

VERNON PUBLIC SCHOOLS



2024-25

Leader Evaluation and Support Handbook

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This plan was developed by the Vernon Public Schools Professional Development and Evaluation Committee (PDEC) over the course of the 2023-2024 school year. It was formally adopted by the Vernon Board of Education on June 10, 2024.

Table of Contents

PDEC Membership.....	1
Table of Contents.....	2
Vision.....	3
Mission.....	3
Introduction.....	3
Core Beliefs.....	3
Components of the Leader Evaluation and Support Plan.....	4
Summative Feedback and Growth Criteria.....	4
Standards and Criteria for Leaders.....	5
Leader Continuous Learning Process.....	6
Definition of Cohorts.....	7
Evaluation Conference Schedule.....	7-9
Professional Practice & Leader Growth.....	9
Teacher Professional Performance and Practice.....	9
Observation of Professional Practice/Site Visits and Feedback.....	9-10
Tiered Support & Corrective Support Planning.....	10
Corrective Support Plan.....	11
Dispute Resolution.....	11
Process.....	12-13
Appendices.....	14
Appendix A: Single Point Rubric.....	14
Appendix B: Growth Criteria and Sources of Evidence Leader.....	19
Appendix C: Sample Reflection Questions - Leader.....	20
Appendix D: Beginning of the Year Form.....	23
Appendix E: Mid-Year Form.....	24
Appendix F: End of Year Form.....	25
Appendix G: Glossary of Professional Learning Opportunities - Leader.....	26

Vision

As the PDEC, we aspire to support the development of a culture of learning for all in which teachers and administrators value a collective responsibility and commitment to collaboration and continuous learning through professional feedback to ensure VPS's achievement of the vision of a graduate.

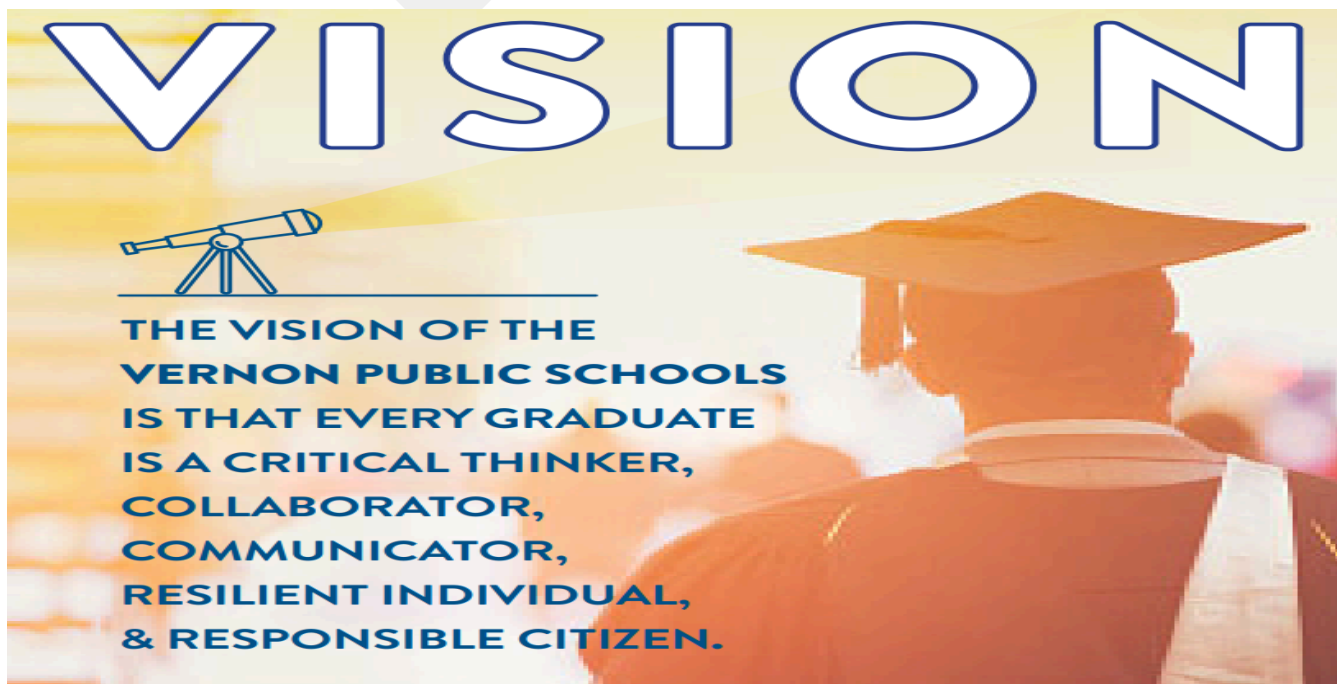
Mission

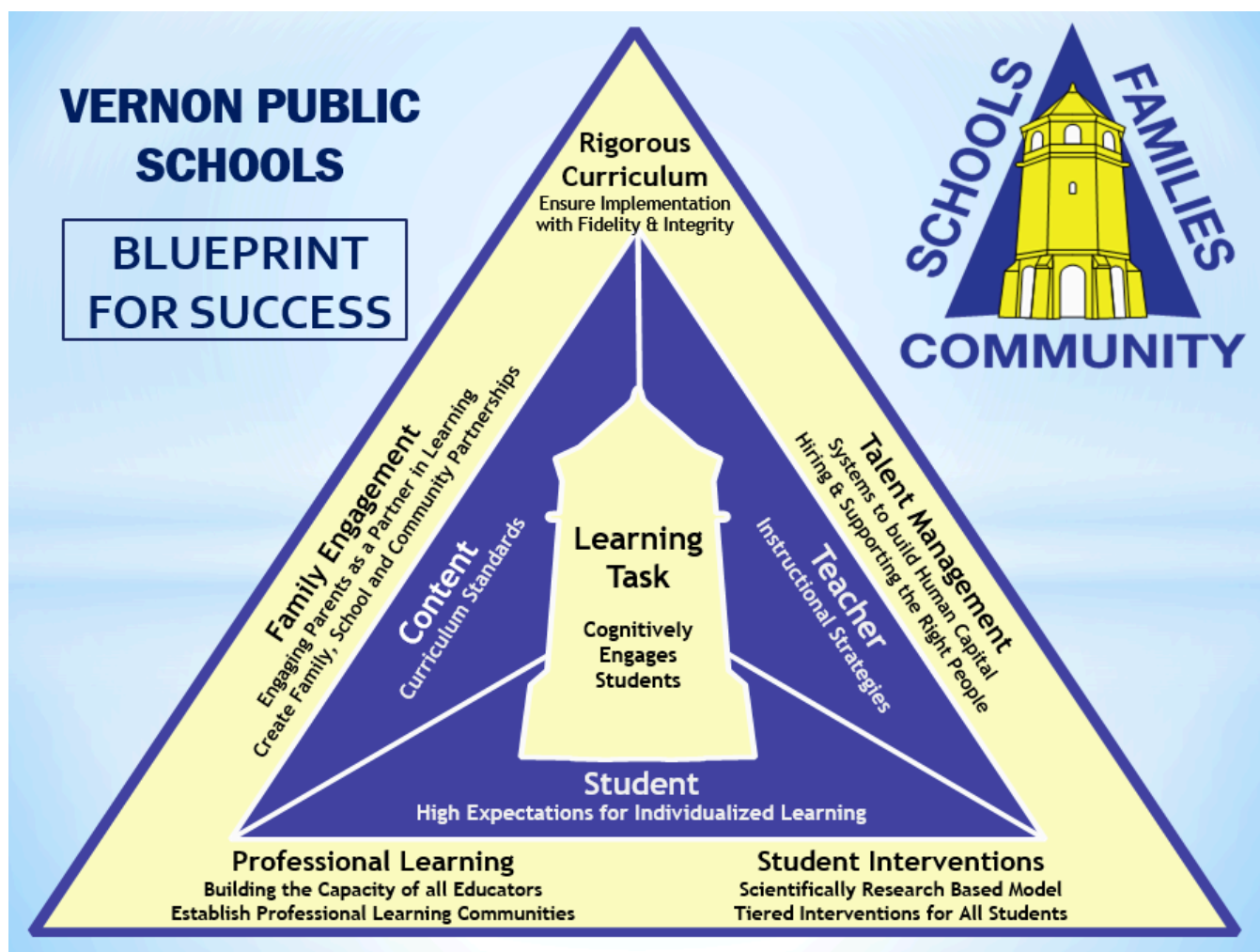
We will achieve this vision by ensuring the design, communication, ongoing support for, and formal review of, cycles of evaluative and non-evaluative feedback and an authentic, job-embedded professional learning system for teachers and administrators.

Core Beliefs

Honoring Vernon's Strategic Plan, Vision of the Graduate and Blueprint for Success increases coherence across our leaders, educators, and schools.

- When leaders and teachers grow, students grow
- There is no growth without reflection
- Actionable feedback leads to a change in practice
- Powerful learning comes from taking risks in a supportive and collaborative environment
- Choice, self-direction, and risk-taking are encouraged and valued in the process





Introduction

The ultimate goal of this plan is to ensure that every student in the Vernon Public Schools is afforded a chance to meet their academic potential through the highest quality education by a skilled teaching and learning staff. A set of Core Beliefs was designed to drive the foundational elements of Vernon's Leader and Educator Evaluation and Support plan. This plan was designed through a collaborative effort between the members of the PDEC. Following analysis of administrator and staff beliefs and vision surrounding Teacher Evaluation, the PDEC began developing the essential components of this new plan in accordance with CT Guidelines for Educator and Leader Evaluation and Support 2023. (C.G.S.) Section 10-151b has developed a transformative educator and leader evaluation and support system that is consistent with emerging research and best practices in the field of education. As amended by Sec. 51 of P.A, *the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification.*

Components of the Leader Evaluation and Support Plan

Development of New Learning and Impact on Practice	Impact on Organizational/SIP Outcomes	Impact on Community
Establishes a professional practice goal and develops a plan for professional learning	Collects and shares indicators of evidence of impact on professional learning practice and organizational/SIP growth	Promotes growth by actively engaging and collaborating with colleagues/families/community
The leader self-reflects on the Connecticut Leader Evaluation and Support Rubric 2017. The leader identifies a goal(s) that impacts leadership practice and school/district growth. The leader develops a professional learning plan to build knowledge and skills.	The leader demonstrates how they positively impacted school and/or district outcomes and can articulate connections between the improved learning and their own changes in practice	The leader demonstrates how they worked effectively with colleagues/families/community

See Appendix B for further detail

End of Year Growth Criteria

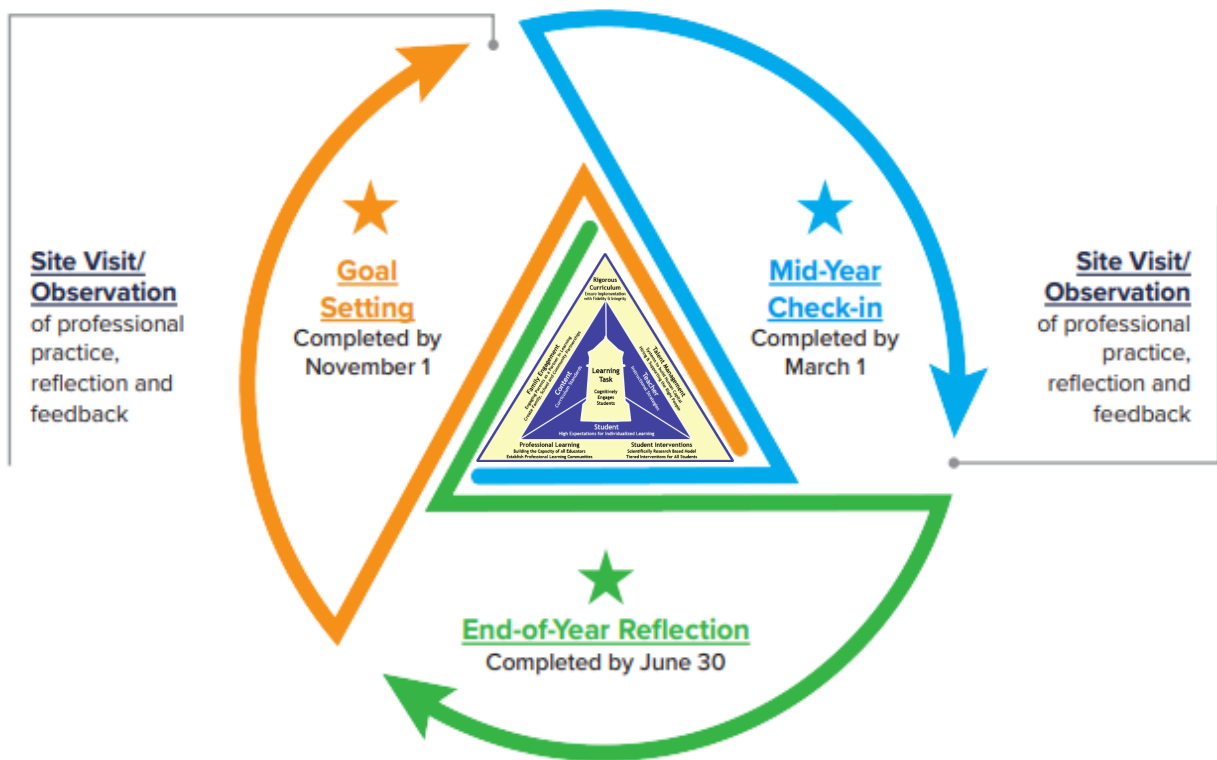
Development of New Learning and Impact on Practice	Impact on Organizational Outcomes	Impact on Community
Reflection supported with evidence of the impact of the leaders' new learning on their practice/goal(s)	Evidence of impact on professional learning practice and organizational growth aligned with School/District Improvement Plans	Evidence of impact on professional learning practice and organizational growth on the greater community (colleagues, families, community)

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of staff. This in turn affords them the opportunity to develop and enhance their personal and professional strengths to meet the needs of all students. This framework is grounded in the following professional practice standards:

1. [Connecticut School Leadership Standards](#)
2. [The Connecticut Leader Evaluation and Support Rubric 2017](#)

Leader Continuous Learning Process



Goal Setting

Completed by November 1

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 15

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

- 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

Mid-Year Conference

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

End-of-Year Reflection

Completed by June 30

End-of-Year Reflection and Feedback Process

- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and 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

Definition of Cohorts

Cohort 1	Cohort 2
<p>Who:</p> <ul style="list-style-type: none">• New to Vernon (first two years/non-tenured) <p>What:</p> <ul style="list-style-type: none">• Three observations of professional practice and/or site visits• Feedback written/verbal within 5 school days• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	<p>Who:</p> <ul style="list-style-type: none">• Leaders who have successfully completed Cohort 1 <p>What:</p> <ul style="list-style-type: none">• Two observations of professional practice and/or site visits• Feedback written/verbal within 5 school days• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Evaluation Conference Schedule

Goal(s) Setting (Completed by November 1st)

Leaders and their evaluators mutually agree upon a high-leverage professional practice goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education [Connecticut School Leadership Standards](#) [The Connecticut Leader Evaluation and Support Rubric 2017](#)

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 as aligned with Department/School Improvement Plan or District Strategic Plan. 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 CT Leader Evaluation Support Rubric 2017.
- Identify a high-leverage goal that impacts leadership practice and educator and organizational growth(ex. goals identified in Department/School Improvement Plans or VPS Strategic Plan).
- 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.

See Appendix C for further detail

Midyear Check-in (Completed by March 15):

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 site visits, student and staff feedback, or family engagement.

Observation of Professional Practice/Site Visits and Feedback

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

"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

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

Corrective Support Plan

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

The Corrective Support Plan must contain:

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

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

[See appendix H](#) for a Corrective Support Plan form and example.

Dispute Resolution

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

Ultimately, should a leader disagree with the evaluator's assessment and feedback,

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

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

Process

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

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

- a. Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

**In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.*

b. Option 2: The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.

Appendix A: Single Point Rubric

Vernon Public Schools Single Point Rubric for CT Leaders Domain 1 - Instructional Leadership		
Opportunities for Growth/Next Steps	Proficient	Areas of Strength
	<p>(1.1 Shared Vision, Mission and Goals) Leaders collaboratively develop, implement, and sustain the vision, mission and goals to support high expectations for all students and staff.</p> <ul style="list-style-type: none"> • Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career- readiness, for all students. • Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization. • Engages relevant stake-holders to develop, implement and sustain the shared school or district vision, mission and goals. • Identifies and addresses barriers to achieving the vision, mission and goals. 	
	<p>(1.2 Curriculum, Instruction and Assessment) Leaders develop a shared understanding of standards -based best practices in curriculum, instruction and assessment</p> <ul style="list-style-type: none"> • Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings. • Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students • Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions 	
	<p>(1.3 Continuous Improvement) Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps</p> <ul style="list-style-type: none"> • Analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission, and goals. • Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students 	

	<ul style="list-style-type: none"> Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement. 	
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Vernon Public Schools Single Point Rubric for CT Leaders Domain 2 - Talent Management		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	<p>(2.1 Recruitment, Selection, and Retention) Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.</p> <ul style="list-style-type: none"> Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission, and goals, and according to district policies and procedures. Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection, and/or retention decisions. Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff. Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers. 	
	<p>(2.2 Professional Learning) Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.</p> <ul style="list-style-type: none"> Establishes, implements and monitors the impact of a high quality professional learning system to improve practice and advance the school or district's vision, mission and goals. Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities. Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice. 	
	<p>(2.3 Observation and Performance Evaluation) Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.</p> <ul style="list-style-type: none"> Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to 	

	<p>educator performance standards, which result in improved teaching and learning.</p> <ul style="list-style-type: none"> • Regularly provides clear, timely and actionable feedback based on evidence. • Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning. 	
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Vernon Public Schools Single Point Rubric for CT Leaders Domain 3 - Organizational Systems		
Opportunities for Growth/Next Steps	Effective	
	<p>(3.1 Operational Management) Strategically aligns organizational systems and resources to support student achievement and school improvement.</p> <ul style="list-style-type: none"> • Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district • Designs and implements a comprehensive school site safety and security plan. • Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant. • Develops or implements communication and data systems that assure the accurate and timely exchange of information. • Develops capacity of staff to document and access student learning progress over time. 	
	<p>(3.2 Resource Management)</p> <ul style="list-style-type: none"> • Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible. • Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals. • Allocates resources to ensure educational equity for all diverse student, family and staff needs. 	

Vernon Public Schools Single Point Rubric for CT Leaders
Domain 4 - Culture and Climate

Opportunities for Growth/Next Steps	Effective	
	<p>(4.1 Family, Community and Stakeholder Engagement) Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.</p> <ul style="list-style-type: none"> Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students. Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning. Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues. Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education. <p>(4.2 School Culture and Climate) Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.</p> <ul style="list-style-type: none"> Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations. Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators. Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff. 	

	<p>(4.3 Equitable and Ethical Practice) Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.</p> <ul style="list-style-type: none"> • Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators. • Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate. • Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. • Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community. 	
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Appendix B: Growth Criteria and Sources of Evidence Leader

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice <p>Impact on the Organization</p> <ul style="list-style-type: none"> The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. <p>Impact on Community</p> <ul style="list-style-type: none"> The leader can demonstrate how they work 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) System and structures

Appendix C: 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 redefine 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: Beginning of the Year Form

BOY Goal Setting Meeting Completed by Leader	
Name:	School/Dept.
<p>Self Reflection: Choose 3 or more questions to self-reflect upon your leadership:</p> <ul style="list-style-type: none"> • 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? • What data or evidence currently exists? Review student data or evidence that illustrates the concern or challenge. • 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 VPS Strategic Plan, and/or Vision 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 related to the impact on your leadership practice, organizational growth, and families/community? 	
(Insert text box)	
<p>In reviewing the CT Leader Evaluation and Support rubric, what areas emerge as opportunities for your professional learning and practice?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional Leadership <input type="checkbox"/> Talent Management <input type="checkbox"/> Organizational Systems <input type="checkbox"/> Culture and Climate 	
<p>Learning Goal: What is your professional learning goal?</p>	
<p>Indicators of Success: What will it look like when you achieve your goal?</p>	
<p>Determine Evidence: What evidence will you collect and analyze to assess progress toward your goals?</p>	
<p>Professional Learning Plan: What actions will you take to support your professional learning and achieve your goal? What research/professional learning might you explore?</p>	

<p>Leaders and their evaluators mutually agree upon a one, two, or three-year professional learning goal(s) and plan. This professional learning goal and plan is a:</p> <p style="text-align: center;">1 year plan 2 year plan 3 year plan</p>	
Attach your School/Department Improvement Plan	Attach your Theory of Action
BOY-Completed by the Evaluator	
Evaluator Feedback to Leader:	<p>Supports Required/Suggested</p> <p><input type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Tier 1</p> <p><input type="checkbox"/> Tier 2</p> <p><input type="checkbox"/> Tier 3</p>

Appendix E: Mid-Year Form

Midyear Check-in: Reflection, Adjustment and Next Steps Completed by Leader Non-negotiable Process Element of the CT Guidelines 2023	
Name:	School/Department:
What has been your progress to date on your professional learning goal(s) and plan?	Leader Self-Reflection:
What has been your progress to date on organizational/school outcomes?	Leader Self-Reflection
What has been your progress to date on the greater community,(colleagues, families, community)?	Leader Self-Reflection
What are your next steps?	Leader Self-Reflection
Links to Evidence:	

Midyear Conference Completed by the Evaluator by March 15th	
Evaluator feedback to leader:	Supports Required/Suggested <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3

Appendix F: End of Year Form

EOY Self-Reflection Completed by Leader	
Name:	School/Dept.
Development of New Learning and Impact on Leadership Practice: What impact did your new learning have on your practice related to goal(s), and how do you know?	
Impact on Organizational/School Outcomes: What impact did your new learning and practice have on student/educator and organizational outcomes, and how do you know?	
Impact on Community (colleagues, families, community): What impact did your new learning and practice have on the greater community, and how do you know?	
Next Steps: What challenges did you encounter and what are your next steps with your professional learning?	
Links to Evidence: 	
EOY-Summative Feedback and Growth Criteria Completed by Evaluator	
Development of new learning and impact on	Evaluator Feedback:

leadership practice related to goal(s)	
Impact of new learning and leadership practice on key partners and/or organizational outcomes	Evaluator Feedback:
Impact of new learning on the greater community	Evaluator Feedback:
Successful Completion of the Evaluation Cycle	Yes No
Summative Feedback/Next Steps	Evaluator Feedback:
Supports Required/Suggested Are tiered supports required above and beyond tier 1(included in feedback above)?	Supports Required/Suggested <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
For multi-year goals only What adjustments are needed to the goals? Why?	*Leader will continue multi-year goal *Leader will adjust multi-year goal *Leader completed multi-year goal Notes:
Leader Signature	Date
Evaluator Signature	Date

Appendix G: 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

Case Study: Groups of leaders learning about a strategy, create an implementation plan and share results.

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

Peer Observation. Leaders may want to observe peers to see a new leadership strategy in action, learn a new model of implementation, or analyze 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 at a different school or institution to gain new knowledge, ideas, or activities.

Mentor Shadow: Follow a mentor 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: Meeting 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.

DRAFT



2024-25

Educator Evaluation and Support Handbook

Office of the Superintendent 30 Park Street P.O. Box 600 Vernon, CT 06066-0600 Fax
(860) 870-6005

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Kristiana Wintress, Vice Chair
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Kriste Nucci
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Cynthia Zingler-Director

This plan was developed by the Vernon Public Schools Professional Development and Evaluation Committee (PDEC) over the course of the 2023-2024 school year. It was formally adopted by the Vernon Board of Education on June 10, 2024

Table of Contents

PDEC Membership.....	2
Table of Contents.....	3
Vision.....	4
Mission.....	4
Core Beliefs.....	4
Introduction.....	4
Educator Evaluation and Support Quick Reference Guide.....	6
Components of the Educator Evaluation and Support Plan.....	7
End of Year Growth Criteria.....	7
Examples of Educator Performance Evidence.....	7
Cohorts and Professional Learning Goal.....	8
Cohort 1.....	8
Cohort 2.....	8
Cohort 2-Recommended PLG Timeline.....	9
Educator Professional Performance.....	10
Observation of Professional Performance and Feedback.....	10
Educator Observations.....	10
*Additional observations of professional practice as mutually agreed upon or deemed necessary.....	10
Educator Practice Framework- CCT Rubric for Effective Teaching.....	11
Pre-Conferences and Post-Conferences for Formal Observations:	11
Levels of Tiered Support.....	12
Corrective Support Plan.....	14
Dispute Resolution.....	14
Appendices.....	17
Appendix A: Administrator and Evaluator Quick Reference Guide.....	18
Components of the Educator Evaluation and Support Plan.....	19
End of Year Growth Criteria.....	19
Examples of Educator Performance Evidence.....	19
Appendix B: Examples of Educator Performance Evidence.....	20
Appendix C: Optional PLG Meeting and Learning Log.....	21
Appendix D: PLG Meeting and Learning Plan Sample.....	22
Appendix E: CCT Single Point Rubric.....	24
Appendix F: Single Point Rubric for Effective Service Delivery.....	29
Appendix G: Instructional Coaching Rubric.....	34
Appendix H: Corrective Support Plan- Educator.....	38
Appendix I: Corrective Support Plan Template.....	39
Appendix J: Beginning of Year Goal Setting.....	40
Appendix K: Middle of Year Conference.....	44
Appendix L: End of Year Conference.....	46

Vision

As the PDEC, we aspire to support the development of a culture of learning for all in which teachers and administrators value a collective responsibility and commitment to collaboration and continuous learning through professional feedback to ensure VPS's achievement of the vision of a graduate.

Mission

We will achieve this vision by ensuring the design, communication, ongoing support for, and formal review of, cycles of evaluative and non-evaluative feedback and an authentic, job-embedded professional learning system for teachers and administrators.

Core Beliefs

Honoring Vernon's Strategic Plan, Vision of the Graduate and Blueprint for Success increases coherence across our educators and schools.

- When teachers grow, students grow
- There is no growth without reflection
- Actionable feedback leads to a change in practice
- Powerful learning comes from taking risks in a supportive and collaborative environment
- Choice, self-direction, and risk-taking are encouraged and valued in the process

Introduction

The VPS Educator Evaluation and Support plan focuses on encouraging teacher creativity, engaging in meaningful cycles of inquiry and professional learning, and making data-driven decisions to increase teacher effectiveness in a way that positively impacts student outcomes.

The ultimate goal of this plan is to ensure that every student in the Vernon Public Schools is afforded a chance to meet their academic potential through the highest quality education by a skilled teaching and learning staff. A set of Core Beliefs was designed to drive the foundational elements of Vernon's Teacher Evaluation and Support plan. This plan was designed through a collaborative effort between the members of the PDEC. Following analysis of administrator and staff beliefs and vision surrounding Teacher Evaluation, the PDEC began developing the essential

components of this new plan in accordance with CT Guidelines for Educator and Leader Evaluation and Support 2023. (C.G.S.) Section 10-151b has developed a transformative educator and leader evaluation and support system that is consistent with emerging research and best practices in the field of education. During the development process, the Vernon Public Schools engaged in the use of Pilot Teams to provide feedback to the PDEC regarding their experiences and to make suggestions and recommendations for the plan.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116, *the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated by each teacher. For the purposes of this document, the term “teacher” refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with Connecticut General Statutes.*

Educators/leaders are assigned a primary evaluator that holds a 092 or 093.

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
- 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.



Educator Evaluation and Support Quick Reference Guide

Cohort 1		Cohort 2		
<ul style="list-style-type: none"> All teachers in their first year with Vernon Public Schools All teachers participating in TEAM 		<ul style="list-style-type: none"> Teachers previously tenured in another district meeting Vernon Public Schools' expectations at the conclusion of year one. Non-tenured teachers, meeting Vernon Public Schools' expectations, who have completed TEAM. Tenured teachers. 		
	Evaluation Tool	Professional Learning and Student Growth Goal	Formal Observation with Self-reflection	Informal Observation with Self-reflection
Cohort 1:	4-point CCT Rubric	TEAM, or for previously tenured teachers, Professional Learning Goal	A minimum of 1 formal observation with a pre and post-conference*	A minimum of 2 informal observations with post-conferences*
Cohort 2:	VPS Single-point Rubric based on CCT	Professional Learning Goal and Action Plan	A minimum of 1 formal or informal observation*	

*Feedback, written or verbal, is provided within five school days. Additional observations of professional practice as mutually agreed upon or deemed necessary.

	Beginning of Year Conference by Oct 30	Mid-Year Conference by Jan 30	End of Year Conference by last day of school
Cohort 1:	<ul style="list-style-type: none"> Individual Conference Identify strengths and areas of growth Outline plan for TEAM or Professional Learning Goal Discuss present levels of performance for students Mutually agree on 1, 2, or 3-year goal(s) 	<ul style="list-style-type: none"> Individual Conference Reflect on Team or Professional Learning Goal Review student learning performance data 	<ul style="list-style-type: none"> Individual Conference Reflect on Team or Professional Learning Goal Review student learning performance data Identify next steps
Cohort 2:	Professional Learning Goal <ul style="list-style-type: none"> Individual or group conference Self-reflect on professional practice Use data and evidence to identify student challenge Develop professional learning and student growth goals including multiple measures of evidence related to goals Discuss learning plan Mutually agree on 1, 2, or 3-year goal(s) 	Professional Learning Goal <ul style="list-style-type: none"> Individual or group conference Share progress in the PLG process Review and discuss additional student performance data gathered and analyzed Review and discuss evidence of professional learning Share plans to address student performance Revisions to educator's goals may be considered during the mid-year conference 	Professional Learning Goal <ul style="list-style-type: none"> Individual Conference Self-Reflect Share data from multiple measures to indicate progress against identified challenge Review and discuss evidence of professional learning, and impact on instructional practice, and student learning Evaluator provides a written summary based upon evidence related to the goal(s) and makes a distinction regarding the educator's completion of the learning process

Components of the Educator Evaluation and Support Plan

The Vernon Public Schools Educator Evaluation and Support Plan was designed to ensure continuous growth for both students and educators. Educators are responsible for the overall growth and development of all students and are afforded the opportunity to direct their own learning through the development of a Professional Learning Goal and plan. This educator-directed plan focuses attention on a specific area of student performance while building professional knowledge and skills.

Development of New Learning and Impact on Practice Educator development of new learning and impact on practice	Impact on Student Learning Educator impact on student learning, growth, and achievement	Professional Performance Educator instructional practice: Domains 1-4 of the CCT
Professional Learning Goal(PLG) or TEAM	Student learning, growth and achievement related to Professional Learning Goal or TEAM. Impact on school/district goals through local and/or standardized measures of growth	Observation of performance in alignment with Vernon Public Schools expectations

End of Year Growth Criteria

At the conclusion of each school year, educators and their evaluators will review the educator's performance including professional growth, student learning related to the Professional Learning Goal or TEAM, and overall student growth aligned to school improvement plans.

Development of New Learning and Impact on Practice	Impact on Student Learning	Professional Performance
Reflection supported with evidence of the impact of the educators' new learning on their practice as experienced through the PLG	The impact the educators' PLG on student learning, growth, and/or achievement, supported with evidence. Impact on overall student growth aligned to school improvement plan	Educator Performance and Instructional Practice: Domains 1-4 of the CCT Rubric for Effective Teaching/Effective Service Delivery 2017
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.		

Examples of Educator Performance Evidence

Examples of evidence will vary depending on content area, grade, and educator. There should be multiple pieces of evidence which may include observations of practice, student feedback, and reflections of the educator on student growth. See [Appendix B](#) for examples.

Cohorts and Professional Learning Goal

"If we want classrooms where students are seen as capable meaning-makers and teachers are facilitators of that learning, then districts need to treat teachers as capable meaning-makers and themselves as facilitators of teacher learning" (Jal Mehta)

Cohort 1

Professional Learning and Student Growth through Collaboration

- Monthly New Teacher Academy meetings are mandatory for all teachers working on TEAM and for teachers new to the district in their first year
- For educators who have not completed TEAM, the focus is mastery of CCT/SESS and TEAM
- For educators in Cohort 1 who have completed TEAM, the focus is mastery of CCT and Professional Learning Goal
- During goal setting, 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.
- Utilizes a 4-point CCT/SESS rubric
- Attend professional development sessions and engage in Professional Learning Communities (PLCs)
- Collect evidence to reflect the impact of new learning on instructional practice and the impact on student learning

Cohort 2

Professional Learning and Student Growth through Collaborative Professional Learning Goal

- Educators are encouraged to work collaboratively with colleagues to set common learning goals and develop Professional Learning Goal plans.
- During goal setting, 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.
- Each educator, ultimately, is responsible for their own professional growth, including the evidence they compile to demonstrate their individual progress and impact on student learning and achievement.
- Questions to address as a result of Professional Learning Goal:
 - *What impact did your new learning have on your practice?*
 - *What impact did your new learning and practice have on your student's learning, growth and achievement and how do you know?*

Cohort 2-Recommended PLG Timeline

The chart below identifies actions to be taken over the course of the school year. The year begins with identifying a student performance challenge, coming to understand the challenge in more detail and researching promising practices to address the challenge. The Professional Learning Goal continues with implementation of a plan to address the performance challenge. The implementation and evaluation of the plan should begin when the challenge is clearly understood and research has helped to identify specific strategies to address the challenge. The timeline below provides an example of these steps (Note: progression of each PLG may differ).

Identifying the Focus	Coming to Understand	Supporting Student Performance	Reflecting and Sharing
September - Mid-October	Mid-October - December	January - June	End of Year
<ul style="list-style-type: none"> Self-reflect Gather data Analyze own practice Collaborate w/ colleagues Identify a common student performance challenge to study Develop professional learning and student growth goals Identify multiple measures that will indicate progress against the identified challenge Draft professional learning plan Attend BOY conference on or before October 30th Mutually agree on goals and multiple measures of progress 	<ul style="list-style-type: none"> Collaborate w/ colleagues Gather additional student performance data to better understand the challenge Research and review best practices Engage in professional learning Summarize and reflect on findings and new learning Identify promising practices and action steps to implement Plan for implementation Articulate how to evaluate new practices and measure their impact 	<ul style="list-style-type: none"> Attend MOY conference on or before January 30th Share summary of professional learning and impact on practice Share student performance data gathered Implement promising practices Collect and summarize data Measure impact and monitor student progress Analyze results Discuss impact of implementation Reflect with colleagues and identify next steps 	<ul style="list-style-type: none"> Attend EOY Conference Reflect on new teacher practices and share impact on student learning and growth Share data from multiple measures to indicate progress against identified challenge Determine next steps for Professional Learning Goal Teams share their learning

See [Appendix C](#) to record your action steps and learning throughout the year

Educator Professional Performance

“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).

The Teacher Performance component is a comprehensive review of teaching practice conducted through observation, evaluated against a standards-based rubric. Following observations, the teacher reflects upon their practice and engages in dialogue with their evaluator to identify strong practice and areas of continued teacher development and support.

Observation of Professional Performance and Feedback

Observations occur throughout the continuous learning process. Evaluators provide educators with specific feedback based on evidence, standards, and the educator’s Professional Learning Goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources, including observation. All observations must be followed by actionable feedback, written and/or verbal, within five school days.

Formal: Announced formal observations last at least 30 minutes and are preceded by a pre-conference and followed by written and/or verbal feedback at a post-conference meeting. Unannounced formal observations last at least 30 minutes and are followed by written and/or verbal feedback at a post-conference meeting.

Informal: Announced or unannounced observations that last at least 10 minutes and are followed by written and/or verbal feedback.

Educator Observations

	Evaluation Tool	Observations (Formal and Informal)
Cohort 1:	4 Point CCT Rubric	A minimum of 3 observations that includes a minimum of one formal observation with pre- and post-conference in the VPS evaluation platform*. Feedback, written or verbal, is provided within five school days.
Cohort 2:	Single-point rubric based on the CCT	A minimum of 1 formal or informal observation with actionable feedback in the VPS evaluation platform*. Feedback, written or verbal, is provided within five school days.

*Additional observations of professional practice as mutually agreed upon or deemed necessary

Educator Practice Framework- CCT Rubric for Effective Teaching

The 2017 [CCT Rubric for Effective Teaching](#) represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The CCT Rubric for Effective Teaching is organized into four domains (domains 1-4), each with 3 indicators.

[The Common Core of Teaching \(CCT\) Rubric for Effective Service Delivery 2017](#)

Parallels the revised CCT Rubric for Effective Teaching 2014 and illustrates the common threads of practice among all educators in the service of children.

Specifically, School Psychologists, Speech and Language Pathologists, School Social Workers and Comprehensive School Counselors may find this rubric most appropriate. However, that does not exclude other educators who may serve a caseload of students, staff and/or families from considering this rubric as a tool for observation of their performance and practice.

The [VPS Instructional Coaching Rubric](#) is organized into four domains that mirror the CCT Rubric for Effective Teaching.

Pre-Conferences and Post-Conferences for Formal Observations:

Pre-conferences are valuable for giving context for the lesson, providing information about the students to be observed and setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described in the table above. Teachers will complete the appropriate electronic forms.

Please note: reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It does not serve as a separate observation.

Post-conferences provide a forum for reflecting on the observation against the applicable rubric and for planning towards teacher improvement. A post-conference:

- begins with an opportunity for the teacher to share his/her reflections on the lesson;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- focuses on the growth of the teacher;
- involves written and/or verbal feedback from the evaluator; occurs within five business days

Levels of Tiered Support

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

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will lead to advancing levels of support up to the development of a Corrective Support Plan with indicators of success for transitioning away from the Corrective Support Plan. Evaluators will utilize and document all three tiers of support before 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.

Tiers of Support

Moving Between Tiers I and II

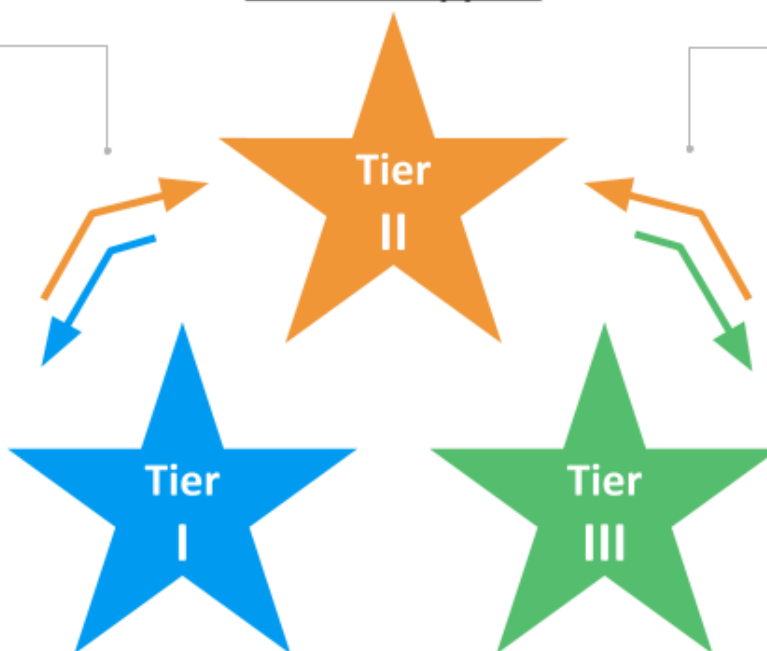
Tier I to Tier II: A teacher may elect to receive additional supports in Tier II or an evaluator may suggest additional supports in a Tier II support.

Tier II to Tier I: Upon demonstration of growth, a teacher or evaluator may discontinue tier II supports and return to Tier I.

Moving Between Tiers II and III

Tier II to Tier III: A teacher may be transitioned to Tier III if there is limited evidence of meeting VPS expectations in one or more criteria.

Tier III to Tier II: Upon achieving growth objectives and a review of evidence that reflects practice that meets VPS expectations in all criteria.



Tier I

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.

Required

- Professional Learning Goal and professional learning plan
- One formal or informal observation including feedback
- Beginning of Year, Mid-Year, and End of Year meetings
- Attend professional development sessions, engage in PLCs, and take advantage of growth opportunities afforded by the Professional Learning Goal (PLG) and Action Plan
- Utilizes a single-point CCT rubric

Tier II

Through either self or collaborative reflection with a peer or evaluator, a teacher may decide to request additional support as part of Tier II. An evaluator may suggest these supports as well.

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

Required

- Professional Learning Goal and professional learning plan
- One formal or informal observation including feedback
- Beginning of Year, Mid-Year, and End of Year meetings
- Attend professional development sessions, engage in PLCs, and take advantage of growth opportunities afforded by the Professional Learning Goal (PLG) and Action Plan
- Utilizes a single-point CCT rubric
- 4-6 week cycle

Teacher/Evaluator Discretion

- Additional formal or informal observations
- Peer observations
- Review of practice (instructional task, data, lesson plans, etc.)

Tier III

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns, 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. Tier 3 supports are confidential and documented.

Required

- Two formal or informal observations including feedback
- Admin-directed Professional Learning Goal
- Utilizes a 4-point CCT rubric
- Bi-weekly meetings with specified evidence of growth
- Clear growth objectives developed in collaboration with the educator and may be assigned by the evaluator
- 8-12 week cycle

Evaluator Discretion

- Peer observations
- Support from coach/interventionists when appropriate
- Review of practice (instructional task, data, lesson plans, etc.)

Corrective Support Plan

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

The Corrective Support Plan is separate from the tiered educator growth model and must contain:

- clear objectives specific to the well-documented area of concern;
- resources, support, and interventions to address the area of concern;
- the naming of a secondary evaluator
- well-defined 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, educator, and bargaining unit representative.

See Appendix H for a Corrective Support Plan form and example.

Dispute Resolution

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

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

plan, which may include the individual professional learning plan or a Corrective Support Plan.

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

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.

Process

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

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

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 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. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

Option 2:

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

Time Limits

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

Appendices

Appendix A: Administrator and Evaluator Quick Reference Guide

Cohort 1		Cohort 2		
<ul style="list-style-type: none"> All teachers in their first year with Vernon Public Schools All teachers participating in TEAM 		<ul style="list-style-type: none"> Teachers previously tenured in another district meeting Vernon Public Schools' expectations at the conclusion of year one. Non-tenured teachers, meeting Vernon Public Schools' expectations, who have completed TEAM. Tenured teachers. 		
	Evaluation Tool	Professional Learning and Student Growth Goal	Formal Observation with Self-reflection	Informal Observation with Self-reflection
Cohort 1:	4-point CCT Rubric	TEAM, or for previously tenured teachers, Professional Learning Goal	A minimum of 1 formal observation with a pre and post-conference*	A minimum of 2 informal observations with post-conferences*
Cohort 2:	VPS Single-point Rubric based on CCT	Professional Learning Goal and Action Plan	A minimum of 1 formal or informal observation*	

*Feedback, written or verbal, is provided within five school days. Additional observations of professional practice as mutually agreed upon or deemed necessary.

	Beginning of Year Conference by Oct 30	Mid-Year Conference by Jan 30	End of Year Conference by last day of school
Cohort 1:	<ul style="list-style-type: none"> Individual Conference Identify strengths and areas of growth Outline plan for TEAM or Professional Learning Goal Discuss present levels of performance for students Mutually agree on 1, 2, or 3-year goal(s) 	<ul style="list-style-type: none"> Individual Conference Reflect on Team or Professional Learning Goal Review student learning performance data 	<ul style="list-style-type: none"> Individual Conference Reflect on Team or Professional Learning Goal Review student learning performance data Identify next steps
Cohort 2:	Professional Learning Goal <ul style="list-style-type: none"> Individual or group conference Self-reflect on professional practice Use data and evidence to identify student challenge Develop professional learning and student growth goals including multiple measures of evidence related to goals Discuss learning plan Mutually agree on 1, 2, or 3-year goal(s) 	Professional Learning Goal <ul style="list-style-type: none"> Individual or group conference Share progress in the PLG process Review and discuss additional student performance data gathered and analyzed Review and discuss evidence of professional learning Share plans to address student performance Revisions to educator's goals may be considered during the mid-year conference 	Professional Learning Goal <ul style="list-style-type: none"> Individual Conference Self-Reflect Share data from multiple measures to indicate progress against identified challenge Review and discuss evidence of professional learning, and impact on instructional practice, and student learning Evaluator provides a written summary based upon evidence related to the goal(s) and makes a distinction regarding the educator's completion of the learning process

Components of the Educator Evaluation and Support Plan

The Vernon Public Schools Educator Evaluation and Support Plan was designed to ensure continuous growth for both students and educators. Educators are responsible for the overall growth and development of all students and are afforded the opportunity to direct their own learning through the development of a Professional Learning Goal and plan. This educator-directed plan focuses attention on a specific area of student performance while building professional knowledge and skills.

Development of New Learning and Impact on Practice Educator development of new learning and impact on practice	Impact on Student Learning Educator impact on student learning, growth, and achievement	Professional Performance Educator instructional practice: Domains 1-4 of the CCT
Professional Learning Goal(PLG) or TEAM	Student learning, growth and achievement related to Professional Learning Goal or TEAM. Impact on school/district goals through local and/or standardized measures of growth	Observation of performance in alignment with Vernon Public Schools expectations

End of Year Growth Criteria

At the conclusion of each school year, educators and their evaluators will review the educator's performance including professional growth, student learning related to the Professional Learning Goal or TEAM, and overall student growth aligned to school improvement plans.

Development of New Learning and Impact on Practice	Impact on Student Learning	Professional Performance
Reflection supported with evidence of the impact of the educators' new learning on their practice as experienced through the PLG	The impact the educators' PLG on student learning, growth, and/or achievement, supported with evidence. Impact on overall student growth aligned to school improvement plan	Educator Performance and Instructional Practice: Domains 1-4 of the CCT Rubric for Effective Teaching/Effective Service Delivery 2017
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.		

Examples of Educator Performance Evidence

Examples of evidence will vary depending on content area, grade, and educator. There should be multiple pieces of evidence which may include observations of practice, student feedback, and reflections of the educator on student growth. See [Appendix B](#) for examples.

Appendix B: Examples of Educator Performance Evidence

Examples of evidence will vary depending on content area, grade, and educator. Some items may be applicable to more than one domain, and some items may be more appropriate for one grade level or subject than another. Evaluators should consider multiple pieces of evidence which may include observations of practice, student feedback, and reflections of the educator on student growth. Examples include, but are not limited to the following:

Observations of Practice	Other Sources of Evidence
<ul style="list-style-type: none"> • Classroom observation • Team meetings • Case reviews • Coaching/mentoring other educators • Collaboration with colleagues • Crisis response • Consultations with parents • Other facilitated meetings (504/PPT's) • Participation in professional development • Facilitation of professional development sessions • Collaborative curriculum writing sessions • Planning meetings • Data team meetings • Professional Learning Community meetings 	<ul style="list-style-type: none"> • Student learning artifacts • Rubrics, interim or benchmark assessments, other assessments • Mastery-based demonstrations of achievement • Educator learning logs/ impact on practice • Educator and/or student self-reflection • Educator-created learning materials • Student feedback (e.g. assessments, learning, instructional strategies, Social Emotional Learning(SEL), equity, engagement, Vision of the Graduate attributes) • Lesson/unit plans • Artifacts aligned / in support of School Improvement Plan / District Improvement Plan

Appendix C: Optional PLG Meeting and Learning Log

PLG-Meeting and Learning Log

Professional Learning Goal:

Date	Action Steps:	Evidence of Educator Learning:	Evidence of Student Outcomes:

Appendix D: PLG Meeting and Learning Plan Sample

Professional Learning Plan (*Sample*)

Goal: I will increase my expertise in strategies that effectively increase students' reading fluency.

Why is this goal important? Fluency is the ability to read accurately, smoothly, and with expression. Fluency builds a bridge between word recognition and comprehension. It allows students time to focus on the content in the reading, rather than focusing on the decoding of each individual word.

Date	Action Steps:	Evidence of Educator Learning:	Evidence of Student Outcomes:
September	Review data to identify a challenging student performance need. Develop Professional Learning Goal with team of colleagues.	Sample DIBELS report	
September-October	Gather additional data to understand the student learning challenge in more detail. Conduct fluency measures with individual students; conduct analysis of fluency observations to identify patterns of dysfluency, accuracy errors, and other behaviors that impede fluency. Build a profile of reading fluency performance. Work with a Professional Learning Team to research best practices to develop fluency.	Hill for Literacy- The Role of Automaticity Why Reading Fluency Should be Hot Five Evidence-Based Ways to Improve Reading Fluency in Elementary and Secondary Grades Session 5: Research-based Interventions to Promote Fluency and Oral Language Florida Center for Reading Research	
October	Attend BOY Conference with administrator	BOY form in Talent Ed	
October	Discussion of best practices for implementation. Identify teachers who have had success building fluency in students and observe in that classroom. Continue to gather student performance	Professional Learning Team Meeting running agenda and minutes (<i>link in Google and share with administrator</i>)	

	data, perhaps focusing on strategies students are using successfully. What is already working? What can be built upon?		
November	Reflect on additional student performance data and understandings and best practices identified in the team's professional learning. Prepare summaries of each.	Professional Learning Team Meeting running agenda and minutes (<i>link in Google and share with administrator</i>)	ORF PM Data
November-December	Begin to design an intervention plan based on what is now known about the student challenge and best practices. Identify an intervention group - will the intervention be applied to all students or a subgroup of students?		
December	Complete intervention plan and determine progress monitoring practices. What data and evidence will be collected to determine the impact of intervention. How often will data and evidence be gathered?	Professional Learning Team Meeting running agenda and minutes (<i>link in Google and share with administrator</i>)	ORF PM Data
December-January	Prepare MoY conference form. If the intervention plan is complete it can be implemented prior to the MoY conference.		
January	Attend Mid-Year Conference with administrator	Mid-Year form in Talent ED	
January-May	Implement interventions. Continuously gather monitoring data and revise intervention as needed.		
May-June	Administer End of Year assessment. Compare and analyze results in relation to beginning of year data. What has been the impact of the intervention?		Sample DIBELS report Student fluency graphs Student fluency scales
May-June	-Reflect on professional learning goal and the impact it had on your professional learning and growth -Determine next steps -Share learning with colleagues	Sample one-pager of your learning to share with colleagues	
June	Attend EOY conference with administrator	EOY form in Talent Ed	

Appendix E: CCT Single Point Rubric

Vernon Public Schools Single Point Rubric for Effective Teaching Domain 1 - Classroom Environment, Student Engagement and Commitment to Learning Adapted from the <u>2017 CCT Rubric</u>		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of students. <ul style="list-style-type: none"> Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students. Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences. Creates a learning environment in which most students are willing to take risks and respond to questions and challenges, and feel safe to make and learn from mistakes. Establishes and consistently reinforces appropriate expectations for learning for all students. <i>Creates an environment where students proactively demonstrate social interactions and conflict resolution skills, respectfully question or challenge ideas, and take responsibility for their own learning.</i> <i>Teachers recognize and incorporate student diversity into learning opportunities.</i> 	
	Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. <ul style="list-style-type: none"> Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions. <i>Creates opportunities for students to establish and independently maintain appropriate standards of behavior by using proactive strategies and social skills.</i> 	
	Indicator 1c: Maximizing instructional time by effectively managing routines and transitions. <ul style="list-style-type: none"> Establishes and manages routines and transitions resulting in maximized instructional time. <i>Students independently facilitate routines and transitions.</i> 	

Vernon Public Schools Single Point Rubric for Effective Teaching
Domain 2 - Planning for Active Learning
Adapted from the [2017 CCT Rubric](#)

Opportunities for Growth/Next Steps	Effective	Areas of Strength
	<p>Indicator 2a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge, and provides for appropriate level of challenge for all students.</p> <ul style="list-style-type: none"> Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards. Plans lessons that are logically sequenced and support an appropriate level of challenge. Uses multiple sources of appropriate data to determine individual students’ prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. Plans instruction that integrates literacy strategies and academic vocabulary. <i>Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.</i> <i>Plans lessons that challenge students to extend their learning, supports students in making connections between concepts, and other contexts.</i> <i>Designs opportunities to allow students to identify their own learning needs based on their own individual data, independently select literacy strategies that support their learning.</i> 	
	<p>Indicator 2b: Planning instruction to cognitively engage students in the content.</p> <ul style="list-style-type: none"> Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement. Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts. <i>Selects or designs plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation and selects resources to support students’ application of concepts and/or skills in other contexts.</i> 	
	<p>Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.</p> <ul style="list-style-type: none"> Identifies observable and measurable criteria for student success. Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson. <i>Identifies opportunities for students to be involved in developing or interpreting criteria for student success and using assessment criteria to self monitor and reflect on their progress.</i> 	

Vernon Public Schools Single Point Rubric for Effective Teaching
Domain 3 - Instruction for Active Learning
Adapted from the 2017 CCT Rubric

Opportunities for Growth/Next Steps	Effective	Areas of Strength
	<p>Indicator 3a: Implementing instructional content for learning.</p> <ul style="list-style-type: none"> Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction. Presents content accurately using content-specific language that leads to student understanding. Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students. Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content. <i>Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.</i> <i>Provides opportunities for students to independently select and apply literacy strategies.</i> 	
	<p>Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <ul style="list-style-type: none"> Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts. Implements instruction that provides multiple opportunities for students to develop independence as learners. <i>Includes opportunities for students to generate their own questions and problem-solving strategies, and synthesize and communicate information.</i> <i>Fosters student ownership, self direction and choice of resources and/or flexible groupings to develop their learning and provides opportunities for students to approach learning tasks in ways that are effective for them.</i> 	

	<p>Indicator 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.</p> <ul style="list-style-type: none"> • Communicates specific observable and measurable criteria for student success. • Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes. • Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning. • Adjusts instruction as necessary in response to individual and group performance. • <i>Provides opportunities for students to be involved in developing or interpreting criteria for student success, self monitoring and self-assessment, self reflection and peer feedback, and opportunities for students to independently select strategies that will advance their learning.</i> 	
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Vernon Public Schools Single Point Rubric for Effective Teaching
Domain 4 - Professional Responsibilities and Teacher Leadership
Adapted from the 2017 CCT Rubric

Opportunities for Growth/Next Steps	Effective	Areas of Strength
	<p>Indicator 4a: Engaging in continuous professional learning to impact instruction and student learning.</p> <ul style="list-style-type: none"> Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice. Responds to supervisor or peer feedback and makes changes in practice based on feedback. Engages in relevant professional learning and applies new learning to practice. <i>Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues and supervisors to improve collective practices to address learning, school and professional needs. Takes a lead or initiates opportunities for professional learning with colleagues.</i> 	
	<p>Indicator 4b: Collaborating to develop and sustain a professional learning environment to support student learning.</p> <ul style="list-style-type: none"> Collaborates with colleagues to improve teaching and learning. Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers. <i>Supports, assists, and collaborates with colleagues to adapt planning and instructional practices that support teaching and learning and deepen awareness of the moral and ethical demands of professional practice.</i> 	
	<p>Indicator 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.</p> <ul style="list-style-type: none"> Actively engages with colleagues, students and families to develop and/or sustain a positive school climate. Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success. Interacts with students, families and the community in a culturally respectful manner. <i>Leads efforts to improve and strengthen the school climate.</i> <i>Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.</i> <i>Leads efforts to enhance culturally responsive communications with stakeholders.</i> 	

Appendix F: Single Point Rubric for Effective Service Delivery

Vernon Public Schools Single Point Rubric for Effective Service Delivery Domain 1 - Learning Environment, Engagement and Commitment to Learning Adapted from the <u>2017 Rubric for Effective Service Delivery</u>		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	<p>Indicator 1a: Promoting a positive learning environment that is respectful and equitable.</p> <ul style="list-style-type: none"> Interactions between service providers and learners are consistently positive and respectful. The provider consistently promotes positive social interactions. Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences. Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes. Establishes and consistently reinforces high and realistic expectations for learning/growth and development. <i>Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.</i> <i>Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.</i> <i>Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented and creates opportunities for learners to take responsibility for their own growth and development.</i> 	
	<p>Indicator 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.</p> <ul style="list-style-type: none"> Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions. <i>Creates opportunities for learners to take responsibility for their own behavior and/or seamlessly responds to misbehavior.</i> <i>Encourages learners to independently apply proactive strategies and social skills.</i> 	
	<p>Indicator 1c: Maximizing service delivery by effectively managing routines and transitions.</p> <ul style="list-style-type: none"> Implements and manages effective routines and transitions that maximize service delivery time. <i>Establishes an environment in which learners independently facilitate routines and transitions.</i> 	

Vernon Public Schools Single Point Rubric for Effective Service Delivery
Domain 2 - Planning for Active Learning
Adapted from the [2017 Rubric for Effective Service Delivery](#)

Opportunities for Growth/Next Steps	Effective	Areas of Strength
	<p>Indicator 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.</p> <ul style="list-style-type: none"> • Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines. • Designs plans using evidence based practice. • Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge. • Develops objectives that are targeted and specific to the needs of learners. • <i>Designs plans that challenge learners to apply learning to new situations and includes opportunities for learners to inform the development of future objectives.</i> • <i>Leads efforts to obtain, analyze and use data to guide collaborative planning.</i> 	
	<p>Indicator 2b: Developing plans to actively engage learners in service delivery.</p> <ul style="list-style-type: none"> • Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement. • Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning. • <i>Selects or designs plans that provide opportunities for learners to extend learning to new situations and opportunities to make choices about resources and/or flexible groupings that support and extend new learning.</i> 	
	<p>Indicator 2c: Selecting appropriate assessment strategies to identify and plan learning targets.</p> <ul style="list-style-type: none"> • Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information. • Identifies objective and measurable criteria for assessing learner success. • Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery. • <i>Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent development of learning plans.</i> • <i>Identifies opportunities for learners and/or others to be involved in developing and/or interpreting criteria for learners' success.</i> 	

	<ul style="list-style-type: none"> Plans to engage learners in using assessment criteria to self-monitor and reflect on learning. 	
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Vernon Public Schools Single Point Rubric for Effective Service Delivery Domain 3 - Service Delivery Adapted from the 2017 Rubric for Effective Service Delivery		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	<p>Indicator 3a: Implementing service delivery for learning.</p> <ul style="list-style-type: none"> Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards. Delivers services accurately, resulting in learning. Delivers services in a logical and purposeful progression that meet the needs of learners. Consistently delivers services at a level of challenge that aligns to learners' needs. <i>Provides opportunities for learners to communicate how academic and/or social/ behavioral expectations apply to other situations.</i> <i>Provides learners with opportunities that challenge them to take responsibility and extend their own learning beyond expectations.</i> <p>Indicator 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <ul style="list-style-type: none"> Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry. Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings. Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning. <i>Includes opportunities for learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, and synthesize and communicate information.</i> <i>Fosters learner ownership, self direction, and choice of available resources or flexible groupings.</i> <i>Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.</i> <p>Indicator 3c: Assessing learning, providing feedback and adjusting service delivery.</p>	.

	<ul style="list-style-type: none"> • Communicates specific observable and measurable criteria for learner success. • Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective. • Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes. • Adjusts to service delivery in response to learners' performance or engagement in tasks. • <i>Provides opportunities for learners to be involved in developing and/or interpreting criteria for their own success by promoting self monitoring and self-assessment to improve learning.</i> • <i>Fosters self-reflection and/or peer feedback that is specific and focused on advancing learning.</i> • <i>Develops differentiated methods to obtain feedback from learners in order to assist in adjustment of service delivery.</i> 	
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Vernon Public Schools Single Point Rubric for Effective Service Delivery
Domain 4 - Professional Responsibilities and Leadership
Adapted from the [2017 Rubric for Effective Service Delivery](#)

Opportunities for Growth/Next Steps	Effective	Areas of Strength
	<p>Indicator 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</p> <ul style="list-style-type: none"> • Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice. • Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice. • Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice. • <i>Initiates professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.</i> • <i>Proactively seeks supervisor and peer feedback.</i> • <i>Facilitates professional learning with colleagues, families or community.</i> 	
	<p>Indicator 4b: Collaborating to develop a sustain a professional learning environment to support student/adult learning.</p> <ul style="list-style-type: none"> • Collaborates with colleagues to improve service delivery and learning. • Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers. • Records/data are complete, organized and accurate. Confidential information is stored in a secured location. • <i>Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.</i> • <i>Shares best practices in maintenance of records/data.</i> 	

	<p>Indicator 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</p> <ul style="list-style-type: none"> • Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate. • Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success. • Interacts with stakeholders in a culturally responsive manner. • <i>Leads efforts to improve and strengthen the school climate.</i> • <i>Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.</i> • <i>Leads efforts to enhance culturally responsive communications with stakeholders.</i> 	
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Appendix G: Instructional Coaching Rubric

Vernon Public Schools Single Point Rubric for Instructional Coaching Domain 1 - Environment and Commitment to Learning		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	<p>Indicator 1a: Creates an environment of trust and respect.</p> <ul style="list-style-type: none"> • Instructional coach creates an environment where trust and respect are consistently evident. • <i>Instructional coach creates an environment where a high level of trust and mutual respect is always evident.</i> 	
	<p>Indicator 1b: Creates opportunities that foster ongoing instructional improvement.</p> <ul style="list-style-type: none"> • Instructional coach consistently creates opportunities to establish a culture of ongoing instructional improvement. • <i>Instructional coach has established a culture of ongoing instructional improvement.</i> 	
	<p>Indicator 1c: Establishes clear procedures for teachers to gain access to instructional support.</p> <ul style="list-style-type: none"> • Instructional coach has established clear procedures (based on consultation with directors) for teachers to use in gaining access to support. • <i>Adjustments to procedures are evaluated throughout the year and revised based on needs.</i> 	
	<p>Indicator 1d: Establishes and maintains norms of behavior for professional interactions.</p> <ul style="list-style-type: none"> • Instructional coach has established clear norms of mutual respect for professional interaction. • <i>Instructional coach actively maintains clear norms of mutual respect for professional interaction.</i> 	

	<p>Indicator 1e: Provides opportunities for engagement in professional development sessions.</p> <ul style="list-style-type: none"> • Instructional coach consistently provides opportunities for engagement in professional development sessions. • <i>Instructional coach facilitates multiple sessions.</i> 	
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Vernon Public Schools Single Point Rubric for Instructional Coaching Domain 2- Planning and Preparation		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 2a: Demonstrates knowledge of current trends in specialty area and professional development. <ul style="list-style-type: none"> Instructional coach demonstrates thorough knowledge of specialty area and trends in professional development. <i>Instructional coach is regarded as an expert by colleagues.</i> 	
	Indicator 2b: Demonstrates knowledge of the school's and district's goals and improvement plans. <ul style="list-style-type: none"> Instructional coach demonstrates thorough knowledge of the school's and district's goals and improvement plans. <i>Instructional coach works to shape its future direction.</i> 	
	Indicator 2c: Collaboratively establishes and supports goals for instructional growth appropriate to the setting and educators' needs. <ul style="list-style-type: none"> Instructional coach collaboratively establishes and supports clear goals for instructional growth that are appropriate to the setting and educators' needs. <i>Instructional coach collaboratively establishes and supports clear goals for instructional growth that are highly appropriate to the setting and educators' needs and based on qualitative and/or quantitative data.</i> 	
	Indicator 2d: Develops a plan to evaluate instructional supports. <ul style="list-style-type: none"> Instructional coach has an effective plan to evaluate the effects of their support around clear goals. <i>Instructional coach anticipates sources of evidence that may demonstrate effectiveness and provides and adjusts coaching program on an as needed basis.</i> 	

Vernon Public Schools Single Point Rubric for Instructional Coaching Domain 3- Instruction/Delivery of Service		
Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 3a: Collaborates with teachers in the design of instructional units and lessons. <ul style="list-style-type: none"> Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units. <i>Instructional coach locates additional resources when needed.</i> 	
	Indicator 3b: Engages teachers in learning new instructional skills. <ul style="list-style-type: none"> Instructional coach cognitively engages teachers in 	

	<p>demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.</p> <ul style="list-style-type: none"> • <i>Instructional coach fosters teacher ownership, self-direction, and choice of resources to develop their learning.</i> 	
	<p>Indicator 3c: Utilizes student data to support teacher reflection and decision-making.</p> <ul style="list-style-type: none"> • Instructional coach is able to discern what data is relevant and can draw on it in coaching sessions. Student learning is beginning to inform coaching conversations. When appropriate, instructional coach addresses other factors, such as implementation of curriculum, classroom routines, and culturally responsive teaching in the context of student learning. • <i>Student learning directly and consistently informs coaching conversations.</i> 	
	<p>Indicator 3d: Shares expertise with staff.</p> <ul style="list-style-type: none"> • The quality of the instructional coach's model lessons and professional development sessions is appropriate based on the needs of the teachers being served. • <i>The instructional coach's model lessons and professional development sessions are high quality and appropriate based on the needs of the teachers being served. The instructional coach conducts extensive follow up work with teachers.</i> 	
	<p>Indicator 3e: Locates and demonstrates knowledge of resources for teachers to support instructional improvement.</p> <ul style="list-style-type: none"> • Instructional coach consistently seeks to locate resources and demonstrates knowledge of those resources available to teachers to support instructional improvement. • <i>Instructional coach follows up, pertaining to the resources provided, with teachers.</i> 	
	<p>Indicator 3f: Demonstrates responsiveness and flexibility.</p> <ul style="list-style-type: none"> • Instructional coach makes revisions to the coaching program when it is needed. • <i>Instructional coach continually improves the coaching program and makes changes as needed in response to input received from teachers and/or administrators.</i> 	

Vernon Public Schools Single Point Rubric for Instructional Coaching
Domain 4 - Professional Responsibilities

Opportunities for Growth/Next Steps	Effective	Areas of Strength
	Indicator 4a: Reflects on practice <ul style="list-style-type: none"> Instructional coach self-evaluates and reflects on their practice and its impact on teacher learning, identifies areas for improvement, and takes action to improve professional practice. <i>Instructional coach uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues and improve collective practices that address learning, school, and professional needs.</i> 	
	Indicator 4b: Prepares and submits reports <ul style="list-style-type: none"> Instructional coach follows all established procedures for preparing and submitting reports. Reports are always submitted on time. <i>Instructional coach suggests improvements to those procedures as needed.</i> 	
	Indicator 4c: Collaborates with other colleagues and instructional coaches <ul style="list-style-type: none"> Instructional coach consistently collaborates with colleagues and other instructional coaches. <i>Instructional coach takes a leadership role in coordinating instructional coaching efforts with director(s), colleagues, and/or other instructional coaches within or beyond the district.</i> 	
	Indicator 4d: Participates in professional learning community <ul style="list-style-type: none"> Instructional coach consistently participates in professional learning community. <i>Instructional coach is a highly active participant in the professional learning community and takes on a leadership role.</i> 	
	Indicator 4e: Engages in professional learning <ul style="list-style-type: none"> Instructional coach engages in professional learning and applies new learning to practice. <i>Instructional coach takes a lead in initiating opportunities for professional learning, applies new learning to practice, and shares new learning with colleagues.</i> 	
	Indicator 4f: Shows professionalism, including integrity and confidentiality <ul style="list-style-type: none"> Instructional coach displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality. <i>Instructional coach can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.</i> 	

Appendix H: Corrective Support Plan- Educator

(Sample)

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss “The First Six Weeks of School” - Center for Responsive Classroom with the evaluator.
- Training in Restorative Practices.

Timeframes:

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

Supportive Actions:

- 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
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from the evaluator (dependent upon the need for a plan)

Appendix I: Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with _____ . Tiered supports have been provided by the evaluator throughout the year. (Educator 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 Educator 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 Educator A and written feedback from the evaluator (dependent upon the need for a 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.

Appendix J: Beginning of Year Goal Setting

Beginning of the Year Goal Setting

Name:

School:

Title:

Primary Evaluator:

Self-Reflect (choose 3 or more questions to answer)

Step 1: Self Reflect

- What are your teaching and learning challenges? Thinking about the success and challenges you may have encountered in your classroom last year, what are the student challenges that require your attention?
- What new learning might you want to explore to build your understanding of how best to support student learning? (include possible professional learning related to the CCT/SESS Rubric for Effective Teaching 2017)
- How will this work contribute to your school/district improvement plan or our Vision of the Graduate? (What strategies can you learn more about to support your professional practice and student outcomes?)

Self-Reflect

Establish a work group.

- Which colleagues have similar needs?
- How does your schedule allow for collaboration?

Collecting Presenting Data and Evidence

List relevant data/evidence that defines the student learning challenge. What does the collection of data tell you? What did the data NOT tell you? What is the problem of practice suggested by the data?

Identify a Focus Area

Which of the following describes the focus of the teaching and learning challenge you have identified? Check all that apply. required

- ☐ Student Academic Performance
- ☐ Social Emotional Learning - academic behaviors, emotional behaviors, or social behaviors
- ☐ VPS Strategic Plan (Student Success, Family and Community Partnerships, System Excellence)
- ☐ School Improvement Plan (SIP)
- ☐ Common Core of Teaching (CCT)/(SESS) Rubric for Effective Teaching 2017
- ☐ Vision of the Graduate (Communicator, Collaborator, Resilient Individual, Responsible Citizen, Critical Thinker)
- ☐ Other

If other please explain:

Student and Professional Practice Learning Goal(s):

What is the focus of your student performance goal? What change in performance do you expect to achieve?

How will students demonstrate growth? (multiple measures)

Educator Learning

Professional learning focus: What do you need to learn to support student development?

Develop deeper understanding of performance challenge: What additional student performance data and evidence will you gather to better understand the challenge?

Research best practices: Describe the professional learning experiences that will develop your understanding of how best to support students

Identify Possible Actions to Support Professional Learning required

- ☐ Look within the district for examples of exemplary performance
- ☐ Investigate Print & Online Resources
- ☐ Book/Professional Literature Study
- ☐ Collaborate with Department Heads
- ☐ Instructional Coaches
- ☐ Collaborative planning with colleagues
- ☐ Observational feedback
- ☐ Lesson Study

- ☐ Visitations/Peer Observations
- ☐ Examining student work
- ☐ Case Study
- ☐ Self-reflection and learning aligned to CCT
- ☐ Rubric
- ☐ Other

If other please explain:

Action Steps

List the steps you and your team members will engage in to support student performance:

List Resources

List resources you intend to access to support your professional learning: What will you need? How else might you learn?

Evaluator Feedback

Appendix K: Middle of Year Conference

Middle of the Year Conference

Name:

School:

Title:

Primary Evaluator:

BOY

BOY Student Performance Goal

BOY Measures of Student Growth

BOY Professional Learning Focus

MID-YEAR REFLECTION

Understanding student performance challenge: What have you learned from the additional student performance data and evidence? (describe additional data gathered by your team members and summarize findings)

Reflecting on professional learning: What did you do to advance your understanding of the student performance challenge? (summarize actions taken and findings)

Based on new learning and evidence collected: How do you now define your area of focus? Does this change your student performance goal?

Action Plan

What promising practices will you implement in your classroom? Describe the practices as well as how you will monitor and evaluate progress. What evidence of your learning, student learning, and growth will you collect to understand progress toward your goal?

Links to Evidence:

Evaluator Feedback

Appendix L: End of Year Conference

End of the Year Conference

Name:

School:

Title:

Date of Conference:

School Year:

Primary Evaluator:

What impact did your new learning have on your practice? And how do you know?

What impact did your new learning and practice have on your students', learning, growth, and/or achievement, and how do you know? (share data from multiple measures)

What are your next steps for professional learning and what are your next steps to address student learning needs? Should this goal be continued? If so, how will the goal change or continue?

What tier 2 supports are you requesting to support your work next year?

EOY SUMMATIVE EVALUATION

Summative Feedback:

Next Steps:

What tiered supports will further assist growth and development?

- ☐ Not Applicable
- ☐ Tier 2
- ☐ Tier 3
- ☐ Corrective Support Plan

SINGLE POINT COMPETENCY SUMMATIVE SCORING

Educator demonstrates how they developed new learning and how their new learning improved practice.

Does the educator consistently demonstrate expected practice? required

Educator demonstrates how they positively impacted student learning, growth, and achievement.

Does the educator consistently demonstrate expected practice? required

Educator demonstrates effective Instructional Practice: Domains 1-4 of the CCT/SESS:

Does the educator consistently demonstrate expected practice? required

Contract Renewal Status required

Evaluation Cohort for Next School Year required

