege and model mindfulness about the negative impact of bias on students and communities. (CCT domain 4)
- C2** - Engage in deliberate practices of persistence and a growth mindset by responding to problems and demands as challenges rather than obstacles. (CCT domain 1)
- C3** - Understand and utilize practices of positive psychology and trauma-informed schools. (CCT domain 4)

#### **Competencies - in the Classroom** *Standards for Planning, Instruction & Assessment*

- C4** - Integrate knowledge of academic standards, individual learners, evidence-based practices, and diverse cultures to develop materials/pedagogy. (CCT domain 2)
- C5** - Use data (including timely formative and summative assessments) to scaffold/differentiate instruction and pacing to provide support that stretches learners, fills gaps in content, skills or understanding, and fosters collaboration. (CCT domain 2)
- C6** - Use essential questions, school-wide and subject-specific standards, and real-world problems to make learning rigorous and relevant. (CCT domain 2)
- C7** - Stay current in digital literacy in order to use technology to track progress, engage learners and create high quality digital resources and teach students to be savvy & safe in the digital world when accessing both factual and enriching online content. (CCT domain 4)
- C8** - Use modeling, practice, feedback and clear criteria/rubrics to highlight the processes of critical thinking, define mastery, and to measure growth over time. (CCT domain 3)
- C9** - Impart knowledge of the skills involved in feedback and communication (*written, oral, listening, presentation*)

to develop learners as effective communicators and collaborators. (CCT domain 3)

**C10** - Demonstrate awareness of and employ culturally-responsive teaching that centers on identity, cultural, and learning diversity as strengths. (CCT domain 4)

**Competencies - School-Wide**  
*Standards for Building Whole School Community*

**C11** - Build strong relationships with students, peers, families, community members and content experts to contribute to individual and collective success. (CCT domain 1)

**C12** - Provide and/or refer students to an array of services/interventions, including life coaching, so all learners can build capacity and master content and skills in all disciplines. (CCT domain 1)

**C13** - Use restorative practices to drive student learning of social responsibilities, foster respect, and promote inclusion. (CCT domain 1)

**C14** - Use mistakes, failures and struggles as opportunities for growth. (CCT domain 1)

**C15** - Understand that student agency means not only to provide choice but also to provide opportunities for students to lead. (CCT domain 1)

**Single-Point Competencies for  
COUNSELORS, SOCIAL WORKERS & OTHER SERVICE PROVIDERS\***

**Single-Point Competencies for COUNSELORS, SOCIAL WORKERS & OTHER SERVICE PROVIDERS are aligned to standards from the National Council on Social Work.**

During the school year, the check-ins with administration allow service providers an opportunity for reciprocal discussion of what is happening in their practice, a sharing of evidence of professional learning and its impact on growth, including identifying any needs or mutually-agreed-upon next steps for developing improved practice and/or outcomes.

- C1** Make ethical decisions by applying the standards of the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.
- C2** Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communications.
- C3** Present themselves as active, lifelong learners and engage students as experts of their own experiences, with an overall focus of growth over time.
- C4** Appropriately manage personal values in order to use empathy, reflection, self-regulation and interpersonal skills to effectively engage diverse students and families and maintain professionalism.
- C5** Apply knowledge of the person-in-environment framework to understand the complexities of individuals and situations when engaging with students and families.
- C6** Use critical thinking to analyze and resolve issues, which includes using information gained from research, knowledge, assessments, and preferences of students and families.
- C7** Use professional collaboration as appropriate to achieve beneficial outcomes for students and the school community.

**College & Career Guidance**

In addition, the following core competencies apply to school counselors who serve students in transition and post-secondary planning:

- C8** Believing that each student can succeed and should graduate prepared for postsecondary opportunities, helps students and families navigate postsecondary awareness, explorations, admissions, financial aid and other postsecondary planning.
- C9** Helps students connect school performance to the world of work and adult life, using assessments to help students understand their abilities, values and career interests.

## Single-Point Competencies for LEADERS

Single-Point Competencies for LEADERS are aligned to the Professional Standards for Educational Leaders (2015).

**A single point competency** is 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.



**Competency #1** Utilize group processes and model effective communication skills that foster a collaborative culture and support educator development & student learning.

**Competency #2** Using research to facilitate the analysis of student learning data in order to improve practice & student learning.

**Competency #3** Use knowledge of adult learners to respond to diverse learning needs and provide constructive feedback to colleagues while promoting professional learning for continuous improvement.

**Competency #4** Facilitate improvements in instruction and student learning that include curriculum and assessments as well as practices in differentiation, research-based strategies and building school culture and organization.

**Competency #5** Promote the use of assessments and data for planning and instruction and work to harness the skills, expertise and knowledge of colleagues to contribute to school improvement.

**Competency #6** Promote instructional strategies that address issues of diversity and equity in the classroom and ensure that individual student learning needs remain the central focus of instruction.

**Competency #7** Collaborate with families, communities and colleagues to develop comprehensive strategies to address the diverse educational needs of students and to build community in the whole-school environment.

**Competency #8** Act as a supportive resource to colleagues and advocate for professional resources and learning that support the school-wide mission and goals.



## Appendix A - Examples of Growth Criteria and Evidence for Educators and Leaders

### For Educators:

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

### For Leaders:

| Growth Criteria  | Possible Sources of Evidence  |
|--|---|
| <p><b>Development of New Learning and Impact of Practice</b><br/>           –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.</p> <p><b>Impact on the Organization</b><br/>           –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.</p> <p><b>Impact on Community</b><br/>           –the Leader can demonstrate how they worked effectively with colleagues/families/community</p> | <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>• Qualitative measure of whole child development (including, but not limited to, academic, social, emotional and physical development)</li> <li>• Systems and structures</li> </ul> |

## Appendix B - Glossary of Professional Learning Opportunities - *Educators & Leaders*

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 (IEP review or attendance records)

**coaching** - a process based on trust in which professional colleagues work together to reflect on current practices, to expand, refine and build new skills, to share ideas & teach one another

**examination of student work** - individuals or groups of educators review samples of work from various students

**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, co-planning, etc)

**lesson study** - groups of teachers plan a lesson, observing one present the lesson & 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 teachers to observe each other during classroom instruction

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

**professional literature study** - structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text

**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

**student shadow** - follow a student during the academic days 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 & opportunities confronting them

## **Appendix C - Sample Reflection Questions - Leader (for Goal-Setting & Observation of Practice)**

### **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 Progress 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?

## **Appendix D - Sample Reflection Questions - Educator (for Goal-Setting & Observation of Practice)**

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

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

- Curriculum/instructional resources available
- Timely feedback in person and in writing
- Weekly/bi-weekly meetings
- Manage access to other learning opportunities in and out of the building, as appropriate
- Modeling effective classroom or leadership practices/strategies
- Assigning a mentor or coach
- Peer observation & feedback partnership

# Forms



## Continuous Learning and Support Cycle

### Educator Beginning-of-Year Goal Setting

| Name:   |  | Role:  |   |
|---|--|--|---|
| <input type="checkbox"/> <b>Cohort 1</b><br><i>New to Spire</i> | <input type="checkbox"/> Individual goal<br><input type="checkbox"/> Team/Collaborative goal | <input type="checkbox"/> 1-year goal<br><input type="checkbox"/> 2-year goal<br><input type="checkbox"/> 3-year goal | <input type="checkbox"/> teacher educator<br><input type="checkbox"/> counselor/social worker |

| Self Reflection: <i>(completed by educator)</i>   |  |
|---|--|
|   |  |
| Goal, Rationale, Alignment and Professional Learning Plan <i>(completed by educator)</i>                          |  |
| Based on your analysis above, what is/are your goal(s) and what is your rationale?                                |  |
| What is your learning plan to support your goal?  |  |
| For multi-year goal(s), what might be the potential focus of years 2 & 3 (may be revised annually and as needed)? |  |
| In what ways might this goal(s) contribute to the school's overall vision/mission?                                |  |



**Goal-Setting Conference**  
*(completed by November)*

|                           |  |
|---------------------------|--|
| <b>Date:</b>              | <b>Supports Required/Suggested:</b><br><br><input type="checkbox"/> Tier 1<br><input type="checkbox"/> Tier 2<br><input type="checkbox"/> Tier 3 |
| <b>Notes:</b>             |  |
| <b>Scheduled Support:</b> |  |

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

**Mid Year Check-In**  
*(by February 15)*

**Date:**

**How do you view your progress to date on your professional learning? Explain.**

**Include any evidence you have gathered.**

**Evidence from scheduled support:**

**Other reflections and/or adjustments to your learning plan.**

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

Date \_\_\_\_\_

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

Date\_\_\_\_\_

## End-of-year Reflection and Feedback

**Date:**

**Respond to the following:**

- What impact did your new learning have on your practice & how do you know?
- What impact did your new learning have on your student learning, growth and/or achievement & how do you know?
- What challenges did you encounter and what might be next steps in your professional learning?

*Include any evidence you have gathered.*

**Self-Reflection:**

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

Date\_\_\_\_\_

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

Date\_\_\_\_\_



**Continuous Learning and Support Cycle  
Formal Observation & Feedback**

**Formal Observation #\_\_\_\_\_**

|  |  |
|--|--|
| <b>Name:</b>   | <b>Time/Location:</b>  |
| <b>Grade/Role:</b><br><input type="checkbox"/> Teacher Cohort 1<br><input type="checkbox"/> Teacher Cohort 2<br><input type="checkbox"/> Additional observation of professional practice | <b>Class/Focus:</b><br><br><input type="checkbox"/> Classroom Observation<br><input type="checkbox"/> Observation of Professional Practice |
| <b>Pre-Observation:</b> <i>(completed by educator)</i>   |  |
| <b>Lesson plan/meeting plan:</b> <i>Upload link here - or attach to this page</i>  |  |
| <b>Pre-Conference Notes:</b> <i>(include the identified competency focus for the observation)</i>  |  |
| <b>Post Observation Reflection:</b>  |  |
| <b>What worked and how do you know?</b>  |  |
| <b>What didn't work and how do you know?</b>   |  |
| <b>What have you learned (about your practice &amp; your students based on evidence) - and how will you apply that learning in the future?</b>   |  |
| <b>Observation Details</b>   |  |

| Evidence of Strengths | Single Point Competencies  | Opportunities for Growth and/or Next Steps |
|-----------------------|--|--|
|                       | <b>C1</b> - Reflect on one's own race and privilege and model mindfulness about the negative impact of bias on students and communities.   |  |
|                       | <b>C2</b> - Engage in deliberate practices of persistence and a growth mindset by responding to problems as challenges rather than obstacles.  |  |
|                       | <b>C3</b> - Understand and utilize practices of positive psychology & trauma-informed schools.   |  |
|                       | <b>C4</b> - Integrate knowledge of academic standards, individual learners and diverse cultures to develop materials/pedagogy.   |  |
|                       | <b>C5</b> -Use data (including timely formative and summative assessments) to scaffold/ differentiate instruction and pacing to provide support, stretch learners, fill gaps in content, skills or understanding and foster collaboration. |  |
|                       | <b>C6</b> - Use essential questions, school-wide and subject-specific standards, and real-world problems to make learning rigorous and relevant.   |  |
|                       | <b>C7</b> - Stay current in digital literacy and age-appropriate engagement in order to teach students to be savvy and safe in the digital world while accessing both factual and enriching online content.                                |  |
|                       | <b>C8</b> - Use modeling, practice and feedback to support critical thinking and measure growth over time.   |  |
|                       | <b>C9</b> - Impart knowledge of the different types of skills involved in feedback and communication (including written, oral, listening, digital/presentation skills) to develop effective communicators.                                 |  |
|                       | <b>C10</b> - Demonstrate awareness of and employ culturally- responsive  |  |

|  |  |  |
|--|--|--|
|  | teaching that centers on identity, cultural, & learning diversity as strengths.  |  |
|  | <b>C11</b> - Build strong relationships with students, peers, families & community members to contribute to individual and collective success. |  |
|  | <b>C12</b> - Provide and/or refer students to an array of services/intervention, including life coach, so all learners can build capacity.     |  |
|  | <b>C13</b> - Use restorative practices to drive student learning of social responsibilities, to foster respect, & to promote inclusion.        |  |
|  | <b>C14</b> - Use mistakes, failures and struggles as opportunities for growth.   |  |
|  | <b>C15</b> - Understand that student agency means not only to provide choice but also to provide opportunities for students to lead.           |  |
| <b>Additional Notes on Observation/Conference:</b> |  |  |

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

Date\_\_\_\_\_

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

Date\_\_\_\_\_



**Continuous Learning and Support Cycle**  
**Formal Observation & Feedback - *COUNSELORS & SOCIAL WORKERS***

**Formal Observation #\_\_\_\_\_**

|  |   |
|--|---|
| <b>Name:</b>   | <b>Time/Location:</b>   |
| <b>Grade/Role:</b><br><input type="checkbox"/> Cohort 1<br><input type="checkbox"/> Cohort 2<br><input type="checkbox"/> Additional observation of professional practice               | <b>Focus:</b><br><hr/><br><input type="checkbox"/> Classroom Observation<br><input type="checkbox"/> Observation of Professional Practice |
| <b>Pre-Observation:</b> <i>(completed by educator)</i>   |   |
| <b>Lesson plan/meeting plan:</b> <i>Upload link here - or attach to this page</i><br><br><br>  |   |
| <b>Pre-Conference Notes:</b> <i>(include the identified competency focus for the observation)</i><br><br><br>  |   |
| <b>Post Observation Reflection:</b>  |   |
| <b>What worked and how do you know?</b><br><br><br>  |   |
| <b>What didn't work and how do you know?</b><br><br><br>   |   |
| <b>What have you learned (about your practice &amp; your students based on evidence) - and how will you apply that learning in the future?</b><br><br><br><br><br><br><br><br><br><br> |   |

| Observation Details  |  |  |
|--|--|--|
| Evidence of Strengths  | Single Point Competencies  | Opportunities for Growth and/or Next Steps |
|  | <b>C1</b> - Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context. |  |
|  | <b>C2</b> - Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communications.  |  |
|  | <b>C3</b> - Present themselves as active, lifelong learners and engage students as experts of their own experiences, with an overall focus of growth over time.  |  |
|  | <b>C4</b> - Appropriately manage personal values in order to use empathy, reflection, self-regulation and interpersonal skills to effectively engage diverse students and families and maintain professionalism.                             |  |
|  | <b>C5</b> - Apply knowledge of person-in-environment to understand the complexities of individuals and situations when engaging with students and families.  |  |
|  | <b>C6</b> - Use critical thinking to analyze and resolve issues, which includes using information gained from research knowledge, assessments and preferences of students and families.  |  |
|  | <b>C7</b> - Use professional collaboration as appropriate to achieve beneficial outcomes for students and the school community.  |  |
| <b>College &amp; Career Guidance</b><br>In addition, the following core competencies apply to counselors who serve students in transition and post-secondary planning: |  |  |







**Continuous Learning and Support Plan**  
**Leaders Goal Setting**

|              |              |
|--------------|--------------|
| <b>Name:</b> | <b>Role:</b> |
|--------------|--------------|

**Beginning of the year Goals and Planning**

|   |  |
|---|--|
| <b>Self Reflection</b> <i>(completed by educator)</i>   |  |
|   |  |
| <b>Goal, Rationale, Alignment and Professional Learning Plan</b> <i>(completed by educator)</i>   |  |
| Based on your analysis above, explain your goals & rationale.   |  |
| What is your learning plan to support your goal?  |  |
| For multi-year goal(s), what might be the potential focus of years 2 & 3 (may be revised annually and as needed throughout the learning process)? |  |
| In what ways might this goal(s) contribute to the school's overall vision or mission?   |  |

**Goal-Setting Conference**  
*(completed by Nov. 1)*

**Date:**

**Notes:**

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

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



**Continuous Learning and Support Plan**  
**Leaders Mid Year Check-In**

**Date:**

How do you view your progress to date on your professional learning? Explain.

Include any evidence you have gathered.

Other reflections on your professional learning to date:

**Mid Year Conference Feedback/Notes:**

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

**Continuous Learning and Support Plan**  
**Leaders End-of-Year Reflection & Feedback**

**Date:**

**Respond to the following:**

- What do you consider to be our most important achievements in the past year?
- What challenges/obstacles did you have to overcome to achieve your objectives?
- What elements of your job do you find the most enjoyable, and why?
- What elements of your job do you find the most difficult/challenging and why?
- What action(s) could you take to improve your performance in your current position?
- What types of training, education, etc. would you benefit from in the next year and why?

*Include any evidence you have gathered.*

**Self-Reflection:**

**End-of-Year Conference**

**Summative Feedback:**

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_



**Continuous Learning and Support Plan**  
**Leaders Performance Review**

|   |   |   |
|---|---|---|
| <b>Name:</b>  |   |   |
| <b>Role:</b>  | <b>Date/Time:</b>   |   |
| <b>Please provide an overview of your primary responsibilities:</b> |   |   |
|   |   |   |
| <b>Evidence of Strengths</b>  | <b>Single Point Competencies</b>  | <b>Evidence of Growth and/or Next Steps</b> |
|   | <b>SL C1</b> Utilize group processes and model effective communication skills that foster a collaborative culture and support educator development & student learning.  |   |
|   | <b>SL C2</b> Using research to facilitate the analysis of student learning data in order to improve practice & student learning.  |   |
|   | <b>SL C3</b> Use knowledge of adult learners to respond to diverse learning needs and provide constructive feedback to colleagues while promoting professional learning for continuous improvement.                               |   |
|   | <b>SL C4</b> Facilitate improvements in instruction and student learning that include curriculum and assessments as well as practices in differentiation, research-based strategies and building school culture and organization. |   |
|   | <b>SL C5</b> Promote the use of assessments and data for planning   |   |

|  |   |  |
|--|---|--|
|  | and instruction and work to harness the skills, expertise and knowledge of colleagues to contribute to school improvement.  |  |
|  | <b>SL C6</b> Promote instructional strategies that address issues of diversity and equity in the classroom and ensure that individual student learning needs remain the central focus of instruction.               |  |
|  | <b>SL C7</b> Collaborate with families, communities and colleagues to develop comprehensive strategies to address the diverse educational needs of students and to build community in the whole-school environment. |  |
|  | <b>SL C8</b> Act as a supportive resource to colleagues and advocate for professional resources and learning that support the school-wide mission and goals.  |  |

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_



- What do you consider to be our most important achievements in the past year?
- What challenges/obstacles did you have to overcome to achieve your objectives?
- What elements of your job do you find the most enjoyable, and why?
- What elements of your job do you find the most difficult/challenging and why?
- What action(s) could you take to improve your performance in your current position?
- What types of training, education, etc. would you benefit from in the next year and why?

|   |  |
|---|--|
| <b>Date:</b>  |  |
| <b>Summative Feedback:</b>                                  |  |
| <b>Development of new learning, growth and achievement:</b> |  |

Date \_\_\_\_\_

Date \_\_\_\_\_





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

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



## Continuous Learning and Support Plan Corrective Support Plan *for Educators*

A corrective support plan is not presented without well-documented evidence of the area of concern and is developed in consultation with the evaluator and educator.

Corrective supports shall include:

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

The educator has been struggling with \_\_\_\_\_.  
(Briefly describe the struggle(s))

Tiered supports have been provided by the evaluator throughout the year. (Name) \_\_\_\_\_ has demonstrated a lack of growth/improvement, which has led to this Corrective Support Plan. The goal of the corrective support plan is to improve practice related to \_\_\_\_\_.

(Name) \_\_\_\_\_, will remain on this corrective support plan for \_\_\_\_\_ (recommended 4-6) weeks. Improvement in the goal area/struggle listed above within this duration will serve as criteria for successful completion of this plan.

|   |                    |
|---|--------------------|
| <b>Timeframe:</b>   | <b>Grade/Role:</b> |
| <b>Objective:</b><br>To improve _____ (evaluator fills in based on specific standard).  |                    |
| <p>A blend of opportunities and resources will be extended to the Educator.</p> <p><b>Supportive actions</b> may include:</p> <ul style="list-style-type: none"><li>● Making resources available</li><li>● Timely feedback in person and in writing (weekly/bi-weekly meetings)</li><li>● Mutually agreed-upon peer observation cycle</li><li>● Modeling effective best practices</li><li>● Management of access to learning opportunities in and out of building, as appropriate</li></ul> <p><b>Resources</b> may include:</p> <ul style="list-style-type: none"><li>● Assigning a mentor</li><li>● Working with an instructional coach or department chair</li></ul> |                    |

- Completing relevant reading/research

**The suggested actions and resources for this goal area are as follows:**

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_



## Continuous Learning and Support Plan

### Corrective Support Plan for Leaders

A corrective support plan is not presented without well-documented evidence of the area of concern and is developed in consultation with the evaluator and leader.

Corrective supports shall include:

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

The leader has been struggling with \_\_\_\_\_.  
(Briefly describe the struggle(s))

Tiered supports have been provided by the evaluator throughout the year. (Name) \_\_\_\_\_  
has demonstrated a lack of growth/improvement, which has led to this Corrective Support Plan. The goal of the  
corrective support plan is to improve practice related to \_\_\_\_\_.

(Name) \_\_\_\_\_, will remain on this corrective support plan for \_\_\_\_\_  
(recommended 4-6) weeks. Improvement in the goal area/struggle listed above within this duration will serve as  
criteria for successful completion of this plan.

|  |              |
|--|--------------|
| <b>Timeframe:</b>  | <b>Role:</b> |
| <b>Objective:</b><br>To improve _____ (evaluator fills in based on specific standard).   |              |
| <p>A blend of opportunities and resources will be extended to the Leader.</p> <p><b>Supportive actions</b> may include:</p> <ul style="list-style-type: none"><li>● Weekly, bi-weekly meetings with progress reporting from the leader and written feedback from the evaluator</li><li>● All resources made available</li><li>● Modeling of effective professional practiceTimely feedback in person and in writing (weekly/bi-weekly meetings)</li><li>● Management of access to learning opportunities in and out of building, as appropriate</li></ul> <p><b>Resources</b> may include:</p> <ul style="list-style-type: none"><li>● Working with a mentor or coach</li><li>● Collaboration with other school and/or district leaders for exemplars of best practices in a specific area</li></ul> |              |

- Completing relevant reading/research

**The suggested actions and resources for this specific goal area are as follows:**

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_