



# Wallingford Public Schools

## Educator Evaluation & Support Plan

2024

*Adapted from the Connecticut Leader and  
Educator Support Plan 2024*

# Table of Contents

<b>Introduction.....</b>	<b>4</b>
<b>Wallingford Board of Education.....</b>	<b>5</b>
<b>Guiding Principles.....</b>	<b>6</b>
<b>The Continuous Learning Process.....</b>	<b>6</b>
The Standards.....	7
Single Point Competencies.....	8
Goal Setting.....	8
Professional Learning.....	9
Observation of Professional Practice and Feedback.....	10
Reviews of Practice.....	11
Evidence.....	11
Feedback.....	11
The Mid-Year Conference.....	12
The End of Year Process.....	13
<b>Tiered Collaborative Support.....</b>	<b>15</b>
Tier 1 Collaborative Support.....	15
Tier 2 Collaborative Support.....	16
Tier 3 Collaborative Support.....	16
Corrective Support.....	16
<b>Dispute Resolution.....</b>	<b>17</b>
<b>Appendices.....</b>	<b>18</b>
Appendix 1 - Rubrics and Single Point Competencies.....	19
Appendix 2 - Standards for Professional Learning.....	20
Appendix 3 - Growth Criteria and Possible Sources of Evidence.....	21
Appendix 4 - Tiered Collaborative Support Process.....	22
Tier 1 - Collaborative Support Process.....	22
Tier 2 - Collaborative Support Process.....	23
Tier 3 - Collaborative Support Process.....	24
Appendix 5 - Corrective Support - Sample Template.....	25
Appendix 6 - Glossary of Terms.....	26

# Introduction

*"Teaching is more than imparting knowledge; it is inspiring change. Learning is more than absorbing facts; it is acquiring understanding."*

*- William Arthur Ward*

Teaching is a highly complex craft involving a myriad of skills and talents that, if used effectively, have a powerful impact on the lives of individual students, their families, and the community at large. Therefore, it is essential that our schools work to attract and retain well trained, well practiced teachers who are committed to professional growth and development as they work to ensure that their students are well equipped to meet the challenges that await them. It is also essential that these teachers are supported through a high quality teacher evaluation program that provides a strong balance between opportunities for professional growth and accountability. While teacher evaluation alone cannot hope to improve teacher practice and student learning, when paired with effective, relevant and timely support, the evaluation process has great potential to improve educational practices and student outcomes.

The Professional Development and Evaluation (PDEC) Committee that crafted the Wallingford Educator Evaluation and Support Plan reflects a wide range of educators from within Wallingford Public Schools. This team was composed of teachers and administrators who represent a cross section of disciplines, across all levels. The committee also includes representatives from the Wallingford Education Association and the Wallingford Board of Education. The committee's efforts relied heavily on the work that led to the creation of Connecticut's Connecticut's Leader and Educator Support Plans and embraced the design principles and structures of the state's model while addressing the unique needs of our district.

Unlike the previous evaluation model, our new plan is not founded in rating teacher performance. Instead, its primary focus is on professional growth supported by self-reflection and actionable feedback with educators and evaluators engaging in regular discourse related to effective educational practices. If this new process is to be effective, the Wallingford Educator Evaluation and Support Plan will need the focused efforts of teachers and administrators alike. Evaluatees and their evaluators must become well versed in the standards that drive their work and regularly engage in meaningful discourse about practices related to these standards. Both parties must work collaboratively to develop meaningful goals and to seek creative ways to support each other in a common effort to improve the professional spirit in our schools as we work to enhance student learning outcomes.

Wallingford Board of Education

Marla Roscoe - Chairperson  
 Rajan Doering - Vice Chairperson  
 Jen Passaretti - Secretary  
 Caroline Raynis Maureen Reed  
 Donna Regan Ray Ross  
 Melanie Rossacci Michael Votto

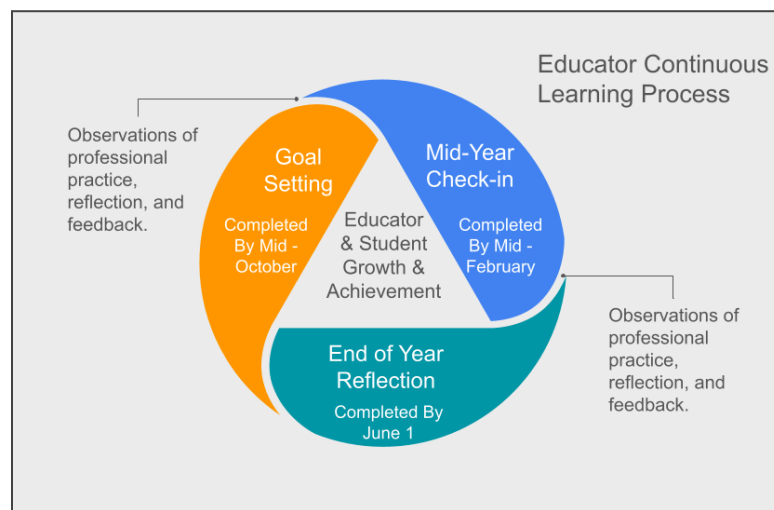
Wallingford Public Schools Professional Development & Evaluation  
 Committee

Aimee Turner	Central Office	Assistant Superintendent for Special Ed
Ashly Skiffington	Stevens/Cook Hill	Instructional Coach - Mathematics
Carrie Latorre	Central Office	Assistant Superintendent for Curriculum
Christie Madancy	Central Office	Curriculum Coordinator - Mathematics
Daniel Wostbrock	Central Office	Curriculum Coordinator - Science
Danielle Bellizzi	Central Office	Superintendent
David Ullman	Central Office	Curriculum Coordinator - Technology
Jaime Hocking-Ferrone	Highland Elementary	Grade 2
Jodi Sinisgalli	Parker Farms	Special Education
Julie Knowlton	Highland Elementary	Paraeducator
Kenneth Daly	Lyman Hall High School	Assistant Principal
Laura Clark	Pond Hill Elementary	Grade 4
Kristina Kiely	Stevens Elementary	Principal
Maria Marcarelli	Stevens Elementary	Grade 2
Maureen Reed	Board of Education	
Megan Perez	Moran Middle School	World Language
Michael Votto	Board of Education	
Thomas Sheridan	Dag Middle School	English
Tyler Perterhansel	Sheehan High School	Science
Fran Thompson	Central Office	Assistant Superintendent for Personnel

## Guiding Principles

- Allow for the differentiation of roles (for example, teachers, counselors, instructional coaches, student support staff).
- Simplify the evaluation process.
- Focus on things that matter.
- Connect to best practices aimed at the development of the whole child (including, but not limited to, academic, social, emotional, and physical development).
- Focus on educator growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic goal).
- Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- Specific, timely, accurate, actionable, and reciprocal feedback.

## The Continuous Learning Process



The evaluation and support model is designed as a continuous learning process. The goal of this process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance

practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator throughout the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

All educators are assigned a primary evaluator who holds an active Connecticut 092 certification who has completed comprehensive orientation on this model and

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

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

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

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

## The Standards

The Educator Evaluation and Support Plan is anchored in recognized standards for educator effectiveness. Previously, this plan relied solely on the Common Core of Teaching Standards accepted by the Connecticut State Department of Education to rate educational professionals on their performance. Wallingford's PDEC has determined that while these standards accurately define good practice in traditional classroom settings, they do not address the unique actions and attitudes of those educators who work in supportive roles in our schools. Therefore, the district has included additional standards and their associated rubrics for these professionals. The majority of these supplemental standards have been adopted and adapted from the state of Kentucky's work in developing meaningful standards for service providers which, in turn, is based on Charlotte Danielson's *Framework for Teaching*. Standards for instructional coaches have been adapted from the *Instructional Coach Practice Standards* developed by the New Teacher Center. In addition, standards for athletic directors have been developed based on the CCT rubric for educational leaders and the professional standards defined by the National Interscholastic Athletic Administrators Association.

The 2024-2025 Educator Evaluation and Support plan includes standards and rubrics for classroom teachers, school counselors and social workers, school psychologists, speech pathologists, library media specialists and instructional coaches and leaders. [See Appendix 1](#)

*Wallingford Educator Evaluation and Support Plan 2024-2025*

While rubrics will no longer be used to rate educator performance, it is imperative that both educators and evaluators become conversant with the standards and rubrics associated with their roles and responsibilities. The contents of these documents play an essential role in each component of the educator evaluation process from self reflection and goal setting to the end of year conference providing a road map for professional learning, feedback, and educator growth.

## Single Point Competencies

As stated earlier, the 2024-2025 revision to the Wallingford Educator and Support Plan no longer relies on ratings to address educator performance. Instead, the plan aims to provide descriptions of standards of behavior framed only as a set of desired outcomes to drive discussion and feedback. The goal of the use of single point competencies is to provide a clearly articulated vision of effective practice focused on growth. Wallingford's single point competencies have been drawn from accepted rubrics relying on elements of what previously were considered to be "effective" and "exemplary" practice. These single point competencies will provide evaluators with guidance around which they can create meaningful, actionable feedback. [See Appendix 1](#)

## Goal Setting

The goal setting process should be completed by mid-October. The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth that will impact student learning, growth, and achievement. Through the goal setting process, 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), a professional learning plan, and support, consistent with their professional status and goals to drive progress toward goal attainment.

**Goal Setting**  
Completed by Mid-October

**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

Educators and their evaluators should look to district and school/department goals when developing their own goal(s) for the coming year. This will allow teachers to tap into broader resources as they work toward the attainment of their goal(s) and will allow the district/school to more effectively assess strategies used to pursue more global objectives.

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules should be made to enhance their learning and practice.

## Professional Learning

The continuous learning process relies on a commitment to the professional growth of each educator through access to an array of high quality, standards-based professional learning opportunities. Throughout the continuous learning process, educators should pursue learning that leads to the attainment of their goal(s), improvement of their professional practice, and, most importantly, student learning, growth and achievement. See Appendix 2 for Standards for Professional Learning



Adapted from Learning Forward's Standards for Professional Learning 2022, this graphic demonstrates the relationship between professional learning for leaders, educators, and students.

Wallingford Public Schools professional learning opportunities include but are not limited to:

- Approved External Learning Opportunities
  - Outside conferences, workshops, council memberships, virtual professional learning sessions
- Internal Learning Opportunities
  - District designed professional learning sessions, consultation partnership hours, curriculum writing, management teams, professional learning sessions, professional learning committees (PLCs), data teams, grade level meetings, department meetings, faculty meetings, school committees, collegial book study clubs, learning walks/collegial visits, lesson studies, satellite classrooms.
- Personalized Learning Pathways
  - Mentoring, coaching, collegial visits and/or co-planning, memberships to approved educational organizations, professional readings, self directed professional learning, action research



## Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. While the identified high leverage goal(s) may provide a focus for strategic evidence collection and feedback, the purpose of observations is to gather evidence related to the educator's professional practice. Through the observation process, evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and to collect evidence of educator practice and progress through multiple sources of evidence, including observation. Within five days of the observation, the evaluator will conduct a documented post observation meeting to engage in a dialogue regarding observed teacher practice. Within five days of post observation meeting, the evaluator will provide written feedback related to the observation and the post observation discussion.

To provide additional support for individuals new to the profession, the Teacher Evaluation and Support Plan identifies two cohorts within the teaching staff based on tenure status.

Minimum Observation Requirements	
Non-Tenured Educators	Tenured Educators
<ul style="list-style-type: none"> <li>● Three Observations of Professional Practice               <ul style="list-style-type: none"> <li>○ Minimum of 30 Minutes in Length</li> <li>○ Pre-Observation Meeting</li> <li>○ Post-Observation Meeting</li> <li>○ Option - One, 20 minute observation of teaching and learning <b>may</b> be substituted for an observation of professional practice.</li> </ul> </li> <li>● One Review of Practice               <ul style="list-style-type: none"> <li>○ Post Meeting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Two Observations of Teaching and Learning               <ul style="list-style-type: none"> <li>○ Minimum of 20 Minutes in Length</li> <li>○ Post-Observation Meeting</li> </ul> </li> <li>● One Review of Practice               <ul style="list-style-type: none"> <li>○ Post Meeting</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Post meetings within five school days of observation</li> <li>● Written feedback within five school days of the post meeting</li> <li>● Additional observations of practice, including a pre and post meeting may occur.</li> </ul>	

Note: (CGS § 10-151) defines tenure as follows:

Teachers attain tenure after working for 40 school months, if their contracts are renewed for the following school year. Teachers who attain tenure with one board of

education and who are reemployed by the same or another board after a break in service attain tenure after 20 school months of continuous employment, if their contracts are renewed for the following school year.

## Reviews of Practice

Reviews of Practice allow evaluators to extend their understanding of an educator's practice and professionalism beyond the confines of their classrooms or offices. Reviews of Practice may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, data team meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events. In addition, teachers can choose to virtually observe a colleague and submit to the evaluator a reflection of learning from the observation and how it will impact his/her own practice. Prior approval of the evaluator is required. It is agreed that the collegial observation will occur during the teacher's own time.

Reviews of Practice may be incorporated into mid-year or end of year conferences where appropriate.

## Evidence

It is the responsibility of educators and their evaluators to collect evidence to support each phase of the continuous learning process. Educators should use evidence to provide a rationale for their goal(s) and to demonstrate how they have used professional learning to improve their practice. Evaluators use evidence to shape the feedback that they provide following observations and during mid-year and end-of-year conferences. Evidence should be collected from multiple sources including, but not limited to, analysis of student work, observation notes, and mastery-based demonstrations of achievement. All evidence is to be documented in Unified Talent - Perform. See Appendix 3 for possible sources of evidence.

## Feedback

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



Quality feedback:

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

## The Mid-Year Conference

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

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

Observation feedback and evidence aligned to the single point rubric.

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

### Mid-Year Conference

Completed by Mid-February

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

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

#### Mid-Year Conference

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

## The End of Year Process

The end-of-year process provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting or new goal.

### End-of Year Reflection

Completed by June 1

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

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

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

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

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

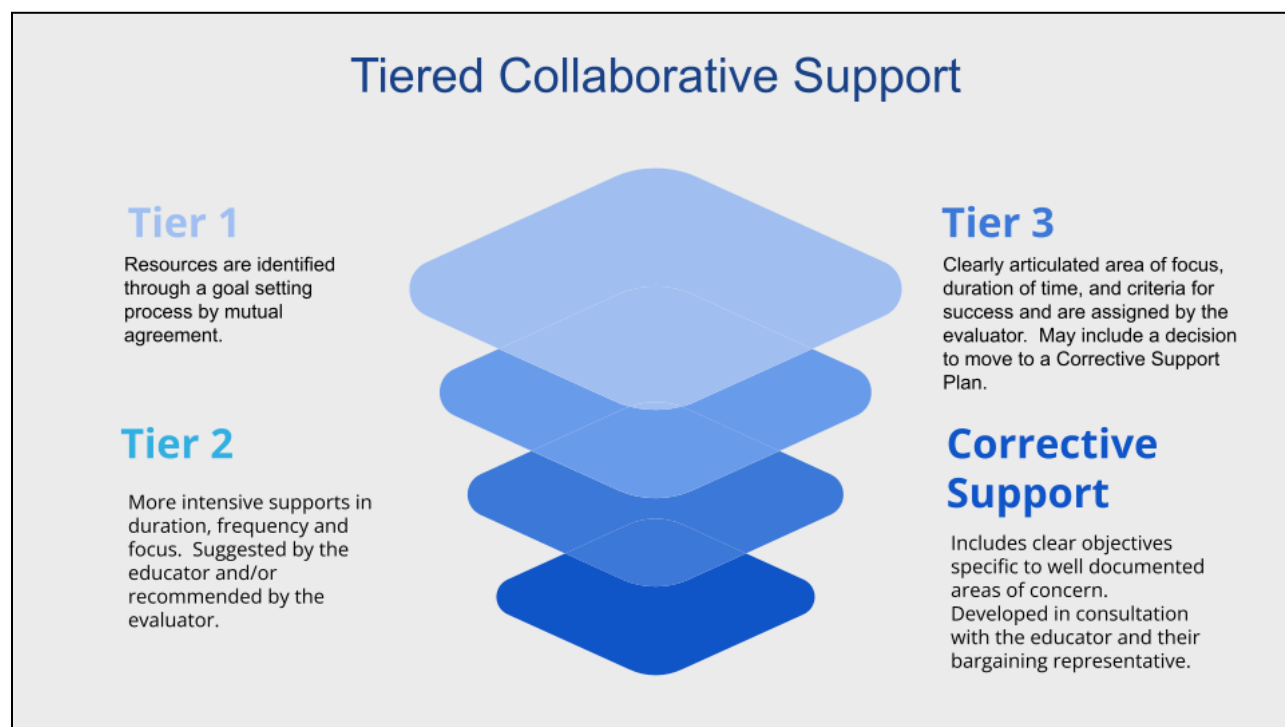
An educator is determined to have successfully completed the learning process by demonstrating:

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

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> <li>The educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.</li> </ul> <p>Impact on Students</p> <ul style="list-style-type: none"> <li>The educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice</li> </ul>	<ul style="list-style-type: none"> <li>Required observational evidence</li> <li>Required student learning evidence</li> <li>Implementation plans/lesson plans</li> <li>Educator learning logs/impact on practice reflection</li> <li>Educator created learning materials</li> <li>Evidence from observation of educator practice</li> <li>Numeric information about schedule, time, educator practice, student participation, resource use, classroom management, frequency of meetings/communications, etc.</li> <li>Educator and/or student reflection</li> <li>Student learning artifacts</li> <li>Mastery-based demonstrations of achievement</li> <li>Observational evidence of student's words, actions, interactions (including quotations when appropriate)</li> <li>Rubrics, interim, or benchmark assessments, other assessments</li> <li>Other artifacts/sources</li> </ul>

# Tiered Collaborative Support

Educators whose practice, as determined by collected evidence and through the result of professional discourse, shall engage in a tiered support process. These educators will work closely with their evaluators in developing and implementing meaningful plans aimed at addressing specific needs. *A tiered support plan can be implemented at any point in the continuous learning process. See Appendix 4*



## Tier 1 Collaborative Support

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

## Tier 2 Collaborative Support

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in approved professional learning opportunities, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. The duration of tier two supports shall provide an adequate amount of time to support educator growth.

## Tier 3 Collaborative Support

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

## Corrective Support

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

*Evaluators must utilize and document all three tiers of support prior to the development and implementation of a Corrective Support Plan.*

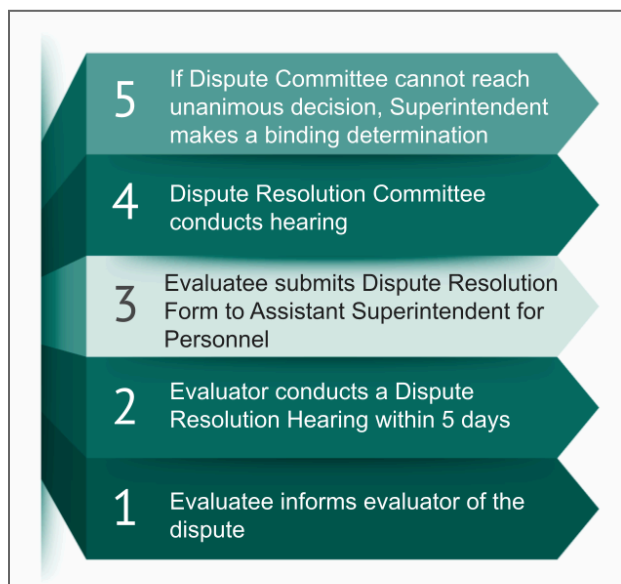
The corrective support plan shall include clear objectives specific to the well documented area(s) of concern. It shall also include,

- Resources, support, and interventions aimed at addressing the area(s) of concern.
- Timeframes for implementing the resources, support, and interventions
- Supportive actions from the evaluator

# 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 during 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 and their evaluators are encouraged to resolve disagreements informally.



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

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 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.

Should instances occur when the evaluator and evaluatee cannot agree on goals/objectives, the evaluation period, feedback or the professional learning plan, or other elements of the Educator Evaluation and Support Plan the following process shall be implemented:

- The evaluatee must contact their evaluator to inform them of a dispute and to request an initial dispute resolution meeting.
- A formal dispute meeting will be held within 5 school days with an observer to discuss the dispute. The evaluatee requesting the resolution has the option to request the WEA representative from the Teacher Evaluation



Committee or their designee to be present to facilitate the meeting between the teacher/administrator requesting the resolution of the concern.

- *The Evaluatee may not proceed to the next step below unless this initial meeting has taken place.*
- If concern is not resolved, an appeal form will be submitted by the evaluatee within 5 school days of the initial formal meeting noted above. Receipt of this form will initiate the Hearing process to resolve the dispute.
  - *The form will be submitted to the Assistant Superintendent for Personnel who will provide a copy of the form and supporting documentation to the Dispute Resolution Committee.*
- A hearing will be held within 5 school days of receipt of the Dispute Form to review the case. The Dispute Resolution Committee will meet 30 minutes prior to hearing time to review all documentation. Both parties will be interviewed by the Committee prior to a decision. If a unanimous decision is not reached, the final decision will be made by the Superintendent or their designee. The superintendent's decision will be binding.

The dispute can be resolved following any of the steps described above.

# Appendices

## Appendix 1 - Rubrics and Single Point Competencies

<b>Role</b>	<b>Rubric</b>	<b>Single Point Competencies</b>
Classroom Teacher	<u>CCT for Effective Teaching 2017</u>	<u>Effective Teaching</u>
School Counselor/Social Worker	<u>Danielson Framework for School Counselors/Social Workers</u>	<u>School Counselors/Social Workers</u>
Instructional Coaches/Leaders	<u>Instructional Coach Practice Standards</u>	<u>Instructional Specialists</u>
Library Media Specialist	<u>Danielson Framework for Library Media Specialist</u>	<u>Library Media Specialists</u>
School Psychologist	<u>Danielson Framework for School Psychologists</u>	<u>School Psychologists</u>
Speech Pathologist	<u>Danielson Framework for Therapeutic Specialists</u>	<u>Speech Pathologist</u>
Athletic Director		<u>Athletic Director</u>

## Appendix 2 - Standards for Professional Learning

<p><b>Rigorous Content for Each Adult Learner</b></p>	<p><b>Equity Practices:</b> Professional learning results in equitable and excellent outcomes for all students when educators understand their students’ historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.</p> <p><b>Curriculum, Assessment, and Instruction:</b> Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.</p> <p><b>Professional Expertise:</b> Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.</p>
<p><b>Transformational Processes</b></p>	<p><b>Equity Drivers:</b> Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.</p> <p><b>Evidence:</b> Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.</p> <p><b>Learning Designs:</b> Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.</p> <p><b>Implementation:</b> Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.</p>
<p><b>Conditions for Success</b></p>	<p><b>Equity Foundations:</b> Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.</p> <p><b>Culture of Collaborative Inquiry:</b> Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.</p> <p><b>Leadership:</b> Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.</p> <p><b>Resources:</b> Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.</p>

## Appendix 3 - Growth Criteria and Possible Sources of Evidence

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> <li>The educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.</li> </ul> <p>Impact on Students</p> <ul style="list-style-type: none"> <li>The educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice</li> </ul>	<ul style="list-style-type: none"> <li>Required observational evidence</li> <li>Required student learning evidence</li> <li>Implementation plans/lesson plans</li> <li>Educator learning logs/impact on practice reflection</li> <li>Educator created learning materials</li> <li>Evidence from observation of educator practice</li> <li>Numeric information about schedule, time, educator practice, student participation, resource use, classroom management, frequency of meetings/communications, etc.</li> <li>Educator and/or student reflection</li> <li>Student learning artifacts</li> <li>Mastery-based demonstrations of achievement</li> <li>Observational evidence of student's words, actions, interactions (including quotations when appropriate)</li> <li>Rubrics, interim, or benchmark assessments, other assessments</li> <li>Other artifacts/sources</li> </ul>

## Appendix 4 - Tiered Collaborative Support Process

### Tier 1 - Collaborative Support Process

#### **Tier 1 Process**

Opportunity(ies) for professional growth, identified through self-reflection and feedback, should be addressed through the development of a Tier 1 Support Process. Through this process, educators and evaluators work together to clearly define growth opportunities and to identify available Tier 1 supports aimed at improving practice.

Tier 1 supports are broadly accessible professional learning opportunities inclusive of, but not limited to, collegial professional conversations, collegial observations, district resources (books, articles, videos etc.), formal professional learning opportunities designed and developed by the district PDEC, instructional coaching, etc.

---

Start date of Tier 1 Process:

Duration:

Identified opportunity(ies) for professional growth:

Tier 1 Supports:

Criteria for completion of Tier 1 Process:

Evidence of completion:

Tier 1 Educator Self-Reflection:

Tier 1 Evaluator Feedback:

Educator Signature:

Date:

Evaluator Signature:

Date:

## Tier 2 - Collaborative Support Process

### **Tier 2 Process**

Unresolved Tier 1 professional growth opportunities are to be addressed through the development of a Tier 2 Process. This process is more intensive in duration, frequency, and focus and can be either suggested by the educator and/or recommended by the evaluator.

---

Start Date of Tier 2 Process:

Duration:

Identified opportunity(ies) for professional growth:

Tier 2 Supports:

Criteria for completion of Tier 2 Process:

Evidence of completion:

Tier 2 Educator Self-Reflection:

Tier 2 Evaluator Feedback:

Educator Signature:

Date:

Evaluator Signature:

Date:

## Tier 3 - Collaborative Support Process

### **Tier 3 Process:**

The Tier 3 process addresses professional growth opportunities that remain unresolved after the completion of the Tier1 and Tier 2 processes. The Tier 3 process has clearly identified areas of focus, duration of time and criteria for success. The Tier 3 Process shall be developed in consultation with evaluator, educator and the exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §1--153b.

---

Start Date of Tier 3 Process:

Duration:

Identified opportunity(ies) for professional growth:

Tier 3 Supports:

Criteria for completion of Tier 3 Process:

Evidence of completion:

Tier 3 Educator Self-Reflection:

Tier 3 Evaluator Feedback:

Educator Signature:

Date:

Evaluator Signature:

Date:

Union Representative Signature:

Date:

## Appendix 5 - Corrective Support - Sample 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 evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.



## Appendix 6 - Glossary of Terms

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

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

- Connecticut TEAM Model (CAPA)

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

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

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

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

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

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

Quality Feedback:

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

From Killion, J. (2019).

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

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

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

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

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

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

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

**Observations of Professional Practice** (formerly formal observations): An observation of professional practice is a structured and planned process of watching, assessing, and evaluating an educator's performance. This includes a pre-conference and post-conference and results in a written evaluation.

**Observations of Teaching and Learning** (formerly known as informal observations): An observation of Teaching and Learning is an unplanned visit intended to evaluate educator performance. This typically includes both verbal and written feedback provided to the educator.

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

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

**Professional Learning:** Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. High quality professional learning enhances both educator practice and outcomes for each and every student. High quality professional learning integrates research on effective adult learning and uses interactive flexible designs to achieve intended outcomes. Professional Learning opportunities include but are not limited to:

- **Advanced Coursework:** Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.
- **Case Study:** A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.
- **Coaching:** A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom re-search; or solve problems.
- **Collegial Visit: Also known as Learning Walk** - An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.
- **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 Learning:** Any activity that is tied in with authentic classroom practice. These opportunities may include, but are not limited to:
  - Examining student data
  - Coaching
  - Professional Literature Study
  - Co-planning
  - Investigating print and online resources
  - Self-reflection
  - Visitations/observations within a school
- **Lesson Study:** Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.
- **Mentoring:** A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.
- **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.

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

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

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

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

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

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

### **Tiered Collaborative Supports:**

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

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

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

**Web-based Learning:** Use of online resources or learning activities to develop new learning or techniques for the classroom. workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas.

**Workshops** allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

Wallingford  
Public  
Schools

Leader  
Evaluation  
&  
Support  
Plan

2024

*Adapted from the Connecticut  
Leader and Educator Support  
Plan 2024*



# Table of Contents

<b>Introduction.....</b>	<b>3</b>
<b>Wallingford Board of Education.....</b>	<b>4</b>
<b>Guiding Principles.....</b>	<b>5</b>
<b>The Continuous Learning Process.....</b>	<b>5</b>
The Standards.....	6
Single Point Competencies.....	7
Goal Setting.....	8
Professional Learning.....	9
Observation of Professional Practice and Feedback.....	10
Evidence.....	11
Feedback.....	11
The Mid-Year Conference.....	12
The End of Year Process.....	12
<b>Tiered Collaborative Support.....</b>	<b>13</b>
Tier 1 Collaborative Support.....	13
Tier 2 Collaborative Support.....	14
Tier 3 Collaborative Support.....	14
Corrective Support.....	14
<b>Dispute Resolution.....</b>	<b>15</b>
<b>Appendices.....</b>	<b>17</b>
Appendix 1 - Rubrics and Single Point Competencies.....	17
Appendix 2 - Standards for Professional Learning.....	18
Appendix 3 - Growth Criteria and Possible Sources of Evidence.....	19
Appendix 4 - Collaborative Tier Support Process.....	20
Tier 1 - Collaborative Support Process.....	20
Tier 2 - Collaborative Support Process.....	21
Tier 3 - Collaborative Support Process.....	22
Appendix 5 - Corrective Support - Sample Template.....	23
Appendix 7 - Glossary of Terms.....	24



# Introduction

*"Leadership is not a position or a title; it is action and example."  
- Corey Booker*

The role of an educational leader is, at its core, a role that strives to meet the needs of a wide range of constituencies. Students, teachers, support staff, families, colleagues, and the community at large, all fall under the aegis of educational leaders who must strive to unite these constituencies under a common vision and a core set of values aimed at improving outcomes for all learners. Within this overarching role come a myriad of other responsibilities related to student conduct, recruitment, evaluation, and retention of staff, building operations and management, and a host of other duties that require the attention of the educational leader on a near daily basis. Therefore, it is essential that our district works to attract and retain well trained, well practiced educational leaders who are committed to professional growth and development and to ensure that these individuals are supported through a high quality leader evaluation program that provides a strong balance between opportunities for professional growth and accountability.

The Professional Development and Evaluation (PDEC) Committee that crafted the Wallingford Leader Evaluation and Support Plan reflects a wide range of educators from within Wallingford Public Schools. This team was composed of teachers and administrators who represent a cross section of disciplines, across all levels. The committee also includes representatives from the Wallingford Education Association and the Wallingford Board of Education. The committee's efforts relied heavily on the work that led to the creation of Connecticut's Connecticut's Leader and Educator Support Plans and embraced the design principles and structures of the state's model while addressing the unique needs of our district.

Unlike the previous evaluation model, our new plan is not founded in rating educational leader performance. Instead, its primary focus is on professional growth supported by self-reflection and actionable feedback with leaders and their evaluators engaging in regular discourse related to effective educational practices. If this new process is to be effective, the Wallingford Leader Evaluation and Support Plan will need the focused efforts of leaders and their evaluators alike. Evaluatees and their evaluators must become well versed in the standards that drive their work and regularly engage in meaningful discourse about practices related to these standards. Both parties must work collaboratively to develop meaningful goals and to seek creative ways to support each other in a common effort to improve the professional spirit in our schools as we work to enhance student learning outcomes.

## Wallingford Board of Education

Marla Roscoe - Chairperson  
 Rajan Doering - Vice Chairperson  
 Jen Passaretti - Secretary  
 Caroline Raynis    Maureen Reed  
 Donna Regan    Ray Ross  
 Melanie Rossacci    Michael Votto

## Wallingford Public Schools Professional Development & Evaluation Committee

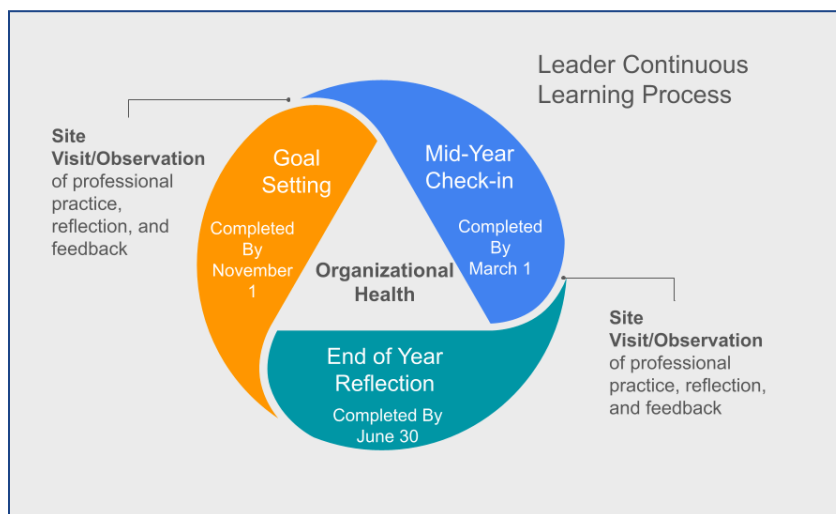
Aimee Turner	Central Office	Assistant Superintendent for Special Ed
Ashly Skiffington	Stevens/Cook Hill	Instructional Coach - Mathematics
Carrie Latorre	Central Office	Assistant Superintendent for Curriculum
Christie Madancy	Central Office	Curriculum Coordinator - Mathematics
Daniel Wostbrock	Central Office	Curriculum Coordinator - Science
Danielle Bellizzi	Central Office	Superintendent
David Ullman	Central Office	Curriculum Coordinator - Technology
Jaime Hocking-Ferrone	Highland Elementary	Grade 2
Jodi Sinisgalli	Parker Farms	Special Education
Julie Knowlton	Highland Elementary	Paraeducator
Kenneth Daly	Lyman Hall High School	Assistant Principal
Laura Clark	Pond Hill Elementary	Grade 4
Kristina Kiely	Stevens Elementary	Principal
Maria Marcarelli	Stevens Elementary	Grade 2
Maureen Reed	Board of Education	
Megan Perez	Moran Middle School	World Language
Michael Votto	Board of Education	
Thomas Sheridan	Dag Middle School	English
Tyler Perterhansel	Sheehan High School	Science
Francis Thompson	Central Office	Assistant Superintendent for Personnel

## Guiding Principles

- Allow for the differentiation of roles (for example, principals, assistant principals, coordinators)
- Simplify the evaluation process.
- Focus on things that matter.
- Connect to best practices aimed at the development of the whole child (including, but not limited to, academic, social, emotional, and physical development).
- Focus on leader growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic goal).
- Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- Specific, timely, accurate, actionable, and reciprocal feedback.

## The Continuous Learning Process

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



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

All leaders are assigned a primary evaluator who holds an active Connecticut 092 or 093 certificate. Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important; however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

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

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

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

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

## The Standards

The Leader Evaluation and Support Plan is anchored in recognized standards for leader effectiveness. Previously, this plan relied solely on the Common Core of Leading Standards accepted by the Connecticut State Department of Education to rate educational professionals on their performance. However, the PDEC has adopted the Professional Standards for Educational Leaders (PSEL) developed by the National Policy Board for Educational Administration. These standards better reflect the nature of the work of a broader cross section of our educational leaders (principals, assistant principals, coordinators, directors, and central office administrators) in guiding professional practice and how practitioners are prepared, hired, developed, supervised and evaluated.

While rubrics will no longer be used to rate leader performance, it is imperative that both leaders and their evaluators become conversant with the PSEL standards and their associated rubric. The contents of these documents play an essential role in each component of the leader evaluation process from self reflection and goal setting to the end of year conference, providing a road map for professional learning, feedback, and growth.

## Single Point Competencies

As stated earlier, the 2024-2025 revision to the Wallingford Leader and Support Plan no longer relies on ratings to address leader performance. Instead, the plan aims to provide descriptions of standards of behavior framed only as a set of desired outcomes to drive discussion and feedback. The goal of the use of single point competencies is to provide a clearly articulated vision of effective practice focused on growth. Wallingford's single point competencies have been drawn from the PSEL standards relying on elements of what previously were considered to be "effective" and "exemplary" practice. These single point competencies will provide leaders with guidance as they reflect on their practice and will provide evaluators with a framework around which they can create meaningful, actionable feedback. *See Appendix 1*

## Goal Setting

The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) related to the PSEL standards while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

Leaders and their evaluators mutually agree upon a high-leverage, professional practice goal(s) (one, two or three years in duration) and develop a plan for professional learning and support that is consistent with their professional status. Goals should always be connected to the PSEL standards.

The leader will:

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

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

Leaders and their evaluators should look to district and school/department goals when developing their professional goal(s) for the coming year. These broader goals should inform the leader's goal setting process but should not become the leader's professional goal(s) in and of themselves. Instead, the leader should reflect on how they will improve their own practice in order to support educators as they work to improve their own practice, which will, in turn, impact the goals of their department/school/district.

### 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

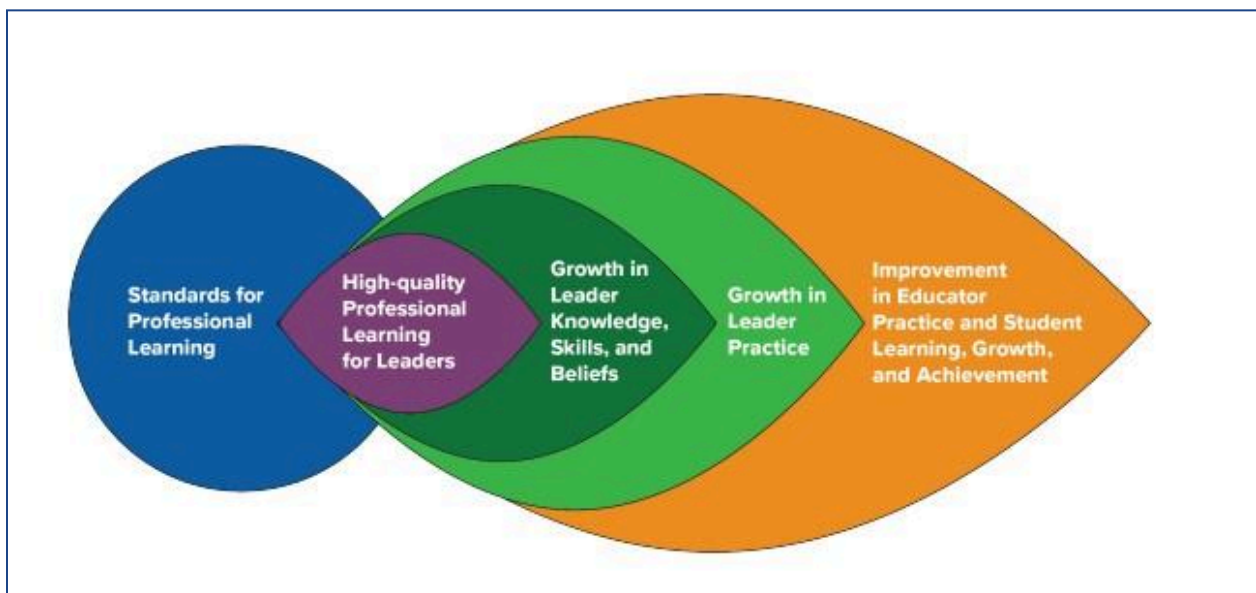
#### Goal Setting Conference

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

## Professional Learning

The continuous learning process relies on a commitment to the professional growth of each educational leader through access to an array of high quality, standards-based professional learning opportunities. Throughout the continuous learning process, leaders should pursue learning that leads to the attainment of their goal(s), improvement of their professional practice, and, most importantly, student learning, growth and achievement. *See Appendix 2 for Standards for Professional Learning*

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



Wallingford Public Schools professional learning opportunities include but are not limited to:

- Approved External Learning Opportunities
  - Outside conferences, workshops, council memberships, virtual professional learning sessions
- District-wide Learning
  - District designed professional learning sessions, consultation partnership hours, curriculum writing, management teams
- School Specific Learning Needs
  - School specific professional learning sessions, professional learning committees (PLCs), data teams, grade level meetings, department

meetings, faculty meetings, school committees, collegial book clubs, learning walks, lesson studies, satellite classrooms, lab classrooms

- Personalized Learning Pathways
  - Mentoring, coaching, collegial observations and/or co-planning, memberships to approved educational organizations, professional readings, self directed professional learning, action research

## Observation of Professional Practice and Feedback

Observations of professional practice or site visits occur throughout the continuous learning process. While the identified high leverage goal(s) may provide a focus for strategic evidence collection and feedback, the purpose of observations/site visits is to gather evidence related to the leader's professional practice. Through the observation process, evaluators provide their evaluatees with specific feedback based on evidence, standards, and the leader's goal(s); ensure timely access to planned support(s); and to collect evidence of leader practice and progress through multiple sources of evidence, including site visits. Within five days of the observation, the evaluator will conduct a documented post observation meeting to engage in a dialogue regarding observed leader practice. Within five days of the post observation meeting, the evaluator will provide written feedback related to the observation.

To provide additional support for individuals new to the profession, the Leader Evaluation and Support Plan identifies two cohorts within the administrative staff based on their length of service within the district.

Minimum Observation Requirements	
<ul style="list-style-type: none"> <li>● New to current administrative role - first three years</li> <li>● New to the district - first three years</li> </ul>	<ul style="list-style-type: none"> <li>● Leaders who have successfully completed three years in administrative role in the district</li> </ul>
<ul style="list-style-type: none"> <li>● Three Observations of Professional Practice and/or Site Visits               <ul style="list-style-type: none"> <li>○ Minimum of 30 Minutes in Length</li> <li>○ Pre-Observation Meeting</li> <li>○ Post-Observation Meeting</li> <li>○ Option - One, 20 minute observation of professional practice <b>may</b> be substituted for a "formal" observation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Two Observations of Professional Practice and/or Site Visits               <ul style="list-style-type: none"> <li>○ Minimum of 20 Minutes in Length</li> <li>○ Post-Observation Meeting</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Post meetings within five school days of observation</li> <li>● Written feedback within five school days of the post meeting</li> </ul>	



- Additional observations of practice, including a pre and post meeting may occur.

## Evidence

It is the responsibility of leaders and their evaluators to collect evidence to support each phase of the continuous learning process. Leaders are to use evidence to provide a rationale for their goal(s) and to demonstrate how they have used professional learning to improve their practice. Evaluators are to use evidence to shape the feedback that they provide following observations and during mid-year and end-of-year conferences. Evidence should be collected from multiple sources that reflect the Professional Standards for Educational Leaders. All evidence is to be documented in Unified Talent - Perform *See Appendix 3 for possible sources of evidence.*

## Feedback

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



## Quality feedback:

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

## The Mid-Year Conference

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

- Leaders self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on leader's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the leader's goal and observation feedback and evidence aligned to the single point competencies.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the leader's goal(s) may be considered based on multiple measures of evidence.

### Mid-Year Conference

Completed by March 1

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

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

#### Mid-Year Conference

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

## The End of Year Process

The 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. The evaluator will create a written end-of-year summary which 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

### End-of Year Reflection

Completed by June 30

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

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

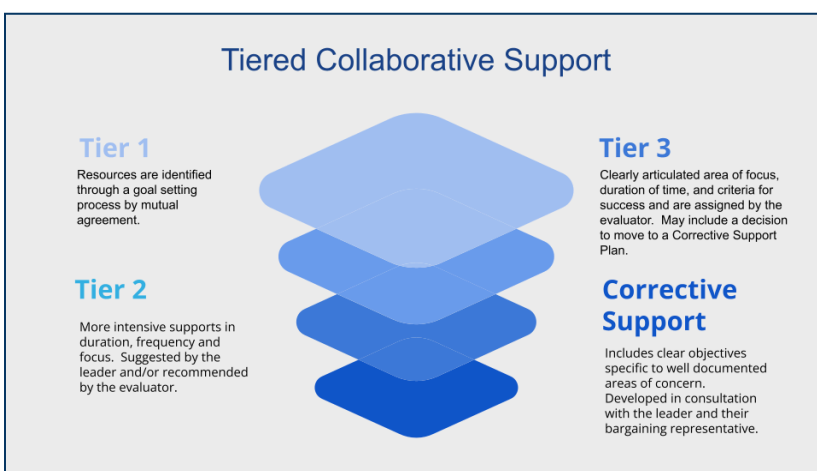
or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s). This summary is based upon the mutually agreed upon goal(s) and identified standards and will include a determination regarding the leader's successful completion of the professional learning process.

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

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps See Appendix 3 for possible growth criteria and examples of evidence

## Tiered Collaborative Support

Leaders whose practice could benefit from additional support as determined by collected evidence and through the result of professional discourse, shall engage in a tiered support process. Leaders engaged in the tiered support process will work closely with their evaluator in developing



and implementing meaningful plans aimed at addressing specific needs. *A tiered support plan can be implemented at any point in the continuous learning process. See Appendix 4*

### Tier 1 Collaborative Support

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 Collaborative Support

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 Collaborative Support

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 a leader is receiving this level of support should be clearly documented.

## Corrective Support

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. The Corrective Support Plan shall be developed in consultation with the leader and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

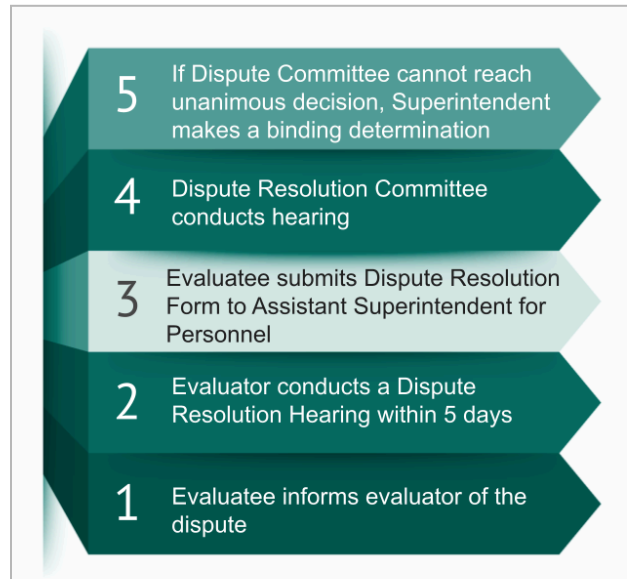
The Corrective Support Plan must contain:

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

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative. *See Appendix 5 for a sample corrective support plan*

# 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 during 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 professionals, 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 30 workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Should instances occur when the evaluator and evaluatee cannot agree on goals/objectives, the evaluation period, feedback or the professional learning plan, or other elements of the Leader Evaluation and Support Plan the following process shall be implemented:

- The evaluatee must contact his/her observer to inform him/her of a dispute and to request an initial dispute resolution meeting.
- A formal dispute meeting will be held within 5 school days with an observer to discuss the dispute. The Evaluatee requesting the resolution has the option to request the WEA representative from the Teacher Evaluation

Committee or his/her designee to be present to facilitate the meeting between the teacher/administrator requesting the resolution of the concern.

- *The Evaluatee may not proceed to the next step below unless this initial meeting has taken place.*
- If concern is not resolved, an appeal form will be submitted by the Evaluatee within 5 school days of the initial formal meeting noted above. Receipt of this form will initiate the Hearing process to resolve the dispute.
  - *The form will be submitted to the Assistant Superintendent for Personnel who will provide a copy of the form and supporting documentation to the Dispute Resolution Committee.*
- A Hearing will be held within 5 school days of receipt of the Dispute Form to review the case. The Dispute Resolution Committee will meet 30 minutes prior to Hearing time to review all documentation. Both parties will be interviewed by the Committee prior to a decision. If a unanimous decision is not reached, the final decision will be made by the Superintendent or his/her designee. The superintendent's decision will be binding.

The dispute can be resolved following any of the steps described above.

# Appendices

## Appendix 1 - Rubrics and Single Point Competencies

<b>Role</b>	<b>Rubric</b>	<b>Single Point Competency</b>
Leader	<u>PSEL Rubric</u>	<u>Single Point Competencies</u> <u>PSEL Standards</u>

## Appendix 2 - Standards for Professional Learning

<p><b>Rigorous Content for Each Adult Learner</b></p>	<p><b>Equity Practices:</b> Professional learning results in equitable and excellent outcomes for all students when educators understand their students’ historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.</p> <p><b>Curriculum, Assessment, and Instruction:</b> Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.</p> <p><b>Professional Expertise:</b> Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.</p>
<p><b>Transformational Processes</b></p>	<p><b>Equity Drivers:</b> Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.</p> <p><b>Evidence:</b> Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.</p> <p><b>Learning Designs:</b> Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.</p> <p><b>Implementation:</b> Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.</p>
<p><b>Conditions for Success</b></p>	<p><b>Equity Foundations:</b> Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.</p> <p><b>Culture of Collaborative Inquiry:</b> Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.</p> <p><b>Leadership:</b> Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.</p> <p><b>Resources:</b> Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.</p>



## Appendix 3 - Growth Criteria and Possible Sources of Evidence

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

## Appendix 4 - Collaborative Tier Support Process

### Tier 1 - Collaborative Support Process

#### **Tier 1 Process**

Opportunity(ies) for professional growth, identified through self-reflection and feedback, should be addressed through the development of a Tier 1 Support Process. Through this process, leaders and evaluators work together to clearly define growth opportunities and to identify available Tier 1 supports aimed at improving practice.

Tier 1 supports are broadly accessible professional learning opportunities inclusive of, but not limited to, collegial professional conversations, collegial observations, district resources (books, articles, videos etc.), formal professional learning opportunities designed and developed by the district PDEC, instructional coaching, etc.

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Start date of Tier 1 Process:

Duration:

Identified opportunity(ies) for professional growth:

Tier 1 Supports:

Criteria for completion of Tier 1 Process:

Evidence of completion:

Tier 1 Leader Self-Reflection:

Tier 1 Evaluator Feedback:

Leader Signature:

Date:

Evaluator Signature:

Date:

## Tier 2 - Collaborative Support Process

### **Tier 2 Process**

Unresolved Tier 1 professional growth opportunities are to be addressed through the development of a Tier 2 Process. This process is more intensive in duration, frequency, and focus and can be either suggested by the leader and/or recommended by the evaluator.

---

Start Date of Tier 2 Process:

Duration:

Identified opportunity(ies) for professional growth:

Tier 2 Supports:

Criteria for completion of Tier 2 Process:

Evidence of completion:

Tier 2 Leader Self-Reflection:

Tier 2 Evaluator Feedback:

Leader Signature:

Date:

Evaluator Signature:

Date:

## Tier 3 - Collaborative Support Process

### **Tier 3 Process:**

The Tier 3 process addresses professional growth opportunities that remain unresolved after the completion of the Tier 1 and Tier 2 processes. The Tier 3 process has clearly identified areas of focus, duration of time and criteria for success. The Tier 3 Process shall be developed in consultation with evaluator, leader and the exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §1--153b.

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Start Date of Tier 3 Process:

Duration:

Identified opportunity(ies) for professional growth:

Tier 3 Supports:

Criteria for completion of Tier 3 Process:

Evidence of completion:

Tier 3 Leader Self-Reflection:

Tier 3 Evaluator Feedback:

Leader Signature:

Date:

Evaluator Signature:

Date:

Union Representative Signature:

Date:

## Appendix 5 - Corrective Support - Sample Template

(Leader being evaluated) has consistently struggled with \_\_\_\_\_  
\_\_\_\_\_.

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

Objective:

To improve (Indicate specific standard in your objective language)

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

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

## Appendix 7 - Glossary of Terms

- **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. The Corrective Support Plan shall be developed in consultation with the leader and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.
- **Check-ins:** Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence and learning, and next steps in one's learning.
- **Continuous Learning Process:** The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:
  - The Supporting Teacher Effectiveness Project (STEP)
  - Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model
  - System for Educator Evaluation
  - Ohio Department of Education – Ohio Teacher Evaluation System (OTES 2.0) Framework
  - Tennessee Educator Acceleration Model
  - Connecticut TEAM Process (CAPA)
- **Dispute Resolution:** A process for resolving disputes in cases where the evaluator and leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.
- **evidence:** Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, site visit feedback, and reflections of the leader impact on organizational

health, educator growth, and student learning, growth, and achievement as part of the leader feedback process.

- **Feedback:** “Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change” (Killion, 2019).
  - Quality feedback:
    - Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
    - Is personalized
    - Is learning-focused or growth-oriented
    - Provides questions for reflection to refine or revise strategies
    - Expands understanding of one’s experiences and their implications for future experiences
    - Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
    - Is timely, frequent, and reciprocal

*From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning.*
- **Goals and Standards:** Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.
- **Leader:** A leader is defined as someone in a leadership position who has attained the 092 certification. This may include, assistant superintendent, principal, assistant principal, special education director, adult education director, curriculum coordinator, and special education coordinator.
- **Multiple Measures:** Can include, but is not limited to, structures and systems to support leader learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.
- **Mutual Agreement:** An agreement or condition that is reciprocal or agreed upon by all parties.
- **Observations of Professional Practice:** Observations conducted by evaluators to gather evidence related to the leader’s practice. Leaders who are new to the district will receive three observations of professional practice with pre and post meetings associated with each. More veteran leaders will receive two observations of professional practice with post meetings associated with each.

- **Organizational Health:** Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.
- **PDEC (Professional Development and Evaluation Committee):** Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.
- **Professional Learning:** Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective.
- **Rubric:** A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of leaders based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.
- **Single Point Competency:** A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.
- **Student Outcomes:** Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.
- **Tiered Collaborative Supports:** Targeted growth plans aimed at areas of concern identified by the leader and/or the evaluator.
- **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.