

The Woodstock Academy
Professional Growth and Evaluation
Plan for Educators

2024-2025



**MEMBERS OF THE TEACHING & LEARNING COMMITTEE
2023-2024**

Michael Bourgeois, Math Teacher
Faith Clarke, CTE & World Language Teacher
Eric Collelo, CTE Teacher
Michael Harten, Dean of Academics -- Co-chair
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Cara Mizak, Social Studies Teacher
Meghan Mizak, English Teacher, WAEA Vice-President--Co-chair
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Nik Ververis, Health/Physical Education Teacher
Breana Weidele, Paraprofessional

MISSION STATEMENT

The Woodstock Academy prepares all students by providing diverse opportunities through rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

VISION STATEMENT

The Woodstock Academy is a student-centered school which emphasizes individual growth and development through student engagement in diverse instructional opportunities effectively managed by an empowered faculty, supported by a participating community, and characterized by the highest global values of a rapidly changing world.

OVERVIEW

The Woodstock Academy is an independent four-year, nonselective, coeducational secondary school serving the towns of Woodstock, Eastford, Brooklyn, Canterbury, Union, and Pomfret. The academy welcomes additional students from outside of these towns and around the world on a tuition basis. The primary purpose of The Woodstock Academy is to create an educational environment which fosters fundamental skills, critical and creative thinking, questioning, practical problem solving, active learning, and social awareness.

STATEMENT OF PURPOSE

The new guidelines are intended to simplify the evaluation process, build trust, support educators and student growth, and foster innovation rather than promote compliance. This evaluation plan moves away from mathematical calculations of teacher performance, eliminates the requirement for ratings, allows for a differentiated process based on role and level of experience, and requires no standardized indicators to measure growth.

The purpose of The Woodstock Academy Professional Growth and Evaluation Plan for Educators is:

- To emphasize professional learning and growth;
- To improve the quality of instruction at The Woodstock Academy and thereby positively impact student learning;
- To create a learning community by utilizing mutual agreement on professional growth goals;
- To differentiate the evaluation process based on role and years of experience;
- To focus on reflection and dialogue by requiring evaluators to provide meaningful feedback;
- To ensure that educators are abiding by the Professional Code of Conduct; and
- To adhere to the Connecticut statutes and guidelines provided by the Connecticut State Department of Education.

GUIDING BELIEFS

The Woodstock Academy Professional Growth and Evaluation Plan for Educators believes:

1. Evaluation and Professional Development are intended to improve job performance, teaching, and student learning.
2. The 2017 *Common Core of Teaching (CCT) Rubric for Effective Teaching, the CCT Rubric for Effective Service Delivery, Professional Standards for School Leaders (PSEL), Learning Forward's Professional Learning Standards (2022)*, and recent research on effective teaching provide a broad, general description of good teaching.
3. The educator evaluation process should be conducted in an atmosphere of mutual trust and respect.
4. Successful evaluation recognizes effective teaching practices, thereby enhancing the self-image and self-respect of both educator and evaluator.
5. Educators, like students, must be continual learners, always growing in content knowledge and skillful teaching practices.
6. Opportunities for collegial peer observation and sharing are invaluable in encouraging professional growth.
7. Ongoing, reflective practice encourages educator growth and enhances student learning.
8. The evaluation process correlates with the levels of educator experience at The Woodstock Academy.
9. Demonstrating growth does not guarantee educator retention.
10. Educators should embody the skills and growth mindset that they seek to foster in students.

RESPONSIBILITIES

All educators have a shared responsibility to:

- Grow professionally;
- Share their knowledge with one another through various methods of data collection and collaborative work;
- Become reflective practitioners;
- Contribute positively to the culture and climate of The Academy community; and
- Work to provide the best quality education for all students.

For this to occur, the educator and evaluator must work collaboratively to:

- Establish rapport and promote an atmosphere of trust and mutual respect;
- Encourage openness and communication;
- Establish mutual agreement on goals and indicators;
- Provide a conference setting conducive to privacy;
- Create a sense of shared commitment and responsibility for student performance, progress, and success.

Educator Responsibilities:

The primary responsibility of educators is successful performance in meeting the skills and competencies as delineated in the *Connecticut Common Core of Teaching for Effective Teaching, The Common Core Teaching for Effective Service Delivery*, respective discipline standards, *Professional Standards for School Leaders*, and *Learning Forward's*

Professional Learning Standards. Educators must be knowledgeable about the CCT and their respective professional standards.

To improve student learning, the educator will actively participate in the evaluation process by:

- Acknowledging the need for professional growth and continuous self-improvement;
- Developing objectives and a professional growth plan that leads to more skillful teaching;
- Engaging in reflection and self-evaluation; and
- Seeking assistance and advice whenever necessary.

Evaluator Responsibilities:

The responsibilities of the evaluator are the development, support, and assessment of all educators for whom he/she is responsible under the plan, and to establish a collaborative relationship with each educator.

To improve student learning, the evaluator will actively participate in the evaluation process by:

- Supporting the educator's goals and professional growth plan consistent with The Academy's mission;
- Having frequent contact with the educator to discuss student progress and desired outcomes of the goals and professional growth plan;
- Ensuring confidentiality of evaluation records; and
- Preventing the educator evaluation process from including arbitrary and/or punitive practices.

Teaching & Learning Committee (PDEC) Responsibilities:

The Teaching and Learning Committee is the PEDC in accordance with Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3). This committee uses consensus to create, revise, and monitor the evaluation and support model, as well as the annual professional development goals and programming.

This committee membership includes at least one teacher, at least one administrator, at least one paraprofessional, and other personnel as the Head of School, empowered by the Board of Trustees, deems appropriate. The Woodstock Academy Education Association (WAEA) will appoint at least one of its members to the committee. Individuals selected for this committee shall represent the employee groups at The Woodstock Academy.

FOUNDATIONAL DOCUMENTS

The following publications and documents are the framework for this evaluation documents:

1. *Connecticut's Common Core Standards*, which clearly establishes high expectations for learning for all of Connecticut's children;
2. *The Common Core of Teaching (CCT) Rubric for Effective Teaching 2017* and *the CCT Rubric for Effective Service Delivery of 2015* which define effective teaching practices throughout the career continuum of teachers from pre-service, through induction, as well as for the evaluation and continued professional development of experienced teachers;
3. *Connecticut's Framework K-12 Curricular Goals and Standards*, which establishes student content and performance standards across all disciplines by grade span;
4. *The Woodstock Academy Goals, Student Outcomes, and Curriculum Standards*.
5. *Professional Standards for School Leaders (PSEL)* which define the model for the qualities and values of effective educational leaders that guide the direction of practice directly and indirectly through the work of policy makers, professional associations, and supporting institutions.
6. *Leading Forward's Professional Learning Standards* (2022) which provides guidance for effective professional learning intended to deepen educator and leader knowledge, promote reflection, and maximize leader impact. This document provides the foundation for meaningful feedback and continuous learning by articulating the relationship between the vision for effective leadership, the vision for effective teaching, learning, and service delivery, and the vision for effective professional learning.

OVERSIGHT OF THE PROCESS

The Associate Head of School assigns all evaluators to teachers. Every evaluator will possess a 092 certification and participate in regular (re)training. While an administrator evaluates each teacher, the Associate Head of School may, as appropriate, assign additional evaluators to conduct observations and/or evaluations. If a teacher and evaluator jointly request a specific individual to be the second evaluator, the Associate Head of School will consider the request, but retains sole discretion to assign the second evaluator. The Head of School, who possesses a 093 certification, evaluates all members of the Administrative Team.

Evaluator	Position
Head of School	Associate Head of School, Assistant Head of School, Dean of Academics, Dean of Student Affairs, Dean of Students, Director of Student Services
Administration	Classroom Teacher, Director of Counseling, Counselor, Psychologist, Social Worker, School Nurse, Department Chair, Paraprofessionals

All phases of The Woodstock Academy Educator Evaluation and Professional Growth Plan shall conform to Connecticut guidelines and statutes regarding the evaluation of educators.

The department chairperson's role in the evaluation process shall be to work with all members of his/her department in the capacity of mentor/teacher-coach. At any time, a department chairperson may request, in writing, an administrative observation/evaluation of a department member. All documents and records of teacher performance and evaluation, in accordance with Connecticut General Statute § 10-151c, are not public records and shall not be subject to FOI requests.

PROCEDURES

Annual Training

In accordance with C.G.S. 10-151b, all evaluators will participate in annual training for best practices in understanding the standards, providing quality feedback, and discerning evidence of professional practice. This training will be completed prior to the start of the school year.

In turn, each year, educators will be given an orientation of The Woodstock Academy evaluation and support plans so that every educator will fully understand what they need to do to be successful. The depth of the overview may be differentiated based on teaching experience and time employed at WA. This annual evaluation review will be completed by September. All educators will have access to this document via the website and/or on the school-issued technology. Questions about this plan's provisions will also be directed to department chairpersons, the Dean of Academics, or the Associate Head of School for clarification.

Conflict Resolution Process.

This system is designed to ensure continuous, constructive, and cooperative processes among all educators and their evaluators. The right of appeal is available to all in the evaluation and support system. The purpose of the conflict resolution process is to secure, at the lowest possible administrative level, equitable solutions to the disagreements. When disagreements arise with the evaluation process processes, assessment, and/or feedback, the parties are encouraged to discuss these differences and seek a common understanding of the issue. Additionally, any educator may respond to an evaluation in writing. Should the process not result in resolution of a given issue, the concerned professional may request, in writing, mediation by the Associate Head of School. If that step does not bring resolution, the determination regarding that issue will be made by the Head of School.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law. Should the conflict-resolution process not result in a resolution or exceed the thirty (30) workday timeline, educators, or the Association on behalf of a teacher, may initiate the grievance procedure as articulated in the *Professional Agreement between the Woodstock Academy Board of Trustees and the Woodstock Academy Education Association*.

TEACHER EVALUATION SYSTEM OVERVIEW

The evaluation system will be based on two focal areas: professional growth goal progress and classroom observations / reviews of practice. All teachers, regardless of experience, will set professional growth goals annually; these goals may have multi-year plans. The observation / review of practice portion of the evaluation plan will be divided into three stages. The Induction Phase will be used with untenured teachers in years 1 and 2 of employment at The Woodstock Academy. The Guided Growth Phase will be used with untenured teachers in years 3 and 4 of employment at The Woodstock Academy, and for experienced teachers with previous Connecticut tenure ("fast tracked") who have not yet achieved tenure at The Woodstock Academy. The Continuous Growth Phase shall be used for tenured teachers.

All observations / reviews of practice shall include pre- and post-observation meetings, as appropriate. All evaluations will use documented feedback on performance based on the approved evaluation rubrics. Tenured teachers who are not demonstrating CCT competencies may be placed on an Intensive Supervision Phase.

COMPONENTS OF TEACHER EVALUATION

Professional Growth Goals

The Professional Growth Goal is a goal developed by individual educators based on annual performance data and/or CCT-based self-reflection. It reflects how the educator will change their practices to effectively impact student outcomes. It does not need to be mathematically quantifiable and may pertain to professional learning. In contrast to previous years, it emphasizes personal and professional learning and growth instead of mandatory targets for student learning. Beginning teachers may use TEAM goal(s). Teachers are encouraged to share a goal to promote collaboration and shared responsibility for learning. Professional Growth Goals may also be multi-year goals.

To start the Professional Growth Goal process, each educator should complete their appropriate self-evaluation rubric (for educators, for service providers, for leadership). Use Domains 1-3 of the CCT to self-assess and ascertain an area of focus. Educators in the Professional Phase may also use Domain 4. The self-evaluation is for your use only and does not need to be shared with your evaluator. In a meeting, the educator and evaluator will decide on a Professional Growth Goal using mutual agreement.

When crafting a Professional Growth Goal, educators may wish to consider the following guiding tool for writing the goal.

I WILL (State the Action)	SAMPLE AREAS OF FOCUS (CCT-Based)	OUTCOME
Acquire information on	Positive learning environments	Increased educator effectiveness
Analyze	Responsive & respectful of student needs	Improve results for students
Become familiar with	Appropriate classroom behavior	Professional learning
Become knowledgeable about	Maximized instructional time	Improved content knowledge
Become proficient in	Plan with instructional alignment	Developed leadership capacity
Develop/Design	Engage students cognitively	Improved academic decision
Enhance my understanding of	Select appropriate assessment strategies	Advocate for students
Gain skills in	Content accuracy	Improved classroom environment
Implement	Literacy instruction	Promote collegial collaboration
Incorporate	Instructional progression & pacing	Better use of educational resources
Investigate	Differentiation	Improved capacity to use data
Learn about	Student responsibility & independence	Improved capacity to assess progress
Mentor	Instructional variety	Promote professional growth
Participate in	Interdisciplinary learning	
Research	On-going assessment	
Study	Criteria for student success	
	Instructional adjustments	
	Self-reflection	
	Positive school climate	

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the educator's new learning on their practice/goal;
- The impact the educator's new learning and practice had on the educator's practice, organizational growth, and student outcomes; and
- Articulations of next steps.

Observations /Review of Practice

Observation of professional practice occurs throughout the continuous learning process. The Connecticut State Department of Education uses the following definitions when referring to observations.

- Walkthrough/Informal Observation – In-class observations less than 20 minutes, with verbal and/or written feedback within a timely manner. These may be announced or unannounced.
- Formal Observation – An in-class observation of at least 30 minutes, preceded by a pre-conference meeting/communication and followed by a post-observation conference, which includes timely written and verbal feedback.
- Reviews of Practice – Reviews of Practice/non-classroom observations include observations of data team meetings, of coaching/mentoring other teachers, student work, or other teaching artifacts such as lesson plans. These may be announced or unannounced.
- “Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change” (Killion, J. *The feedback process: Transforming Feedback for Professional Learning. Learning Forward.* 2019). Quality feedback is based on multiple and varied indicators of evidence, standards, and goals. It is personalized, learning-focused, 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. It is also timely, frequent, and reciprocal. (Killion)

Cohorts Definitions and Timelines

- Induction Phase (Years 1 & 2)
 - Required meetings include an initial meeting to review the TEVAL process (within the first 30 days of employment), a Professional Growth setting meeting by November 1, a Midterm Check-in by March 1, and a Summative Conference.
 - At least 4 observations/Reviews of Practice (with at least 1 formal observation) with appropriate pre- and post-observation meetings.
 - [Feedback written and verbal within five school days.](#)
 - The Summative Conference will be completed in mid-May.
- Guided Growth Phase (Years 3 & 4)
 - Required meetings include a Professional Growth setting meeting by November 1, a Midterm Check-in by March 1, and a Summative Conference.
 - At least 4 observations/Reviews of Practice (with at least 1 formal observation) with appropriate pre- and post-observation meetings.
 - [Feedback written and verbal within five school days.](#)
 - The Summative Conference will be completed in mid-May.
- Continuous Professional Growth Phase

- Required meetings include a Professional Growth setting meeting by November 1, a Midterm Check-in by March 1, and a Summative Conference by June 30.
- A minimum of 3 walkthroughs and/or observations / Reviews of Practice (with a minimum of 1 informal observation and a minimum of 1 formal observation at least every three years) with appropriate pre- and post-observation meetings.
- Feedback written and verbal within five school days.
- The Summative Conference will be completed in June.

Tiered Support and Corrective Support Planning

All educators require access to high-quality, targeted professional learning support to improved practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within the evaluation process. A pattern of persistent lack of growth and reflection or resistance to growth-orientated feedback should lead to advancing levels of support. All three tiers of support must be implemented and documented prior to the development of an Intensive Supervision Plan.

Tier 1

All educators in this tier consistently access opportunities for professional growth within The Woodstock Academy system. These supports are broadly accessible professional learning opportunities for all, and may include, but are not limited to, collegial conversations, peer observations, professional resources (books, articles, videos, etc.), formal professional learning opportunities developed and designed by the TLC, and other supports such as peer coaching. These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (for example, observations of a specific leadership practice) that can be either suggested by the educator or recommended by the evaluator.

Tier 3

In addition to Tier 1 and Tier 2 supports, Tier 3 supports are generated in response to unresolved, previously discussed concerns. Tier 3 supports have clearly articulated areas of focus, duration of time, and an articulated criteria for success. Tier 3 supports shall be developed collaboratively with the evaluator, educator, and the educator's exclusive bargaining representative, pursuant to C.G.S. §10-153b. The state date and duration of the Tier 3 support must be clearly documented.

ADMINISTRATOR EVALUATION SYSTEM OVERVIEW

Professional Practice and Leader Growth

The implementation of the continuous learning process is similar for administration. The administration evaluation system will be based on two focal areas: professional growth goal progress and leadership reviews of practice. Throughout the school year, administrators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. The Head of School will provide administrators with feedback from observations of professional practice and dialogue, ensure timely access to support, and collect evidence of administrative performance and practice toward goal(s) through multiple sources, leadership observations, student and staff feedback, school-wide performance data, and/or family engagement. The observation / review of practice portion of the evaluation plan will be divided into three stages. The Initial Leadership will be used with untenured administrators in years 1 and 2 of their leadership career. The Guided Leadership phase will be used with untenured administrators in years 3 and 4 of employment at The Woodstock Academy, and for experienced administrators with previous Connecticut tenure (“fast tracked”) who have not yet achieved tenure at The Woodstock Academy. The Continuous Leadership phase shall be used for tenured teachers. All observations and reviews of practice shall include pre- and post-observation meetings, as appropriate. All evaluations will use feedback on performance based on the approved evaluation rubrics. Tenured administrators who are not demonstrating CCT competencies may be placed on an Intensive Supervision Phase.

COMPONENTS OF ADMINISTRATOR EVALUATION

Professional Growth Goals

An Administrator’s Professional Growth Goal is developed by a leader based on annual school-performance data and/or (Leadership) self-reflection. It reflects how the leader will change their practices to effectively impact both educator and student outcomes. It does not need to be mathematically quantifiable and may pertain to professional learning. In contrast to previous years, it emphasizes personal and professional learning and growth instead of mandatory targets for student learning. Professional Growth Goals may also be multi-year goals.

When crafting a Professional Growth Goal, administrators may wish to consider the following reflection questions for writing the goal.

- 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 PSEL 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 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 of methods you would like to explore and implement this year?
- How do you see yourself contributing to The Woodstock Academy's mission, vision, and/or Portrait of a Graduate? What strategies can you learn more about to support that focus?

The evidence of professional learning goals of an administrator may take various forms. The following is a list of possible actions taken by administrators:

- Analyze student-performance data
- Apply for school recognition of achievement
- Collaborate with educational partners
- Create/lead a committee
- Create/revise policies and procedures
- Create/organize community events
- Cultivate community wellness
- Cultivate positive school climate
- Design and implement targeted student recruitment
- Design and implement effective budget strategies
- Engage stakeholders
- Engage in effective fiscal management
- Mentor a struggling educator
- Research contemporary educational issues and solutions
- Review curriculum (vertical alignment; relevance; compliance)
- Provide P.D./training
- Review and/or develop programs
- Research and write grants
- Safeguard employee retention and effective hiring

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal;
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes; and
- Articulated next steps.

Cohort Definition

- Initial Leadership (Years 1-2)
 - Required meetings include an initial meeting to review the TEVAL process (within the first 30 days of employment), a Professional Growth setting meeting by November 1, ongoing

- assessment and feedback based on targeted goals, [Mid-year check-in by March 1](#), and a Summative Conference [by June 30](#).
 - o [Four observations of professional practice and/or site visits.](#)
 - o [Feedback written and verbal within five school days.](#)
 - o [The Summative Conference will be completed in mid-May.](#)
- Guided Leadership (Years 3 & 4) This category also includes leaders who are new to The Woodstock Academy with previous leadership experience and tenure.
 - o Required meetings include a Professional Growth setting meeting by November 1, ongoing assessment and feedback, [Mid-year check-in by March 1](#), and a Summative Conference [by June 30](#).
 - o [Three observations of professional practice and/or site visits.](#)
 - o [Feedback written and verbal within five school days.](#)
 - o [The Summative Conference will be completed in mid-May.](#)
- Continuous Leadership
 - o Required meetings include a Professional Growth setting meeting by November 1, ongoing assessment and feedback, [Mid-year check-in by March 1](#), and a Summative Conference [by June 30](#).
 - o [Two observations of professional practice and/or site visits.](#)
 - o [Feedback written and verbal within five school days.](#)
 - o [The Summative Conference will be completed in June.](#)

Tiered Support and Corrective Support Planning

All educators require access to high-quality, targeted professional learning support to improved practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within the evaluation process. A pattern of persistent lack of growth and reflection or resistance to growth-orientated feedback should lead to advancing levels of support. All three tiers of support must be implemented and documented prior to the development of an Intensive Supervision Plan.

Tier 1

All educators in this tier consistently access opportunities for professional growth within The Woodstock Academy system. These supports are broadly accessible professional learning opportunities for all, and may include, but are not limited to, collegial conversations, peer observations, professional resources (books, articles, videos, etc.), formal professional learning opportunities developed and designed by the TLC, and other supports such as peer coaching. These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (for example, observations of a specific leadership practice) that can be either suggested by the educator or recommended by the evaluator.

Tier 3

In addition to Tier 1 and Tier 2 supports, Tier 3 supports are generated in response to unresolved, previously discussed concerns. Tier 3 supports have clearly articulated areas of focus, duration of time, and an articulated criteria for success. Tier 3 supports shall be developed collaboratively with the evaluator, educator, and the educator's self-selected mentor-administrator. * The state date and duration of the Tier 3 support must be clearly documented. (*Administrators at The Woodstock Academy are not part of a union.)

INTENSIVE SUPERVISION PHASE

(The Intensive Supervision Phase is for tenured teachers and administrators who are not demonstrating competence as described in *Connecticut's Common Core of Teaching or Professional Standards for School Leaders*)

Stages and Timelines

Intensive Supervision Notification	Educator must sign and return to evaluator within 5 school days
Action Plan	Educator and Evaluator develop within 5 school days of the formal notification
Mid-Cycle Evaluation	45 schooldays after the start of the cycle completed by the evaluator.
Summary Report	Educator completes part A and submits to Evaluator prior to the end of the cycle conference

INTENSIVE SUPERVISION PHASE

This phase is for tenured educators who are experiencing significant difficulty in performing their job responsibilities. These educators will have documented “inefficiency” (the failure to teach/lead effectively even though they have the ability) or “incompetence” (the inability to teach/lead effectively). “Inefficient” and “incompetence” must be based on evaluation of the educators using the teacher/administrator evaluation guidelines established pursuant to Section 10-151b. It is important to understand that the evaluation process's intent is to improve student learning. When an educator is having trouble consistently demonstrating competence as described in The *Common Core of Teaching (CCT) Rubric for Effective Teaching*, the *CCT Rubric for Effective Service Delivery* or in the *Professional Standards for School Leaders*, or other appropriate professional standards they will be assigned to Intensive Supervision. This phase of evaluation provides additional support and guidance to educators with identified and documented significant weaknesses. Educators assigned to Intensive Supervision will work cooperatively with their evaluators to develop and implement an individualized remediation plan designed to assist the educator in meeting competence requirements. The evaluator is to offer reasonable assistance so that the educator can improve performance in areas documented as unsatisfactory. The assistance may include, but is not limited to, positive suggestions, resource materials, referral to other individuals, peer coaching, assignment of a mentor, a review of lesson plans, a review of educator's daily reflections, additional professional development activities, and/or regular meetings with the evaluator. A period that allows the educator adequate opportunity to improve professional performance must be delineated.

The evaluator will advise the educator that the Intensive Supervision Phase, designed to improve performance, carries the possibility of employment termination if unsuccessful.

Step 1 – Notification

If an evaluator has documented ongoing concerns about a tenured educator's performance, based on the CCT/PSEL and other professional standards, and feels that despite the ongoing focus and discussion of remediation, no significant progress is being made and the educator needs greater support to be successful, the evaluator will first notify the Associate Head of School (for teachers only) to review data, and if appropriate, collaboratively draft a plan. The evaluator will then notify the educator they are being placed on the Intensive Supervision Phase. This notification can occur at any point in the school year and will be both verbal and written. The notification will clearly and specifically describe the areas of concern that have

prompted the evaluator to put the educator on Intensive Supervision. The evaluator will advise the educator that failure to successfully complete the Intensive Supervision Phase can result in termination of employment. The evaluator will advise the Head of School and the president of the WAEA when a teacher is placed on Intensive Supervision. Initial placement on Intensive Supervision will be for 90 school days. Teachers placed on Intensive Supervision may request assistance from the teacher's bargaining agent.

Appeal Process

If an educator believes that the evaluator has placed them in this phase for arbitrary or capricious reasons, then the educator may appeal the decision to the Head of School (or designee) by filing a written appeal within five school days of being informed of the decision. The Head of School (or designee) shall make the final and binding decision in this matter within 30 school days of the filing of the appeal. Administrators placed on Intensive Supervision must send an appeal to the Executive Committee of the Board of Trustees. The Intensive Supervision Plan shall be put on hold during the appeal period; if the plan is approved to continue, the school day count will resume once the final and binding decision has been rendered.

Step 2 – Action Planning

The evaluator will develop a plan of action that incorporates educator and evaluator input. This plan will identify the support and resources necessary to assist the educator in improving performance in the areas cited in the written and verbal communication of Step 1. This plan will include:

- Evidence of need: specific areas that need improvement supported by the CCT/PSEL or other relevant professional standards;
- A clear identification of expected levels of performance that the educator must achieve to demonstrate that they are competent in the area(s) that were identified as unsatisfactory;
- A schedule of classroom/leadership observations (both formal and informal), at least once every 15 school days;
- A planned interim conference to be held mid-cycle (after 45 school days);
- A timeline for meeting minimum performance expectations which allows the educator adequate opportunity to improve;
- Strategies for resolution of the problem/need; and
- Type of assistance to be provided.

Step 3 – Evaluation

It is expected that some improvement shall be immediately observable. Evidence of progress will be documented in writing through one or more of the following:

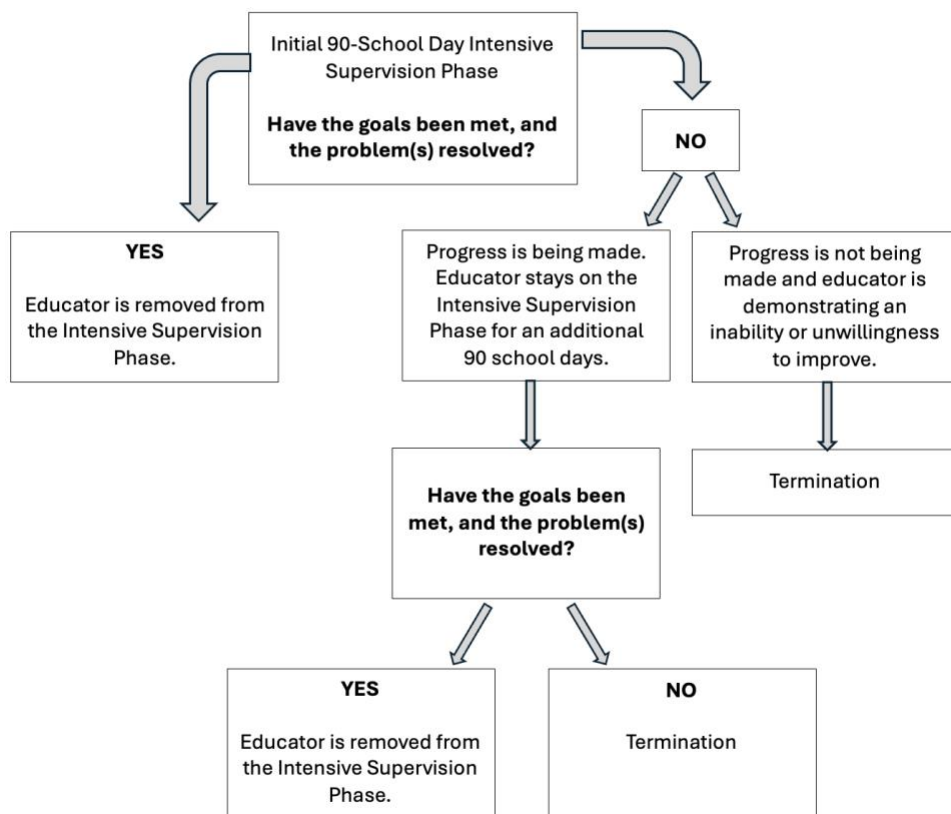
- Pre- and post-observation reports;
- Unit plans, lesson plans, and educator reflections;
- Analysis of progress toward Personal Growth Goals;
- Analysis of student work;
- Analysis of leadership activities;
- Analysis of assessment tools; and/or
- The mid-cycle evaluation.

At the conclusion of the 90-school day Intensive Supervision Phase, the evaluator will document progress, or lack thereof, made by completing a Summary Report. The evaluator will also make one of the following recommendations to the Head of School:

- **Problem/need resolved.** Educator is removed from the Intensive Supervision Phase and returned to the Continuous Professional Growth Phase.
- **The educator is making progress but has not yet addressed all concerns/needs.** The teacher remains on Intensive Supervision for an additional 90 school days.
- **Educator is not making progress and is demonstrating an inability or unwillingness to improve.** The termination process may be initiated.

INTENSIVE SUPERVISION PHASE FLOW CHART

INTENSIVE SUPERVISION PHASE FLOW CHART



FORMS FOR THE EVALUATION PROCESS

The following forms are included as part of The Woodstock Academy Teacher Evaluation and Professional Growth Plan:

- Professional Growth Goal Document
- Observation Document (Teaching)
- Pre-Observation Plan (Teaching)
- Post-Observation Reflection (Teaching)
- Observation Document (Service Providing)
- Pre-Observation Plan (Service Providing)
- Post-Observation Reflection (Service Providing)
- Domain 4 Observation (Professional Responsibilities & Teacher Leadership)
- Intensive Supervision Forms
 - Notification
 - Mid-cycle Evaluation Form
 - Summary Form
- Summative Narrative Evaluation
- 2017 Connecticut's Common Core of Teaching Self Evaluation
- 2015 Connecticut's Common Core of Service Providers Self Evaluation
- 2017 Connecticut's Common Core of Leadership Self Evaluation

For easy reference, this plan also includes:

- Connecticut Code of Professional Responsibilities

Professional Growth Form

Teacher:

Administrator:

STEP 1. Self-Assessment

- A. Use Domains 1-3 of the CCT rubric (for Effective Teaching 2017 or for Effective Service Delivery 2017) to self-assess and ascertain an area of focus that will lead to professional growth. Educators in the Professional Phase may also use Domain 4 of the CCT.

Focus Area:

- B. Schedule a check-in meeting to discuss your self-assessment and to mutually agree on a focus area for the professional growth goal.

Focus Area Approval Date:

Teacher Signature:

Evaluator Signature:

STEP 2. Drafting the Professional Growth Goal

- A. Professional Growth Goals. Professional growth goals are goals set for your own professional growth, not for the growth of your students (although your growth will impact the growth of your students). As you consider your goal choice, remember to keep it simple. Go for the obvious need or practice. Be ambitious: set goals that are challenging for you and will give you the most growth. Be clear in your written goal so that both you and your evaluator will easily be able to determine the degree of success. Please answer the following questions:
 1. What is your area of focus?
 2. What is your goal for professional growth?
 3. Describe how this goal relates to your self-assessment.
- B. Educator's Outcomes. Professional growth creates outcomes; educator outcomes refer to some new skill or ability that you, the educator, can do, or some skill or ability that you can improved based on your new learning. Please provide the following details:
 1. What skill or ability will you have improved upon?
 2. What will you be able to do because of attaining your professional growth goal that you are not able to do now?
 3. What impact will this have on your students?
- C. Professional Growth Action Plan. Discuss how you plan to achieve your growth goal.
 1. What resources and activities are needed to support your growth?
 2. What strategies will you utilize to cultivate and measure your growth?
 3. What evidence** will be collected to verify your engagement and growth in your professional growth activities?

STEP 3. Finalizing the Professional Growth Goal

- A. Schedule a meeting with your evaluator and submit your drafted plan.
- B. In your meeting, come to mutual agreement about the growth plan.

Plan Approval Date:

Teacher Signature:

Evaluator Signature:

STEP 4. Midyear Check-in

Date of Midyear Check-in:

Meeting Notes (administrator completes):

Teacher Signature:

Evaluator Signature:

STEP 5. Reflection

- A. Referring to your professional growth goal that you set in the beginning of the year with your evaluator, discuss your progress, the steps you took to make this progress, and identify what are the next steps you plan to take to continue your professional goal. Use the following questions to guide your response. What did you learn from your activities this year? What was the outcome of this learning? What can you do now that you could not before? What professional skill or ability did you improve? What impact did/will your professional learning and growth have on students? What are the next steps you might take to guide your future professional growth?
 - B. Schedule a meeting with your evaluator upon the completion of your reflection.
-

STEP 6. Summative Conference

Date of Summative Conference:

Meeting Notes & Recommendations (administrator completes):

Recommendations for continuation of employment for the following year:

☐ Yes ☐ No

Evaluation Phase for next school year:

- ☐ Induction Phase
- ☐ Guided Growth Phase
- ☐ Professional Growth (tenured)

Teacher Signature:

Evaluator Signature:

* It is recommended that this document be uploaded and made into a sharable document that is accessible to you and your evaluator.

** Evidence may include, but is not limited to professional learning reflections, PLC notes, certificates of completion, program implementation, videos of lessons.

Observation Document (Teaching)

Teacher Observed:

Class Observed:

Date of Observation:

Evaluator:

Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning	
<p>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</p> <p><i>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students;</i></p> <p><i>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; 1c. Maximizing instructional time by effectively managing routines and transitions.</i></p>	
<i>Indicators of Effective Practice</i>	<i>Observation Notes</i>
	<p><i>Areas of Strength</i></p> <p><i>Opportunities for Growth</i></p>
<hr/> <i>Not Observed</i>	

Domain 2: Planning for Active Learning
<p>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</p> <p><i>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students; 2b. Planning instruction to cognitively engage students in the content, 2c. Selecting appropriate assessment strategies to monitor student progress.</i></p>

<i>Indicators of Effective Practice</i>	<i>Observation Notes</i>
	<i>Areas of Strength</i>
	<i>Opportunities for Growth</i>
	<i>Not Observed</i>

Domain 3: Instruction for Active Learning	
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: <i>3a. Implementing instructional content for learning; 3b. Leading student to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; 3c. Assessing student learning, providing feedback to students, and adjusting instruction.</i>	
<i>Effective Practice</i>	<i>Observation Notes</i>
	<i>Areas of Strength</i>

<i>Opportunities for Growth</i>
<i>Not Observed</i>

Reflection:

Next Steps:

Teacher Signature & Date:

Evaluator Signature & Date:

Pre-Observation Form (Teaching)

Teacher:
Evaluator:

Date of Observation:

This form should be completed and emailed to the evaluator at least 24 hours prior to the pre-observation conference and the formal observation. It is not necessary to use this form for everyday planning purposes.

CLASS BACKGROUND:

COURSE/GRADE LEVEL	
PERTINENT INFORMATION ABOUT STUDENTS (IEP, 504, ELL, BEHAVIOR, ETC.)	

LESSON BACKGROUND:

CONTENT STANDARD	
LEARNERS' PRIOR KNOWLEDGE	
STUDENT LEARNING OBJECTIVE (BY THE END OF THE CLASS, STUDENTS WILL BE ABLE TO...)	

INSTRUCTION & ASSESSMENT:

INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	
ACCOMMODATIONS FOR DIVERSE LEARNERS	
ASSESSMENT STRATEGIES	

Notes (optional):

Teacher Signature & Date:


Evaluator Signature & Date:

Post-Observation Form (Teaching)

This reflection may be completed and provided to the evaluator prior or recorded with the evaluator during the post-observation conference.

Teacher:

Date of Observation:

Evaluator: 

Class:

1.	Briefly reflect on the success of the lesson. What instructional strategies were most effective? What evidence supports this conclusion?
2.	Did the students meet the learning objective? What evidence supports this conclusion? If students did not meet the learning objective, what interventions will you provide to them?
3.	Did you make any modifications to the lesson? Why or why not? How might you modify this lesson in the future to improve student learning?

Date of post-observation meeting:

Teacher Signature & Date:

Evaluator Signature & Date:

Observation Document (Service Provider)

Teacher Observed:

Meeting Observed:

Date of Observation:

Evaluator:

Domain 1: Learning Environment, Engagement and Commitment to Learning	
<p style="text-align: center;"><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>Indicator 1a: Promoting a positive learning environment that is respectful and equitable. Indicator 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment. Indicator 1c: Maximizing service delivery by effectively managing routine and transitions.</p>	
<i>Indicators of Effective Practice</i>	<i>Observation Notes / Evidence</i>
<ul style="list-style-type: none"> ● Rapport and positive social interactions ● Respect for Diversity ● Environmental supportive of intellectual risk ● High expectations for student learning ● Communicating, reinforcing, and maintaining appropriate standards of behavior ● Promoting social competence and responsible behavior 	<i>Areas of Strength</i>
	<i>Opportunities for Growth</i>
	<i>Not Observed / Questions</i>

Domain 2:	
<p style="text-align: center;"><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>Indicator 1a: Promoting a positive learning environment that is respectful and equitable. Indicator 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment. Indicator 1c: Maximizing service delivery by effectively managing routine and transitions.</p>	
<i>Indicators of Effective Practice</i>	<i>Observation Notes / Evidence</i>

<ul style="list-style-type: none"> ● Rapport and positive social interactions ● Respect for Diversity ● Environmental supportive of intellectual risk 	<i>Areas of Strength</i>
<ul style="list-style-type: none"> ● High expectations for student learning ● Communicating, reinforcing, and maintaining appropriate standards of behavior 	<i>Opportunities for Growth</i>
<ul style="list-style-type: none"> ● Promoting social competence and responsible behavior 	<i>Not Observed / Questions</i>

Domain 3: Service Delivery	
<p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>Indicator 3a: Implementing service delivery for learning. Indicator 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. Indicator 3c: Assessing learning, providing feedback, and adjusting service delivery.</p>	
<i>Effective Practice</i>	<i>Observation Notes / Evidence</i>
<ul style="list-style-type: none"> ● Clear purpose of service delivery ● Precision of service delivery ● Progression of service delivery ● Level of challenge ● Strategies, tasks, and questions ● Resources and flexible groupings and new learning ● Learner responsibility and independence ● Criteria for student success ● Ongoing monitoring of student learning ● Feedback to students ● Instructional adjustment 	<i>Areas of Strength</i>
	<i>Opportunities for Growth</i>
	<i>Not Observed / Questions</i>

Reflections:

Next Steps:

Teacher Signature & Date:

Evaluator Signature & Date:

Pre-Observation Form (Service Provider)

Teacher:

Date of Observation:

Evaluator:

This form should be completed and emailed to the evaluator at least 24 hours prior to the pre-observation conference and the formal observation. It is not necessary to use this form for everyday planning purposes.

CLASS BACKGROUND:

COURSE/GRADE LEVEL	
PERTINENT INFORMATION ABOUT STUDENTS (IEP, 504, ELL, BEHAVIOR, ETC.)	

LESSON BACKGROUND:

CONTENT STANDARD	
LEARNERS' PRIOR KNOWLEDGE	
STUDENT LEARNING OBJECTIVE (BY THE END OF THE CLASS, STUDENTS WILL BE ABLE TO...)	

INSTRUCTION & ASSESSMENT:

INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	
ACCOMMODATIONS FOR DIVERSE LEARNERS	
ASSESSMENT STRATEGIES	

Notes (optional):

Teacher Signature & Date:


Evaluator Signature & Date:

Post-Observation Form (Service Providing)

This reflection may be completed and provided to the evaluator prior or recorded with the evaluator during the post-observation conference.

Teacher:

Date of Observation:

Evaluator: 

Class:

1	Briefly reflect on the success of the lesson. What instructional strategies were most effective? What evidence supports this conclusion?
2	Did the students meet the learning objective? What evidence supports this conclusion? If students did not meet the learning objective, what interventions will you provide to them?
3	Did you make any modifications to the lesson? Why or why not? How might you modify this lesson in the future to improve student learning?

Date of post-observation meeting:

Teacher Signature & Date:

Evaluator Signature & Date:

Observation Document for Professional Responsibilities & Educator Leadership

Teacher Observed:

Class Observed:

Date of Observation:

Evaluator:

Domain 4: Professional Responsibilities and Educator Leadership	
<p style="text-align: center;">Teachers maximize support for student learning by <i>developing and demonstrating professionalism, collaboration, and leadership by:</i> <i>(4a) Engaging in continuous professional learning to impact instruction and student learning; (4b) collaborating to develop and sustain a professional learning environment to support student learning; and (4c) working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.</i></p>	
<i>Indicators of Effective Practice</i>	<i>Observation Notes</i>
<ul style="list-style-type: none"> • Engages in relevant professional learning and applies new learning to practice. • Collaborates with colleagues to improve teaching and learning. • Actively engages with colleagues, students, and families to develop and/or sustain a positive school climate. • Proactively communicates with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success. • Interacts with students, families, and the community in a culturally respectful manner. 	<p style="text-align: center;"><i>Areas of Strength</i></p>
	<p style="text-align: center;"><i>Opportunities for Growth</i></p>
	<p style="text-align: center;"><i>Not Observed</i></p>

Reflection:

Next Steps:

Teacher Signature & Date:

Evaluator Signature & Date:

Intensive Supervision Form

Educator:

Administrator:

Step 1 – Notification (Written by evaluator)

- Summary of concerns and reasons for placement on the Intensive Supervision Phase:
- CCT Focus for Goal Setting. List specific areas for improvement and cite CCT.

Date of verbal notification:

Date of written notification:

Step 2 – Action Plan/Time Frame (written by evaluator with teacher input)

- Evidence of need - specific area(s) in which performance needs improvement:
- Expected levels of performance that teacher must achieve to demonstrate improved competence:
- Timetable of observations, at least once every fifteen (15) school days (both formal and informal observations included). Additionally, unannounced informal and walkthrough observation will also occur during this period.

A formal observation will be scheduled for the week of _____, the week _____, the week of _____, the week of _____, and the week of _____.

- Mid-cycle interim conference (after 45 school days of cycle) during the week of:
- Meeting deadlines and following school procedures should begin immediately. Timeline for meeting minimum performance expectations (allowing for adequate opportunity to improve).
- Strategies for resolution of the problem/need:
- Type of assistance to be provided to teacher:

Date of Action Plan Review:

Signature of Educator:

Signature of Evaluator:

Step 3 – Evaluation (written by evaluator)

- Summary of mid-cycle progress and evidence:

Date of mid-cycle evaluation meeting:

Signature of Educator:

Signature of Evaluator:

- Summary Report and evidence:
- Recommendation:

_____ **Problem/need resolved.** Teacher is removed from the Intensive Supervision Phase and returned to the Continuous Professional Growth Phase [after successfully completing the cycle](#).

_____ **Teacher is making progress but has not yet addressed all concerns/needs.** The teacher remains on Intensive Supervision for an additional 90 school days.

_____ **Teacher is not making progress and is demonstrating an inability or unwillingness to improve.** The termination process may be initiated.

Date of Summary Report meeting:

Signature of Educator:

Signature of Evaluator:

Signature of the Associate Head of School:

Woodstock Academy Summative Narrative Report

(To be completed by the Evaluator)

Educator:

Evaluator:

Date:

School Year:

Areas of Strength:

Areas for Improvement:

Successful Completion of the Evaluative Cycle:

☐ Yes

☐ No

Level of Support Required: ☐ Tier 1, ☐ Tier 2, ☐ Tier 3

Evaluator's Recommendations:

Recommendations for continuation of employment for the following year:

☐ Yes

☐ No

Evaluation Phase for next school year:

☐ Induction Phase

☐ Guided Growth Phase

☐ Professional Growth (tenured)

Evaluator's Signature:

Date:

Educator Acknowledgement

I acknowledge that the information contained in the Summative Evaluation was discussed and reviewed with me by my evaluator. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comments, if any, in writing.

Educator's Signature:

Educator's Comments (optional):