



WESTON PUBLIC SCHOOLS

LEADER EVALUATION, GROWTH, & SUPPORT PLAN

Empowering each student to achieve success and contribute to our global society

Weston Public Schools



March 2024

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Overview for Leaders

Vision

The Weston Professional Development and Evaluation Committee (PDEC), which includes school and district leaders and staff, aims to guide the professional growth of all Weston educators as they engage in continuous professional learning, collaboration, and reflection to deepen their expertise and help all students achieve high standards of learning and development, aligned with the district mission statement.

Mission

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

Development of Weston's Evaluation Plan

The sub committee spent a year conducting a crosswalk between Weston's current evaluation plans and principles and how they related to the recommended CT state model. The committee reviewed and evaluated different rubrics associated with a high quality evaluation system to allow for greater feedback to support leader growth and development. Committee members engaged in a series of state workshops to better understand single point rubrics, the link between the evaluation model and professional learning and considered and discussed the various roles of different professionals within the school system to ensure the plan is most applicable to their roles within the district. Members worked to ensure the plan was comprehensive and that promoted a true growth model, therefore aligning to the guiding principles below.

Guiding Principles

The Weston Public Schools (WPS) Leader Evaluation, Growth, and Support Plan is grounded in transformational design which seeks to accelerate teacher growth to advance student learning in support of student achievement, and is aligned to the Connecticut State Frameworks and [Future Ready Framework](#) outcomes. The WPS Leader Evaluation, Growth, and Support Plan is based on the following guiding principles that uses high quality professional learning to advance educator practice and student learning, growth, and achievement.

- **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 things that matter** (*identify high leverage goal focus areas*).
- **Focus on educator growth and agency** (*meaningfully engage professionals and provide tools for continuous improvement 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*).
- **Cyclical Feedback** (*specific, timely, accurate, actionable, and reciprocal feedback to improve practice and ensure regular, comprehensive, meaningful, and fair evaluations*).
- **Allow for differentiation of roles** (*for leaders: principals, assistant principals, directors, assistant directors*).
- **Validate and recognize** (*celebrate the contributions and accomplishments of the professional staff*).
- **Simplify and reduce the burden** (*eliminate technical challenges, paperwork, steps*).

Connecticut Guidelines for Educator and Leader Evaluation and Support Plan 2023 Components: Reimagining Educator and Leader Evaluation and Support

The design of the Weston Public Schools Leader Evaluation, Growth, and Support Plan is aligned with the [Connecticut Guidelines for Educator Evaluation and Support 2023](#) (CT Guidelines 2023). The plans 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 and 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 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, growth, 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 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. The PDEC subcommittee created single-point rubrics aligned to CCL-CSLS and the PSEL standards which serves as a support for self-evaluation, dialogue, and feedback. In addition, the single point rubric is used to provide focus for high leverage goal(s) setting and professional learning. This system recognizes the personal nature of growth and is designed to provide options for professional growth. It is essential that the educational leader maintains a personal commitment to his or her own continuous professional growth and accepts personal responsibility for professional improvement.

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

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan. 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 (PDEC) 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 Personnel	Educator	Leader
<ul style="list-style-type: none"> • Paraeducator (required) • Behavior Specialist • Parent and Family Liaison • Technology Specialist 	<ul style="list-style-type: none"> • Classroom teacher • CTE Teacher • Library Media Specialist • Reading Interventionist • Math Interventionist • Curriculum & Instructional Leader • Special Education Teacher • Social Worker • School Psychologist • Speech Pathologist 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Assistant Directors of PPS • Director of PPS • Assistant Superintendent • Director of Human Resources • Director of Technology

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

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

The Leader and Educator Evaluation and Support Plan program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model Leader and Educator Evaluation and Support Plan program adopted by the State Board of Education and may, through mutual agreement, adopt such model Leader and Educator Evaluation and Support Plan programs.

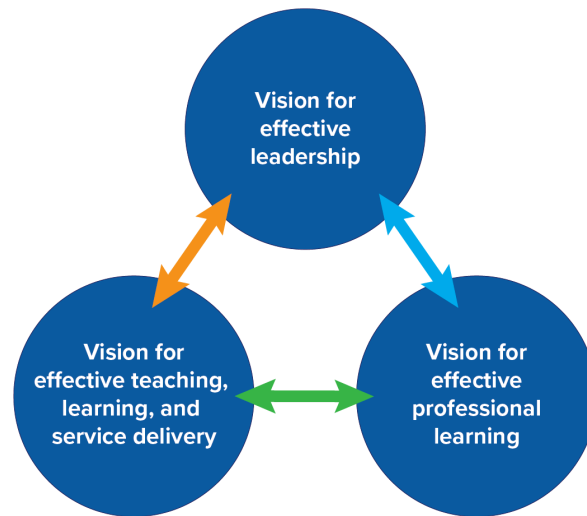
If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an Leader and Educator Evaluation and Support Plan program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Leader Standards

1. [Indicators of Effective Practice for Leaders](#) (Based on CT Leader Evaluation & Support Rubric)
2. [Professional Learning Standards \(Learning Forward, 2022\)](#)

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

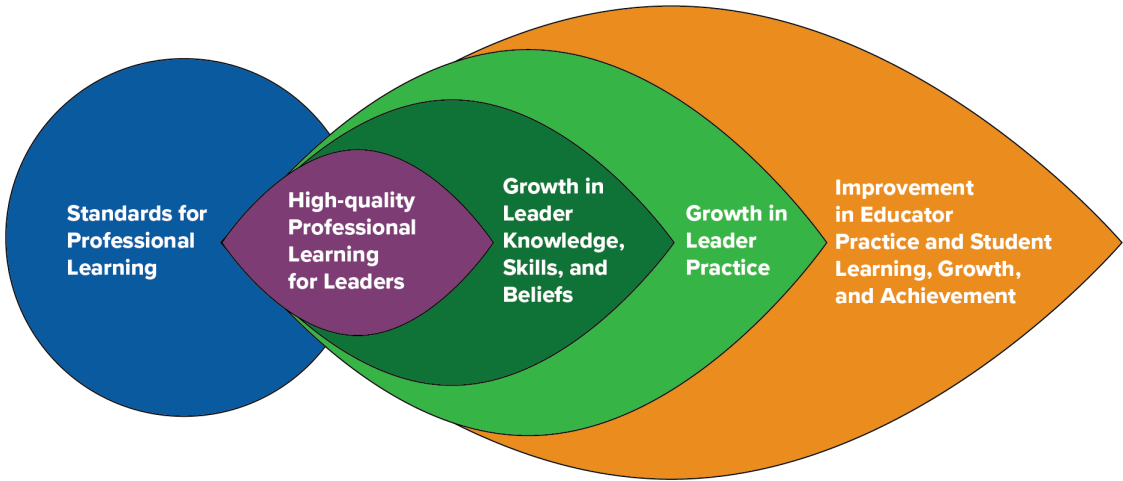
The evaluation, growth, and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. 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 portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

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



Leader Continuous Learning Process

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).

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



Goal Setting

Completed by November 1

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

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

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

Goal Setting Conference

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

Mid-year Check-in

Completed by March 1

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

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

Mid-Year Conference

- Discuss evidence, written reflection
- Adjust and revise as needed
- Evaluator provides written feedback

End-of-Year Reflection

Completed by June 30

End-of-Year Reflection and Feedback Process

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

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

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

Evaluation Orientation ([Link to Form](#))

Orientation on the leader evaluation, growth, 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) ([Link to Form](#))

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals ([see appendix B](#)). Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

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

The leader will:

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

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

Midyear Check-in (Completed by March 1): ([Link to Form](#))

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

End-of-Year Reflection/Summative Review (Completed by June 30) ([Link to Form](#))

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.

Definition of Cohorts - Leaders

Cohort 1

Who:

- New to school/district leadership (40 months)
- New to Weston with previous administrator tenure (20 months)
- New leadership role within Weston from previous leadership role (20 months)

What:

- Three formal observations of professional practice and/or site visits
 - Includes pre and post meetings
- Collaborative dialogue within *five* school days to take place at the post meeting
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- 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 Weston

What:

- Two observations of professional practice and/or site visits
 - Includes post meetings
- Collaborative dialogue within *five* school days to take place at the post meeting
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Observation of Professional Practice, Site Visits and Leader Feedback

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.

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 will provide leaders with feedback from observations of professional practice/site visits and dialogue; base such feedback on evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement; and ensure timely access to support ([see appendix B](#)). ([Folder to Professional Observation/Site Visit Forms](#))

"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

Feedback based on evidence, standards, and the educator's goal(s) will be provided within five school days.

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

[See appendix C for further detail.](#)

Tiered Support

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. At any time, a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback, based on the standards of practice outlined in the single-point rubric, should lead to advancing levels of support. All three tiers of support must be implemented prior to the development of a corrective plan.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources will 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. The start date and duration of time a leader is receiving this level of support will be clearly documented.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have documented 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 area(s) of focus, as well as start date and duration of time a leader is receiving this level of support will be clearly documented (see [Appendix G](#)).

Corrective Support

If tiered support has not been successful, then a leader will be placed 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 evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan.

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;
- 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

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

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

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

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

Process and Timeline

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

1. The parties will discuss the dispute and seek common understanding of the issues in an attempt to resolve the matter informally.

As a result, the evaluator may choose to adjust the report, but they are not obligated to do so. If the dispute persists, the leader may, within **five school days**, provide a rebuttal statement to be included in their file. Alternatively, the educator may elect, within **five school days**, to proceed to step 2.

2. In the event that a leader disagrees with the determination resulting from step 2, the leader may choose to continue the dispute resolution process in writing to the superintendent or designee. Upon receipt of written notice, the superintendent or designee will meet with relevant parties, review applicable evidence, and provide a final determination in writing within **ten school days**, which shall be binding.

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 July 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.

Appendices — Leader:

**Information and Resources to Support Effective
Implementation**

Appendix A: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of success

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

Determine Evidence

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

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Definition of Cohorts – Leader

Definition of Cohorts - Leaders	
<u>Cohort 1</u> Who: <ul style="list-style-type: none">• New to school/district leadership (40 months)• New to Weston with previous administrator tenure (20 months)• New leadership role within Weston from previous leadership role (20 months) What: <ul style="list-style-type: none">• Three formal observations of professional practice and/or site visits<ul style="list-style-type: none">◦ Includes pre and post meetings• Collaborative dialogue within <i>five</i> school days to take place at the post meeting• Written feedback must be provided within <i>ten</i> school days or prior to the next observation, whichever comes first• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	<u>Cohort 2</u> Who: <ul style="list-style-type: none">• Leaders who have successfully completed Cohort 1 in Weston What: <ul style="list-style-type: none">• Two observations of professional practice and/or site visits<ul style="list-style-type: none">◦ Includes post meetings• Collaborative dialogue within <i>five</i> school days to take place at the post meeting• Written feedback must be provided within <i>ten</i> school days or prior to the next observation, whichever comes first• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Appendix C: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. 	<ul style="list-style-type: none"> Information from site visits Strategic plans Learning walk/instructional rounds Self-reflection (e.g., journals, learning logs) Leader created professional learning materials Operational artifacts (e.g., schedules, procedural revisions) Educator learning outcomes Policy updates
<p>Impact on the Organization</p> <ul style="list-style-type: none"> The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. 	<ul style="list-style-type: none"> 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)
<p>Impact on Community</p> <ul style="list-style-type: none"> The leader can demonstrate how they worked effectively with colleagues/families/community. 	<ul style="list-style-type: none"> Systems and structures

Appendix D: Glossary – Leader

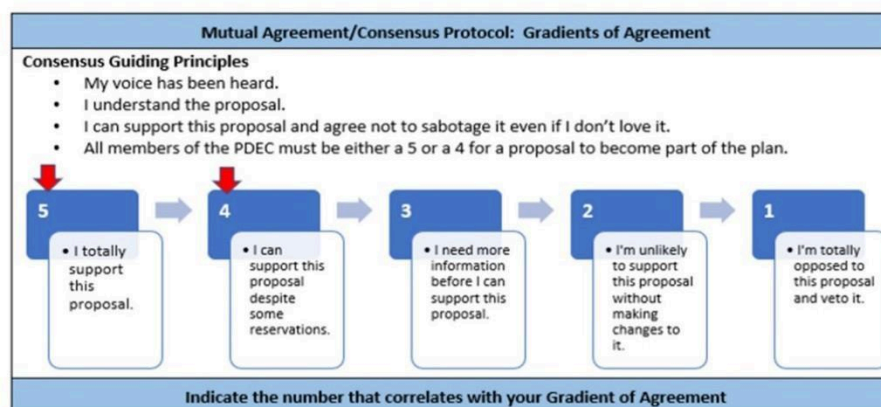
check-ins: Formal or informal meetings or conferences that provide an opportunity for the leader and evaluator to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district).

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.

cohort: Division/distinction amongst groups according to shared characteristics.

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.

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. WPS elects to utilize the Seeds for Change protocol when engaging in collaborative decision-making through the Professional Development and Evaluation Committee.



From *Consensus decision making*. Seeds for Change. (n.d.).
<https://www.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.

Corrective Support Plan: If tiered support has not been successful, then a leader will be placed on a Corrective Support Plan, which 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.

See page 13 of this document for a detailed description.

crosswalk: Mapping or identifying similar information across multiple sets of data (plans of evaluation).

dispute resolution: A process for resolving disputes in cases in which the evaluator and the 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
- is written and/or verbal

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

formal observation: A formal observation is a structured and planned process of watching, assessing, and evaluating a leader’s performance which includes observations of professional practice or site visits and pre- and post- observation/visit conferences followed by written feedback.

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

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

informal observation: An informal observation is an unplanned observation of professional practice or site visit intended to evaluate leader performance and includes a post- observation/visit conference followed by written feedback provided to the leader.

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

leader: A leader is defined as someone who has attained the 092 certification and is serving in the role of administrator. This may include assistant superintendent, principal, assistant principal,

director, and assistant director. This is not an exhaustive list, and may encompass other roles.

meeting: Is “when two or more people come together to discuss one or more topics” (Elena, Aguilar, 2024).

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

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

peer observation: An opportunity for educators to observe each in professional practice. Educators may want to observe peers to see a new strategy in action, learn a new protocol, or analyze processes and procedures.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision-making body to create, revise, and monitor the evaluation, growth, and support program for the district, as well as the district’s professional learning plan.

professional learning: Professional learning is an “integral part of school and district strategy for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education; and is sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused” (Learning Forward, 2024). It is a “transformational process in which learners are actively engaged and for which the aim is to explore and expand behaviors, beliefs, and ways of being: a learning process that results in a change of practice” (Elena Aguilar, 2024).

professional learning goal: A high leverage goal based on professional practice standards that clearly aligns with district, school, and/or certified staff goals (departments, grade-level teams, or collaborations) and improves the collective effectiveness of practice.

professional practice standards: Evidence-based indicators to guide leaders’ professional practice.

review of practice: A review of practice is a non-classroom observation that may include, but is not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, or review of leader or educator work.

rubric: A rubric is a tool used to communicate the standards for 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.

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.

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

stakeholder: A person with interest in the school/district outcomes; typically includes students, staff, families, local educational authorities, and community leaders.

student outcomes: Student outcomes include multiple measures of student learning, growth, and

achievement as mutually agreed upon during the goal setting process.

tiered support: A series of supportive strategies, advancing as needed, to assist in growth toward the identified standards of professional practice.

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.

Appendix E: Continuous Learning Process – Leader

Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

Date

Non-negotiable Process Element of the CT Guidelines (2023)

Download these forms:



[Leader Orientation](#)



[Leader Goal-Setting Form](#)



[Leader/Site Visit Form](#)



[Leader Mid-Year Check-In Form](#)



[Leader End-of-Year Self-Reflection Form](#)



[Leader End-of-Year Conference Form](#)



[Leader Corrective Support Plan Form](#)

Leader Information

 [Download this form](#)

Name:		Location:	
Select One: <ul style="list-style-type: none"> Cohort 1 <i>*New to leader role or first three years in LEA</i> Cohort 2 <i>*Years 4 (in LEA)</i> 	Select One: <ul style="list-style-type: none"> Individual goal Collaborative goal <i>Decided upon mutual agreement.</i>	Select One: <ul style="list-style-type: none"> 1-year goal 2-year goal 3-year goal <i>Decided upon mutual agreement.</i>	Select One: <ul style="list-style-type: none"> PSEL Rubric

 [Download this form](#)

Beginning-of-the-Year Goals and Planning	
Self-Reflection <i>Completed by Leader</i> See Sample Reflection Questions	
Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. See Examples of Evidence Types	
Goal, Rationale, Alignment and Professional Learning Plan <i>Completed by Leader</i>	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal? <i>See professional learning and action questions to guide your plan.</i>	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	

Goal Setting Conference	
<i>Completed by Evaluator</i> Date	
Notes:	Supports Required/Suggested <ul style="list-style-type: none"> Tier 1 Tier 2 (Link to Examples of Supports) Tier 3 (Link to Examples of Supports)

 [Download this form](#)

Planned Site Visit/Observation of Professional Practice

Non-negotiable Process Element of the CT Guidelines (2023)

[Observation of Professional Practice/Site Visit #1 - Required](#)

Midyear Check-in: Reflection, Adjustment(s), and Next Steps

Completed by Leader

Non-negotiable Process Element of the CT Guidelines (2023)

[See Sample Reflection Questions](#) and [Professional Learning and Action Questions](#)

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:

Links to Evidence:

Midyear Conference

Completed by Evaluator

Date

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

[Observation of Professional Practice/Site Visit #2 - Required](#)

[Additional Observation of Professional Practice/Site Visit](#)



[Download this form](#)

End-of-Year Reflection and Feedback Process

Non-negotiable Process Element of the CT Guidelines (2023)

Self-Reflection

Completed by Leader

[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:

Links to Evidence:

<h2 style="text-align: center;">End-of-Year Conference</h2> <p style="text-align: center;"><i>Completed by Evaluator</i></p> <p style="text-align: center;"><u>Date</u></p>	
<h3 style="text-align: center;">Summative Feedback and Growth Criteria</h3> <p style="text-align: center;"><i>Completed by Evaluator</i></p> <p style="text-align: center;"><u>See appendix for full description</u></p>	
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	<ul style="list-style-type: none"> • Yes • No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)? 	<ul style="list-style-type: none"> • Leader will continue multi-year goal. • Leader will adjust multi-year goal. • Leader completed multi-year goal. Notes:
Leader Signature	Date:
Evaluator Signature	Date:

Appendix F: Observation/Site Visit Forms – Leader

 [Download this form](#)

Leader Evaluation Observation/Site Visit #1 – Required		
Name:		Location:
Administrator Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
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 <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Leader Evaluation Observation/Site Visit #2 – Required		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
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 <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Leader Evaluation Observation/Site Visit #3		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
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 <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Leader Evaluation Observation/Site Visit #4		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are their 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 <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Appendix G: Sample Corrective Support Plan – Leader

[\(Link to Form\)](#)

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 (CTEL – Domain 4) and to improve operations in management (CTEL – Domain 3)

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

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.

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WESTON PUBLIC SCHOOLS

EDUCATOR EVALUATION, GROWTH, & SUPPORT PLAN

Empowering each student to achieve success and contribute to our global society

Weston Public Schools



March 2024

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Overview for Educators

Vision

The Weston Professional Development and Evaluation Committee (PDEC), which includes school and district leaders and staff, aims to guide the professional growth of all Weston educators as they engage in continuous professional learning, collaboration, and reflection to deepen their expertise and help all students achieve high standards of learning and development, aligned with the district mission statement.

Mission

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

Development of Weston's Evaluation Plan

The subcommittee spent a year conducting a crosswalk between Weston's current evaluation plans and principles and how they related to the recommended state model. The committee reviewed and evaluated different rubrics associated with a high quality evaluation system to allow for greater feedback to support leader growth and development. Committee members engaged in a series of state workshops to better understand single point rubrics, the link between the evaluation model and professional learning and considered and discussed the various roles of different professionals within the school system to ensure the plan is most applicable to their roles within the district. Members worked to ensure the plan was comprehensive and that promoted a true growth model, therefore aligning to the guiding principles below.

Guiding Principles

The Weston Public Schools (WPS) Educator Evaluation, Growth, and Support Plan is grounded in transformational design which seeks to accelerate teacher growth to advance student learning in support of student achievement, and is aligned to the Connecticut State Frameworks and [Future Ready Framework](#) outcomes. The WPS Educator Evaluation, Growth, and Support Plan is based on the following guiding principles that uses high quality professional learning to advance educator practice and student learning, growth, and achievement.

- **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 things that matter** (*identify high leverage goal focus areas*).
- **Focus on educator growth and agency** (*meaningfully engage professionals and provide tools for continuous improvement 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*).
- **Cyclical Feedback** (*specific, timely, accurate, actionable, and reciprocal feedback to improve practice and ensure regular, comprehensive, meaningful, and fair evaluations*).
- **Allow for differentiation of roles** (*for educators: teachers, counselors, instructional coaches, student support professionals*).
- **Validate and recognize** (*celebrate the contributions and accomplishments of the professional staff*).
- **Simplify and reduce the burden** (*eliminate technical challenges, paperwork, steps*).

Connecticut Guidelines for Educator and Leader Evaluation and Support Plan 2023 Components: Reimagining Educator and Leader Evaluation and Support

The design of the Weston Public Schools Educator and Leader Evaluation, Growth, and Support Plan is aligned with the [Connecticut Guidelines for Educator Evaluation and Support 2023](#) (CT Guidelines 2023). The plans 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 and 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 ad-hoc PDEC committee created single-point rubrics aligned to the CCT standards and Charlotte Danielson's work which serve as a support for self-evaluation, dialogue, and feedback. In addition, the single point rubric is used to provide focus for high leverage goal(s) setting and professional learning. This system recognizes the personal nature of growth and is designed to provide options for professional growth. It is essential that the teacher maintains a personal commitment to his or her own continuous professional growth and accepts personal responsibility for professional improvement.

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

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan. 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 (PDEC) 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 Personnel	Educator	Leader
<ul style="list-style-type: none"> • Paraeducator (required) • Behavior Specialist • Parent and Family Liaison • Technology Specialist 	<ul style="list-style-type: none"> • Classroom teacher • CTE Teacher • Library Media Specialist • Reading Interventionist • Math Interventionist • Curriculum & Instructional Leader • Special Education Teacher • Social Worker • School Psychologist • Speech Pathologist 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Assistant Directors of PPS • Director of PPS • Assistant Superintendent • Director of Human Resources • Director of Technology

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

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

The Leader and Educator Evaluation and Support Plan program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model Leader and Educator Evaluation and Support Plan program adopted by the State Board of Education and may, through mutual agreement, adopt such model Educator and Leader Evaluation and Support Plan programs.

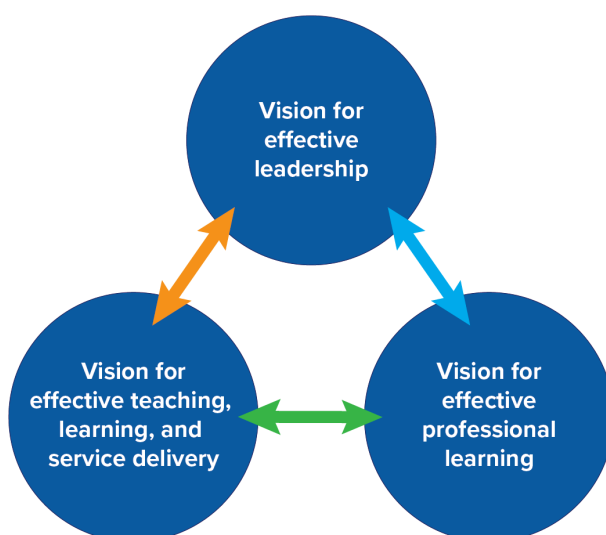
If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement a Leader and Educator Evaluation and Support Plan program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Educator Standards

1. [Indicators of Effective Practice for Teachers](#) (based on the CCT Rubric for Effective Teaching 2017)
2. [Indicators of Effective Practice for Student Support Professionals](#) (based on the CCT Rubric for Effective Service Delivery 2017)
3. [Indicators of Effective Practice for Teacher Leaders](#) (Based on the Teacher Leader Model Standards 2008)
4. [Learning Forward's Professional Learning Standards \(2022\)](#)

Professional Learning Standards and Structures

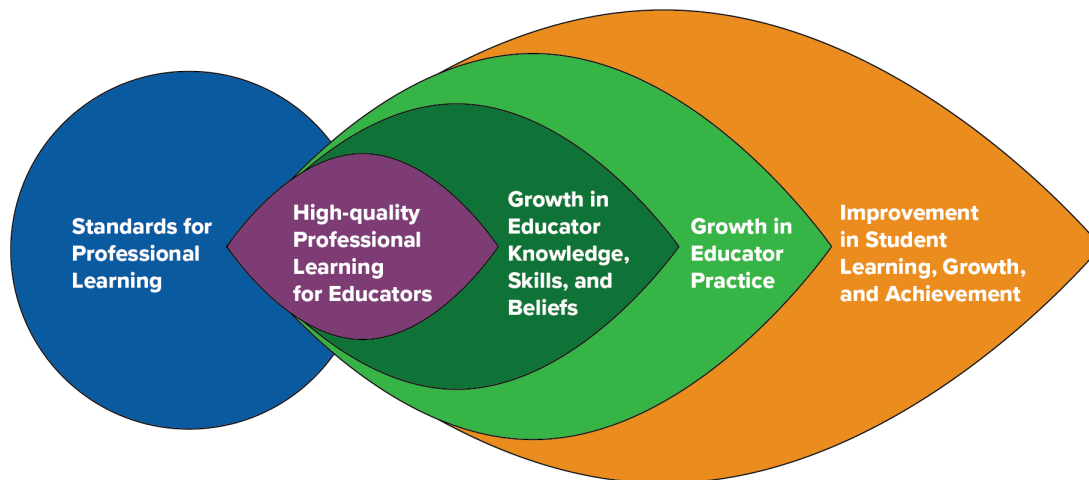
Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional 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, and observation and feedback focus.

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



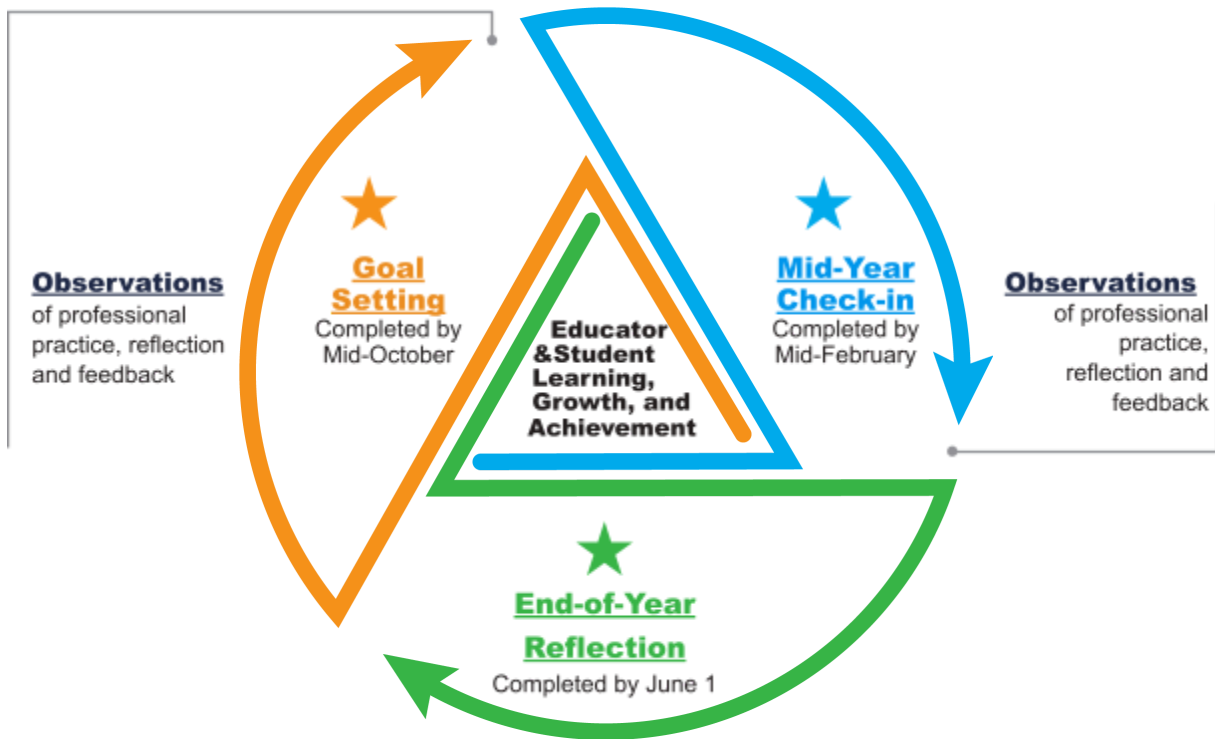
The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.

Educator Continuous Learning Process

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 (092 Endorsement) who has completed comprehensive orientation on this model and relevant rubrics.

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



Goal Setting

Completed by Mid-October

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, 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 Mid-February

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

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

Mid-Year Conference

- Discuss evidence, written reflection
- Adjust and revise as needed
- Evaluator provides written feedback

End-of-Year Reflection

Completed by June 1

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

Evaluation Orientation ([Link to form](#))

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 mid-October) ([Link to form](#))

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

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 mid-February) ([Link to form](#))

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

- Educators 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) ([Link to forms](#))

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.

Definition of Cohorts-Educators

Cohort 1

Who:

- New to profession or WPS (first four years/Non-tenured)
- New to WPS (first two years/previously tenured)

What:

- Three formal observations of Professional Practice
 - Includes the full scope of the lesson
 - Includes pre and post meetings
- Verbal feedback provided at the post meeting, to be held within *five* school days
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- Additional observations of professional practice or reviews of practice may be conducted as mutually agreed upon or deemed necessary

Cohort 2

Who:

- Educators who have successfully completed Cohort 1 in WPS

What:

- Two informal observations of Professional Practice
 - The majority of the planned lesson is observed
 - Includes post meetings
 - One observation of professional practice may be substituted for a review of practice
- Verbal feedback provided at the post meeting, to be held within *five* school days
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- Additional observations of professional practice or reviews of practice may be conducted as mutually agreed upon or deemed necessary

Professional Practice and Educator Growth

Evaluators will provide educators with feedback from observation and dialogue; base such feedback on evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback; and ensure timely access to support ([see appendix I](#)).

Observation of Professional Practice and Feedback (Link to forms/folder)

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, 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. ([Folder to Observation Forms](#))

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

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences

- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent and reciprocal

Growth Criteria

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

- Reflection supported with evidence of the impact of the 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 ([See appendix J](#)).

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. At any time, a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback, based on the standards of practice outlined in the single-point rubrics, should lead to advancing levels of support. All three tiers of support must be implemented prior to the development of a corrective support plan.

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 will 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. The start date and duration of time an educator is receiving this level of support will be clearly documented.

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 documented 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 area(s) of focus, as well as start date and duration of time an educator is receiving this level of support will be clearly documented.

Corrective Support

If tiered support has not been successful an educator will be placed 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 evaluator, educator, and their exclusive bargaining representative, pursuant to C.G.S. §10-153b. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan.

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 O](#) for a Corrective Support Plan form and example.

Dispute Resolution

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

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

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

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

Process and Timeline

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

1. The parties will discuss the dispute and seek common understanding of the issues in an attempt to resolve the matter informally.

As a result, the evaluator may choose to adjust the report, but they are not obligated to do so. If the dispute persists, the educator may, within **five school days**, provide a rebuttal statement to be included in their file. Alternatively, the educator may elect, within **five school days**, to proceed to step 2.

2. In the event that an educator disagrees with the determination of the informal dispute resolution outlined in step 1, the educator may request in writing, within **five school days**, that a second evaluator meet with both parties, review the circumstances, and provide an objective determination. The second evaluator shall be appointed by the Director of Human Resources and shall complete their determination within **ten school days** of appointment.

As a result, if the educator is unsatisfied with the determination above, they may choose to provide a rebuttal statement to be included in their file or the educator may elect in writing, within **five school days**, to proceed to step 3.

3. In the event that an educator disagrees with the determination resulting from step 2, the educator may choose to continue the dispute resolution process in writing to the superintendent or designee. Upon receipt of written notice, the superintendent or designee will meet with relevant parties, review applicable evidence, and provide a final determination in writing within **ten school days**, which shall be binding. ([See Appendix K](#))

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 July 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.

Appendices — Educator:
**Information and Resources to Support Effective
Implementation**

Appendix H: 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?
- How will our collaborative reflection help you move forward and apply your learning in your next steps?
- What does the evidence from today's lesson tell you?
- How does the data from today's lesson influence your planning for tomorrow and/or throughout the unit?
- If you were to redo any component of the lesson, what if anything, would you have done differently?
- Did anything surprise between what you planned and throughout the implementation of the lesson?
- How do you know your students met the objectives of the lesson?
- Did the design of the tasks and/or activities in the lesson promote the level of cognitive engagement you hoped for?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

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

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

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix I: Definition of Cohorts – Educator

Definition of Cohorts-Educators

Cohort 1

Who:

- New to profession or WPS (first four years/Non-tenured)
- New to WPS (first two years/previously tenured)

What:

- Three formal observations of Professional Practice
 - Includes the full scope of the lesson
 - Includes pre and post meetings
- Verbal feedback provided at the post meeting, to be held within *five* school days
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- Additional observations of professional practice or reviews of practice may be conducted as mutually agreed upon or deemed necessary

Cohort 2

Who:

- Educators who have successfully completed Cohort 1 in WPS

What:

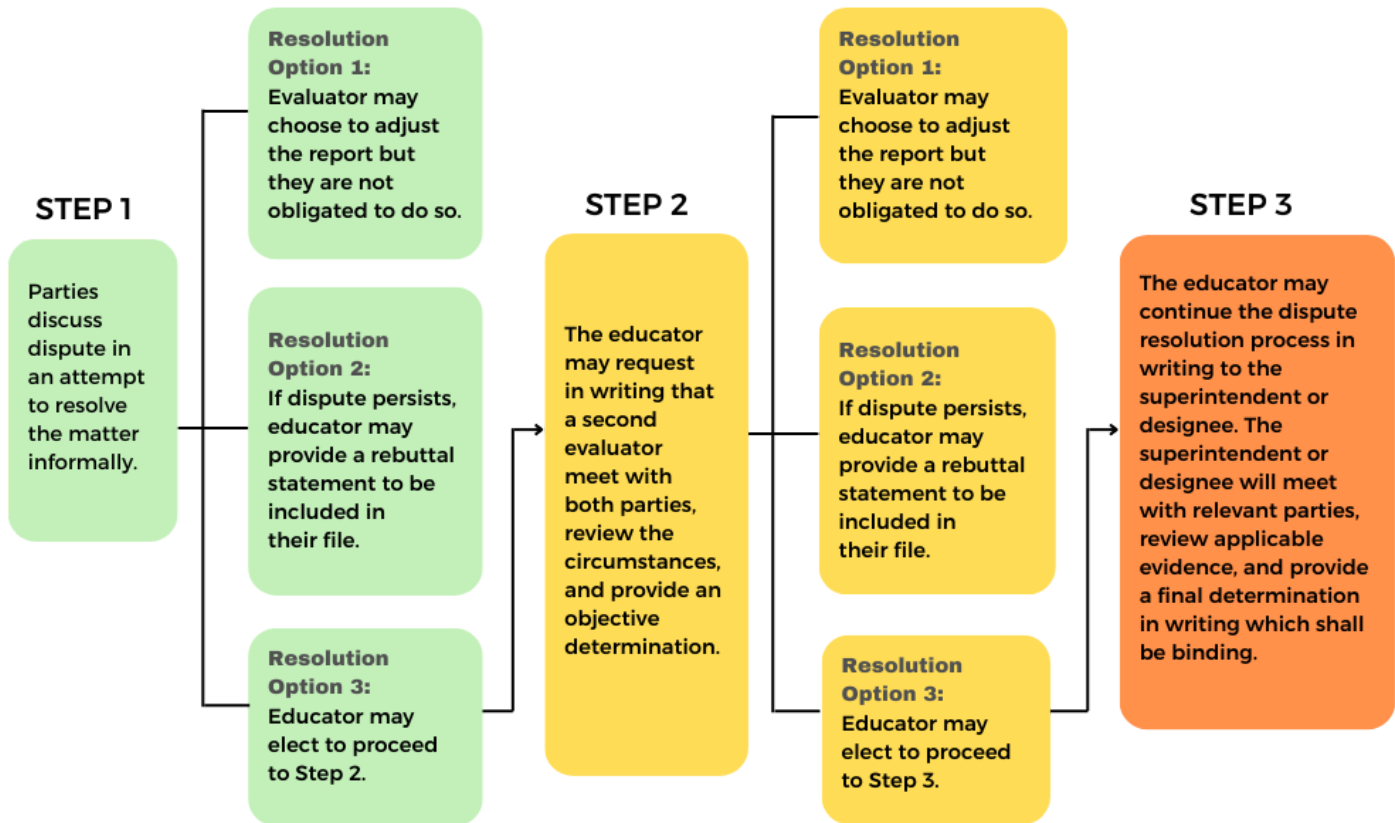
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 - One observation of professional practice may be substituted for a review of practice
- Verbal feedback provided at the post meeting, to be held within *five* school days
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- Additional observations of professional practice or reviews of practice may be conducted as mutually agreed upon or deemed necessary

Appendix J: Growth Criteria and Sources of Evidence – Educator

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> • Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, evaluator feedback, peer observation, coaching, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus <p>Impact on Students</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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, frequency of meetings/communications, etc. • Educator and/or student self-reflection • Student learning artifacts • Mastery-based demonstrations of achievement • Observational evidence of students' words, actions, interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, other assessments • Other artifacts/sources

Appendix K: Dispute Resolution Flow Chart

DISPUTE RESOLUTION



Appendix L: Glossary – Educator

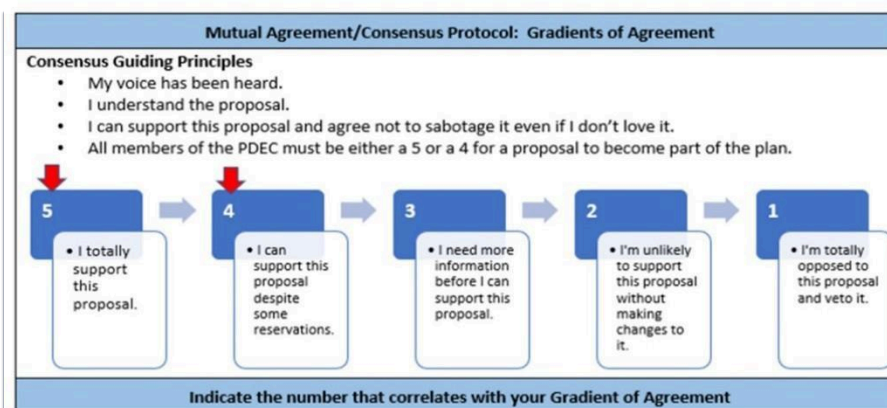
check-ins: Formal or informal meetings or conferences that provide an opportunity for the educator and evaluator to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district).

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.

cohort: Division/distinction amongst groups according to shared characteristics.

community: A school community 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 includes administrators, teachers, students, and families collaborating across various schools and programs within the district.

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. WPS elects to utilize the Seeds for Change protocol when engaging in collaborative decision-making through the Professional Development and Evaluation Committee.



From *Consensus decision making*. Seeds for Change. (n.d.).
<https://www.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.

Corrective Support Plan: If tiered support has not been successful, an educator will be placed on a Corrective Support Plan, which 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.

See page 43 of this document for a detailed description.

crosswalk: Mapping or identifying similar information across multiple sets of data (plans of evaluation).

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.

educator: An educator is defined as a certified educational professional serving in the role of teacher, counselor, social worker, school psychologist, library media specialist, speech and language pathologist, instructional coach, teacher leader, or other role as may be defined by the Weston Teachers' Association.

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

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

Quality feedback:

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

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

formal observation: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance, which includes pre- and post-conferences followed by written feedback.

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

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

informal observation: An informal observation is an unplanned observation of professional practice or review of practice intended to evaluate educator performance and includes a post-conference, followed by written feedback provided to the educator.

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
- Peer visitations/observations within a school

meeting: Is “when two or more people come together to discuss one or more topics” (Elena, Aguilar, 2024).

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

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.

peer observation: An opportunity for educators to observe each other in professional practice. Educators may want to observe peers to see a new strategy in action, learn a new protocol, or analyze processes and procedures.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision-making body to create, revise, and monitor the evaluation, growth, and support program for the district, as well as the district’s professional learning plan.

professional learning: Professional learning is an “integral part of school and district strategy for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education; and is sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused” (Learning Forward, 2024). It is a “transformational process in which learners are actively engaged and for which the aim is to explore and expand behaviors, beliefs, and ways of being: a learning process that results in a change of practice” (Elena Aguilar, 2024).

professional learning goal: A high leverage goal based on professional practice standards that clearly aligns with district, school, and/or certified staff goals (departments, grade-level teams, or collaborations) and improves the collective effectiveness of practice.

professional practice standards: Evidence-based indicators to guide educators’ professional practice.

review of practice: A review of practice is a non-classroom observation that may include, but is not limited to, observation of delivery of professional learning, team meetings, observations of coaching/mentoring sessions, or review of educator work or student work.

rubric: A rubric is a tool used to communicate the standards for 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.

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.

stakeholder: A person with interest in the school/district outcomes; typically includes students, staff, families, local educational authorities, and community leaders.

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

tiered support: A series of supportive strategies, advancing as needed, to assist in growth toward the identified standards of professional practice.

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.

Appendix M: Continuous Learning Process – Educator

Evaluation Orientation

Orientation to Educator Evaluation was completed on:

Date

Non-negotiable Process Element of the CT Guidelines (2023)

Download these forms:



[Educator Orientation Form](#)



[Educator Goal-Setting Form](#)



[Educator Observation Form](#)



[Educator Mid-Year Check-In Form](#)



[Educator End-of-Year Self-Reflection Form](#)



[Educator End-of-Year Conference Form](#)



[Educator Correction Support Plan Form](#)

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Name:		Location:	
Select One: <ul style="list-style-type: none"> Cohort 1 *New to Profession (first four years) or New to Weston (first two years) Cohort 2 *Educators who have successfully completed Cohort 1 	Select One: <ul style="list-style-type: none"> Individual goal Collaborative goal <i>Decided upon mutual agreement.</i>	Select One: <ul style="list-style-type: none"> 1-year goal 2-year goal 3-year goal <i>Decided upon mutual agreement.</i>	Select One: <ul style="list-style-type: none"> CCT Teacher Rubric CCT Service Delivery Rubric

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Beginning-of-the-Year Goals and Planning	
Self-Reflection Completed by Educator See Sample Reflection Questions	
Reflect on your practice based on the single-point rubric. Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. See Examples of Evidence Types	
Goal, Rationale, Alignment and Professional Learning Plan Completed by Educator	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of teacher learning, student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal? See professional learning and action questions to guide your plan.	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	
Goal Setting Conference Completed by Evaluator Date	

Notes:	Supports Required/Suggested <ul style="list-style-type: none">• Tier 1• Tier 2 (Link to Examples of Supports)• Tier 3 (Link to Examples of Supports)
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Planned Observation of Professional Practice
Non-negotiable Process Element of the CT Guidelines (2023)

[Observation of Professional Practice #1 - Required](#)

[Additional Observation of Professional Practice](#)

**Midyear Check-in: Reflection, Adjustment(s), and
Next Steps**

Completed by Educator

Non-negotiable Process Element of the CT Guidelines (2023)

[See Sample Reflection Questions and Professional Learning and Action Questions](#)

What has been your
progress to date on
your professional
learning and how do
you know?

Self-Reflection:

Links to Evidence:

Midyear Conference

Completed by Evaluator

Date

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

[Observation of Professional Practice #2 - Required](#)

[Additional Observation of Professional Practice](#)

End-of-Year Reflection and Feedback Process

Non-negotiable Process Element of the CT Guidelines (2023)

Self-Reflection

Completed by Educator

[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 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:

Links to Evidence:

End-of-Year Conference <i>Completed by Evaluator</i> <u>Date</u>	
Summative Feedback and Growth Criteria <i>Completed by Evaluator</i> See appendix for full description	
Summative Feedback	
Development of new learning and impact on practice related to goal(s).	
Impact on student learning, growth, and achievement	
Successful Completion of the Evaluative Cycle	<ul style="list-style-type: none"> • Yes • No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)? 	<ul style="list-style-type: none"> • Educator will continue multi-year goal. • Educator will adjust multi-year goal. • Educator completed multi-year goal. • Notes:
Educator Signature	Date:
Evaluator Signature	Date:

Appendix N: Observation Forms – Educator

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Educator Evaluation Observation #1 – Required		
Name:		Time/Location:
Grade/Role:		Discipline/Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional) 		
Pre-Observation <i>Completed by the Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	Upload and provide hyperlink here	
Pre-Conference Notes including the identified competency focus for the observation		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i> See Sample Reflection Questions <i>(Optional/Required is TBD for the 25-26 School Year)</i>		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	Insert competencies	

Educator Evaluation Observation #2 – Required		
Name:		Location:
Grade/Role:		Discipline/Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional) 		
Pre-Observation <i>Completed by Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	Upload and provide hyperlink here	
Pre-Conference Notes including the identified competency focus for the observation		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i> See Sample Reflection Questions <i>(Optional/Required is TBD for the 25-26 School Year)</i>		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	Insert competencies	

Educator Evaluation Observation #3		
Name:		Location:
Grade/Role:		Discipline/Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	Upload and provide hyperlink here	
Pre-Conference Notes including the identified competency focus for the observation		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i> See Sample Reflection Questions <i>(Optional/Required is TBD for the 25-26 School Year)</i>		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	Insert competencies	

Educator Evaluation Observation #4		
Name:		Location:
Grade/Role:		Discipline/Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional) 		
Pre-Observation <i>Completed by Leader (as needed/required)</i>		
Lesson Plan/Meeting Plan	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes including the identified competency focus for the observation		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i> See Sample Reflection Questions <i>(Optional/Required is TBD for the 25-26 School Year)</i>		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	Insert competencies	

Appendix O: Sample Corrective Support Plan – Educator

[\(Link to Form\)](#)

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

Objective:

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

(Suggested) Resources:

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

Timeframes:

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

Supportive Actions:

- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of 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 being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

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