

**Torrington Public Schools**

# **Educator Evaluation and Support Plan**

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## Introduction

Educators in Torrington are committed to ensuring that students achieve and develop 21st century skills that will enable them to become lifelong learners and productive citizens in a global world. This is a shared responsibility among students, teachers, administrators, parents, the community, local boards of education, the state board of education, and local and state governments. Effective educators are among the most important school-level factors in student learning, and effective leadership is an essential component of any successful school.

To help ensure higher student performance, every board of education must have in place a collaboratively-developed, well-designed, research-based educator evaluation and professional growth system for educators at every level – teachers, student educator support specialists, building-based administrators, and central office administrators.

The Torrington Public Schools Educator Evaluation and Support Plan is rooted in the belief that all Torrington Public Schools educators have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, so that all Torrington Public Schools students experience growth and success.

## Professional Development and Evaluation Committee

The Torrington Public Schools would like to recognize the following individuals who gave their time, talents, and considerable insights to developing the narratives and forms included in this document:

- ❖ Kristi Chambrello-Ramsey, School Counselor – Torrington Middle School
- ❖ Marci Chappel, Kindergarten Teacher – Vogel Wetmore Elementary School
- ❖ Joanne Creedon, Director of ELL/Bilingual Services
- ❖ Patricia Dawson, Science Teacher – Torrington Middle School
- ❖ Tracey Ebner-Bushey, Special Education Teacher – Tarringford Elementary School
- ❖ Susan Fergusson, Assistant Superintendent of Schools
- ❖ Catherine Haase, Spanish Teacher – Torrington High School
- ❖ Tracy Kane, Director of Intervention and Academic Support
- ❖ Sandy Mangan, Kindergarten Teacher – Tarringford Elementary School
- ❖ Susan McMahon, Supervisor of Student Services – Torrington Middle School
- ❖ Alden Paye, Assistant Principal – Vogel Wetmore Elementary School
- ❖ Valerie Peacock, Paraprofessional – Southwest Elementary School
- ❖ Kimberly Schulte, Director of Human Resources
- ❖ Brian Scott, Principal – Torrington High School
- ❖ Hilary Sterling, Assistant Principal – Torrington Middle School
- ❖ Erin Sullivan, English Teacher – Torrington High School
- ❖ Brandy Zima, Intervention Teacher – Tarringford Elementary School

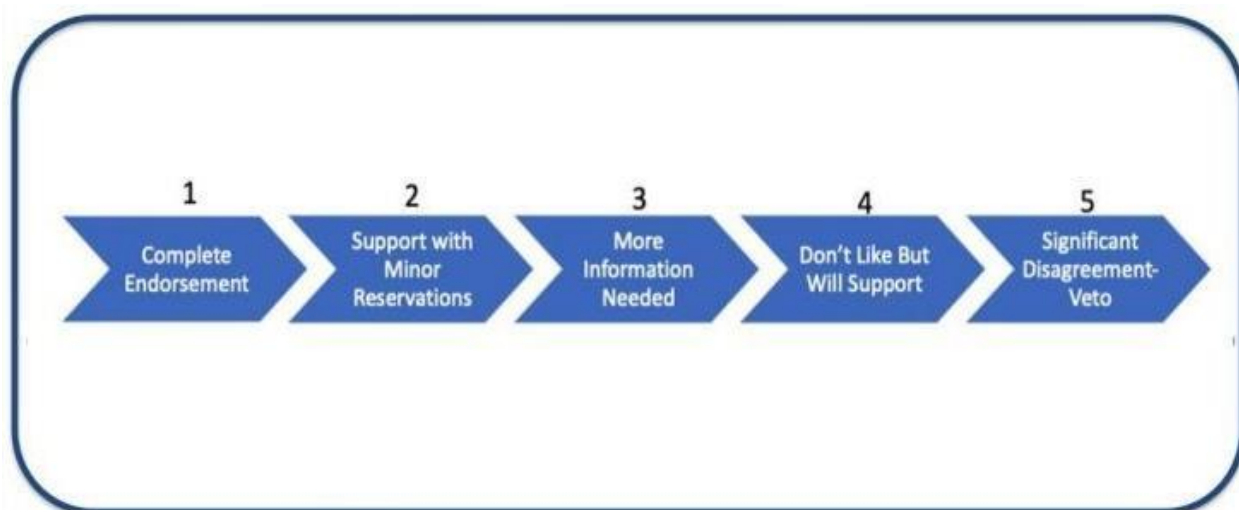
## **Board of Education Members**

The Torrington Public Schools would like to recognize the members of the Board of Education:

- ❖ Susan DePretis, Co-Chairperson
- ❖ Edward Corey, Co-Chairperson
- ❖ Glenn Burger, Vice-Chairperson
- ❖ Ellen Hoehne, Secretary
- ❖ John Kissko
- ❖ Gary Eucalitto
- ❖ Jeffrey Putnam
- ❖ Patrick Cronin
- ❖ Kristen Conway
- ❖ William Knight

## Consensus Protocol

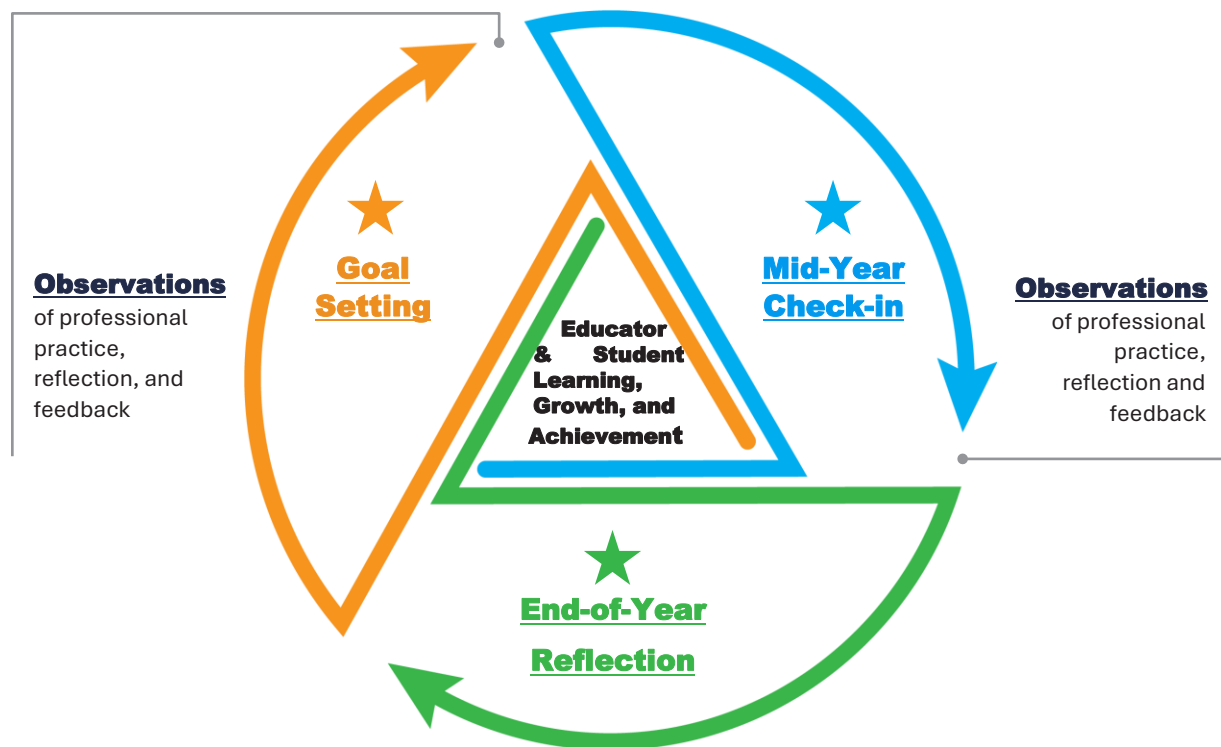
Important PDEC decisions related to educator evaluation and professional development are made through mutual agreement or consensus. Unlike a majority vote, which has winners and losers, a consensus decision is a win-win, because it results in a decision everyone can support, even if there are minor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



## Educator Growth & Development Components

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator with an 092 certification who has completed comprehensive orientation on this model and relevant rubrics.

### Educator Continuous Learning Process



#### **Goal Setting**

Completed by October 31<sup>st</sup>

#### **Beginning of the Year Goal(s) and Planning**

- Self-reflect
- Review evidence

#### **Goal(s), Rationale, Alignment, and Professional Learning Plan**

- Draft goal(s), rationale, alignment, professional learning plan

#### **Goal Setting Conference**

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

#### **Mid-year Check-in**

Completed by February 1<sup>st</sup> for Novice Educators, and by March 1<sup>st</sup> for Experienced Educators

#### **Mid-Year Check-in: Reflection, Adjustments, and Next Steps**

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

#### **Mid-Year Conference**

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

#### **End-of-Year Reflection**

Completed by April 15<sup>th</sup> for Novice Educators, and by June 1<sup>st</sup> for Experienced Educators

#### **End-of-Year Reflection and Feedback Process**

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

#### **End-of-Year Conference/ Summative Feedback and Growth Criteria**

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

### Annual Timeline

At the beginning of each school year, educators will be provided with an orientation to the plan, with a summary of any amendments. Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 15 to ensure all stakeholders understand differentiated supports and process. 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

### Initial Goal Setting

The Initial Goal Setting Form must be submitted each year by October 15<sup>th</sup>, and the Goal Setting Conference must occur by October 31<sup>st</sup>. This conference is used to either set a new, mutually agreed upon goal or make agreed upon adjustments to a multi-year goal.

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice, one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment.



It is important for teachers to receive feedback on their practice prior to the midyear conference. A formal observation for novice educators must take place by December 1<sup>st</sup>. In addition, one (1) mini observation must take place prior to the midyear conference. At least one (1) mini observation for experienced educators must take place before the midyear conference.

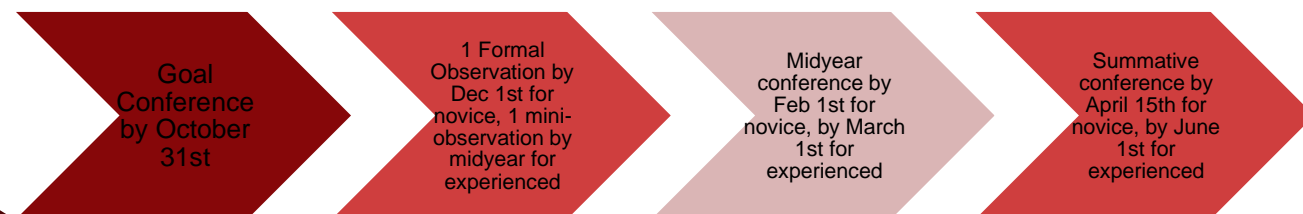
### Mid-Year Conference

The midyear conference must take place by February 1<sup>st</sup> for novice educators, and by March 1<sup>st</sup> for experienced educators. Forms must be submitted at least two (2) days prior to the conference date.

### Summative Conference

The summative conference must take place by April 15<sup>th</sup> for novice educators and by June 1<sup>st</sup> for experienced educators. Forms must be submitted at least two (2) days prior to the conference date. The summative conference must include an educator's self-reflection on their professional growth and its impact on students. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.



## Educator Practice

Classroom teachers are observed using a single-point competency rubric based on Charlotte Danielson's Framework-for-Teaching (FFT) 2022. The number and type of observations required differs depending on educator level (certification/years of experience).

| Novice (Initial, DSAP, etc)  | Experienced (Provisional/Professional)   | Observation Requirements   |
|--|--|--|
| <p><u>One (1)</u> formal observation with pre- and post-conferences</p> <ul style="list-style-type: none"><li>Formal by 12/1</li><li>Additional formal observations may be scheduled if concerns are documented</li></ul>                              | <p>Formal observation(s) may be scheduled upon request by either party.</p>  | <p>Formal observations of practice are scheduled ahead of time at a mutually agreed upon time and followed by written feedback within <u>ten (10) school days</u>.</p> <p>A formal observation is a minimum of <u>thirty (30) minutes or up to a full lesson</u>.</p> <p>A formal observation for a service provider does not have to take place in a classroom.</p> |
| <ul style="list-style-type: none"><li>A minimum of <u>two (2)</u> mini observations each year, with one (1) being prior to the midyear meeting.</li><li>An evaluator can choose to use a review of practice in lieu of one mini observation.</li></ul> | <ul style="list-style-type: none"><li>A minimum of <u>two (2)</u> mini observations each year, with one (1) being prior to the midyear meeting.</li><li>By mutual agreement, a review of practice can be used in lieu of one (1) mini observation.</li></ul> | <p>Mini observations/review of practice are <u>approximately ten to twenty (10-20) minutes long</u>.</p> <p>Feedback/reflection is targeted and will be provided within <u>ten (10) school days</u>.</p>   |



## Review of Practice

Evaluators will initiate Reviews of Practice and may request existing documents to use as evidence. Reviews of Practice may include, but are not limited to:

- reviews of lesson/unit plans and assessments
- planning meetings
- data team meetings
- professional learning
- community meetings
- call-logs or notes from parent-teacher meetings
- observations of coaching/mentoring meetings with other teachers
- attendance records from professional learning opportunities, or school-based activities/events
- classroom lab
- instructional rounds
- examination of educator work products
- examination of student work samples
- development of curricular materials
- progress report conference or PPT participation
- outreach and engagement with families
- district/school-wide committee

Experienced educators, by mutual agreement, may elect a review of practice in lieu of one (1) mini observation. As determined by the evaluator, novice educators may have one (1) Review of Practice in lieu of a mini-observation. In addition, all Reviews of Practice will be aligned with the Standards/Danielson Framework for Teaching.

### *Educator Growth Goals*

Educator growth goals focus on the educator's professional growth and development. High-leverage goals are based on professional practice standards, are cross-cutting, and transferable across roles, disciplines, and positions. They align to a strategic focus (POG, District Goals, School Improvement Plan, etc.) It is important to note that these goals are not measured by student success (a shift from SLOs). Rather, student performance/success should be used to assess the impact of the goal itself. In other words, educators should be prepared to show the impact that the goal has on the students' success and what they learned, revised or shifted as educators as a result of student performance.

Each teacher and their assigned evaluator must mutually agree on a professional growth goal and at least two (2) associated measures of student learning, growth, and achievement. Measures of student learning, growth, and achievement (or indicators of educator growth) are ways the teacher can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections. Professional growth goals must be consistent with the goals of the district.

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

Experienced educators will set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.

## Sample Goals and Measures of Student Learning, Growth, and Achievement

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

\* Multiple pieces of evidence as part of the educator feedback process, may include artifacts, observation of practice, student feedback, and reflections of the educator on student growth as part of the educator feedback process.

### Complementary Observers

Each educator is assigned a primary evaluator with an 092 or 093 certification. This individual will be responsible for the overall evaluation process. Additionally, an evaluator may offer a complementary observation.

At any level, complementary observers may assist the primary evaluator with the observation process. Complementary observers can be requested by either the educator or the evaluator.

Complementary observers are certified administrators with an 092 or 093 trained in observation protocols. All evaluators, including complementary observers, need to be trained in the evaluations and support of teachers, which should include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice. Complementary observers may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing growth goals, and providing additional feedback.

A complementary observer shares his/her feedback with the primary evaluator as it is collected and shared with teachers. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

### Feedback

Quality feedback paired with meaningful support is the fuel that drives educator growth. Feedback should be constructive, tied to standards, and celebrate an educator's strengths as well as provide the guidance and support needed to ensure ongoing professional growth. Feedback to educators must consider multiple and varied quantitative and qualitative indicators of evidence. A cycle of check-ins with a balance of written and verbal feedback must be provided to all educators.

Written and verbal feedback must be provided at the beginning of year, mid-year, and end-of-year conferences and following every observation.

Mini-observations – Both written and verbal feedback are targeted and will be provided within ten (10) school days. Documentation of verbal feedback will be provided.

Formal Observations – Both written and verbal feedback are targeted and will be provided within ten (10) school days. Pre-observation and post-observation forms are required for a formal observation.

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



### Summative Growth Report

As part of the Summative Growth Report, educators complete a self-reflection on the impact of their growth on students and a brief summary of the feedback provided to the educator over the course of the year. The evaluator should highlight the educator's accomplishments as well as identify two or three specific action steps to guide and support the educator's ongoing growth the following school year. The summary report must also include a distinction indicating whether the educator has successfully completed the learning process, educator growth goals and observations based on the defined single-point competencies.

### Growth Criteria

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

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

## *Tiered Support*

Educators may, from time to time, require more support than can be provided in the regular educator growth and support process. In these cases, educators should be provided tiered levels of intermediate support.

### **Tier 1**

Tier 1 supports are broadly accessible professional opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources, formal professional learning opportunities developed and designed by PDEC, and other general support for all educators. These resources should be identified through the goal setting process by mutual agreement.

### **Tier 2**

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus that can be either suggested by the educator 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 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.

Criteria must be met before placement on a Corrective Action Plan:

- There must be a pattern of specific, ongoing concerns previously documented in the feedback to the educator.
- There must be documented attempts to help and support the educator through tiered levels of support, prior to consideration of a corrective action plan.

- A collective bargaining representative must already be aware of concerns before consideration of a formal corrective action plan.

### *Corrective Action Process*

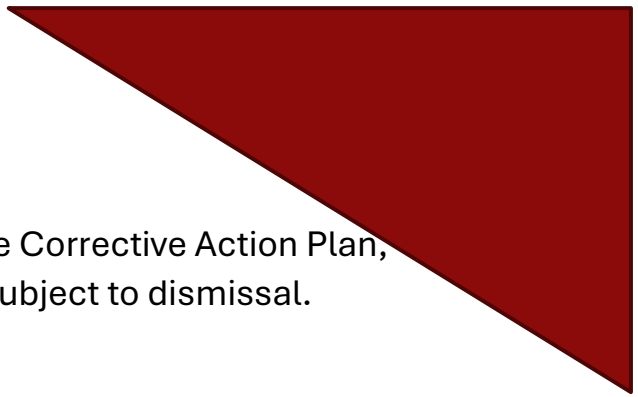
Corrective action plans are separate from the normal educator growth model.

Educators who have not successfully exited the tiered levels of support and who meet all the criteria noted, are moved to a Corrective Action Plan. The corrective support plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers, pursuant to C.G.S. §10-153b, are required to work with their local association president (or designee) to design a growth plan that addresses identified needs. All three tiers of support must be implemented prior to the development of a corrective action plan.

Corrective support models shall include:

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

The plan will be designed and written using the Corrective Action Plan Form and signed by the educator, local association president (or designee), and evaluator. Copies will be distributed to all those involved in the implementation of the plan. The contents of the plan will be kept confidential but entered into the educator's evaluation file by the evaluator, using the district data management system. As part of the Corrective Action Plan activities, the educator and evaluator will also enter evidence they collect into the teacher's evaluation file via the data management system.



If the educator does not successfully complete the Corrective Action Plan, the educator shall be deemed unsuccessful and subject to dismissal.

### Dispute Resolution

Torrington Public Schools believes that evaluation must be a collaborative process between the evaluator and teacher, drawing on the expertise and perspective of both parties. However, recognizing that disagreements may arise during the process, and in accordance with the Connecticut Guidelines for Educator Evaluation, a comprehensive dispute resolution process has been designed and agreed to by the PDEC, which includes the superintendent.

In cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, the teacher and evaluator should meet within ten (10) school days of receiving verbal or written feedback in an attempt to resolve the dispute at the building level first. If on the tenth school day an impasse has occurred, the teacher must notify the local association president (or designee) and the director of human resources.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreements between the local board of education and the relevant bargaining unit.

The PDEC will have responsibility for overseeing the dispute resolution process and will establish an Appeal sub-committee. The Superintendent (or designee) and the local association president (or designee) will each select one representative to constitute this sub-committee, drawing from PDEC members first. The sub-committee in total shall be comprised of one teacher (selected by the local association president (or designee)), one administrator (selected by the Superintendent (or designee)) and one neutral third-party as mutually agreed upon by the Superintendent (or designee) and the local association president (or designee). In the event that the committee does not reach a decision, the issue shall be considered by the Superintendent whose decision shall be binding.

## Administrator Growth & Development Components

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator with an 092 certification.

### Leader Continuous Learning Process



### **Goal Setting**

Completed by October 31<sup>st</sup>

#### **Beginning of the Year Goal(s) and Planning**

- Self-reflect
- Review evidence

#### **Goal(s), Rationale, Alignment, and Professional Learning Plan**

- Draft goal(s), rationale, alignment, professional learning plan

#### **Goal Setting Conference**

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

### **Mid-year Check-in**

Completed by March 1<sup>st</sup>

#### **Mid-Year Check-in: Reflection, Adjustments, and Next Steps**

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

#### **Mid-Year Conference**

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

### **End-of-Year Reflection**

Completed by June 30<sup>th</sup>

#### **End-of-Year Reflection and Feedback Process**

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

#### **End-of-Year Conference/ Summative Feedback and Growth Criteria**

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

## ***Annual Timeline***

All leaders are assigned a primary evaluator with an 092 or 093 certification.

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

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

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

### **Goal(s) Setting (Completed by October 31)**

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for

professional learning and support that is consistent with their professional status and goals (see appendix B). Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

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

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

**Midyear Check-in (Completed by March 1):**



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

### *End of Year Reflection and Summative Review Growth Report*

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the mid-year check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on the 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.



### Administrator Practice

Administrators are observed (site visits) using a single-point competency rubric based on the Professional Standards for Educational Leaders from the National Policy Board for Educational Administration. The number of site visits required differs depending on level.

| Novice (New to Administration or new to the District)  | Experienced (Minimum of one year as an Administrator in Torrington)  |
|--|--|
| <ul style="list-style-type: none"><li>• Three (3) observations of professional practice and/or site visits</li><li>• Feedback written and verbal within five (5) school days</li><li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li></ul> | <ul style="list-style-type: none"><li>• Two (2) observations of professional practice and/or site visits</li><li>• Feedback written and verbal within five (5) school days</li><li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li></ul> |

### 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



### 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

### *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. All three tiers of support must be implemented prior to the development of a corrective action plan.

#### **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.

### **Corrective Support Plan**

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

The Corrective Support Plan must contain:

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

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

## *Dispute Resolution*

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

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

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreements between the local board of education and the relevant bargaining unit.

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



## **Process**

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

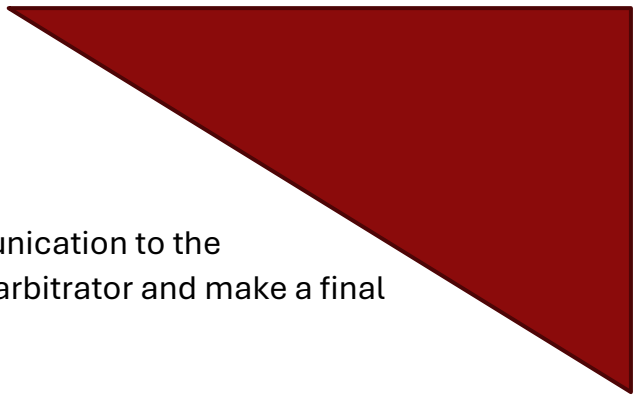
1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three (3) workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

### **a. Option 1:**

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision. In the event that the committee does not reach a decision, the issue shall be considered by the Superintendent whose decision shall be binding.

### **b. Option 2:**

The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than ten (10)



school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

## **Time Limits**

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within ten (10) workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within ten (10) work days, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

## Appendix A

### General Glossary of Terms

**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)
- Datawise Continuous Improvement Model

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

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

**community:** A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses

overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

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

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

Quality Feedback:

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

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

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

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

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

**high leverage goal:** High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait

of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

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

**Mini-observations:** A mini-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.

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

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

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

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

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

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

### Glossary of Professional Learning Opportunities

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 C

### 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?

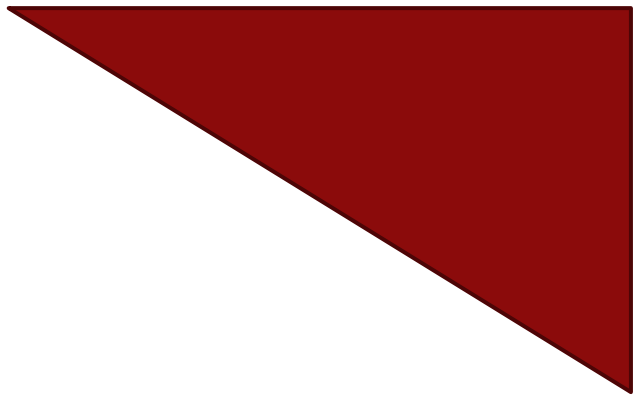
#### Professional Learning and Action Questions

##### 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 pro-



mote 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 D

### Sample Reflection Questions - Administrator

#### **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 E

### Growth Criteria and Sources of Evidence

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

## References

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CT Teacher Educator and Mentor Program: [https://portal.ct.gov/sde/talent\\_office/talent-office-home-page/team-program](https://portal.ct.gov/sde/talent_office/talent-office-home-page/team-program)