Leader Evaluation and Support Plan

2024-2025

WATERBURY
PUBLIC SCHOOLS

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Introduction

Waterbury Public Schools' Leader Evaluation Model has been developed in alignment with the Connecticut Guidelines for Leader Evaluation and Support 2023 as modified and approved by the Connecticut State Department of Education. Much of the plan has been adopted directly from Connecticut's Leader Evaluation Support Plan 2024, thus drawing on the best practices and research embedded in this model.

Vision

All Waterbury leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the leader evaluation and support system so that all Waterbury Public Schools' teachers and students experience growth and success.

Guiding Principles

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

- **Allow for differentiation of roles** (assistant superintendents, directors, supervisors, principals, assistant principals)
- **Simplify and reduce the burden** (eliminate technical challenges, paperwork, and steps)
- **Focus on things that matter** (identify high-leverage goal focus areas)
- **Connect to best practices aimed at the development of the whole child** (including, but not limited to, academic, social, emotional, and physical development)
- **Focus on leader growth and agency** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus)
- **Meaningful connections to professional learning** (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful)
- **Specific, timely, accurate, actionable, and reciprocal feedback**

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of single point competencies mutually agreed upon by the PDEC (Appendix I). The following professional practice standards ground this model's framework.

Leader

1. Professional Standards for School Leaders (PSEL)
2. Learning Forward's Professional Learning Standards (2022)

Professional Learning Standards and Structures

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

The 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.

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 this plan.

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

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

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process

Observations of professional practice, reflection, and feedback

Goal Setting Completed by November 1st

Mid-Year Check-in Completed by March 1st

Observations of professional practice, reflection, and feedback

Educator & Student Learning, Growth, and Achievement

End of Year Reflection Completed by June 30th
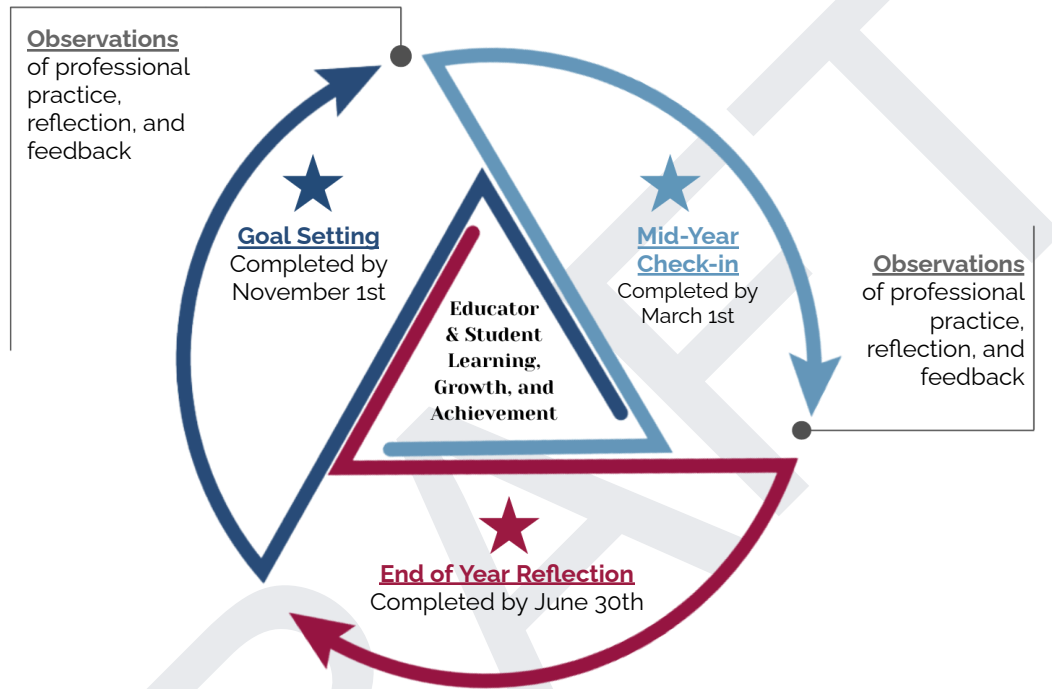
Goal Setting
Completed by November 1st

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan
- Draft goal(s), rationale, alignment, professional learning plan

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

Mid-Year Check-In
Completed by March 1st

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth, and achievement

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

End of Year Reflection
Completed by June 30th

End-of-Year Reflection and Feedback Process
- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth, and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

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

Goal(s) Setting (Completed by November 1)

Leaders and their evaluators mutually agree upon a high-leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (Appendix B). Goals should always be connected to the single-point competencies (Appendix I). Leaders will use the goal-setting form linked here.

It is recommended that Level 1 Leaders select one year, individual goals. Level 2 Leaders can choose one-, two- or three-year individual or group goals.

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

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 a mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 1):

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

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

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 re- lates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s). Leaders will complete the end-of-year form linked here.

This summary is based upon the mutually agreed upon goal(s) and single point competencies (Appendix I) and will make a distinction regarding the leader's successful completion of the professional learning process.

Artifacts to Support Learning

Leaders may provide up to five (5) artifacts to support their growth throughout the school year. Artifacts may be attached to the Mid-Year Check-In and/or End-of-Year Reflection.

Professional Practice and Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback

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

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

Quality feedback:
- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)

- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Based on the goal-setting conference, the evaluator should observe the leader and provide feedback that aligns with established goals.

SAW Leader Levels & Observation Cycle

Level of Leader	
Level 1	**Level 2**

Who:
● New to leadership role (e.g., principal from assistant principal, etc.; first three years).
● New to WPS (first three years)
 	
What:
● Minimum of one (1) formal observation of Professional Practice with pre and post meetings.
   ○ One (1) formal observation must take place prior to the mid-year meeting.
● Minimum of two (2) informal observations of Professional Practice with post meetings.
● Minimum of one (1) review of practice.
● Verbal and written feedback within five school days.
	Who:
	● Leaders who have successfully completed Level 1 in their current WPS
	
	What:
	● Minimum of two (2) informal observations of Professional Practice with post meetings.
	   ○ One (1) informal observation must take place prior to the mid-year meeting.
	● Minimum of one (1) review of practice.
	● Verbal and written feedback within five school days.

Observation Cycle for Leaders Hired during a School Year

1st Marking Period	2nd Marking Period	During 3rd or 4th Marking Period
Follow the Level of Leader Chart *Will count as Year 1 in WPS*	Conduct 1 formal and/or 1 informal *Will count as Year 1 in WPS*	Conduct 1 informal *First year of WPS service will begin next school year*
All Administrators Will Be Aware of Their Cycle in The Evaluation System		

Observations include but are not limited to Walkthroughs, Professional Learning, Conducting PPTs, 504s, Data Teams, Feedback Sessions with Teachers, Staff Meetings, Parent Meetings, SGCs, etc.

Based on the goal-setting conference, the evaluator should observe the leader and provide feedback that aligns with established goals. The evaluator may observe and provide feedback on various topics, such as Instructional Leadership, Operational Management, Family/Community Relations, Culture and Climate, Professional Learning, Budgeting, etc.

Formal Observations
- All formals are scheduled, and the leader is notified at least **5 school days** in advance.
- Suggested time 30-45 minutes
- All formal evaluations include a pre-conference and post-conference.
    - ***Pre-conference***: Pre-conferences require a meeting with the evaluator and leader within 2 school days of the scheduled observation. The pre-conference forms should be completed before the meeting.
    - ***Post-conference*** Verbal feedback is required, followed by written feedback provided within 5 school days of the observation. Leaders must complete the post-conference form at least 1 school day before the post-conference.

Informal Observations
- All informal observations are scheduled, and the leader is notified at least 2 school days in advance with both parties communicating in the event of extenuating circumstances
- Suggested time 10-15 minutes
- Written and verbal feedback is required

Review of Practice
A review of practice includes but is not limited to, delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts

Growth Criteria
Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by (Appendix B) :
- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal.
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps.

Tiered Support and Corrective Support Planning
All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

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

Tier 1

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

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, coaching cycles, etc.). An educator moves from Tier 1 to Tier 2 based on concerns raised by observable practices with corresponding evidence. A meeting must be held in which the Tier 2 plan is discussed and drafted. A finalized plan will be provided to the leader within 3 school days of the face-to-face meeting. Tier 2 supports shall be mutually agreed upon between the evaluator, leader, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. If the Tier 2 plan cannot be mutually agreed upon, the dispute resolution process shall be followed. If at the end of the Tier 2 plan the leader is successful in making progress with substantiated evidence, the leader will move back to Tier 1.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the leader and 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. In the event that the leader does not successfully meet the goals of the Tier 2 plan, the leader will move to Tier 3. A meeting must be held in which the Tier 3 plan is discussed and drafted. A finalized plan will be provided to the leader within 3 school days of the face-to-face meeting. Tier 3 supports shall be mutually agreed upon between the evaluator,leader, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. If the Tier 3 plan cannot be mutually agreed upon, the dispute resolution process shall be followed. The start date and duration of time a leader is receiving this level of support should be clearly documented.

Corrective Support Plan

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

Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:
- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the EOY conference, a follow up meeting will be scheduled to discuss 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 F and Appendix G for a Corrective Support Plan template and example.

Dispute Resolution

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

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement to dispute the evaluator, 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 calendar days from the date the educator initiated the dispute resolution process. Confidentiality through- out the resolution process shall be conducted in accordance with the law.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the dispute resolution process.
1. The SAW member shall begin the dispute resolution process by informing their evaluator in writing within 48 hours of the meeting (post-observation, BOY, MOY, EOY), or written feedback (observations, Tier 2 support plan, Tier 3 support plan, Corrective Support Plan).
2. Within four calendar days of articulating the dispute in writing to his/her/their evaluator, the SAW member being evaluated and the evaluator will meet with the objective of resolving the matter informally.

3. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the Superintendent, Assistant Superintendent of Human Capital, and SAW President within 48 hours of the meeting with his/her/their evaluator (step 1).

4. The Superintendent will refer for resolution to the Assistant Superintendent and/or Director of Human Capital who will convene a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.

2. Both parties may agree to meet during school breaks at mutually agreed upon times.

3. If no written initiation of a dispute is received by the evaluator within 48 hours, the leader shall be considered to have waived the right of appeal.

4. The leader being evaluated must initiate each level of the appeal process within the time indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to Waterbury Public Schools Board of Education for mutual agreement.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11(b)(3), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate.

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

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

Local and State Reporting

The superintendent shall report:

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

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

Appendix A: Sample Reflection Questions – Leader

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

Professional Learning and Action Questions

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

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

- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

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

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

Reflect on the Feedback Process
- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?
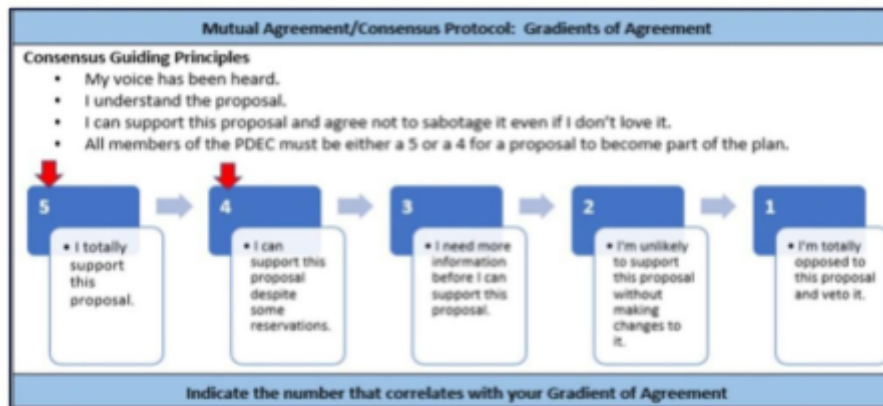
Appendix B: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice ● 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. **Impact on the Organization** ● 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. **Impact on Community** ● The leader can demonstrate how they worked effectively with colleagues / families / community.	● Information from site visits ● Strategic plans ● Learning walks / Instructional rounds ● Leader created professional learning materials ● Operational artifacts (e.g., schedules, procedural revisions) ● Policy updates ● Community communications ● Constituent feedback ● Program development and implementation ● Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) ● Systems and structures

Appendix C: General Glossary – Leader

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

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

Mutual Agreement/Consensus Protocol: Gradients of Agreement

Consensus Guiding Principles
- My voice has been heard.
- I understand the proposal.
- I can support this proposal and agree not to sabotage it even if I don't love it.
- All members of the PDEC must be either a 5 or a 4 for a proposal to become part of the plan.

5	4	3	2	1
I totally support this proposal.	I can support this proposal despite some reservations.	I need more information before I can support this proposal.	I'm unlikely to support this proposal without making changes to it.	I'm totally opposed to this proposal and veto it.

Indicate the number that correlates with your Gradient of Agreement

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

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

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various

educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the

evidence that is most needed and most effective. See <u>Appendix D</u>, *Glossary of Professional Learning Opportunities.*

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

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of 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 is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

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

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

tiered support:

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

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

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

Appendix D: Glossary of Professional Learning Opportunities – Leader

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

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

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

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

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

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:
- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

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

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

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

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

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

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

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

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

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

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

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

Appendix E : Tiered Plan of Support–Leader

Level	Description	# of Required Observations
Tier 1	• All leaders receive support through the evaluation and feedback cycles • Leaders and evaluators are encouraged to have ongoing communication regarding supportive measure for continual growth	Follows Leader Level Chart

Tier 2	In addition to Tier 1 supports, leaders will meet with the evaluator and receive a Tier 2 plan that includes:
	• Written feedback on specific area/s in need of growth for no more than two single points of competency
	• A specific timeline for improvement up to 30 school days
	• A minimum of one additional informal observation
	• A date of the next planned informal observation
	• Coaching Cycle
	• Professional Learning provided based on area in need of growth
	• An opportunity for the leader to observe a fellow administrator whos is meeting the single point competency area in need of growth
	• Continue to provide meaningful feedback
	• Decision to recommend
	   ○ Return to Tier 1 based on evidence
	   ○ Move to Tier 3 based on evidence
		Follows Leader Level Chart and minimum of one additional informal observation

Tier 3	In addition to Tier 1 and 2 supports, leaders will meet with the evaluator and receive a Tier 3 plan that includes:
	• Meeting with evaluator and union representation to discuss
	   ○ Written feedback on specific area/s in need of growth in one single point competency
	   ○ A specific timeline for improvement that lasts through the end of the current school year
	   ○ Supports to be provided
	   ○ Indicators for Success
	• A minimum of one additional formal observation
	• A date of the next planned formal observation
	• Decision to recommend
	   ○ Return to Tier 1 based on evidence
	   ○ Move to Corrective Support Plan based on evidence
		Follows Leader Level Chart and minimum of one additional formal observation

Appendix F : Corrective Support Plan Template–Leader

Corrective Support Plan Template

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

Objective:
To improve _____
_____ (Indicate specific standard in your objective language)

(Possible) Resources:
A blend of opportunities and resources should be extended to the Leader being evaluated being
supported on the Corrective Support Plan
- Mentor
- Coach
- Reading as appropriate

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

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

Appendix G : Corrective Support Plan Sample–Leader

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

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

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

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

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

Appendix H: Forms

All forms can be found in Unified Talent Perform. All forms are considered "collaborative" in Unified Talent Perform, meaning the educator can work on their portion simultaneously as the evaluator works on theirs. The evaluator will save and submit all forms once all parties have completed their portion.

PDFs are linked below.

Administrator Forms
24-25 Administrator Goal Setting DRAFT
24-25 Administrator Mid-Year Reflection DRAFT
24-25 Administrator End-of-Year Reflection DRAFT
24-25 Administrator Formal Observation DRAFT
24-25 Administrator Informal Observation DRAFT
24-25 Administrator Informal/Review of Practice DRAFT

Tiered Support Forms
Tier 2 Plan
Tier 2 Decision
Tier 3 Plan
Tier 3 Decision
Corrective Support

Appendix I: Single Point Competencies

Domain 1: Instructional Leadership
Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

Indicator 1.1 | Shared Vision, Mission, and Goals: Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

1. Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college and career readiness, for all students.
2. Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.
3. Engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals.
4. Identifies and addresses barriers to achieving the vision, mission and goals.

Indicator 1.2 | Curriculum, Instruction, and Assessment: Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

1. Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.
2. Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.
3. Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.

Indicator 1.3 | Instructional Leadership: Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

1. Analyzes varied sources of data2 about current practices and outcomes to guide ongoing decision making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.
2. Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.
3. Persists and engages staff in solving school wide or districtwide challenges related to student success and achievement.

Domain 2: Talent Management
Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

Indicator 2.1 | Recruitment, Selection, and Retention: Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

1. Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.
2. Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.
3. Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.
4. Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.

Indicator 2.2 | Professional Learning: Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

1. Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals.
2. Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.
3. Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.

Indicator 2.3 | Observation and Performance Evaluation: Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

1. Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.
2. Regularly provides clear, timely and actionable feedback based on evidence.
3. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.

Domain 3: Organizational Systems
Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Indicator 3.1 | Operational Management: Strategically aligns organizational systems and resources to support student achievement and school improvement.

1. Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.
2. Designs and implements a comprehensive school site safety and security plan.
3. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.
4. Develops or implements communication and data systems that assure the accurate and timely exchange of information.
5. Develops capacity of staff to document and access student learning progress over time.

Indicator 3.2 | Resource Management: Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.

1. Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.
2. Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.
3. Allocates resources to ensure educational equity for all diverse student, family and staff needs.

Domain 4: Culture and Climate
Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

Indicator 4.1 | Family, Community and Stakeholder Engagement: Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

1. Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.
2. Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.
3. Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.
4. Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.

Indicator 4.2 | School Culture and Climate: Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

1. Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.
2. Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.
3. Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.

Indicator 4.3 | Equitable and Ethical Practice: Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.

1. Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.
2. Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.
3. Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals.
4. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.

Educator Evaluation and Support Plan

2024-2025

WATERBURY
PUBLIC SCHOOLS

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Introduction

Waterbury Public Schools' Educator Evaluation Model has been developed in alignment with the Connecticut Guidelines for Educator Evaluation and Support 2023 as modified and approved by the Connecticut State Department of Education. Much of the plan has been adopted directly from Connecticut's Educator Evaluation Support Plan 2024, thus drawing on the best practices and research embedded in this model.

Vision

All Waterbury educators have the opportunity for continuous learning and feedback to develop and grow, individually and collectively, through the educator evaluation and support system so that all Waterbury Public Schools' students experience growth and success.

Guiding Principles

The transformational design of the educator evaluation and support model is grounded in six guiding principles that use high-quality professional learning to advance educator practice, student learning, growth, and achievement. These include the following best practices:

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

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of single point competencies mutually agreed upon by the PDEC (Appendix H). The following professional practice standards ground this model's framework.

1. CCT Rubric for Effective Teaching 2017
2. CCT Rubric for Effective Service Delivery 2017
3. Learning Forward's Professional Learning Standards (2022)
4. Teacher Leader Model Standards (2008)

Professional Learning Standards and Structures

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

The Continuous Learning Process

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

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

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

Standards for Professional Learning

High-quality Professional Learning for Educators
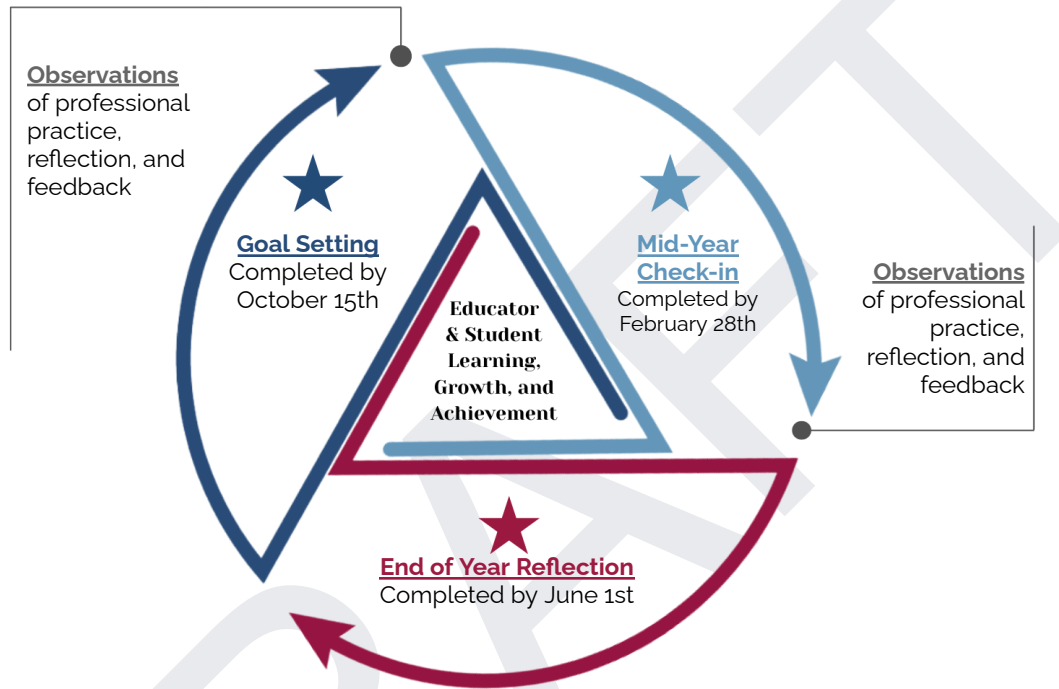
Growth in Educator Knowledge, Skills and Beliefs

Growth in Educator Practice
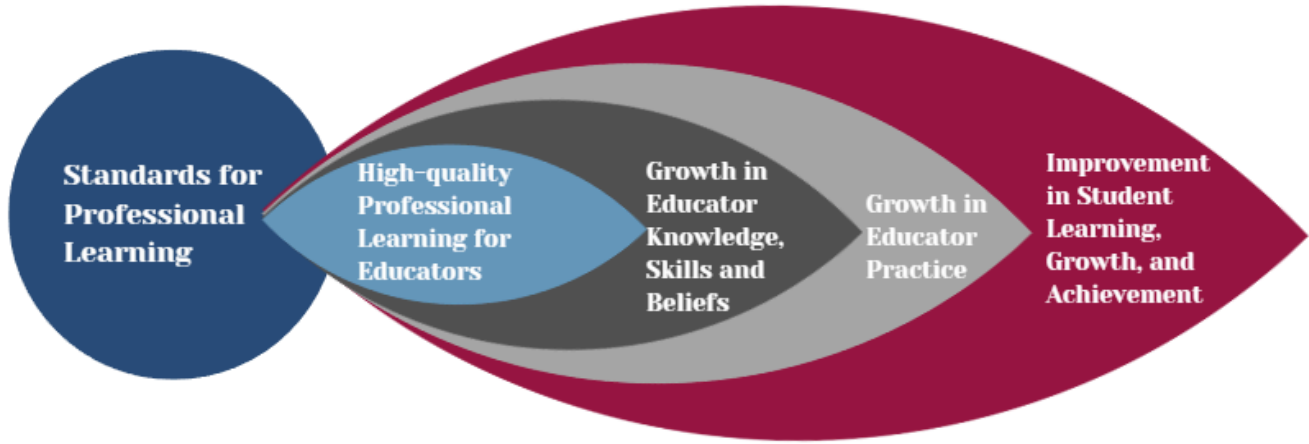
Improvement in Student Learning, Growth, and Achievement

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators through the process. All educators are assigned a primary evaluator (092).

Educator Continuous Learning Process

Observations of professional practice, reflection, and feedback

Goal Setting Completed by October 15th

Mid-Year Check-in Completed by February 28th

Observations of professional practice, reflection, and feedback

Educator & Student Learning, Growth, and Achievement

End of Year Reflection Completed by June 1st

Goal Setting
Completed by October 15th

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan
- Draft goal(s), rationale, alignment, professional learning plan

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

Mid-Year Check-In
Completed by February 28th

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth, and achievement

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

End of Year Reflection
Completed by June 1st

End-of-Year Reflection and Feedback Process
- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth, and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

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

Goal(s) Setting (Completed by October 15th)

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement (Appendix A). The educator and evaluator come to a mutual agreement on high-leverage professional practice one-, two- or three-year goal(s), a maximum of 5 artifacts, a professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment (Appendix B). Goals should always be connected to the single-point competencies (Appendix H). Educators will use the goal-setting form linked here.

It is recommended that Level 1 Educators select one year, individual goals. Level 2 Educators can choose one-, two- or three-year individual or group goals.

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

Midyear Check-In (Completed by February 28th)

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

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

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

The end-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue. Similar to the midyear check-in, the end-of-year reflections serves as an opportunity 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 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 revisions or new goal. Educators will complete the end of year form linked here.

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

Artifacts to Support Learning

Educators may provide up to five (5) artifacts to support their growth throughout the school year. Artifacts may be attached to the Mid-Year Check-In and/or End-of-Year Reflection.

Professional Practice and Educator Growth

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

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high-leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, single-point competencies, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days.

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

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

Based on the goal-setting conference, the evaluator should observe the teacher and provide feedback that aligns with established goals.

WTA Educator Levels & Observation Cycle

Level of Educator	
Level 1	**Level 2**
Who: ● New to the profession (first four years) or new to WPS (first two years) **What:** ● Minimum of one (1) formal observation of Professional Practice with pre and post meetings. 　○ One (1) formal observation must take place prior to the mid-year meeting. ● Minimum of two (2) informal observations of Professional Practice with post meetings. ● Minimum of one (1) review of practice. ● Verbal and written feedback within five school days.	**Who:** ● Educators who have successfully completed Level 1 in WPS **What:** ● Minimum of two (2) informal observations of Professional Practice with post meetings. 　○ One (1) informal observation must take place prior to the mid-year meeting. ● Minimum of one (1) review of practice. ● Verbal and written feedback within five school days.

Observation Cycle for Educators Hired during a School Year

1st Marking Period	2nd Marking Period	During 3rd or 4th Marking Period
Follow the Level of Educator Chart *Will count as Year 1 in WPS*	Conduct 1 formal and/or 1 informal *Will count as Year 1 in WPS*	Conduct 1 informal *First year of WPS service will begin next school year*
All Educators Will Be Aware of Their Cycle in The Evaluation System		

Formal Observations

- All formal observations are scheduled, and the teacher is notified at least 5 school days in advance.
- Approximate time 30-45 minutes
- All formal observations include a pre-conference and post-conference.
  - ***Pre-conference***: Pre-conferences require a meeting with the administrator and teacher within 2 school days of the scheduled observation. The pre-conference forms should be completed before the meeting.
  - ***Post-conference:*** Verbal feedback is required, followed by written feedback provided within 5 school days of the observation. Teachers must complete the post-conference form at least 1 school day before the post-conference.

Informal Observations

- All informal observations are scheduled, and the teacher is notified at least 2 school days in advance with both parties communicating in the event of extenuating circumstances
- Approximate time 10-15 minutes

- Written and verbal feedback are required.

Review of Practice

A review of practice includes but is not limited to, conducting PPTs, 504s, Data Teams, Professional Learning, Parent Meetings, review of educator work and student work, or review of other educators' artifacts.

Cycles of Check-In

- To ensure teachers and evaluators are having cyclical conversations regarding practice, observations must occur in multiple marking periods
- All Level 1 Educators must have at least one formal before the mid-year conference. All Level 2 Educators must have at least one informal observation prior to the mid-year.
- *For new hires, this pertains to those hired prior to or during Marking Period 1.

Growth Criteria

An educator is determined to have successfully completed the learning process by demonstrating (Appendix B):

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

Tiered Support and Corrective Support Planning

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

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

Tier 1

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

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, coaching cycles, etc.). An educator moves from Tier 1 to Tier 2 based on concerns raised by observable practices with corresponding evidence. A meeting must be held in which the Tier 2 plan is discussed and drafted. A finalized plan will be provided to the educator within 3 school days of the face-to-face meeting. Tier 2 supports shall be mutually agreed upon between the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. If the Tier 2 plan cannot be mutually agreed upon, the dispute resolution process shall be followed. If at the end of the Tier 2 plan the educator is successful in making progress with substantiated evidence, the educator will move back to Tier 1.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and 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. In the event that the educator does not successfully meet the goals of the Tier 2 plan, the educator will move to Tier 3. A meeting must be held in which the Tier 3 plan is discussed and drafted. A finalized plan will be provided to the educator within 3 school days of the face-to-face meeting. Tier 3 supports shall be mutually agreed upon between the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. If the Tier 3 plan cannot be mutually agreed upon, the dispute resolution process shall be followed. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

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

The Corrective Support Plan is separate from the normal educator growth model and must contain:
- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the EOY conference, a follow up meeting will be scheduled to discuss the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

See Appendix F and Appendix G for the Corrective Support Plan template form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure equitable solutions to disagreements, which from time to time may arise related to the evaluation process, at the lowest possible administrative level. 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, 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 to dispute the evaluator, 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 calendar days from the date the educator initiated the dispute resolution process. Confidentiality through-out the resolution process shall be conducted in accordance with the law.

Process

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

1. The educator shall begin the dispute resolution process by informing their evaluator in writing within 48 hours of the meeting (post-observation, BOY, MOY, EOY), or written feedback (observations, Tier 2 support plan, Tier 3 support plan, Corrective Support Plan).
2. Within four calendar days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
3. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the Superintendent, Assistant Superintendent of Human Capital, and WTA President within 48 hours of the meeting with his/her/their evaluator (step 1).
4. The Superintendent will refer for resolution to the Assistant Superintendent and/or Director of Human Capital who will convene a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.

2. Both parties may agree to meet during school breaks at mutually agreed upon times.
3. If no written initiation of a dispute is received by the evaluator within 48 hours, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the time indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to Waterbury Public Schools Board of Education for mutual agreement.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11(b)(3), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate.

The duties of PDECs shall include, but are not limited to,
- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

Local and State Reporting
The superintendent shall report:
1. the status of teacher evaluations to Waterbury Public Schools Board of Education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

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

Appendix A: Sample Reflection Questions – Educator

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

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

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

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?
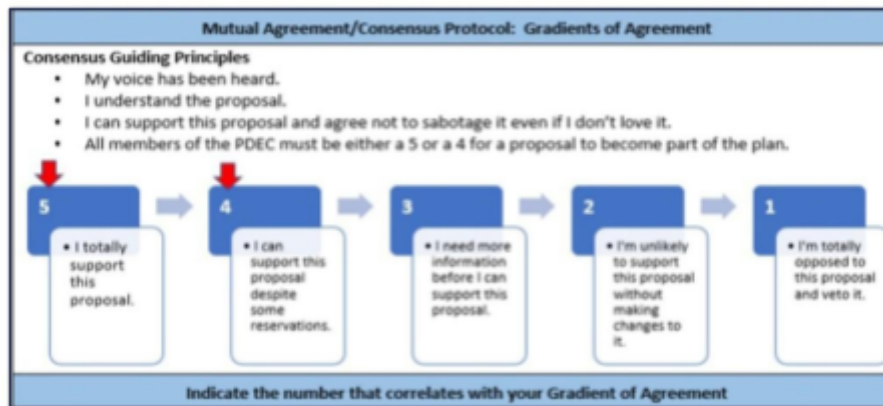
Appendix B: Growth Criteria and Sources of Evidence – Educator

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice ● 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. **Impact on Students** ● 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 learned and their own changes in practice.	● Required observational evidence ● Required student learning evidence aligned to high leverage indicator focus ● Implementation plans / lesson plan(s) ● Educator learning logs / impact on practice ● Educator-created learning materials ● Evidence from observation of educator practice ● Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings / communications, etc. ● Educator and/or student self-reflection ● Student learning artifacts ● Mastery-based demonstrations of achievement ● Observational evidence of students' words, actions, interactions (including quotations when appropriate) ● Rubrics, interim or benchmark assessments, other assessments ● Other artifacts / sources

Appendix C: General Glossary – Educator

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

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

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:
- The Supporting Teacher Effectiveness Project (STEP) Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model
- System for Educator Evaluation
- Ohio Department of Education - Ohio Teacher Evaluation System (OTES 2.0) Framework
- Tennessee Educator Acceleration Model
- Connecticut TEAM Model (CAPA)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

in the evidence that is most needed and most effective. See Appendix D, *Glossary of Professional Learning Opportunities.*

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

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

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

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

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

tiered support:

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

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

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

Appendix D: Glossary of Professional Learning Opportunities – Educator

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

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

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

classroom visits: Observation of practice or teaching in a different classroom to gain new knowledge, ideas, or activities.

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.

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

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:
- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

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

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

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

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

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

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

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

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

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

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

Appendix E : Tiered Plans of Support–Educator

Level	Description	# of Required Observations
Tier 1	- All teachers and support services receive support through the evaluation and feedback cycles - Teachers and evaluators are encouraged to have ongoing communication regarding supportive measure for continual growth	Follows Educator Level Chart
Tier 2	In addition to Tier 1 supports, educators will meet with the evaluator and receive a Tier 2 plan that includes: - Written feedback on specific area/s in need of growth for no more than two single points of competency - A specific timeline for improvement up to 30 school days - A minimum of one additional informal observation - A date of the next planned informal observation - Instructional Coaching Cycles if available at the school site (Literacy Facilitator, STEM Coach, Dept. Chair, Content Supervisor) - Professional Learning provided based on area in need of growth - An opportunity for the educator to observe a fellow teacher or support service staff who is meeting the single point competency area in need of growth - Continue to provide meaningful feedback - Decision to recommend - Return to Tier 1 based on evidence - Move to Tier 3 based on evidence	Follows Educator Level Chart and minimum of one additional informal observation
Tier 3	In addition to Tier 1 and 2 supports, educators will meet with the evaluator and receive a Tier 3 plan that includes: - Meeting with evaluator and union representation to discuss - Written feedback on specific area/s in need of growth in one single-point competency - A specific timeline for improvement that lasts through the end of the current school year - Supports to be provided - Indicators for Success - A minimum of one additional formal observation - A date of the next planned formal observation - Decision to recommend - Return to Tier 1 based on evidence - Move to Corrective Support Plan based on evidence	Follows Educator Level Chart and a minimum of one additional formal observation

Appendix F: Corrective Support Plan Template – Educator

Corrective Support Plan Template

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

Objective:

To improve _____. (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan.
- Mentor
- Coach
- Reading as appropriate

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

Supportive Actions:

(Suggested supportive actions)
- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from 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 G: Corrective Support Plan Example– Educator

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

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

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

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

Supportive Actions:
- All resources made available
- Timely feedback in person and writing (weekly/bi-weekly meetings)
- As appropriate, management of access to learning opportunities in and out of the building.
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from the evaluator (dependent upon the need for a plan)

Appendix H: Forms

All forms can be found in Unified Talent Perform. All forms are considered "collaborative" in Unified Talent Perform, meaning the educator can work on their portion simultaneously as the evaluator works on theirs. The evaluator will save and submit all forms once all parties have completed their portion.

PDFs are linked below.

Classroom Teacher Forms

24-25 Educator Goal Setting DRAFT
24-25 Educator Mid-Year Reflection DRAFT
24-25 Educator End-of-Year Reflection DRAFT
24-25 Formal Observation DRAFT
24-25 Informal Observation DRAFT
24-25 Informal/Review of Practice DRAFT

Support Specialist Forms

24-25 Educator Goal Setting DRAFT
24-25 Educator Mid-Year Reflection DRAFT
24-25 Educator End-of-Year Reflection DRAFT
24-25 Formal Observation DRAFT
24-25 Informal Observation DRAFT
24-25 Informal/Review of Practice DRAFT

Tiered Support Forms

Tier 2 Plan
Tier 2 Decision
Tier 3 Plan
Tier 3 Decision
Corrective Support

Appendix I: Single Point Competencies

Classroom Teacher

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning
Indicator *1a*: Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
1. Interactions between teacher and students are consistently positive and respectful, and the teacher regularly promotes positive social interactions among students. 2. Establishes a learning environment that is consistently respectful of students' cultural, social, and/or developmental differences. 3. Creates a learning environment in which most students are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes. 4. Establishes and consistently reinforces appropriate expectations for learning for all students.
Indicator 1b: Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
1. Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning. 2. Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.
Indicator 1c: Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by maximizing instructional time by effectively managing routines and transitions.
1. Establishes and manages routines and transitions resulting in maximized instructional time.

Domain 2: Planning for Active Learning
Indicator 2a: Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by planning instructional content that is aligned with standards, builds on students' prior knowledge, and provides for an appropriate level of challenge for all students.
1. Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards. 2. Plans lessons that are logically sequenced and support an appropriate level of challenge. 3. Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. 4. Plans instruction that integrates literacy strategies and academic vocabulary.
Indicator 2b: Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by planning instruction to cognitively engage students in the content.
1. Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement. 2. Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.
Indicator 2c: Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by selecting appropriate assessment strategies to monitor student progress.
1. Identifies observable and measurable criteria for student success. 2. Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.

Domain 3: Instruction for Active Learning
Indicator 3a: Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by implementing instructional content for learning.

1. Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction.
2. Presents content accurately using content-specific language that leads to student understanding.
3. Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.
4. Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.

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

1. Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.
2. Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.
3. Implements instruction that provides multiple opportunities for students to develop independence as learners.

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

1. Communicates specific observable and measurable criteria for student success.
2. Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.
3. Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.
4. Adjusts instruction as necessary in response to individual and group performance.

Domain 4: Professional Responsibilities and Teacher Leadership
Indicator 4a: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by engaging in continuous professional learning to impact instruction and student learning.

1. Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.
2. Responds to supervisor or peer feedback and makes changes in practice based on feedback.
3. Engages in relevant professional learning and applies new learning to practice.

Indicator 4b: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by collaborating to develop and sustain a professional learning environment to support student learning.

1. Collaborates with colleagues to improve teaching and learning.
2. Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.

Indicator 4c: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

1. Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.
2. Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.
3. Interacts with students, families and the community in a culturally respectful manner.

Support Specialists

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning
Indicator 1a: Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by promoting a positive learning environment that is respectful and equitable.
1. Interactions between service provider(s) and learners are consistently positive and respectful. The provider consistently promotes positive social interactions. 2. Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences. 3. Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes. 4. Establishes and consistently reinforces high and realistic expectations for learning/growth and development.
Indicator 1b: Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.
1. Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. 2. Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.
Indicator 1c: Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by maximizing service delivery by effectively managing routines and transition.
1. Implements and manages effective routines and transitions that maximize service delivery time.

Domain 2: Planning for Active Learning

Indicator 2a: Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.

1. Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.
2. Designs plans using evidence-based practice.
3. Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.
4. Develops objectives that are targeted and specific to the needs of learners.

Indicator 2b: Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by developing plans to actively engage learners in service delivery.

1. Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.
2. Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.

Indicator 2c: Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by selecting appropriate assessment strategies13 to identify and plan learning targets.

1. Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information.
2. Identifies objective and measurable criteria for assessing learner success.
3. Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.

Domain 3: Instruction for Active Learning
Indicator 3a: Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by implementing service delivery for learning.

1. Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.
2. Delivers services accurately, resulting in learning.
3. Delivers services in a logical and purposeful progression that meet the needs of learners.
4. Consistently delivers services at a level of challenge that aligns to learners' needs.

Indicator 3b: Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

1. Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry.
2. Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.
3. Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.

Indicator 3c: Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by assessing learning, providing feedback15 and adjusting service delivery.

1. Communicates specific observable and measurable criteria for learner success.
2. Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective.
3. Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.
4. Adjusts to service delivery in response to learners' performance or engagement in tasks.

Domain 4: Professional Responsibilities and Leadership
Indicator 4a: Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by engaging in continuous professional learning to enhance service delivery and improve student/adult learning.

1. Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice.
2. Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.
3. Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.

Indicator 4b: Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by collaborating to develop and sustain a professional learning environment to support student/adult learning.

1. Collaborates with colleagues to improve service delivery and learning.
2. Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.
3. Records/data are complete, organized and accurate. Confidential information is stored in a secured location.

Indicator 4c: Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

1. Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.
2. Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.
3. Interacts with stakeholders in a culturally responsive manner.