Waterford Public Schools

KNOWLEDGE • EXCELLENCE • RESPONSIBILITY • INTEGRITY

Educator Evaluation Plan

Adopted 2024

Table of Contents

Members of the 2023 - 2024 Professional Learning & Evaluation Committee (PLEC)

School	PLEC Member	Position
Great Neck	Billie Shea	Principal
	Erika Bassett	Literacy Interventionist
Oswegatchie	Joe Macrino	Principal
	Kerry Edwards	Teacher
Quaker Hill	Chris Discordia	Principal
	Krysta Miga	Teacher
	Whitney Logan	Teacher
Clark Lane	James Sachs	Principal
	Kelly Barnes	Teacher
	Laura Provo-Parker	Teacher
Waterford High	Tracy Moore	Assistant Principal
	Lindsay Balisciano	Teacher
	Stephanie Hartell	Teacher
Instructional Coaches	Deryn Winthrop	Literacy Coach
	Jennifer Jacobson	Math Coach
Paraprofessional	Ethel Reed	Paraprofessional
WFCT Rep	Tammie Hullivan	Teacher
Central Office	Thomas Giard III	Superintendent
	Craig Powers	Assistant Superintendent
	Gina Wygonik	Special Services Director

Please see Appendix E for the Roles and Responsibilities of the PLEC Committee

Vision

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

Mission

Waterford Public Schools is a community of learners that fosters and supports high aspirations, ensuring every student acquires the skills and knowledge necessary to be a responsible citizen, prepared to contribute and succeed in an ever-changing world.

In support of this Mission, we believe:

- Education is a collaborative responsibility requiring a partnership among the individual, family, school system, and community.
- Safety, integrity, and respect are critical to support success for all learners.
- The greatest potential for learning occurs when an individual's social emotional and academic needs are met.
- Student growth and achievement are enhanced when curiosity, creativity, and continuous improvement are valued by all members of the learning community.
- Evidence and information are the foundation of sound decision-making.

Design

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 and student learning, growth, and achievement.

- **Allow for differentiation of roles** *(for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).*
- **Simplify and reduce the burden** *(eliminate technical challenges, paperwork, 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.**

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback an engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self-evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

1. CCT Rubric for Effective Teaching 2017
2. CCT Rubric for Effective Service Delivery 2017
3. CESA 6 Instructional Coach Performance Standards, Indicators, & Rubrics

Note: 3.CESA 6 Instructional Coach Performance Standards, Indicators, & Rubrics credit to: Tim Kachur, Director, Growth and Development Center, (920)718-7015, tkachur@cesa6.org, cesa6.org, 2300 State Rd 44, Oshkosh, WI 54904. "Our work with the Effectiveness Project is closely linked with the efforts and research of Dr. James Stronge. In addition, the coaching competencies established by the Wisconsin Department of Public Instruction were a key component of the rubric design process." CESA Growth & Development is a WI based organization specializing in educator evaluation systems.

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together, the professional standards for educators, leaders, and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

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

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

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional/learning for leaders, educators and students.
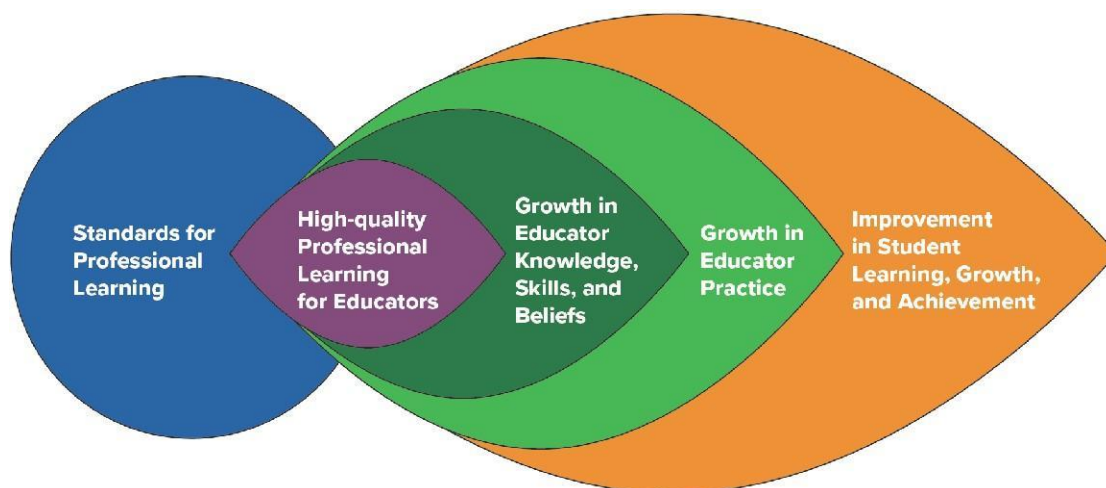
Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator, in the WASA Union, who holds an 092 certification and who has completed comprehensive orientation on this model and relevant rubrics.

Educator Continuous Learning Process

Observation
of professional practice, reflection and feedback

Goal Setting
Completed by November 1

Organizational Health

Mid-Year Check-in
Completed by March 1

Observation
of professional practice, reflection and feedback

End-of-Year Reflection
Completed by June 1

Goal Setting

Completed by November 1 (Form B)

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

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

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

Goal Setting Conference

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

Mid-year Check-in

Completed by March 1 (Form C)

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

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement
- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by June 1 (Form D)

End-of-Year Reflection and Feedback Process

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

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

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

Orientation to Evaluation Plan

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

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

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

Goal(s) Setting (Completed by November 1)

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

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

Midyear Check-in (Completed by March 1):

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

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

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

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

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

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.

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.

- **Observations** will allow leaders to collect evidence and provide feedback on Domains 1 and 3 of the CCT Rubric for Effective Teaching , the CCT Rubric for Effective Service Delivery, or the CESA 6 Instructional Coach Performance Standards, Indicators, & Rubrics.

- **Reviews of Practice** will allow leaders to collect evidence and provide feedback on Domains 2 and 4 of the CCT Rubric for effective Teaching, CCT Rubric for Effective Service Delivery, or the CESA 6 Instructional Coach Performance Standards, Indicators, & Rubrics

  A Review of Practice might include one or more of the following:
  - A review of a Lesson Plan using the WPS Lesson Planning Template
  - Observation / Discussion of a PPT, parent meeting
  - Observation / Discussion of a Professional Presentation (PD, Faculty Meeting, PLC, etc.)
  - A review of artifacts

Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, 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

Definition of Cohorts	
Cohort 1 (Non-Tenured)	**Cohort 2 (Tenured)**
Who: • New to profession (first four years) • New to district but previously tenured (first two years)	**Who:** • Educators who have successfully completed Cohort 1 in their current district *All Cohort 2 Educators will be placed on a 3-year cycle defined below*

What:
 	
• 3 Formal Observations (minimum 30 minutes in length) with pre and post meetings
    - 1 observation may be substituted for a Review of Practice
 	
• Verbal and/or written feedback within five school days
 	
• Additional observations of professional practice as mutually agreed upon or deemed necessary by evaluator.
	What:
	
	- YEAR 1
	    - 1 Formal Observation (minimum 30 minutes in length) with pre and post meetings
	
	- YEARS 2 & 3
	    - 1 Observation (20 minutes minimum)
	    - 1 Review of Practice (may be other than lesson planning)
	
	• Verbal and/or written feedback within five school days
	
	• Additional observations of professional practice as mutually agreed upon or deemed necessary

Growth Criteria & Sources of Evidence

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

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

Growth Criteria	Sources of Evidence
Development of New Learning and Impact on Practice Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. **Impact on Students** Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	• Required observational evidence 　• Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s) 　• Educator learning logs/impact on practice reflection • Educator created learning materials • Evidence from Observation of Educator Practice 　• Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, fre-quency 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

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. 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.

Tier 1

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

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. When an evaluator shifts focus from Tier 1 support to Tier 2, they will meet with the educator to formally move the evaluation process to Tier 2.

Tier 3

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

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback as measured by CCT Rubric for Effective Teaching 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 Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. See appendix D for a Corrective Support Plan form and example.

Dispute Resolution

A panel composed of the Superintendent, WFCT President, and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.
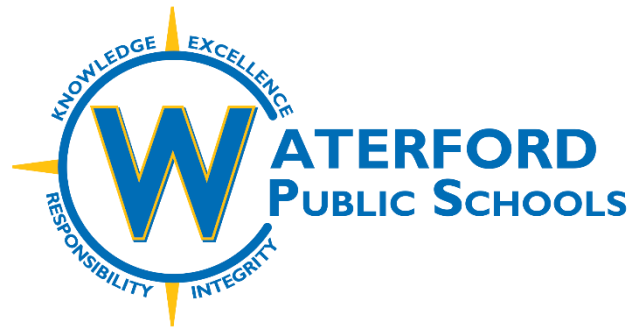
Appendices - Educator:

Information and Resources to Support Effective Implementation

Evaluation Orientation
Completed annually through New Teacher Orientation and Faculty Meetings

Goal Setting Process:
- Option to set a 1-, 2-, or 3- year goal with defined action steps and evidence of progress for each year. Evidence and action steps can be amended throughout the process as needed.
- Goal can be created and carried out individually or with a group of professionals.
- Goal must be related to the School Growth Plan and include professional learning needed and desired student outcomes.

Timeline:
- By November 1ˢᵗ- Goal Setting Form and Conference completed
- By March 1ˢᵗ- Mid-Year Form and Conference completed
- By June 1ˢᵗ- End of Year Form and Conference completed

Observation Process:
- **Observation:** Typically, a classroom observation, or for related service, an observation of practice as appropriate (i.e. non-confidential counseling or other session)
- **Review of Practice:** Lesson Planning, PPT, parent conference, Professional Presentation (PD, Faculty Meeting, PLC, etc.), Review of artifacts, other as deemed appropriate by evaluator

Cohort 1 (Non- Tenured)	Cohort 2 (Tenured)
Who:	Who:
- New to profession (first four years) - New to district – previously tenured (first two years)	- Educators who have successfully completed Cohort 1 in their current district *All Cohort 2 Educators will be placed on a 3-year cycle defined below*
What:	What:

- 3 Formal Observations (minimum 30 minutes in length) with pre and post meetings
   - 1 observation may be substituted for a Review of Practice
	- YEAR 1
	   - 1 Formal Observation
	    (minimum 30 minutes in length) with pre and post meetings
	
	- YEARS 2 & 3
	   - 1 Observation (20 minutes minimum)
	   - 1 Review of Practice (may be other than lesson planning)

Appendix B: Sample Reflection Questions - Educator

Self-Reflection Sample Questions

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

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

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Form A: Evaluation Orientation

Orientation to Educator Evaluation was Completed on: _____ (date)

Name:		Location:	
Select One: ☐ **Cohort 1** *New to Profession (first 4 years) or New to LEA (first 2 years)* ☐ **Cohort 2** *Educators who have successfully completed Cycle 1*	**Select one:** ☐ Individual goal ☐ Collaborative goal ***Decided upon mutual agreement***	**Select one:** ☐ 1-year goal ☐ 2-year goal ☐ 3-year goal ***Decided upon mutual agreement***	**Select one:** ☐ CCT Teacher Rubric ☐ CCT Service Delivery Rubric ☐ Instructional Coach Rubric

Form B: Beginning of the Year Goals & Planning

Self-Reflection
Completed by Educator
See Sample Reflection Questions

Capture your self-reflection here; consider using the Professional Learning and Action Questions linked above to guide your thinking.	

Goal, Rationale & Alignment
Completed by Educator

Based on your analysis above, what is your goal? Include a rationale for the length of your goal (1,2,3 year)	
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? (Must include 2 or more forms of evidence) *See Examples of Evidence Types*	
For multi-year goals, what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning cycle)?	
In what ways might this goal contribute to the school and/or district's vision, mission and strategic goals?	

Goal Setting Conference	
Completed by Evaluator (By November 1) Date:	
Notes:	**Supports Required/Suggested:** ☐ Tier 1 ☐ Tier 2 **(Link to Examples of Supports)** ☐ Tier 3 **(Link to Examples of Supports)**
Educator Agreement _____ Yes _____ No	**Evaluator Agreement** _____ Yes _____ No

Form C: Mid-Year Reflection, Adjustment(s), & Next Steps
Completed by Educator
See Sample Reflection Questions

What has been your progress to-date on your professional learning and how do you know?	**Self-Reflection:**
Links to Evidence:	

Mid-Year Conference
Completed by Evaluator (by March 1)
Date:

Feedback to Educator (Feedback regarding progress on professional learning and progress toward goal. Include change in tiered supports, if recommended):

Form D: End-of-Year Reflection & Feedback Process

Self-Reflection
Completed by Educator
See Sample Reflection Questions

What impact did your new learning have on your practice/goal, and how do you know? What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	**Self-Reflection:**

Evidence:

Continuation Plan:

☐ Educator will continue multi-year goal.
☐ Educator will adjust multi-year goal. (Please complete box below)
☐ Educator completed multi-year goal.

For multi-year goals (IF CHANGES ARE NEEDED ONLY):

What adjustments are needed to the goal?

Why?

How might adjustments impact the timing of the goal?

Form D: End-of-Year Conference
Completed by Evaluator (by June/last day of school for students)   Date:

Summative Feedback & Growth Criteria   *Completed by Evaluator*   *Sent to Teacher's Personnel File*

Summative Feedback:		
Successful Completion of the Evaluation Cycle in this School Year	**____ Yes**	**____ No**

Supports Required/Suggested ***Are tiered supports required above and beyond tier 1 (included in feedback above)?*** ☐ Not applicable ☐ Tier 2 (Specify) ☐ Tier 3 (Specify)	If Tier 2 and/or Tier 3, please specify strategies:

Form E: Lesson Plan Template (Complete Pre-Observation)
Educator Observation Form

Date:	**A. Alignment to Vision of the Graduate**: *Explain*:
Course/ Grade Level:	**B. Standards:**
Topic:	**C. Essential Question**:

D. Lesson Objective(s):

E. Prerequisite Skills & Knowledge:	**F. Key Vocabulary**:
G. Opening / Initiation:	**I. Differentiation Type**: **Explain Differentiation**:
H. Instructional Activities and Experiences:	
J. Formative Assessment Strategies: *Add additional strategies and/or explain selection*:	**L. Materials/Resources**
K. Summative Assessment (if applicable):	
M. Wrap-Up / Closure:	**Next Steps**:

Form F: Post Formal Observation Reflection
Educator Observation

Post Formal Observation Reflection
Completed by the Educator

What worked and how do you know?	
What didn't work and how do you know?	
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?	

Form G: Observation Evidence/Feedback (CCT Teacher)

Single-Point Competencies *Highlighted statements were observed*	Evidence
Domain 1	
Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	
Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.	
Creates a learning environment in which most students are willing to take risks* and respond to questions and challenges, and feel safe to make and learn from mistakes.	
Establishes and consistently reinforces appropriate expectations for learning for all students.	
Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	
Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.	
Establishes and manages routines and transitions resulting in maximized instructional time	
Domain 3:	
Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purposes) for instruction.	
Presents content accurately using content-specific language that leads to student understanding.	
Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	

Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.	
Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	
Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.	
Implements instruction that provides multiple opportunities for students to develop independence as learners.	
Communicates specific observable and measurable criteria for student success.	
Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.	
Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	
Adjusts instruction as necessary in response to individual and group performance.	

Commendations and/or Recommendations

Form G: Review of Practice Evidence/Feedback (CCT Teacher)	
Single-Point Competencies *Highlighted statements were observed*	**Evidence**
Domain 2:	
Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards.	
Plans lessons that are logically sequenced and support an appropriate level of challenge.	
Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	
Plans instruction that integrates literacy strategies and academic vocabulary.	
Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement.	
Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.	
Identifies observable and measurable criteria for student success.	
Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	
Domain 4:	
Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	
Responds to supervisor or peer feedback and makes changes in practice based on feedback.	

Engages in relevant professional learning and applies new learning to practice.	
Collaborates with colleagues to improve teaching and learning.	
Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.	
Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.	
Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.	
Interacts with students, families and the community in a culturally respectful manner.	
Commendations and/or Recommendations	

Form G: Observation Evidence/Feedback (CCT Service Delivery)	
Single-Point Competencies *Highlighted statements were observed*	**Evidence**
Domain 1	
Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.	
Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.	
Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes.	
Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	
Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.	
Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	
Implements and manages effective routines and transitions that maximize service delivery time.	
Domain 3:	
Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.	
Delivers services accurately, resulting in learning.	
Delivers services in a logical and purposeful progression that meet the needs of learners.	

Consistently delivers services at a level of challenge that aligns to learners' needs.	
Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry.	
Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.	
Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	
Communicates specific observable and measurable criteria for learner success.	
Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective.	
Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.	
Adjusts to service delivery in response to learners' performance or engagement in tasks.	

Commendations and/or Recommendations

Form G: Review of Practice Evidence/Feedback (CCT Service Delivery)	
Single-Point Competencies *Highlighted statements were observed*	**Evidence**
Domain 2:	
Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	
Designs plans using evidence-based practice.	
Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.	
Develops objectives that are targeted and specific to the needs of learners.	
Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	
Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.	
Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information.	
Identifies objective and measurable criteria for assessing learner success.	
Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.	
Domain 4:	
Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice.	
Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.	

Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	
Collaborates with colleagues to improve service delivery and learning.	
Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.	
Records/data are complete, organized and accurate.	
Confidential information is stored in a secured location.	
Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.	
Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.	
Interacts with stakeholders in a culturally responsive manner.	
Commendations and/or Recommendations	

Form G: Observation Evidence/Feedback (Instructional Coach Rubric)

Single-Point Competencies *Highlighted statements were observed*	Evidence
Performance Standard 1: *Professional Knowledge* The instructional coach uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, culture, and learning needs.	
Demonstrates a comprehensive understanding of subject content, curriculum standards, and current instructional practices for which they are coaching staff to use to improve student learning	
Demonstrates an understanding and expertise in building trust, rapport, and respect with teachers and/or administrators.	
Demonstrates knowledge and use of a range of coaching approaches enabling the ability to be responsive to situational needs of teachers and/or stakeholders.	
Identifies and uses district, school, and community resources as an instructional coach to help meet students' needs.	
Understands effective systemic change and how a coach can influence and alter the status quo.	
Understands one's responsibility to the district and school and works in alignment with school or district strategic plans to improve student learning.	
Performance Standard 2: *Communication and Collaboration* The instructional coach communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.	
Supports, promotes, and communicates the mission, vision, and goals of the school and the district in the role of instructional coach.	
Collaborates with district administration to establish the expectations and parameters of the coaching process.	
Communicates effectively using asset-based, affirmative first-person language to reduce barriers to positively impact student outcomes.	

Initiates and leads individual and/or team communication around data collection and analysis to support teacher delivery of tiered instruction. (This may include how to maximize use of support staff in the classroom.)	
Communicates effectively in multiple contexts outside the coaching conversation including in professional development and in written and verbal communication.	
Communicates in a manner which establishes mutually trusting and respectful relationships to support conditions for shifting behaviors, mindsets, values, and beliefs of others.	

Commendations and/or Recommendations:

Form G: Observation Evidence/Feedback (Instructional Coach Rubric)

Single-Point Competencies *Highlighted statements were observed*	Evidence
Performance Standard 3: *Assessment* The instructional coach gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and support appropriate tiered instructional strategies, and provide timely feedback to educators, interventionists and administrators.	
Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from benchmark, formative, and summative assessments guiding student programming, instruction, and/ or interventions.	
Includes the teacher and/or team in the process of strategically analyzing data collected from multiple sources and diverse perspectives to inform continuous systemic improvement.	
Leverage opportunities for change by using student data to improve access to quality learning opportunities and build capacity across the district.	
Assists staff in documenting student and/or programming outcomes to guide planning and decision-making for improving curriculum and instruction.	
Performance Standard 4. Program Planning and Management The instructional coach effectively plans, coordinates, and manages programs, assessments and services consistent with district approved guidelines and policies.	
Understands and follows applicable Board of Education policies, guidelines and procedures in relationship to the role of instructional coach.	
Plans for and provides a safe and appropriate environment for service delivery and promotes a culture for ongoing instructional improvement in their role as instructional coach.	
Organizes and maintains appropriate program and, where appropriate, learner records for instructional coaching services.	
Collaborates with district and school leaders in the planning, development, and in monitoring the outcomes of the coaching process to improve teaching practices.	
Plans for and uses strategies that support gradual release in response to the teacher's needs and skill levels.	
Supports teachers to develop action plans and goals in alignment with the district strategic plan and individual school growth plans, which include evidence-based, high-quality educational practices implemented with fidelity.	

Demonstrates effective scheduling and time management skills.	
Commendations and/or Recommendations:	

Form G: Observation Evidence/Feedback (Instructional Coach Rubric)

Single-Point Competencies *Highlighted statements were observed*	Evidence
Performance Standard 5: *Program Delivery* The instructional coach uses professional knowledge to implement a variety of services for targeted learning.	
Selects, develops, organizes, implements, and supports curriculum for specific learner and/or program needs.	
Seeks out technology, resources, and strategies to improve access to quality learning opportunities.	
Collaborates with instructional staff to guide the design and implementation of sound research-based instructional practices and provides coaching guidance specific to learner or program needs to positively impact student outcomes.	
Collaborates with administration and school personnel to resolve issues and communicate progress related to the program goals and services provided as an instructional coach.	
Anticipates, accepts, and attends to resistance to change and proactively addresses it.	
Performance Standard 6: *Professionalism* The instructional coach demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.	
Maintains positive professional behavior and adheres to professional, legal, and ethical standards.	
Respects and maintains confidentiality of information and privacy of students, families, colleagues, and administrators.	
Seeks feedback to identify strengths and areas for growth and seeks out professional learning for growth areas.	
Participates in and/or leads professional growth activities which includes district professional learning sessions, conferences, workshops, coursework, and membership in organizations.	
Commendations and/or Recommendations:	

(Sample)

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

Objective:

To improve classroom management practices in order to create 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 a minimum of six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan or revision / continuation of the plan.

Supportive Actions:

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

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 and supported on the Corrective Support Plan.

- Mentor
- Coach
- Reading as appropriate

Appendix E: The Role of the Professional Learning and Evaluation Committee (PLEC)

The PLEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PLEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Person	Educator	Leader
• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • School psychologist / Social worker • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

The duties of PLECs shall include, but are not limited to:

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

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PLEC. If the local or regional board of education and the PLEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PLEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Appendix E: The Role of the Professional Learning and Evaluation Committee (PLEC)

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.
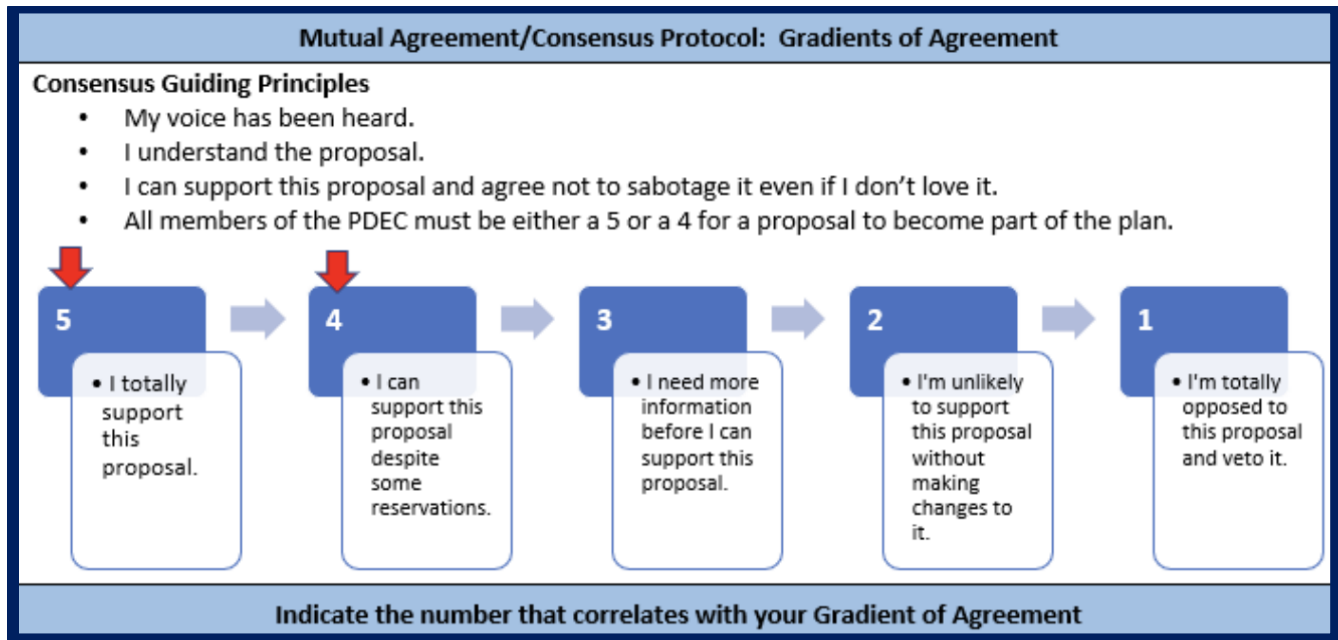
Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop resources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN along with CAS and feedback from districts. You are encouraged to reach out for technical assistance and professional support during the transition to this new framework.

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

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

From *Consensus decision making.* Seeds for Change. (n.d.).
https://W!Nw.seedsforchange.org.uk/consensus

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

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

High leverage goal: 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 unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

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

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

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

Organizational health: 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.

PLEC (Professional Learning and Evaluation Committee): This 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 and paraeducators of the district.

Professional learning: Learning and growth centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also Appendix G, Glossary of Professional Learning Opportunities.

Review of practice: Non-classroom observations that 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 systematic and standardized tool, designed as a continuum, and used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

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

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

Appendix F: General Glossary - Educator

Tiered support:

Tier1

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., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. When an evaluator shifts focus from Tier 1 support to Tier 2, they will meet with the educator to formally move the evaluation process to Tier 2.

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.

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

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 presenting the lesson, and then reflecting on it afterwards.

Mentoring: A relationship between a less experienced educator and a more experienced educator (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. 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.

Professional literature study: Structured and collaborative processes in which 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. 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 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 educators 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.

Connecticut State Department of Education. 2023. *Connecticut Guidelines for Educator Evaluation and Support.* Hartford, CT.

Grissom, Jason A. , Anna J. Egalite, and Constance A, Lindsay. 2021. *How Principals Affect Students and Schools.* The Wallace Foundation.
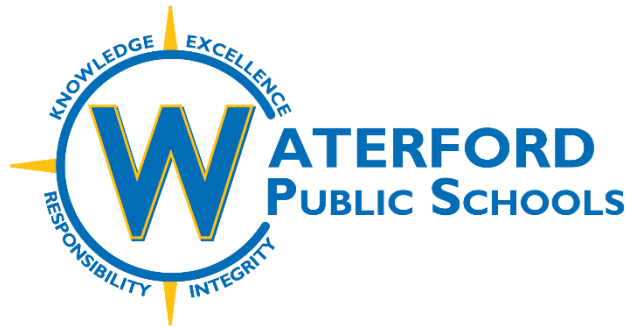
Hattie, John. 2009. Visible Learning. Routledge Publishing.

Killion, Joellen. 2019. *The Feedback Process: Transforming Feedback for Professional Learning.* Learning Forward.

Learning Forward. 2022. *Learning Forward Professional Learning Standards.*

MacDonald, Elisa B. 2023. *Intentional Moves, How Skillful Team Leaders Impact Learning.* Corwin Press.

Seeds for Change. n.d. *Consensus Decision Making. https://www.SeedsforChange.org.UK/Consensus.*

Administrator Evaluation Plan

Adopted 2024

Table Of Contents

Members of the 2023 - 2024 Professional Learning & Evaluation Committee (PLEC)

School	PLEC Member	Position
Great Neck	Billie Shea	Principal
	Erika Bassett	Literacy Interventionist
Oswegatchie	Joe Macrino	Principal
	Kerry Edwards	Teacher
Quaker Hill	Chris Discordia	Principal
	Krysta Miga	Teacher
	Whitney Logan	Teacher
Clark Lane	James Sachs	Principal
	Kelly Barnes	Teacher
	Laura Provo-Parker	Teacher
Waterford High	Tracy Moore	Assistant Principal
	Lindsay Balisciano	Teacher
	Stephanie Hartell	Teacher
Instructional Coaches	Deryn Winthrop	Literacy Coach
	Jennifer Jacobson	Math Coach
Paraprofessional	Ethel Reed	Paraprofessional
WFCT Rep	Tammie Hullivan	Teacher
Central Office	Thomas Giard III	Superintendent
	Craig Powers	Assistant Superintendent
	Gina M. Wygonik	Special Services Director

Please see   Appendix
D for the Roles and Responsibilities of the PLEC Committee

Vision

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

Mission

Waterford Public Schools is a community of learners that fosters and supports high aspirations, ensuring every student acquires the skills and knowledge necessary to be a responsible citizen, prepared to contribute and succeed in an ever-changing world.

In support of this Mission, we believe:

- Education is a collaborative responsibility requiring a partnership among the individual, family, school system, and community.
- Safety, integrity, and respect are critical to support success for all learners.
- The greatest potential for learning occurs when an individual's social, emotional, and academic needs are met.
- Student growth and achievement are enhanced when curiosity, creativity, and continuous improvement are valued by all members of the learning community.
- Evidence and information are the foundation of sound decision-making.

Guiding Principles

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

- **Allow for differentiation of roles** *(for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).*
- **Simplify and reduce the burden** *(eliminate technical challenges, paperwork, 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.**

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth

- Process elements
- Dispute resolution
- Evaluator/observer/stakeholder feedback and engagement

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Standards and Criteria for 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 national or state performance standards set by professional organizations and mutually agreed upon by the PLEC. It is recommended that each PLEC creates a process to review the standards and ensure a rubric accompanies the standards. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

The Waterford Public Schools Administrator Evaluation Plan will be based on The Connecticut Leader and Evaluation Support Rubric 2017.

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.
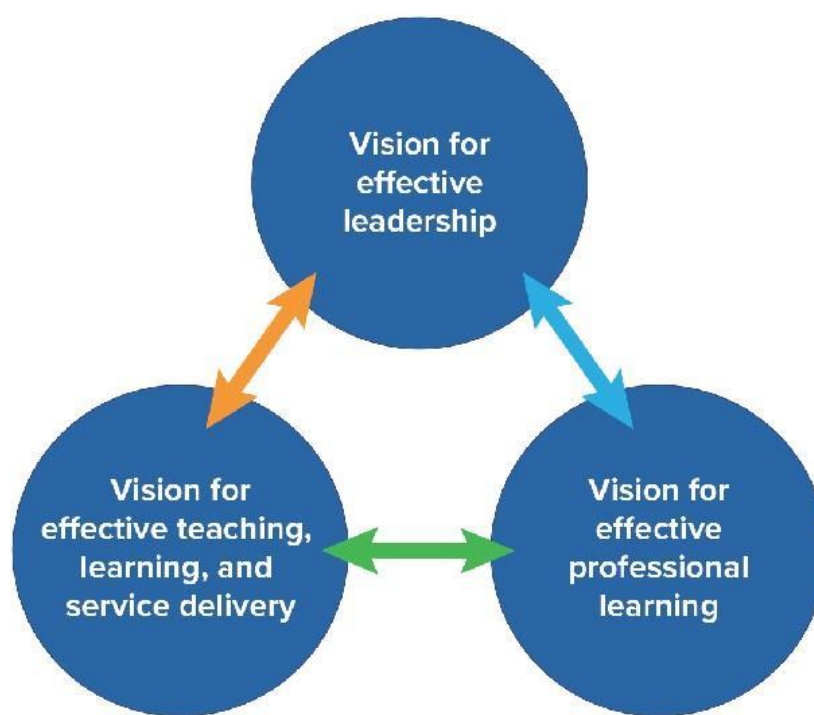
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

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

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

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports- the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school's mission, vision, and por-trait of a graduate. They are called to act ethically and with professional integrity, and they promote equi-ty 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

Evaluation Orientation
Completed prior to the start of the Continuous Learning Process

Site Visit/Observation
of professional practice, reflection and feedback

Goal Setting
Completed by November 1

Mid-Year Check-in
Completed by March 1

Site Visit/Observation
of professional practice, reflection and feedback

Organizational Health

End-of-Year Reflection
Completed by June 30

Goal Setting
Completed by November 1

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence
- Revise School Growth Plan

Goal Setting Conference
- Mutually agree on professional learning needs and support

Mid-year Check-in
Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review & discuss 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
Completion dates below. Revisions due by June 30.

End-of-Year Reflection and Feedback Process-
Completed by last day of school with students (approx. June 15)
- 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
Completed within the school year +5 (approx. June 20th)
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

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

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

- Tiered supports
- Dispute resolution

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

Goal(s) Setting (Completed by November 1)

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

Through the development of School or Department Growth Plans, leaders and their evaluators mutually agree upon high leverage professional practice goal(s) that may span one-, two, or three or more years, with revisions as outlined in the Continuous Learning Process.

School / Department Growth Plans will be based on the identified needs through 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.

School Growth Plans will include:
- Measurable Goal (s)
- Actions and Professional Development needs for Administrators
- Actions and Professional Development needs for Educators

- Measures of Success
- Timeline
- Evidence of Progress

School Growth Plan Data Sources include:
- Summative Assessments
- Universal Screens
- Climate Surveys
- Attendance
- Discipline

See Appendix A for the SGP template.

The development and refinement of School / Department Growth Plans will be done through:
- Annual Administrative Team Summer Professional Retreat Days
- Monthly Administrator and School Team Meetings
- School-based Leadership Team Meetings

Within these settings, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

The Goal Setting Conference will consist of a review of each Administrator's role and responsibilities within their respective SGP.

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.

Progress within each goal will be noted on the School Growth Plan, "Evidence of Progress."

End-of-Year Reflection/Summative Review (Completion dates below)
  ➢ **Self-Reflection (Completed by last day of school with students - approx. June 15)**
  ➢ **End of Year Conference/Summative (Completed within the school year +5 – approx. June 20)**
  ➢ **Revisions due by June 30**

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s);professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence.

A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

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

All forms for documentation are hyperlinked within the graphic of the continuous learning process, with further detail for each step.

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 (see 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, which 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

Definition of Cohorts	
Cohort 1 **Who:** • New to leadership role (e.g., principal from assistant principal etc.; first three years) • New to LEA (first three years) **What:** • Three observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	**Cohort 2** **Who:** • Leaders who have successfully completed Cohort 1 in their current LEA **What:** • Two observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria

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

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

Growth Criteria	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 walk/instructional rounds • Self-reflection (e.g., journals, learning logs) • Leader created professional learning materials • Operational artifacts (e.g., schedules, procedural revisions) • Educator learning outcomes • Policy updates • Community communications • Constituent feedback • Program development and implementation • Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Systems and structures

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.

Tier1

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. When an evaluator shifts focus from Tier I support to Tier 2, they will meet with the leader to formally move the evaluation process to Tier 2.

Tier3

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

Corrective Support Plan

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

The Corrective Support Plan must contain:

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

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

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

Dispute Resolution

A panel composed of the Superintendent, WFCT President, and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.
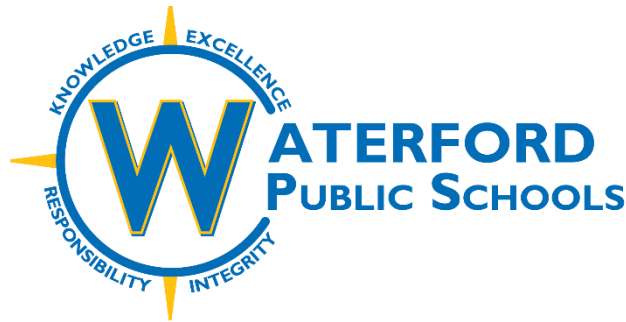
Appendices - Leader:

Information and Resources to Support Effective Implementation

SCHOOL NAME-   School Growth Plan

Theory of Action: The underlying logic that explains the strategy in simple terms. Helps make explicit the core assumptions of the strategy. Also, Tends to articulate the strategy in terms of hypotheses. What is the core logic undergirding your strategy?)

Big Bets: These are the critical priorities to you as a leader for executing your strategy. They should be aligned to your Theory of Action and matching with your context (time and place).

Goal #1: (Academic) (Aggregate and Sub-Group/High Needs)
Think S.M.A.R.T.

Strategy/Strategic Priority #1: Name of the project/strategy/focus area

What is your (or a) core strategy for enhancing learning, improving instruction, and reducing instructional variation in classrooms?

Leaders Will	Teachers Will	Students Will (if relevant)	Measures of Success	Timeline	Evidence of Progress
What leadership actions must you take to ensure the routines and other peoples' actions happen in your school?	(Think routines…) Improvement routines are "collaborative, consistent, regularly repeated practices designed to build organizational capacity…" and improve outcomes.		What metrics will we use to measure the outcomes? How will we know if we are successful? What other information or evidence will indicate outcomes?	When will actions be initiated? Completed?	90-day or 100-day progress checks - This is filled out at the time of the progress check. The minimum expectation is SLTs will self-audit on a trimester basis. Are we progressing? Do we need to adjust our plan?

*Additional Strategies can be added as relevant to the goal

Goal #2: (Attendance) (Aggregate and Sub-Group/High Needs)

Think S.M.A.R.T.

Strategy/Strategic Priority #1: Name of the project/strategy/focus area

What is your (or a) core strategy for enhancing students' attendance throughout the school year?

Leaders Will	Teachers Will	Students Will (if relevant)	Measures of Success	Timeline	Evidence of Progress
What leadership actions must you take to ensure the routines and other peoples' actions happen in your school?	(Think routines…) Improvement routines are "collaborative, consistent, regularly repeated practices designed to build organizational capacity…" and improve outcomes.		What metrics will we use to measure the outcomes? How will we know if we are successful? What other information or evidence will indicate outcomes?	When will actions be initiated? Completed?	90-day or 100-day progress checks - This is filled out at the time of the progress check. The minimum expectation is SLTs will self-audit on a trimester basis. Are we progressing? Do we need to adjust our plan?

*Additional Strategies can be added as relevant to the goal

Goal #3: (Behavior) (Aggregate and Sub-Group/High Needs)					
Think S.M.A.R.T.					
Strategy/Strategic Priority #1: Name of the project/strategy/focus area					
What is your (or a) core strategy for enhancing students' behavior throughout the school year?					
Leaders Will What leadership actions must you take to ensure the routines and other peoples' actions happen in your school?	**Teachers Will** (Think routines…) Improvement routines are "collaborative, consistent, regularly repeated practices designed to build organizational capacity…" and improve outcomes.	**Students Will (if relevant)**	**Measures of Success** What metrics will we use to measure the outcomes? How will we know if we are successful? What other information or evidence will indicate outcomes?	**Timeline** When will actions be initiated? Completed?	**Evidence of Progress** 90-day or 100-day progress checks - This is filled out at the time of the progress check. The minimum expectation is SLTs will self-audit on a trimester basis. Are we progressing? Do we need to adjust our plan?

*Additional Strategies can be added as relevant to the goal

Goal #4: (Climate & Culture) (Aggregate and Sub-Group/High Needs)					
Think S.M.A.R.T.					
Strategy/Strategic Priority #1: Name of the project/strategy/focus area					
What is your (or a) core strategy for enhancing the climate and culture in your school?					
Leaders Will What leadership actions must you take to ensure the routines and other peoples' actions happen in your school?	**Teachers Will** (Think routines…) Improvement routines are "collaborative, consistent, regularly repeated practices designed to build organizational capacity…" and improve outcomes.	**Students Will (if relevant)**	**Measures of Success** What metrics will we use to measure the outcomes? How will we know if we are successful? What other information or evidence will indicate outcomes?	**Timeline** When will actions be initiated? Completed?	**Evidence of Progress** 90-day or 100-day progress checks - This is filled out at the time of the progress check. The minimum expectation is SLTs will self-audit on a trimester basis. Are we progressing? Do we need to adjust our plan?

*Additional Strategies can be added as relevant to the goal

Appendix B: Sample Reflection Questions - Leader

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of success

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

Determine Evidence

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

Appendix B: Sample Reflection Questions - Leader

Analysis of Evidence

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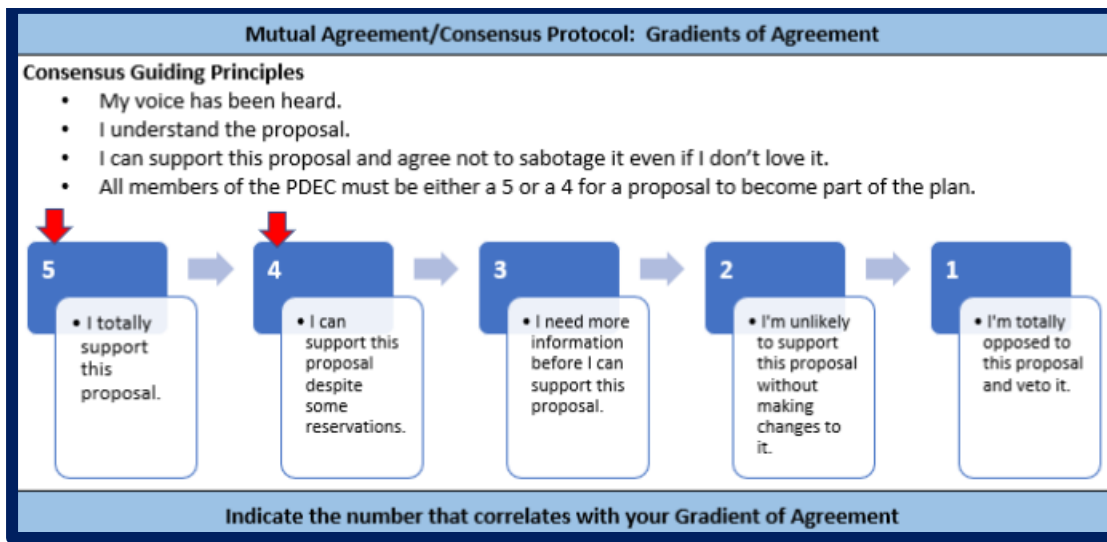
Learning Reflection and Next Steps

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

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Appendix C: General Glossary - Leader

Consensus Protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports- or at least can live with. By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.

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

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

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

Appendix C: General Glossary - Leader

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.*

Appendix C: General Glossary - Leader

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

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

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

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

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

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

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

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

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

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

Professional Learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also Appendix 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, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts.

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

Single Point Competency: A description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

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

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

Tiered Support:

- **Tier1**
  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.

Appendix D: Glossary of Professional Learning Opportunities - Leader

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.

Orientation to Leader Evaluation was Completed on:

Beginning of the Year Goals & Planning - *LINK TO SGP* Goal Setting Conference *Completed by Evaluator (By November 1)*   Date _____
Notes:

Supports Required/Suggested:
   ☐ Tier 1
   ☐ Tier 2 **(Link to Examples of Supports)**
   ☐ Tier 3 **(Link to Examples of Supports)**

Educator Agreement _____ Yes _____ No	Evaluator Agreement _____ Yes _____ No

Mid-Year Reflection, Adjustment(s), & Next Steps	
What has been your progress to date on your professional learning plan and your goal(s), and how do you know? What are your next steps and why?	**Self-Reflection:**

Mid-Year Conference
Completed by Evaluator (by March 1)
Date:_____

Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal. Include change in tiered supports, if recommended):

End-of-Year Reflection and Feedback Process

Self-Reflection

Completed by Leader by the last day of school with students (approx. June 15)

See Sample Reflection Questions and Professional Learning and Action Questions

What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/ or achievement, and/or on organizational health, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	Self-Reflection:

End-of-Year Conference	
Completed by Evaluator within the school year +5 (approx. June 20) Date:	
Summative Feedback and Growth Criteria *Completed by Evaluator*	
Summative Feedback	
Development of new learning and impact on leadership practice related to goal(s).	
Impact of new learning and leadership practice on key partners and or organizational outcomes.	
Impact of new learning on greater community.	
Successful Completion of the Evaluative Cycle	• Yes • No
Supports Required/Suggested *Are tiered supports required above and beyond tier 1 (included in feedback above)?* • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below)	If Tier 2 and/or Tier 3, please specify strategies:
For multi-year goals only: • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)?	• Leader will continue multi-year goal. • Leader will adjust multi-year goal. • Leader completed multi-year goal. Notes:
Leader Signature	Date:
Evaluator Signature	Date:

Leader Evaluation Observation/Site Visit - Required	
Name:	Location:
Administrator Role:	Leader Goal/Observation Focus:

- Cohort 1 (Pre-/Post-Conference Required)
- Cohort 2 (Post-Conference Required)
- Additional Site Visit (Pre-/Post-Conference Optional)

Pre-Observation Visit *Completed by Leader (as needed/required)*	
Meeting Plan and/or Context	*Upload and provide hyper/ink here, as appropriate*
Pre-Conference Notes	

Observation/Site Visit Evidence *Completed by the Evaluator*	

Post-Observation Visit Reflection *Completed by the Leader*	
What does today's evidence tell you?	
Are there patterns, trends, or outliers?	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	

Post-Observation Visit Conference Feedback *Completed by the Evaluator*		
Areas of Strengths	Single-Point Competencies *Completed by the Evaluator*	Areas for Growth and/or Next Steps
	Insert competencies	

Appendix G: Sample Corrective Support Plan - Leader

(Sample)

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

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

Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with _____

_____ . Tiered supports have been provided by the evaluator throughout

the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led

the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____

_____(Indicate specific standard in your objective language)

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Appendix G: Sample Corrective Support Plan - Leader

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.