

THOMPSON PUBLIC SCHOOLS PROFESSIONAL LEARNING AND EVALUATION PLAN

785 Riverside Drive
North Grosvenordale, CT
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THOMPSON PUBLIC SCHOOLS



2024 - 2025 School Year - [CT Model](#)

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Overview

MISSION STATEMENT

The Thompson Public Schools are committed to being a high performing district that graduates students who are knowledgeable, independent, and community connected which is aligned to our Portrait of a Graduate. As a PDEC, we will support our professional staff in creating an environment for students to succeed. We seek to provide high-quality professional learning experiences that enhance strong instructional practices, and promote a culture of self-reflection and growth. We are committed to supporting and maintaining a fair and growth-oriented plan rooted in constructive feedback.

GUIDING PRINCIPLES

The transformational design of the educator and leader evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement.

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

CONNECTICUT GUIDELINES FOR EDUCATOR AND LEADER EVALUATION AND SUPPORT 2023 COMPONENTS

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

THE PROFESSIONAL DEVELOPMENT AND EVALUATION COMMITTEE (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan. Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups.

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

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

PDEC Norms

- Come with an open mind
- Treat one another as professionals
- Be transparent
- Respect everyone's time
- Provide (and stick to) an agenda
- Be ready to discuss shared materials

Local and State Reporting

The superintendent shall report:

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

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

PDEC COMPOSITION

Member Name	Bargaining Unit	Position	Email
Chair: Laura Stefanski	TEA	ELA Curriculum Leader	lstefanski@thompsonpublicschools.org
Melinda Smith	Thompson Board of Education	Superintendent	melindasmith@thompsonpublicschools.org
Mike Joyce	TEA	Technology Education	mjoyce@thompsonpublicschools.org
Patty Chenail	TEA	Math Curriculum Leader	pchenail@thompsonpublicschools.org
Lori Chesanek	TEA	2nd Grade Teacher	lchesanek@thompsonpublicschools.org
Jessie Duquette	TEA	MRFES Special Education Teacher	jduquette@thompsonpublicschools.org
Karen White	CSEA	TMHS Paraeducator	kwhite@thompsonpublicschools.org
Lucy Trudeau	TEA	8th Grade Teacher/ Science Curriculum Leader	ltrudeau@thompsonpublicschools.org
Laurence Prentiss	TASA	MRFES Principal	lprentiss@thompsonpublicschools.org
Kim Granato	TASA	TMS Principal	kgranato@thompsonpublicschools.org
Louise Morrison	TEA	Union President	lmorrison@thompsonpublicschools.org
	TEA	High School Position	
Samantha Drobiak	TEA	Early Childhood Teacher	sdrobiak@thompsonpublicschools.org
Danielle Pederson	Thompson Board of Education	Superintendent's Executive Assistant	dpederson@thompsonpublicschools.org

THOMPSON BOARD OF EDUCATION

Member Name	Position
Melinda Smith	Superintendent of Schools
Kathleen Hebert	Chairman
William Witkowski	Vice Chairman
Heather Santos	Secretary
Thomas Angelo	
Jessica Bolte	
Danielle Armstrong-Carlson	
Matthew Polsky	
Kirstin Schultz	
Justin Yong	

PDEC CALENDAR

Meeting Dates for 2023/2024					
<u>8/21/23</u>	<u>9/14/23</u>	<u>10/12/23</u>	<u>11/2/23</u>	<u>12/14/23</u>	<u>1/11/24</u>
<u>2/8/24</u>	<u>3/14/24</u>	<u>4/11/24</u>	<u>4/23/24</u>	<u>5/9/24</u>	
District PD Dates for 2023/2024					
Full Days	August 28th	October 10th	January 2nd	February 21st	
Half Days	August 29th	September 13th	November 8th	March 13th (HS only)	May 8th
Yearly Distribution Date of Educator TEVAL Survey					
To be administered by April 1st					

PROFESSIONAL DEVELOPMENT FEEDBACK SURVEY

1. School:
 - a. Mary R. Fisher Elementary School
 - b. Thompson Middle School
 - c. Tourtellotte Memorial High School
2. Which Professional Development session did you attend?
 - a. Options vary
3. Insights I gained from discussions and activities during this session:
4. What is one thing that could be improved upon?
5. What professional development would be useful to you?

CONSENSUS PROTOCOL

Important PDEC decisions related to educator evaluation and professional development are made through mutual agreement or consensus. Unlike a majority vote, which has winners and losers, a consensus decision is a win-win, because it results in a decision everyone can support, even if there are minor reservations. Mutual agreement or consensus can be difficult to achieve, however, especially if there are strong, conflicting views. The following protocol, adapted from the Connecticut Department of Education, may prove useful when mutual agreement is difficult to reach.

When it is time for the PDEC to make an important decision, each PDEC member should rate their level of agreement using the chart below. If every PDEC member is at least a 4, the decision can be considered mutually agreed upon. If even one person is below a 4, however, there is no agreement, and discussion and compromise should continue. If sincere and repeated efforts to reach mutual agreement have failed, the co-chairs of the PDEC may average all the votes, and if the average is at least a 4, the decision may be considered agreed upon.

5	I'm in total support of this
4	I can support this despite minor reservations
3	I need more information before I can support this
2	I am unlikely to support this without changes
1	I veto this

Educator Evaluation and Support Plan



STANDARDS AND CRITERIA FOR EDUCATORS

The primary goal of the leader and educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC.

PROFESSIONAL LEARNING STANDARDS AND STRUCTURES

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

- [CCT Rubric for Effective Teaching 2017](#)
- [CCT Rubric for Effective Service Delivery 2017](#)
- [Learning Forward Professional Learning Standards 2022](#)
- [Teacher Leader Model Standards 2008](#)

THE CONTINUOUS LEARNING PROCESS: GOAL SETTING, PROFESSIONAL PRACTICE (REVIEW AND OBSERVATION), AND EVALUATOR FEEDBACK AND ENGAGEMENT

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan.

COHORTS

Thompson’s plan is differentiated for teachers in different roles and stages of their careers. Classroom teachers are observed using a simple single-point competency rubric based on a streamlined version of [Connecticut’s Common Core of Teaching \(CCT\)](#). Educators who do not provide instruction in classroom settings, such as school counselors, content area coaches, and others, should use the rubric for service providers based on a simplified version of the [CCT for Effective Service Delivery](#). In addition, the number and type of observations required differs depending on educator role and years of experience.

Cohort 1	Cohort 2	Cohort 3
<p>Who:</p> <ul style="list-style-type: none"> ● New to profession (first 2 years) ● New to TPS (first year) 	<p>Who:</p> <ul style="list-style-type: none"> ● New to profession (years 3 and 4) ● New to TPS (second year) 	<p>Who:</p> <ul style="list-style-type: none"> ● Educators who have successfully completed Cohorts 1 and 2 in TPS.
<p>What:</p> <ul style="list-style-type: none"> ● Two informal <u>observations</u> of professional practice (minimum 20 minutes in length) with post meetings <ul style="list-style-type: none"> ○ One must occur prior to Oct. 15th ● One formal <u>observation</u> of professional practice (minimum 30 minutes in length) with pre and post meetings <ul style="list-style-type: none"> ○ Formal must occur before Jan. 15th ● Verbal and written feedback within five school days ● Additional observations of professional practice as mutually agreed upon or deemed necessary 	<p>What:</p> <ul style="list-style-type: none"> ● Three <u>observations</u> of professional practice (minimum 20 minutes in length) with post meetings <ul style="list-style-type: none"> ○ One must occur prior to mid-year conference ○ One in the spring ○ One observation of professional practice may be substituted for a review of practice ● Verbal and written feedback within five school days ● Additional observations of professional practice as mutually agreed upon or deemed necessary 	<p>What:</p> <ul style="list-style-type: none"> ● Two observations of practice (minimum 20 minutes in length) <ul style="list-style-type: none"> ○ One observation of professional practice may be substituted for a review of practice ● Verbal and written feedback within five school days ● Additional observations of professional practice as mutually agreed upon or deemed necessary
<p>Observation Requirements:</p> <ul style="list-style-type: none"> ● Formal observations of practice are scheduled ahead of time at a mutually agreed upon time and followed by written feedback within 10 school days. <ul style="list-style-type: none"> ○ A formal observation of practice doesn’t have to take place in a classroom and could include a concert, art show, review of artifacts, PD facilitation, or book club, among other options. ● Mini observations (informal) or walk-throughs are approximately 20 minutes long and followed by “bite-sized” feedback within five school days. 		

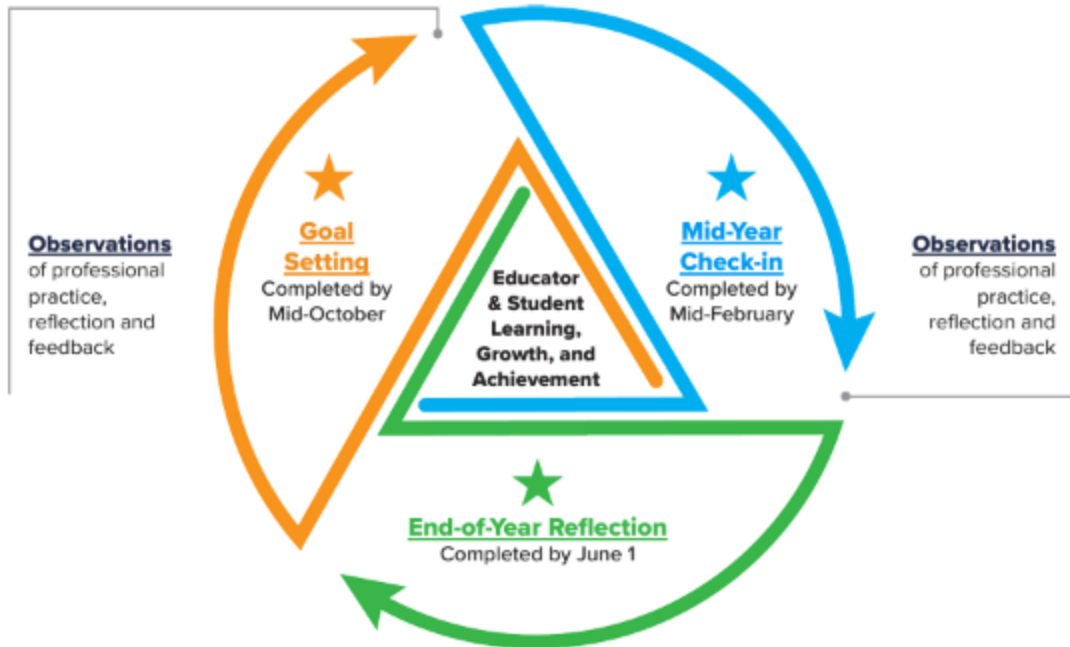
ANNUAL TIMELINE

This Growth and Support Model Plan is rooted in an annual timeline designed to promote ongoing dialogue between teachers and evaluators and offer regular opportunities for progress check-ins. Annual conferences are also required by Connecticut Guidelines for Educator Evaluation.

Educator Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



<p>Goal Setting Completed by Mid-October</p> <p>Beginning of the Year Goal(s) and Planning</p> <ul style="list-style-type: none"> Self reflect Review evidence <p>Goal(s), Rationale, Alignment, and Professional Learning Plan</p> <ul style="list-style-type: none"> Draft goal(s), rationale, alignment, professional learning plan <p>Goal Setting Conference</p> <ul style="list-style-type: none"> Mutually agree on 1-, 2-, or 3-year goal(s) Determine individual or group goal(s) Mutually agree on professional learning needs and support 	<p>Mid-year Check-in Completed by Mid-February</p> <p>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> Review and discuss currently collected evidence towards goal(s) and of practice Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement. <p>Mid-Year Conference</p> <ul style="list-style-type: none"> Discuss evidence, reflection, and feedback from evaluator Adjust and revise as needed 	<p>End-of-Year Reflection Completed by June 1</p> <p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement. <p>End-of-Year Conference/ Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> Evaluator provides written summative feedback and guides next steps Annual Summary sign-off
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EVALUATION ORIENTATION

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

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

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

GOAL SETTING

The goal conference must occur each year by mid-October even if a teacher sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or make agreed upon adjustments to a multi year goal. This initial conference also provides an opportunity for teachers and evaluators to discuss the resources, professional learning, and other supports that might be helpful over the course of the upcoming year.

Either a formal observation for initial educators or a mini-observation for experienced educators must take place prior to mid-December in order for teachers to receive feedback on their practice prior to the mid-year conference. The mid-year is a required progress check-in on goals and teacher practice and must occur by mid-February.

The summative conference must occur by June 1 and include a teacher self reflection on their professional growth and its impact on students. Evaluators must include a narrative report summarizing areas of growth, next steps for the following year, and a check box indicating successful completion of the annual process.

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

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment (see [Appendix C](#)). For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

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

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

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the single point rubric.

- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator’s goal(s) may be considered based on multiple measures of evidence.

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

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

- The educator provides a written end-of-year summary including the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator’s subsequent self-assessment and goal setting revisions or new goal.
- The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator’s successful completion of the professional learning process. All forms for documentation are hyperlinked within the graphic of the continuous learning process with further detail for each step.

Professional Practice and Educator Growth

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

EDUCATOR GROWTH GOALS

TEACHER/ EDUCATOR GROWTH GOALS

- Goals, focus areas, and measures of accomplishment/Indicators of Educator Growth must be mutually agreed upon between teacher and evaluator at the goal setting conference held by mid-October.
- For teachers with provisional or professional certification, goals may be between one-three years in duration, but may be adjusted each year if mutually agreeable. Teachers may also set collaborative goals.
- Teachers with an initial certificate must set a one-year goal, which may be collaborative if mutually agreed upon. Teachers who must complete TEAM may align their annual goal to one of their TEAM modules if this is mutually agreeable (see [Appendix C](#) for an example on creating goals).

MUTUAL AGREEMENT

Each teacher and their assigned evaluator must mutually agree on a professional growth goal and at least two associated measures of accomplishment. Measures of accomplishment (or indicators of educator growth) are ways the teacher can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections.

TEACHERS WITH AN INITIAL EDUCATOR CERTIFICATE

Teachers with an initial educator certificate are required to set one professional growth goal each year, and, if required to complete TEAM, are encouraged to align their goal with one of the TEAM modules. Teachers may also set collaborative goals if this is mutually agreed to.

TEACHERS WITH PROVISIONAL/PROFESSIONAL CERTIFICATES

Experienced teachers with provisional or professional certification are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.

Dispute Resolution

IMPORTANCE OF A NEUTRAL THIRD PARTY

In situations when an evaluator and a teacher are unable to mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the growth and support process, a teacher or group of teachers may initiate the following dispute resolution process.

An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process and involve the teacher's collective bargaining unit. If informal attempts to resolve the conflict are unsuccessful, a subcommittee of the PDEC will be convened to formally settle the matter. The subcommittee must include one person selected by the teacher or teachers involved, one person selected by the administrator(s) involved, and a mutually agreed upon neutral third party. A neutral third party is essential to a fair resolution. The neutral party does not have to be a member of the PDEC or work within the district.

The dispute resolution committee should undergo a brief training in the district's evaluation protocols and be provided basic dispute resolution strategies. The sub-committee must ultimately reach a fair, mutually agreed upon settlement to the dispute.


OBSERVATION OF PROFESSIONAL PRACTICE AND FEEDBACK

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days. "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences

- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent and reciprocal

	<p>Quality feedback paired with meaningful support is the fuel that drives educator growth. Feedback in the Thompson Public School’s plan should be constructive and celebrate an educator’s strengths as well as provide the guidance and support needed to ensure ongoing professional growth.</p> <p>Feedback must be provided at each of the three annual conferences and following every observation. Verbal feedback must be provided within two school days and written feedback provided within ten school days.</p> <p>All evaluators must be trained in the district’s observation protocols and annually engage in calibration exercises with the other evaluators in the district. In addition, all evaluators must receive regular professional development on high-quality constructive feedback and support strategies to help them meaningfully support teachers’ professional growth</p>
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GROWTH CRITERIA

Growth Criteria

Connecticut Educator Evaluation and Support Plan 2024.

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 on their practice/goal.
- The impact the educators’ new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps.

SUMMATIVE GROWTH

This Growth and Support Model Process includes an annual summary of educator growth, which is required under Connecticut State Guidelines for Educator Evaluation. This summary, which can be in the [End of Year Reflection and Feedback Forms](#), includes a self-reflection from the educator on the impact of their growth on students and a brief summary of the feedback provided to the teacher over the course of the year. The report should celebrate the educator’s accomplishments as well as identify two or three specific action steps to guide and support the educator’s ongoing growth the following school year. The summary report must also, to comply with state requirements, include a box indicating successful completion of the annual growth and support process.

The purpose of the End of Year Reflection and Feedback Forms is not to provide a rating or to indicate whether the educator has “passed” or “failed.” The purpose of the report is to document and celebrate the growth the educator has made over the course of the year and to provide an opportunity for the teacher and evaluator to reflect on specific ways to build on this growth the following year.

TIERED SUPPORT

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan.

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

Tier 1

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

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. Tier 2 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Tier 3

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

CORRECTIVE SUPPORT PLAN

Teachers may, from time to time, require more support than can be provided in the regular educator growth and support process, and, if the specific conditions described below are met, may need to be placed on a corrective support plan. By statute, this decision must involve the collective bargaining unit.

Corrective Support Plan

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

pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

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

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

See [Appendix I](#) for a Corrective Support Plan form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

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

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 educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.
 - a. Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision. *In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district.
 - b. Option 2: The educator being evaluated requests that the superintendent solely arbitrate the

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

Time Limits

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

Appendices — Educator:

Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions - Educator

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

Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

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

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Growth Criteria and Sources of Evidence - Educator

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

Appendix C: Sample Goals and Measures of Accomplishment/Indicators of Growth

I will... State the action you will take	Focus on... <i>Your focus area may be aligned with standards, TEAM, Portrait of a Graduate, or department, school/district goals, or other important initiative.</i>	Measures of Accomplishment Mutually agree to at least <u>two</u> specific ways you will demonstrate the impact of your growth on students and/or the school community.
<ul style="list-style-type: none"> ● Produce ● Analyze ● Create ● Develop/design ● Enhance ● Refine ● Implement ● Incorporate ● Investigate ● Learn about ● Learn how to ● Mentor ● Research ● Study ● Gain skills in ● Modify ● Differentiate 	<ul style="list-style-type: none"> ● Cognitive development ● Effectiveness of academic interventions ● Social emotional learning ● Performance assessments ● Interdisciplinary content ● Opportunities to respond ● Analysis of data to guide differentiation ● Student engagement strategies ● Culturally responsive pedagogy ● Student autonomy and agency ● Behavioral interventions ● Collaboration with other educators ● Family engagement ● Play based learning ● Artificial intelligence classroom implications ● Classroom routines and transitions 	<ul style="list-style-type: none"> ● Sample of lesson plans ● Student achievement data ● Sample of SEL activities ● Review of artifacts ● Sample of student work ● Performance assessments ● Reflection journal ● Facilitation of a professional learning session ● Unit design ● Student reflections ● Reflection on peer observation ● Parent engagement newsletter ● Book talks, concert, art show, PPT meeting ● Behavior referrals

Appendix D: General Glossary - Educator

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports – or at least can live with. By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone’s needs.

5	I’m in total support of this
4	I can support this despite minor reservations
3	I need more information before I can support this
2	I am unlikely to support this without changes
1	I veto this

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence.

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

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

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

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

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

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

Quality Feedback:

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

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

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

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

growth criteria: Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the educators’ new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the educators’ new learning and practice had on student learning, growth, and or achievement, supported by evidence.

high leverage goal: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

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

multiple measures: Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

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

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

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

professional learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective

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

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

single point competency: A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

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

tiered support:

- **Tier 1:** It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by your district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.
- **Tier 2:** In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency and focus (e.g., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.
- **Tier 3:** supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendix E: Glossary of Professional Learning Opportunities - Educator

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

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

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

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

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

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

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

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

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

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

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

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

other learning designs.

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

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

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

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

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

Appendix F: Evaluation Orientation - Educator

Educator Orientation Form

Evaluation Orientation			
Orientation to Educator Evaluation was Completed on: _____			
Name:		Location (school):	
Select One: <input type="checkbox"/> Cohort 1 <input type="checkbox"/> Cohort 2 <input type="checkbox"/> Cohort 3	Select One: <input type="checkbox"/> Individual goal <input type="checkbox"/> Collaborative goal Decided upon mutual agreement	Select One: <input type="checkbox"/> 1-year goal <input type="checkbox"/> 2-year goal <input type="checkbox"/> 3-year goal Decided upon mutual agreement	Select One: <input type="checkbox"/> CCT Teacher Rubric <input type="checkbox"/> CCT Service Delivery Rubric

Evaluation Annual Orientation Presentation (In development)

Beginning of Year Goals and Planning Forms

Beginning-of-the-Year Goals and Planning	
Self-Reflection Completed by Educator See Sample Reflection Questions	
Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. See Examples of Evidence Types	
Goal, Rationale, Alignment and Professional Learning Plan Completed by Educator	
Based on your analysis above, what is/ are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of leader learning, educator and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal? See professional learning and action questions to guide your plan.	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	

Goal Setting Conference

Completed by Evaluator (By November 1)

Date: _____

Notes:

Supports Required/Suggested

- Tier 1
- Tier 2
- Tier 3

Midyear Check-In Forms

Midyear Check-in: Reflection, Adjustment(s), and Next Steps

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

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

What has been your progress to date on your professional learning and how do you know?

Self-Reflection:

Links to Evidence:

Midyear Conference

Completed by Evaluator (by March 1)

Date: _____

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

End of Year Reflection and Feedback Forms - Educator

End-of-Year Reflection and Feedback Process

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

Self-Reflection

Completed by Educator

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

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

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

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

Self-Reflection:

Links to Evidence:

End-of-Year Conference

Completed by Evaluator (by June 1)

Date: _____

Summative Feedback and Growth Criteria Completed by Evaluator

[See appendix for full description](#)

Summative Feedback	
Development of new learning and impact on practice related to goal(s).	
Impact on student learning, growth, and achievement	
Successful Completion of the Evaluative Cycle	<input type="checkbox"/> Yes <input type="checkbox"/> No
Supports Required/Suggested Are tiered supports required above and beyond tier 1 (included in feedback above)? <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 (Specify below) <input type="checkbox"/> Tier 3 (Specify below)	If Tier 2 and/or Tier 3, please specify strategies:
For multi-year goals only: <ul style="list-style-type: none"> • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)? 	<input type="checkbox"/> Educator will continue multi-year goal. <input type="checkbox"/> Educator will adjust multi-year goal. <input type="checkbox"/> Educator completed multi-year goal. Notes:
Educator Signature:	Date:
Evaluator Signature:	Date:

Appendix G: Observation Forms - Educator Formal Observation

Educator Evaluation Formal Observation # ____		
Name:		Time/Location:
Grade/ Role:		Discipline/ Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional) 		
Pre-Observation Completed by the Educator (as needed/required)		
Lesson Plan/ Meeting Plan	<i>Upload and provide hyperlink here</i>	
Pre-Conference Notes including the identified competency focus for the observation		
Observation/ Site Visit Evidence Completed by the Evaluator		
Post-Observation Reflection Completed by the Educator		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback Completed by the Evaluator		
Evidence of Strengths	Single-Point Competencies Completed by the Evaluator	Evidence for Growth and/or Next Steps
	Positive Learning Environment	
	Maximizes Instructional Time	
	Cognitive Engagement for Active Learning	
	Feedback and Assessment for Active Learning	

Teacher High Leverage Practice Single Point Competencies

Positive Learning Environment [CCT Rubric for Effective Teaching 2017](#)

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: **INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students**

Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	<p>The teacher establishes a positive learning environment which:</p> <ul style="list-style-type: none"> ● Includes consistently positive and respectful interactions between teacher and students ● Promotes positive social interactions among students ● Is consistently respectful of students’ cultural, social and/or developmental differences ● Recognizes and incorporates students’ diversity to enrich learning opportunities ● Establishes and consistently reinforces appropriate expectations for learning <p>And where the students:</p> <ul style="list-style-type: none"> ● Proactively demonstrate positive social interactions ● Take risks and responds to questions and challenges ● Feel safe to make and learn from mistakes ● Take responsibility for their learning 	

Teacher High Leverage Practice Single Point Competencies

Maximizes Instructional Time [CCT Rubric for Effective Teaching 2017](#)

Teachers promote student engagement, independence and interdependence in learning and facilitates a positive learning community by: **INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions**

Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	<p>The teacher maximizes instructional time by:</p> <ul style="list-style-type: none">● Establishing and managing routines and transitions resulting in maximized instructional time. <p>And where the students:</p> <ul style="list-style-type: none">● Clearly understand and work within established class routines.● Transition between activities appropriately● Work within flexible groupings appropriately	

Teacher High Leverage Practice Single Point Competencies

Cognitive Engagement for Active Learning

[CCT Rubric for Effective Teaching 2017](#)

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence based learning strategies.**

Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	<p>The teacher implements effective instruction for active learning which:</p> <ul style="list-style-type: none"> ● Employs differentiated strategies, tasks, and questions that cognitively engage students through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry ● Uses resources and flexible groupings that cognitively engage students ● Fosters students' ownership, self-direction and choice of resources and/or flexible groupings to develop their learning ● Provides multiple opportunities for students to develop independence as learners <p>And where the students:</p> <ul style="list-style-type: none"> ● Demonstrate new learning in multiple ways, including application of new learning to make connections between concepts ● Generate their own questions and problem-solving strategies, and synthesize and communicate information ● Approach learning in ways that will be effective for them as individual learners 	

Teacher High Leverage Practice Single Point Competencies

Feedback and Assessment for Active Learning

[CCT Rubric for Effective Teaching 2017](#)

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.**

Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	<p>The teacher supports active learning by using effective feedback and assessment practices, including:</p> <ul style="list-style-type: none"> ● Communicating specific observable and measurable criteria for student success ● Monitoring student learning with focus on eliciting evidence of learning at critical points in the lesson to assess individual and group progress toward achievement of the intended instructional outcome ● Providing individualized, descriptive feedback that is accurate, actionable and helps students advance their learning ● Adjusting instruction as necessary in response to individual and group performance <p>And where the students:</p> <ul style="list-style-type: none"> ● Are involved in developing or interpreting success criteria ● Self-monitor, self-assess, and self-reflect to improve their learning ● Provide peer feedback that focuses on advancing their learning ● Independently select strategies that will be effective for them as individual learners 	

Support Service Providers

CCT Rubric for Effective Service Delivery Observation/Review of Practice Rubric		
Positive Learning Environment		
Evidence of Strengths	Effective Practice <i>Adapted from the CCT Rubric for Effective Service Delivery 2017</i>	Evidence for Growth and/or Next Steps
	<p>The service provider establishes a positive learning environment in which:</p> <ul style="list-style-type: none"> ● Positive and respectful interactions between the service provider and learners are consistently maintained. ● Positive social interactions among learners are consistently fostered. ● The service provider is responsive to and respectful of the needs of all learners. ● The cultural, social, and/or developmental differences of learners is respected and enriches the learning environment. ● High but realistic expectations for learning and growth are maintained. ● Appropriate standards of behavior are well established and consistently maintained. ● Establishes clear routines. ● Communicates and reinforces clear expectations. ● Other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

CCT Rubric for Effective Service Delivery Observation/Review of Practice Rubric

Cognitive Engagement within Service Delivery

Evidence of Strengths	Effective Practice <i>Adapted from the CCT Rubric for Effective Service Delivery 2017</i>	Evidence for Growth and/or Next Steps
	<p>The service provider implements effective instruction for active learning which:</p> <ul style="list-style-type: none"> ● Uses differentiated strategies, tasks, and questions that result in new and meaningful learning, creative problem-solving, critical thinking, discourse, and inquiry. ● Uses resources and flexible groupings that cognitively engage learners in new learning ● Fosters learners' ownership, self-direction and choice. ● Provides multiple opportunities for learners to develop independence and take responsibility for learning ● Selects appropriate assessment strategies to monitor learners' progress. ● Provides timely and constructive feedback to learners. ● Challenges learners to extend their understanding. ● Provides opportunities to approach learning tasks in ways that will be effective for learners as individuals. ● Fosters autonomy, ownership, self-direction, and choice. ● Other observed indicators <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Informal Observation

Educator Evaluation Informal Observation # ____		
Name:		Time/Location:
Grade/ Role:		Discipline/ Focus:
Cohorts 1, 2, and 3 <ul style="list-style-type: none"> • Post conference upon request 		
Observation/ Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies Completed by the Evaluator	Evidence for Growth and/or Next Steps
	Positive Learning Environment	
	Maximizes Instructional Time	
	Cognitive Engagement for Active Learning	
	Feedback and Assessment for Active Learning	

Appendix H: Tiered Support Form - Educator

Tier Support Form		
Teacher:		
Tier 1: Initial Support (Documented only when recommended by administrator)		
Date: Area(s) of focus: Recommended Tier 1 Support(s):		
Tier 2: Targeted Support Date: Area(s) of focus: Recommended Tier 2 Support(s): Duration of time: Criteria for success: Outcome: <input type="checkbox"/> Resolved <input type="checkbox"/> Moved to Tier 3 Support(s)		
Tier 3: Intensive Support Date: Area(s) of focus: Recommended Tier 3 Support(s): Duration of time: Criteria for success: Outcome: <input type="checkbox"/> Resolved <input type="checkbox"/> Moved to Corrective Support Plan		

Menu of Tiered 1 Supports for Educators		
Professional Texts	Online Resources	Other District Supports

Appendix I: Sample Corrective Support Plan - Educator

Corrective Support Plan for Teacher Growth (Example)

Teacher: Jane Doe	Date:
Area(s) of Need:	Timeline
<p>1. Student engagement</p> <p>2. Classroom procedures and routines</p> <p>3. Effective lesson planning</p> <p>Ms. Doe will demonstrate improvement in each of the three areas of need identified above. Improvement will be determined by:</p> <ul style="list-style-type: none"> ▪ Feedback based on the observation rubric shows an overall trend of steady improvement in Domain 1. ▪ Artifacts (student work, posted classroom routines, lesson plans, etc) reflecting incorporation of higher order thinking skills. 	45 days
<p>Goals:</p> <p>1. Ensure students are cognitively engaged in lessons.</p> <p>2. Implement clear routines and structures to maximize classroom instructional time, maintain order, and ensure smooth transitions between activities.</p> <p>3. Lesson plan goals, activities and assessments are aligned.</p>	Oct 1-15
<p>Evaluator Responsibility:</p> <ul style="list-style-type: none"> ● Evaluator will arrange for a mentor for Ms. Doe who is skilled at using classroom routines and questioning strategies. Choice of mentor will be mutually agreed to. ● Evaluator will ensure Ms. Doe has 1 hour of release time every other week to observe her mentor teaching in order to discover new questioning strategies and classroom routines that she can implement in her classroom. ● Evaluator will ensure the mentor has 1 hour release time every other week to observe Ms. Doe and meet with her to provide instructional coaching. ● Evaluator will officially observe Ms. Doe 3 times, 2 of which will include a pre and post conference and all will include a preconference. ● Evaluator will meet with Ms. Doe every Friday afternoon to review the previous week's lesson plans and will discuss what worked and what did not, with the purpose of informing the following week's lessons. ● Evaluator will have two check-in days during the 45 day period to provide progress reports to Ms. Doe ● Evaluator will provide Ms. Doe resources such as books, videos, and targeted PD related to the above areas in need of improvement. 	<ul style="list-style-type: none"> ● Mentor assigned by September 20th ● 1 hour release time every week for 6 weeks. ● Meeting with evaluator every Friday for duration of plan. ● One informal observation every other week for duration of plan. ● Two progress reports, first by Oct. 1 & second by Oct. 22. ● Resources provided to teacher by Sept. 20.
<p>Teacher Responsibility:</p> <ul style="list-style-type: none"> ● Teacher will meet with her mentor for at least one hour every other week. ● Teacher will observe mentor teaching and provide evidence that the strategies observed are being implemented in her class. ● Teacher will post classroom routines, rules, and norms on the wall and refer to it often. 	<ul style="list-style-type: none"> ● Meet with a mentor every other week for 1 hour. ● Observe mentor once every other week for six weeks. ● Post routines by Oct 1. ● Meet w/ evaluator every Friday

<ul style="list-style-type: none"> • Teacher will meet with her evaluator every Friday afternoon to discuss what worked and what did not work in previous week’s lesson plans. • Teacher will keep artifacts, examples of student work, and other evidence of improvement. 	<ul style="list-style-type: none"> • Bring one lesson plan & one example of student work to Friday meetings with evaluator.
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Criteria to Exit Support Plan: Teacher meets at least two of the following three **specific** requirements

- Feedback based on district rubrics demonstrate an overall trend of growth over the course of the plan.
- Formal observation at the end of 45 days demonstrates improved student engagement and clear classroom routines.
- A review of practice of a sample of Ms. Doe’s lesson plans show clear alignment between objectives, activities, and assessments.

Signatures

Teacher

Collective Bargaining Representative

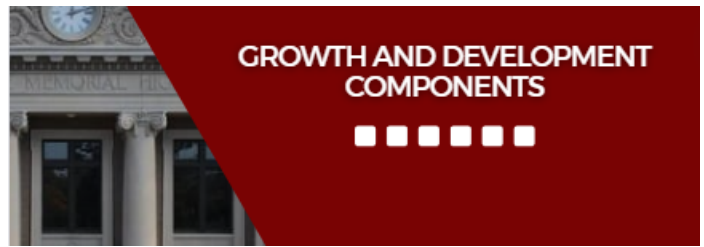
Evaluator

Appendix J: Corrective Support Plan Progress Report - Educator

Corrective Support Plan for Teacher Growth Progress Reports

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

Leader Evaluation and Support Plan



STANDARDS AND CRITERIA FOR LEADERS

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

PROFESSIONAL LEARNING STANDARDS AND STRUCTURES

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.

- [Professional Standards for School Leaders \(PSEL\)](#)
- [Learning Forward's Professional Learning Standards \(2022\)](#)

THE CONTINUOUS LEARNING PROCESS: GOAL SETTING, PROFESSIONAL PRACTICE, AND EVALUATOR / OBSERVER/ STAKEHOLDER FEEDBACK AND ENGAGEMENT

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports – the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school’s mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

Leaders
<p>Who:</p> <ul style="list-style-type: none"> All district Leaders <p>What:</p> <ul style="list-style-type: none"> Three observations of professional practice and/ or site visit(s) Feedback written and verbal within five school days Additional observations of professional practice and/ or site visits mutually agreed upon or deemed necessary.

ANNUAL TIMELINE

This Growth and Support Model Plan for administrators follows the same timeline as the educator plan and is intended to foster ongoing dialogue between administrators and the superintendent or their designee. The timeline offers regular opportunities for progress check-ins as required by Connecticut Guidelines for Educator Evaluation.

The goal conference between administrators and their evaluator must occur each year by mid-October even if an administrator sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or to make adjustments to a multi-year goal. This initial conference also provides an opportunity for an administrator and their evaluator to discuss the resources, professional learning, and other supports that might be helpful over the course of the upcoming year.

A formal site visit and a review of practice (ROP) must take place prior to mid December in order for administrators to receive feedback on their goals and practice prior to the mid-year conference, which must occur by mid-February.

The summative conference must occur by June 1 and include an administrator self-reflection on their professional growth and its impact on teachers, student learning, and/or the school community. The summative report must include a summary by the evaluator on areas of growth, next steps for the following year, and a check box indicating successful completion of the annual process.

Leader Continuous Learning Process



<p>Goal Setting Completed by November 1</p> <p>Beginning of the Year Goal(s) and Planning</p> <ul style="list-style-type: none"> Self reflect Review evidence <p>Goal(s), Rationale, Alignment, and Professional Learning Plan</p> <ul style="list-style-type: none"> Draft goal(s), rationale, alignment, professional learning plan <p>Goal Setting Conference</p> <ul style="list-style-type: none"> Mutually agree on 1-, 2-, or 3-year goal(s) Determine individual or group goal(s) Mutually agree on professional learning needs and support 	<p>Mid-year Check-in Completed by March 1</p> <p>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> Review and discuss currently collected evidence towards goal(s) and of practice Review professional learning, evidence, and impact on organizational health, educator and student learning, growth, and achievement. <p>Mid-Year Conference</p> <ul style="list-style-type: none"> Discuss evidence, reflection, and feedback from evaluator Adjust and revise as needed 	<p>End-of-Year Reflection Completed by June 30</p> <p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> Self-reflection: Review and discuss professional learning, evidence of impact on organizational health, educator and student learning, growth, and achievement <p>End-of-Year Conference/ Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> Evaluator provides written summative feedback and guides next steps Annual Summary sign-off
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EVALUATION ORIENTATION

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

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

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

GOAL SETTING

Goal(s) Setting (Completed by November 1)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (see appendix B). Goals should always be connected to standards recommended by the PDEC and approved by the local board of education. This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

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

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

Midyear Check-in (Completed by March 1):

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

End-of-Year Reflection/Summative Review (Completed by the Last Day of School)

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

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process. All forms for documentation are hyperlinked within the graphic of the continuous learning process, with further detail for each step.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement.

Observation of Professional Practice/Site Visits and Feedback

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

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

Quality feedback:

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

ADMINISTRATOR PROFESSIONAL GROWTH GOALS

Administrators must meet with their evaluator by mid-October each year to either mutually agree on a new professional growth goal or to discuss progress toward an existing goal. The goal conference is also an important opportunity for an administrator and their evaluator to discuss professional development and other supports that may be helpful over the course of the year. Administrator goals may span from one to three years in duration and should align to the National Leadership Standards. A sample administrator goal-setting form may be found below.

Administrators and evaluators must mutually agree on at least two measures of accomplishment to demonstrate the impact of their learning on teachers, students, and/or the school community. Examples of administrator goals and measures of accomplishment can be found [here](#).

Administrator Growth Goals

- Goals and measures of accomplishment must be mutually agreed upon between an administrator and their evaluator at the goal setting conference held by mid-October every year.
- Administrators may set a goal that spans from one-three years in duration, but this goal may be adjusted each year if mutually agreeable. Administrators may also set collaborative goals.
- Each administrator and their assigned evaluator must mutually agree to at least two measures of accomplishment that will illustrate the impact of their goal on teachers, students, and the school community.

MEASURES OF ACCOMPLISHMENT

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.
- Next steps

See [Appendix M](#) for further details.

FEEDBACK AND SUPPORT

Administrators, like teachers, depend on high-quality feedback and support to fuel their professional growth and maximize their impact on teaching and learning. Feedback in the Thompson Public School's model is formative rather than evaluative and should be timely, specific, growth-oriented, actionable, and reciprocal. Administrators should receive regular feedback at each of the three annual conferences and within ten school days of a site visit or review of practice. In addition, feedback should be coupled with meaningful support to help guide the administrator's growth.

Most administrators are responsible for evaluating teachers, which is a critical aspect of their work. The quality of the feedback and support that administrators provide to teachers has a profound impact on the growth of the teacher and on the educational experiences of children. Therefore, if an administrator evaluates teachers, it is imperative that the feedback and support they provide be part of a formal review of their professional practice. This review should include, but not necessarily be limited to, a representative sample of the feedback and support provided to teachers by the administrator, along with any corrective action plans developed by the administrator over the course of the year.

All evaluators, including the superintendent, must engage in regular conversations and calibration activities that include collaborative conversations about what high-quality feedback and meaningful support looks like. In addition, administrators must be provided professional development on constructive feedback strategies and/or cognitive coaching every year

TIERED SUPPORT AND CORRECTIVE SUPPORT PLANNING

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

Tiered Support and Corrective Support Planning

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

Tier 1

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

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator. Tier 2 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

CORRECTIVE SUPPORT PLAN

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

The Corrective Support Plan must contain:

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

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

See [Appendix S](#) for a Corrective Support Plan form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

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

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

Process

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

process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.
 - a. **Option 1:** The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision. *In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.
 - b. **Option 2:** The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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

ADMINISTRATOR PRACTICE

This plan is aligned to the national [Professional Standards for Educational Leaders](#). Administrators who evaluate teachers must have at least one review of practice aligned with [Leadership Standard 6, "Developing the Professional Capacity of School Personnel."](#) A simplified rubric aligned to this standard may be found here and should be used to guide a review of practice conversation between an administrator and their evaluator. If an administrator has an 092 but does not evaluate teachers, the review of practice may align to any mutually agreed upon National Leadership Standard. In

addition, three site visits are required each year, one of which must be a formal visit scheduled prior to mid October and held at a mutually agreed upon time. A rubric for site visits aligned to National Leadership Standards may be accessed here([Site Visit Rubric](#)).

SUMMATIVE GROWTH

The Thompson Public School's Growth and Support Model process includes an annual summary of administrator growth in the [End of Year Reflection and Feedback Forms](#), which is required under Connecticut State Guidelines for Educator Evaluation. This report includes a [self-reflection](#) from the administrator on the impact of their growth on teachers, students, and/or the school community, and also includes a brief [summary of the feedback](#) provided by the evaluator based on site visits and reviews of practice. The report should both celebrate the administrator's accomplishments and identify two or three specific action steps to guide and support the administrator's ongoing growth the next school year. The summary report must also include a box indicating whether the annual growth and support process was successfully completed.

The purpose of the summative growth report (End of Year Reflection and Feedback) is not to provide a rating or to indicate whether the administrator has "passed" or "failed." The purpose of the report is to document and celebrate the learning and growth made by the administrator over the course of the year and to provide an opportunity for the administrator and their evaluator to document ways to support and sustain that growth over time.

Appendices — **Leader:**

Information and Resources to Support Effective Implementation

Appendix K: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of success

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

Determine Evidence

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

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 L: Growth Criteria and Sources of Evidence - Leader

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

Appendix M : Sample Goals and Measures of Accomplishment/ Indicators of Growth

I will.. State the action you will take	Focus on... State your area of focus (which must align to leadership standards as well as either strategic goals, school culture and climate, feedback to teachers, and/or other important initiative).	Show progress by... Choose at least two specific ways you will show your progress toward your goal and demonstrate the impact of what you've learned.
<ul style="list-style-type: none"> ● Acquire ● Analyze ● Develop/design ● Enhance ● Refine my skills in ● Implement ● Incorporate ● Investigate ● Learn how to ● Create ● Mentor ● Research ● Incorporate ● Gain skills in ● Monitor and adjust 	<ul style="list-style-type: none"> ● Effective feedback and support ● Teacher retention ● Cognitive coaching ● School culture and climate ● Family engagement ● Instructional rounds ● Restorative practices ● Trauma informed practices ● Culturally responsive policies ● Strategic planning ● Achievement gaps ● Artificial intelligence ● School safety ● Community partnerships ● Fiscal responsibility 	<ul style="list-style-type: none"> ● Sample of feedback & support to teachers ● New policy or report ● School climate survey ● Stakeholder feedback ● School attendance data ● PD facilitation ● Community engagement events ● School discipline data ● Student achievement data ● Community newsletter ● Board presentation ● Focus group data ● Budget presentation

Appendix N: General Glossary - Leader

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

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

5	I'm in total support of this
4	I can support this despite minor reservations
3	I need more information before I can support this
2	I am unlikely to support this without changes
1	I veto this

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

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

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

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

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

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

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

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

Quality feedback:

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

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

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

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

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

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

informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

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

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

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

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

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

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

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

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

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

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

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

tiered support:

- **Tier 1:** Connecticut Leader Evaluation and Support Plan 2024 It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal

professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

- **Tier 2:** In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator. Tier 3 Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator.
- **Tier 3:** supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendix O: Glossary of Professional Learning Opportunities – Leader

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

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

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

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

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

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

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

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

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

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

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

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

other learning designs.

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

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

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

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

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

Appendix P: Evaluation Orientation - Leader

Leader Orientation Form

Evaluation Orientation			
Orientation to Leader Evaluation was Completed on:			
<i>Non-negotiable Process Element of the CT Guidelines (2023)</i>			
Name:		Date:	
All Leaders	Select One: <input type="checkbox"/> Individual goal <input type="checkbox"/> Collaborative goal <i>Decided upon mutual agreement.</i>	Select One: <input type="checkbox"/> 1-year goal <input type="checkbox"/> 2-year goal <input type="checkbox"/> 3-year goal <i>Decided upon mutual agreement.</i>	Select One: <input type="checkbox"/> PSEL Rubric

Beginning of Year Goals and Planning Forms

Beginning-of-the-Year Goals and Planning	
Self-Reflection Completed by Leader See Sample Reflection Questions	
Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. See Examples of Evidence Types	
Goal, Rationale, Alignment and Professional Learning Plan Completed by Leader	
Based on your analysis above, what is/ are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of leader learning, educator and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal? See professional learning and action questions to guide your plan.	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	

Goal Setting Conference

Completed by Evaluator (By November 1)

Date: _____

Notes:

Supports Required/Suggested

- Tier 1
- Tier 2
- Tier 3

Midyear Check-In Forms

Midyear Check-in: Reflection, Adjustment(s), and Next Steps

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

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

What has been your progress to date on your professional learning plan and your goal(s), and how do you know? What are your next steps and why?

Self-Reflection:

Links to Evidence:

Midyear Conference

Completed by Evaluator (by March 1)

Date: _____

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

End of Year Reflection and Feedback Forms - Leader

End-of-Year Reflection and Feedback Process

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

Self-Reflection

Completed by Leader

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

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

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

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

Self-Reflection:

Links to Evidence:

End-of-Year Conference
Completed by Evaluator (by June 1)

Date: _____

Summative Feedback and Growth Criteria
Completed by Evaluator

Summative Feedback	
Development of new learning and impact on leadership practice related to goal(s).	
Impact of new learning on greater community.	
Successful Completion of the Evaluative Cycle	<input type="checkbox"/> Yes <input type="checkbox"/> No
Supports Required/Suggested Are tiered supports required above and beyond tier 1 (included in feedback above)? <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 (Specify below) <input type="checkbox"/> Tier 3 (Specify below)	If Tier 2 and/or Tier 3, please specify strategies:
For multi-year goals only: <ul style="list-style-type: none"> • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)? 	<input type="checkbox"/> Leader will continue multi-year goal. <input type="checkbox"/> Leader will adjust multi-year goal. <input type="checkbox"/> Leader completed multi-year goal. Notes:
Leader Signature:	Date:
Evaluator Signature:	Date:

Appendix Q: Observation Forms - Leader

Leader Evaluation Observation/ Site Visit # _____		
Name:		Location:
Administrator Role:		Leader Goal/ Observation Focus:
<ul style="list-style-type: none"> • Leader (Pre-/Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/ Visit Completed by Leader (as needed/required)		
Meeting Plan and/or Context	<i>Upload and provide hyperlink here</i>	
Pre-Conference Notes		
Observation/ Site Visit Evidence Completed by the Evaluator		
Post-Observation/ Visit Reflection Completed by the Leader		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/ Visit Conference Feedback Completed by the Evaluator		
Evidence of Strengths	Single-Point Competencies Completed by the Evaluator	Evidence for Growth and/or Next Steps

National Professional Standards for Educational Leaders
Review of Practice for Evaluators of Teachers Rubric

Note: Administrators who are responsible for the evaluation of teachers must have at least one review of practice that is aligned with standard 6 of the Professional Standards for Educational Leaders

Standard 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and wellbeing.		
<i>Areas of Strength</i>	<i>Effective Practice</i> <i>Adapted from the Professional Standards for Educational Leaders by the National Policy Board of Educational Administration, 2015.</i>	<i>Possible Next Steps</i>
	<ul style="list-style-type: none"> ● Supports, develops, and retains effective and caring teachers. ● Develops teachers’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth guided by the understanding of professional and adult learning and development. ● Fosters continuous improvement of individual and collective instructional capacity needed to foster students’ academic and social-emotional growth. ● Delivers high quality, actionable, specific, timely feedback about instruction aligned to the district’s standard-based observation rubrics. ● Empowers and motivates teachers to the highest levels of professional practice and inspires their continuous growth and development. ● Promotes the personal and professional health, well-being, and work-life balance of faculty and staff. ● Tends to their own learning and effectiveness through reflection, study, continuous improvement, and a healthy work-life balance. 	

NOTE: Single point competency rubrics are not “pass/fail.” They should be used to guide the conversation between service provider and evaluator and maintain a common, standards-based vision of what effective practice looks like. Rubrics should be used to identify areas of strength as well as help identify growth opportunities and supports that could help support the educator’s ongoing growth. Rubrics should be modified and mutually agreed upon by the PDEC to meet the needs of each district.

Administrator Site Visit Rubric

Formal Site Visits are scheduled at a mutually agreed upon time and last at least one hour. A site visit should be minimally disruptive to normal day-to-day school operations and involve observations of the administrator engaged in typical responsibilities, a walk through of the building, review of artifacts, conversations with students, teachers, school personnel, and parents if accessible. Not all indicators may be observable during a single site visit.

Adapted from the National Professional Standards for Educational Leaders (2015)		
<i>Areas of Strength</i>	<i>Effective Practice</i>	<i>Possible Next Steps</i>
	<p>An effective administrator:</p> <ul style="list-style-type: none"> ● Accepts responsibility for each child’s academic success and wellbeing (1c) ● Models and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.(2b) ● Leads with interpersonal and communication skill, social-emotional insight, and understanding of students’ and staff members’ backgrounds and cultures. (2e) ● Addresses student misconduct in a positive, fair, unbiased, and consistent manner.(3d) ● Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy,and the needs of the student. (4c) ● Maintains a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student (5a). ● Infuses the school’s learning environment with the cultures and languages of the school’s community.(5b) ● Cultivates and reinforces student engagement and positive student conduct. (5e) ● Creates and sustains a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. (5f) ● Develops workplace conditions for teachers and staff that promote effective professional development, practice, and student learning. (7a) ● Sustains a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child. (7c) ● Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice (7e). ● Is approachable, accessible, and welcoming to 	

	<p>families and members of the community. (8a)</p> <ul style="list-style-type: none"> ● Protects teachers' and other staff members' work and student learning from disruption (9e) ● Maintains data and communication systems to deliver actionable information for classroom and school improvement. (9g) ● Promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement. (10j) ● Manages uncertainty, risk, and politics with courage and perseverance while providing support, encouragement, and open communication (10i) ● Other observed indicators <p>*Note all indicators must be observed in a single site visit</p>	
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NOTE: Single point competency rubrics are not “pass/fail.” They should be used to guide the conversation between the administrator and their evaluator and to maintain a common, standards-based vision of what effective practice looks like. Rubrics should be used to identify areas of strength as well as help identify growth opportunities and supports that could help support the administrator’s ongoing growth. Not all indicators must be observed over the course of a single site visit. Rubrics should be modified and mutually agreed upon by the PDEC.

Appendix R: Tiered Support Form - Leader

Tier Support Form
<p>Leader:</p>
<p>Tier 1: Initial Support (Documented only when recommended by administrator)</p> <p>Date:</p> <p>Area(s) of focus:</p> <p>Recommended Tier 1 Support(s):</p>
<p>Tier 2: Targeted Support</p> <p>Date:</p> <p>Area(s) of focus:</p> <p>Recommended Tier 2 Support(s):</p> <p>Duration of time:</p> <p>Criteria for success:</p> <p>Outcome:</p> <p><input type="checkbox"/> Resolved</p> <p><input type="checkbox"/> Moved to Tier 3 Support(s)</p>
<p>Tier 3: Intensive Support</p> <p>Date:</p> <p>Area(s) of focus:</p> <p>Recommended Tier 3 Support(s):</p> <p>Duration of time:</p> <p>Criteria for success:</p> <p>Outcome:</p> <p><input type="checkbox"/> Resolved</p> <p><input type="checkbox"/> Moved to Corrective Support Plan</p>

Menu of Tiered 1 Support for Leaders		
Professional Texts	Online Resources	Other District Supports
•	•	•

Appendix S: Sample Corrective Support Plan - Leader

Leader Corrective Support Plan (Sample)	
Leader:	Date:
Review: Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.	
Objective: To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9) - (Indicate specific standard in your objective language)	
Resources: <ul style="list-style-type: none">• All communications previewed by the evaluator for content and timeliness.• Collaboration with other district leaders for exemplars of communication. <p>A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan</p>	
Timeframes: <ul style="list-style-type: none">• Leader A will remain on this Corrective Support Plan for six weeks. (typically six to eight weeks in length)• Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.	
Supportive Actions: <ul style="list-style-type: none">• Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).• All resources made available.• Modeling of effective communication practices with role play opportunities.• Timely feedback in person and in writing (weekly/bi-weekly meetings).• Management of access to learning opportunities in and out of the building, as appropriate.	
Signatures <hr/> <p style="text-align: center;">Leader</p> <hr/> <p style="text-align: center;">Collective Bargaining Representative</p> <hr/> <p style="text-align: center;">Evaluator</p>	