

Tolland Public Schools

Leader and Educator Continuous Learning Plan

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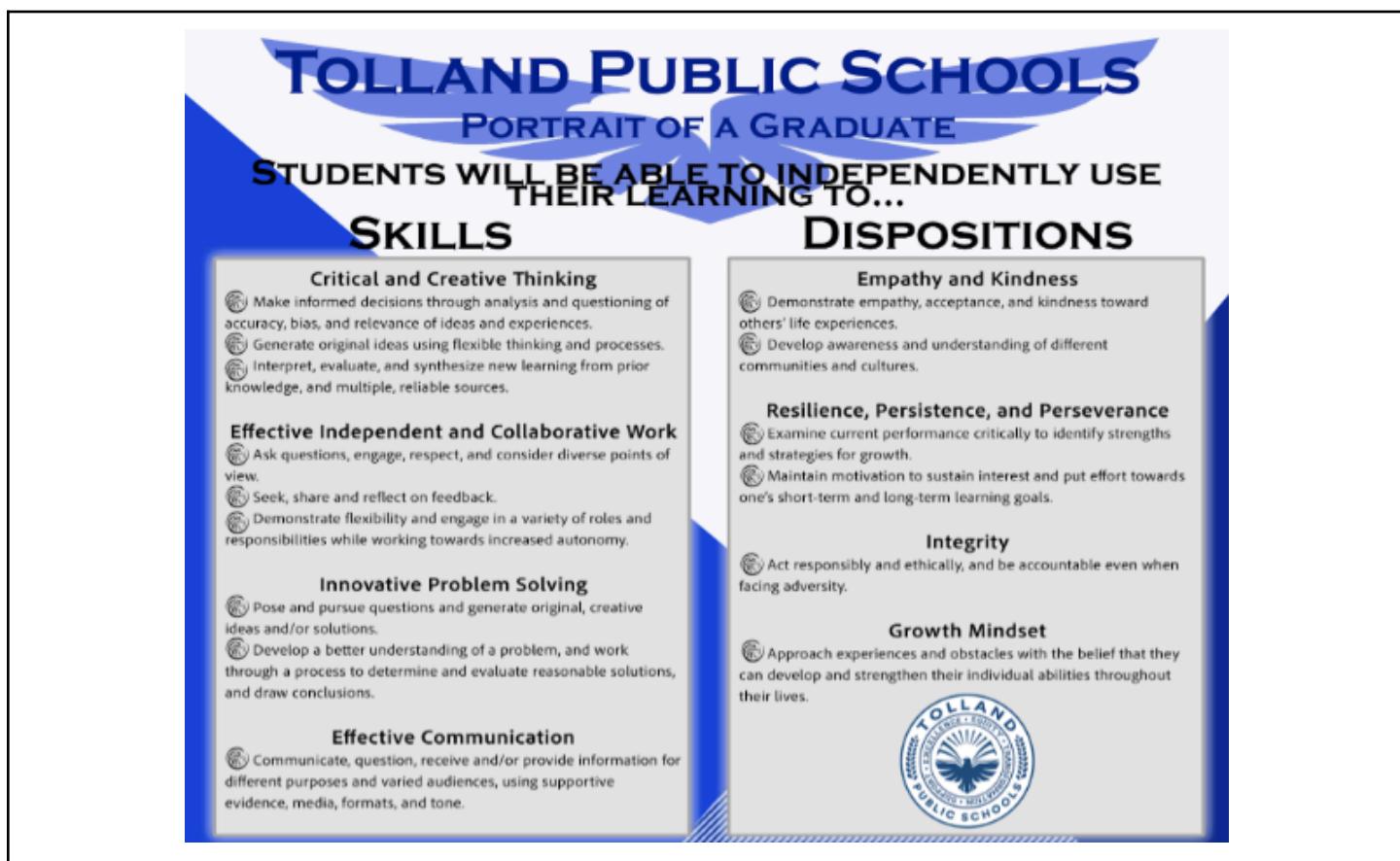
**Tolland Public Schools
Mission, and Beliefs**

In partnership with the community, our mission is to inspire and empower all learners to responsibly contribute to a dynamic global society.

To achieve this mission, we believe:

- the education and welfare of our students should be at the center of all decisions making
- all students have a right to an education that meets their social, emotional, academic and physical needs
- in providing a positive, safe learning environment that is focused on active learning that sparks excitement, interest, creativity, innovation and intellectual risk taking by making authentic instructional connection to the students world and the larger world around them
- we must foster and encourage student creativity and innovation
- in working to build partnerships with caregivers, and the community through a mutual commitment to communication and collaboration

As a result, every Tolland Public School student will graduate having demonstrated functional mastery of our Portrait of a Graduate.



Introduction & Purpose of this Manual

This plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

This plan will:

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

Guiding Principles

The transformational design of the 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: director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).
- Simplify (eliminate technical challenges, unnecessary paperwork, steps).
- Focus on high leverage goal areas.
- Connect to best practices aimed at the development of the whole child (including, but not limited to, academic, social, behavioral, emotional, and physical development).
- Focus on educator and leader growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- Meaningful connections to professional learning (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: Reimagining Educator and Leader Evaluation and Support

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 learning, growth, and achievement 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.

Standards and Criteria for Educators

The primary goal of the 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. 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. The rubric serves as support for self-evaluation, dialogue, and feedback. 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 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's Professional Learning Standards \(2022\)](#)

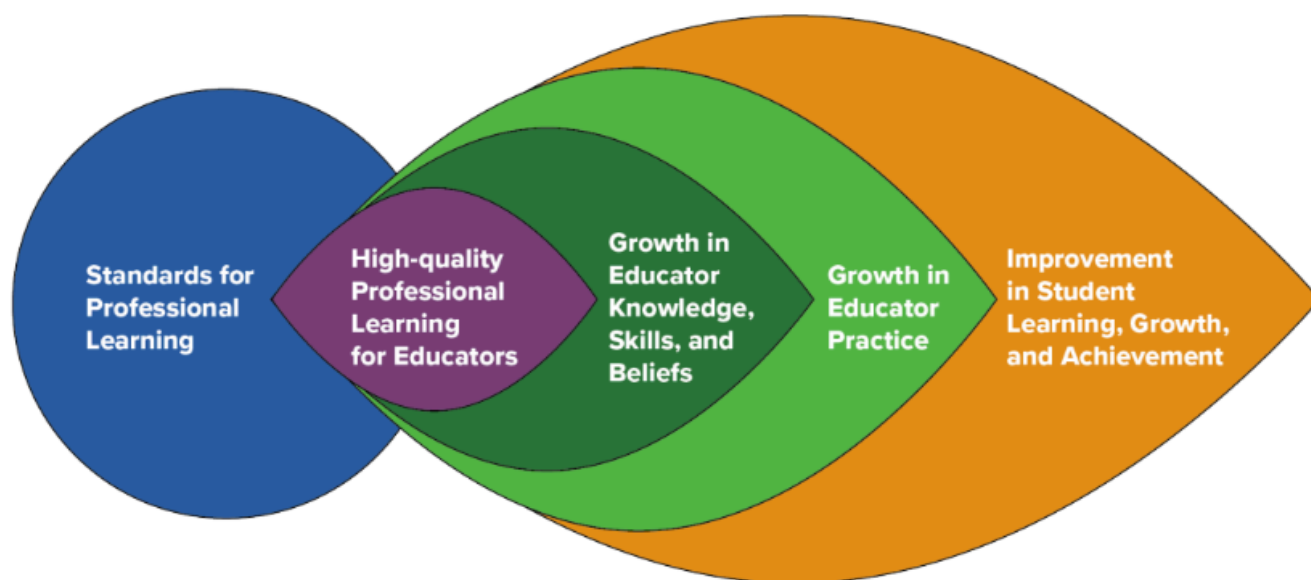
[Teacher Leader Model Standards \(2008\)](#)

The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

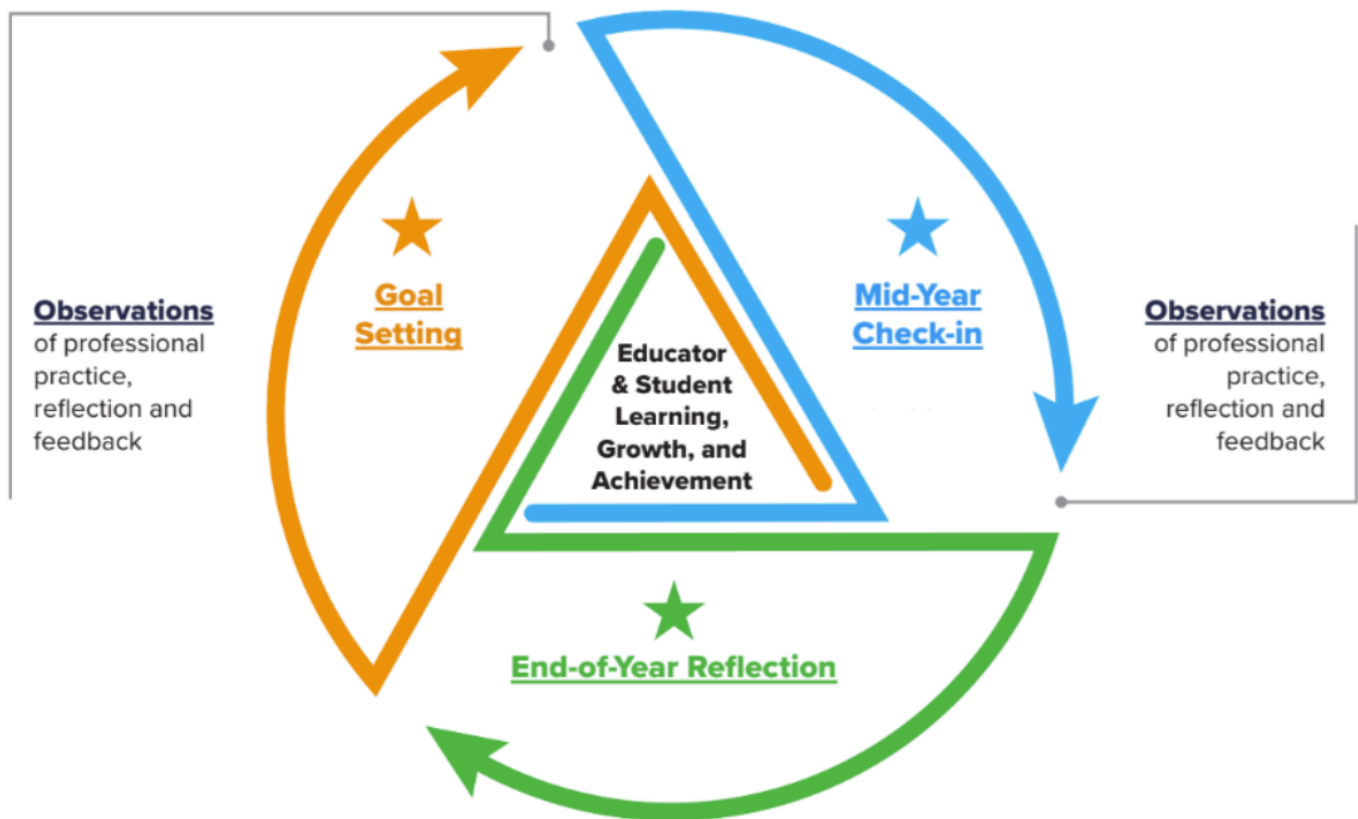
The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. 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.

Connecticut Educator Evaluation and Support Plan 2024 / TPS Continuous Learning Plan

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. The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.



Educator Continuous Learning Process



Timelines

Goal Setting	Mid-year Check-in	End-of-Year Reflection
Completed by October 15	Completed by March 1	Completed by June 1
<p>Beginning of the Year Goal(s) and Planning</p> <ul style="list-style-type: none"> Self-reflection Review evidence Goal(s), Rationale, Alignment, and Professional Learning Plan Draft goal(s), rationale, alignment, professional learning plan <p><u>Goal Setting Conference</u></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: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> Review & discuss currently collected evidence towards goal(s) and of practice Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement <p><u>Mid-Year Conference</u></p> <ul style="list-style-type: none"> Discuss evidence, reflection, and feedback from evaluator Adjust and revise as needed 	<p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement <p><u>End-of-Year Conference/ Summative Feedback and Growth Criteria</u></p> <ul style="list-style-type: none"> Evaluator provides written summative feedback and guides next steps Annual Summary sign-off

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

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

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

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement and the school community.

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 Criteria of Success](#))

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 March 1)

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
- Impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence.

The educator writes a end-of-year reflection (narrative or bulleted) that includes the:

- Impact of new learning on educator practice and growth
- Impact on student learning, growth and achievement, school community, strengths and concerns
- Possible next steps for the upcoming year.
 - Continued as planned

- Adjust current goal
- Plan goal for following year

Analysis of evidence from the end-of-year summary is important for the educator's subsequent reflections and goal setting revisions or new goal(s).

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.

Definitions:

Goal	Overarching broad goal aligned to POG.
Measures	Specific measurable goals connected to the broader goal. The activities and evidence should be directly connected to the measures. Measures can include, but not be limited to, student learning, educator learning, cultural changes, etc.
Activities	Planned learning activities that the teacher participates in to learn and participate in the process to achieve the measure
Evidence	Evidence of teacher practice and student outcomes that show you are working your way towards or have achieved the measures.

Continuous Learning Cycle (Teacher)

Continuous Learning Cycle Form is one document that documents the entire goal process and feedback cycles.

<https://docs.google.com/spreadsheets/d/15tIVi7zhO9Yl1locm7uzDEMO2xhuWyPh5hcFz4CVjg/edit?usp=sharing>

- All Continuous Learning Cycle documentation will be stored in a Shared Google Drive: Continuous Learning and Evaluation Plan Documents
- A Continuous Learning Cycle Document will be created for each staff member requiring participation in a Continuous Learning Cycle
- If additional tabs are needed to extend a goal, provide additional space to document feedback cycles or for any other reason the evaluator or secretary designee will create the necessary additions

Staff Classification and Cycle Descriptions (Cohorts)

Cohort 1	Cohort 2	Cohort 3
Initial Certification - New to profession (first 4 years) or new to LEA (first 2 years)	Provisional or Professional Certificate (Successful completion of cohort 1)	Mentor Teacher
<ul style="list-style-type: none"> ● 2 Annual Feedback Cycles and 3 Mini Feedback Cycles <ul style="list-style-type: none"> ○ AFC - Completed before 10/15 ○ AFC - Completed by 3/1 ○ Mini Feedback Cycles #1 and #2 before mid year 	<ul style="list-style-type: none"> ● Triennial Feedback Cycle ● At least 2 Mini Feedback Cycle per year <ul style="list-style-type: none"> ○ TFC - Must occur before the mid-year conference ○ Mini Feedback Cycle #1 - Must 	<ul style="list-style-type: none"> ● Future delineation to be determined by TPS PDEC <i>Classification not available in 2024-2025 School Year</i>

○ Mini Feedback Cycle #3 in Spring	occur before the mid-year conference	
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[*Reference Glossary](#)

Annual Feedback Cycle (AFC): Formal observation cycle with pre and post documentation and conferences. Observations of practice are scheduled ahead of time for an entire teaching period at a mutually agreed upon time. Written and verbal feedback provided during the post conference.

Triennial Feedback Cycle: (TFC): Formal observation cycle with a pre and post conference and without traditional pre and post documentation. Evaluators will write a summary of the pre and post conference in the Feedback Cycle Running Record. Educators have the option to write details into the Feedback Cycle Running Record or complete the pre and post documentation. Observations of practice are scheduled ahead of time for an entire teaching period at a mutually agreed upon time. Written and verbal feedback provided during the post conference.

Mini Feedback Cycle: Approximately 10-20 minutes long, followed by “Bite sized” feedback within two school days. No pre or post conference unless requested by evaluator or educator. Additional Mini Feedback Cycles can be requested by the evaluator and/or educator and/or as part of Tiered Support Plan.

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.

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 Cycles and/or Mini Cycles may or may not be directly aligned to an educator's goal. The educator and evaluator will mutually agree on the focus of a feedback cycle, which may be aligned to the educator’s goal. An administrator has discretion to change the focus of a feedback cycle based on the need for support(s) as evident in the observation component of the feedback cycle.

Growth Criteria/Criteria for Success

Required:

- 1 Goal and at least 2 measures of evidence
- Goals, focus areas, and measures of growth must be mutually agreed upon between teacher and evaluator at the goal setting conference

Consider: Teachers who must complete TEAM may align their annual goal to one of their TEAM modules if this is mutually agreeable.

Growth Criteria	Possible Sources of Evidence (CT)
<p>Development of New Learning and Impact on Practice Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.</p> <p>Impact on Students Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.</p>	<ul style="list-style-type: none"> ❖ Evidence from Observation of Educator Practice - Feedback Cycles ❖ 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 ❖ 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 <ul style="list-style-type: none"> → Student achievement data → Sample of SEL activities → Reflection journal → Facilitation of a professional learning session → Curriculum development and revision, including unit design → Student reflections → Reflection on peer observation → Parent engagement newsletters → Book talks, concert, art show, PPT meeting → Behavior referrals

*Diamond represents recommendations from the State of Connecticut Plan, arrow represents recommendations from CEA plan, where duplicates existed State language was utilized.

When reflecting and drafting a goal with at least 2 measures you may consider:

- TPS Portrait of the Graduate skills and dispositions

- Where am I on my selected rubric? How can I grow on the continuum?
- What are the trends I see in my practice and/or student data? How can I learn and grow to address those trends?
- How can I measure my goal (in 2 ways), what evidence can I showcase that I met my goal/measure(s)?

Sample Goals and Measures from the PDEC sub-committee

(enter link to appendix here)

[Appendix E: Goal/Action Plan Examples](#)

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. References to a Corrective Support Plan refer to our Extensive Growth and Intensive Assistance plans and processes.

All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing 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.

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 in the spirit of collaboration toward improvement.

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.

Plans for Teachers in Need of Extensive Growth or Intensive Assistance

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 Extensive Growth and/or Intensive Assistance 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.

Extensive Growth Plan*

When an administrator determines, at any time during an evaluation cycle of a tenured teacher, that a teacher is having notable difficulty demonstrating the knowledge and/or skills described in the job description, skill delineated in the teacher evaluation plan and/or skills on the tenured teacher evaluation rubric, the teacher may be put on an Extensive Growth Plan. The administrator will:

1. meet with the teacher and outline in writing the areas of concern. A teacher may request that there be an evaluation team to assist with the implementation of the supervised growth plan.
2. develop a written growth support plan which will include:
 - a. observable objectives for improvement;
 - b. a plan of action to meet these objectives;
 - c. a plan of action for the administrator to assist the teacher to meet the objectives;
 - d. a reasonable timeline not to exceed ninety (90) days, and
 - e. observable means for verifying achievement of the objectives.
3. require the teacher to participate in conferences and/or observations.

At the completion of the Extensive Growth Plan timeline, the administrator will evaluate whether the teacher has successfully met the established objectives. The administrator then has two additional options:

1. Should the administrator decide that sufficient progress has been made toward meeting the established objectives, the teacher will be returned to his/her regular evaluation program cycle as effective.
2. If insufficient progress is made, the teacher will be placed on an Intensive Assistance Plan in an effort to continue providing support to the teacher.

Intensive Assistance Plan*

The Intensive Assistance Plan is intended to provide the necessary help for the tenured teacher to meet the requirements of his/her position. Tenured personnel who exhibit marginal performance in some aspect of the job description, in the teacher evaluation plan, or with a skill identified on the tenured teacher evaluation rubric may be assigned to the Intensive Assistance Plan (IAP).

The principal will provide the teacher with the following information, in writing:

1. a statement of the objective(s) to be accomplished with the expected level(s) of performance
2. a statement defining the amount and kind of assistance and the frequency of observations and conferences; a written and oral report of the observation shall be given to the teacher within three days of an observation.
3. a timeline not to exceed forty-five (45) consecutive school days; when the timeline has expired, the principal may assign the teacher to the Extensive Growth phase of the evaluation plan. Continuation of IAP status may result in termination of employment. Personnel assigned to IAP are fully protected by due process rights as provided by Connecticut General Statutes.

The teacher may request an additional certified supervisory staff member from the present Tolland supervisory staff to provide assistance and support, and also provide the principal, evaluator, and administrator assigned by the Superintendent (if applicable) with data relative to the achievement of specified objectives.

[Extensive Growth Plan and Intensive Assistance documentation is located in the TPS Continuous Learning Cycle Plan.](#)

Dispute Protocol

Appeals Procedure for Teacher Evaluation*(2019 Plan)

1. Purpose

The purpose of this appeals procedure shall be to find equitable solutions to disagreements between a teacher and administrator with regard to Teacher Evaluation Rating.

2. Time Limits

- a. Since it is important that appeals be processed as rapidly as possible, the number of days indicated at each step shall be considered maximum. However, the time limits specified may be extended by written agreement of both parties.
- b. "Days" shall mean school days, except during the summer when days will be week days.
- c. If a teacher does not initiate the appeals procedure within five (5) days of the disagreement, the teacher shall be considered to have waived his/her right to appeal.
- d. Failure of the teacher at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered.

3. Steps

- a. Within five (5) days of the initial appeal, the teacher will meet and discuss the matter with the evaluator. The purpose of this meeting is to attempt to resolve the matter informally.
- b. If the disagreement has not been resolved to the satisfaction of both parties, then another conference should be scheduled within five (5) days with the addition of another district administrator and an additional teacher representative whose purpose will be to help clarify areas of difference. They will facilitate dialogue and submit a written statement of the areas of difference to both parties involved within three days. Resolution may be made at this time.
- c. The party wishing to appeal further shall submit a request to the superintendent to review all pertinent materials. The superintendent shall meet with both parties within five (5) days and will render a final decision within (5) days.
- d. Regardless of the level of appeal or decision, the teacher has the right to submit a written rebuttal which will be placed in his or her permanent file.

If an appeal is being made, observations and evaluations by the principal or other administrator may continue.

*Non-tenured teachers are not eligible for Professional Growth or Intensive Assistance Plans unless authorized by the Superintendent.

The Role of 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.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs. If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

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.

LEADER SECTIONS

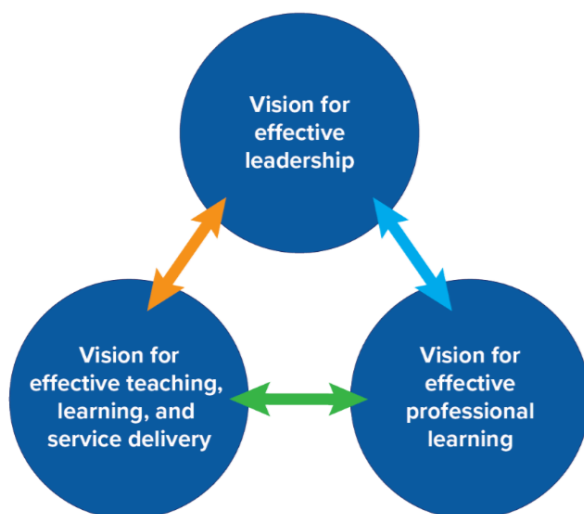
Professional Learning Standards and Structures

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.

References:

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

[Professional Standards for School Leaders \(PSEL\)](#)



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).

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.



Leader Continuous Learning Process



Goal Setting	Mid-year Check-in	End-of-Year Reflection
Completed by October 15	Completed by March 1	Completed by June 30
<p>Beginning of the Year Goal(s) and Planning</p> <ul style="list-style-type: none"> Self-reflection Review evidence Goal(s), Rationale, Alignment to state and district school improvement efforts (see appendix 2C), and Professional Learning Plans Draft goal(s), rationale, alignment, professional learning plans <p><u>Goal Setting Conference</u></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: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> Review & discuss currently collected evidence towards goal(s) and of practice Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement <p><u>Mid-Year Conference</u></p> <ul style="list-style-type: none"> Discuss evidence, reflection, and feedback from evaluator Adjust and revise as needed 	<p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement <p><u>End-of-Year Conference/ Summative Feedback and Growth Criteria</u></p> <ul style="list-style-type: none"> Evaluator provides written summative feedback and guides next steps Annual Summary sign-off

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.

Continuous Learning Cycle (Leader)

Continuous Learning Cycle Form is one document that documents the entire goal process and feedback cycles.

[See Appendix 2F](#)

Goal(s) Setting (Completed by October 15)

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 2C). Administrator (Leader) goals should always be aligned to standards recommended by the PDEC, the Portrait of a Graduate, and board goals approved by the local board of education. Administrator (Leader) goals must be [aligned to the district school improvement](#) (see [Appendix 2C](#)) goals and categories approved by the superintendent.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures (at least three) 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 (at least three), professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement.

Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s).

This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning.

During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed by June 30)

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

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader’s successful completion of the professional learning process.

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 but not limited to site visits, student and staff feedback, or family engagement ([see appendix 2B](#)).

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 (Leader) Cohorts

Definition of Cohorts	
<p><u>Cohort 1</u></p> <p>Who:</p> <ul style="list-style-type: none"> • New to leadership role (e.g. principal from assistant principal etc.; (first three years) • New to LEA (first three years) <p>What:</p> <ul style="list-style-type: none"> • Three observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon upon or deemed necessary by the Superintendent and/or her or his designee 	<p><u>Cohort 2</u></p> <p>Who:</p> <ul style="list-style-type: none"> • Leaders who have successfully completed Cohort 1 in their current LEA <p>What:</p> <ul style="list-style-type: none"> • Two observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary by the Superintendent and/or her or his designee

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

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

[See appendix 2C](#) for further detail.

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.

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

Tier 1

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

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. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Plans for Administrators (Leaders) in Need of Extensive Growth or Intensive Assistance

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 administrator on Extensive Growth and/or Intensive Assistance 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.

Extensive Growth Plan*

When the superintendent determines that an Administrator (Leader) is having notable difficulty demonstrating the knowledge and/or skills described in the job description, skills delineated in the leader evaluation plan and/or skills on the Administrator (Leader) evaluation rubric, the Administrator (Leader) may be put on an Extensive Growth Plan. The superintendent will:

1. Meet with the Administrator (Leader) and outline in writing the areas of concern. An Administrator (Leader) may request that there be an evaluation team to assist with the implementation of the supervised growth plan.
2. Develop a written growth support plan which will include:
 - a. Observable objectives for improvement;
 - b. A plan of action to meet these objectives;
 - c. A plan of action for the superintendent to assist the administrator to meet the objectives;
 - d. A reasonable timeline not to exceed ninety (90) days, and
 - e. Observable means for verifying achievement of the objectives.
3. Require the administrator to participate in conferences and/or observations.

At the completion of the Extensive Growth Plan timeline, the superintendent will evaluate whether the Administrator (Leader) has successfully met the established objectives. The superintendent then has two additional options:

1. Should the Superintendent decide that sufficient progress has been made toward meeting the established objectives, the Administrator (Leader) will be returned to his/her regular evaluation program cycle as effective.
2. If insufficient progress is made, the Administrator (Leader) will be placed on an Intensive Assistance Plan in an effort to continue providing support to the administrator.

Intensive Assistance Plan*

The Intensive Assistance Plan is intended to provide the necessary help for the Administrator (Leader) to meet the requirements of his/her position. Administrators (Leaders) who exhibit marginal performance in some aspect of the job description, in the leader evaluation plan, or with a skill identified on the administrator evaluation rubric may be assigned to the Intensive Assistance Program (IAP).

The superintendent will provide the Administrator (Leader) with the following information, in writing:

1. A statement of the objective(s) to be accomplished with the expected level(s) of performance
2. A statement defining the amount and kind of assistance and the frequency of observations and conferences; a written and oral report of the observation shall be given to the administrator within three days of an observation.
3. A timeline not to exceed forty-five (45) consecutive school days; when the timeline has expired, the superintendent may assign the Administrator (Leader) to the Extensive Growth phase of the evaluation plan. Continuation of IAP status may result in termination of employment. Personnel assigned to IAP are fully protected by due process rights as provided by Connecticut General Statutes.

Dispute Protocol

Appeals Procedure for Administrator Evaluation

1. Purpose: The purpose of this appeals procedure shall be to find equitable solutions to disagreements between the superintendent and Administrator (Leader) with regard to an Administrator Evaluation Rating.
2. Time Limits
 - a. Since it is important that appeals be processed as rapidly as possible, the number of days indicated at each step shall be considered maximum. However, the time limits specified may be extended by written agreement of both parties.
 - b. "Days" shall mean school days, except during the summer when days will be week days.
 - c. If an Administrator (Leader) does not initiate the appeals procedure within five (5) days of the disagreement, the administrator shall be considered to have waived his/her right to appeal.
 - d. Failure of the Administrator (Leader) at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered.
3. Steps
 - a. Within five (5) days of the initial appeal, the Administrator (Leader) will meet and discuss the matter with the superintendent. The purpose of this meeting is to attempt to resolve the matter informally.
 - b. If the disagreement has not been resolved to the satisfaction of both parties, then the administrator has the right to submit a written rebuttal which will be placed in his or her permanent file.

APPENDICES

Appendix A: Glossary of Terms (V:4/15/2024)

Annual Feedback Cycle (AFC): Formal observation cycle with pre and post documentation and conferences. Observations of practice are scheduled ahead of time for an entire teaching period at a mutually agreed upon time. Written and verbal feedback provided during the post conference.

Triennial Feedback Cycle: (TFC): Formal observation cycle with a pre and post conference and without pre and post documentation. Evaluators will write a summary of the pre and post conference in the Feedback Cycle Running Record. Educators have the option to write details into the Feedback Cycle Running Record or complete the pre and post documentation. Observations of practice are scheduled ahead of time for an entire teaching period at a mutually agreed upon time. Written and verbal feedback provided during the post conference.

Mini Feedback Cycle: Approximately 10-20 minutes long, followed by “Bite sized” feedback within two school days. No pre or post conference unless requested by evaluator or educator. Additional Mini Feedback Cycles can be requested by the evaluator and/or educator and/or as part of Tiered Support Plan.

Bite-sized Feedback: Feedback that is timely, specific, growth oriented, actionable and digestible. Feedback consists of commendations, Questions, Inquiry and/or recommendations that is about 2 bullets/sentences.

Evidence: could include Review of practice, observation, reflection, see lists.

From State

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 Model (CAPA)

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.

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.

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).

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.

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. See also appendix M, Glossary of Professional Learning Opportunities.

Review of Practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, 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.⁵⁷ Connecticut Educator Evaluation and Support Plan 2024

Tier 2

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

Tier 3

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

Appendix B: 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 C: 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 (to include but not limited to):

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 learning 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 credible and professionally relevant 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 D: Standards and Rubrics for Different Roles

Role	Standards	Rubric
Administrator	Learning Forward's Professional Learning Standards (2022) Professional Standards for School Leaders (PSEL)	CCT2017: CCT2017 Leader Evaluation and Support Rubric
Teacher	CT Common Core of Teaching (2010)	CCT2017: https://portal.ct.gov/-/media/SDE/SEED/CCTRubricForEffectiveTeaching2017.pdf?la=en
Interventionist/Special Education Teacher	CT Common Core of Teaching (2010)	CCT2017: Service Delivery Model https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/SESSRubric2017.pdf?la=en
School Counselor	Standards/Rubric in Massachusetts Department of Elementary and Secondary Education model system for specialized instructional support personnel rubric https://www.doe.mass.edu/edeval/model/PartIII_AppxD.pdf	Massachusetts Department of Elementary and Secondary Education model system for specialized instructional support personnel rubric https://www.doe.mass.edu/edeval/model/PartIII_AppxD.pdf
School Psychologist	Unless otherwise identified(pending update): CT Common Core of Teaching (2010)	Unless otherwise identified: CCT2017: Service Delivery Model https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/SESSRubric2017.pdf?la=en
Social Worker	Unless otherwise identified (pending update): CT Common Core of Teaching (2010)	Unless otherwise identified: CCT2017: Service Delivery Model https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/SESSRubric2017.pdf?la=en
Speech and Language Pathologist	CT Common Core of Teaching (2010)	CCT2017: Service Delivery Model https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/SESSRubric2017.pdf?la=en
Library Media Specialist	CT Common Core of Teaching (2010)	Adaptation of CTT for LMS: Colchester: https://cdnsm5-ss11.sharpschool.com/UserFiles/Servers/Server_7752070/File/Teaching%20&%20Learning/For%20Teachers/Teacher%20Evaluation/CCTRubric_LIBRARY_MEDIA_SPECIALISTS.pdf

Appendix E: Goal/Action Plan Examples

Please see the link below. This is not an exhaustive list of examples, rather, it is offered as options for consideration:

https://docs.google.com/spreadsheets/d/1vO9sp1_m1Du23UxtNpBt8mtltUzAyy24aslwr6BIDNk/edit?usp=sharing

Definitions:

Goal	Overarching broad goal aligned to POG.
Measures	Specific measurable goals connected to the broader goal. The activities and evidence should be directly connected to the measures. Measures can include, but not be limited to, student learning, educator learning, cultural changes, etc.
Activities	Planned learning activities that the teacher participates in to learn and participate in the process to achieve the measure
Evidence	Evidence of teacher practice and student outcomes that show you are working your way towards or have achieved the measures.

Appendix 2A: 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 2B: Definition of Cohorts - Leader

<u>Cohort 1</u>	<u>Cohort 2</u>
<p><u>Who:</u></p> <ul style="list-style-type: none">- New to leadership roles (e.g., principal from assistant principal etc.; first three years)- New to LEA (first three years) <p><u>What:</u></p> <ul style="list-style-type: none">- Three observations of professional practice and/or site visits- Feedback written and verbal within five school days- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	<p><u>Who:</u></p> <ul style="list-style-type: none">- Leaders who have successfully completed Chort 1 in their current LEA <p><u>What:</u></p> <ul style="list-style-type: none">- Two observations of professional practice and/or site visits- Feedback written and verbal within five school days- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Appendix 2C: Growth Criteria and Sources of Evidence & alignment to the district's school improvement efforts/School Improvement Plans - 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

Alignment of goals to the district's school improvement efforts/School Improvement Plans

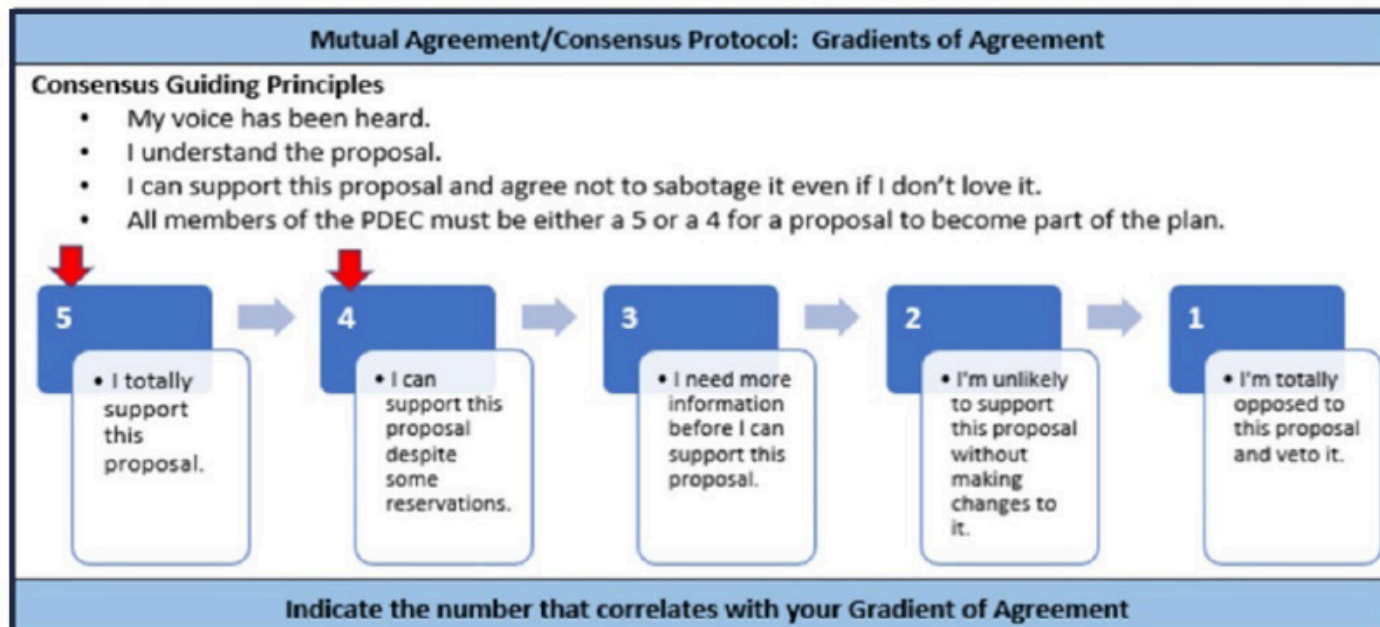
School administrators will:

1. Build and strengthen the professional capacity of teachers and staff
2. Build and strengthen the learning and working environment
3. Build and strengthen family and community engagement
4. Build and strengthen the effective and efficient management and operations of the school
5. Build and strengthen the Strategic & Research Based Intervention / Response to Intervention / Multi-Tiered Systems of Support for students

Appendix 2D: 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.



From *Consensus decision making*. Seeds for Change. (n.d.).
<https://www.seedsforchange.org.uk/consensus>

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 co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix E, Glossary of Professional Learning Opportunities.

Review of Practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or 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** - 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 2E: 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 2F: Continuous Learning Process - Leader

<https://docs.google.com/spreadsheets/d/1CTRVdE46RQb7-2IxEHv3Ax5uInB2-VSjBHOY6hAmRfY/edit?usp=sharing>

Appendix 2G: Sample Corrective Support Plan - Leader

(Sample)

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective: To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

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

Supportive Actions:

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of building, as appropriate.

Corrective Support Plan Template

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

Objective:

To improve

(Indicate specific standard in your objective language)

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan – typically six to eight weeks in length)

- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

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