

# Windsor's Leader and Educator Evaluation and Support Plans 2024

Model by the Connecticut State Department of  
Education adapted for use by Windsor Public Schools,  
May 2024 / Revised September 2024





# Windsor's Leader and Educator Evaluation and Support Plans 2024

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## Acknowledgments

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# Leader Evaluation and Support Plan





# Windsor Public Schools

## Leader and Educator Evaluation and Support Plans 2024

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## Vision

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

## The Purpose of this Model Guide

The Connecticut (CT) Model Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) can adopt the model plan, adapt the model plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

- introduce key components of the leader evaluation framework and the requirements set forth in the regulations;
- outline specific action steps, forms, and tools from the Model Evaluation and Support Plan specific to the evaluation of leaders; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

## Guiding Principles

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

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



# **Connecticut Guidelines for Educator and Leader Evaluation and Support 2023**

## **Components: Reimagining Educator and Leader Evaluation and Support**

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

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback 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 and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards.

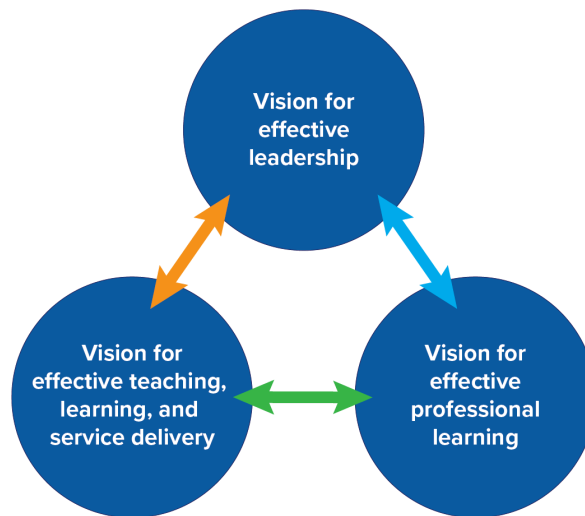
While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

## Leader Standards

1. [Professional Standards for School Leaders \(PSEL\)](#)
2. [Learning Forward's Professional Learning Standards \(2022\)](#)
3. [Common Core of Leading: CT School Leadership Standards 2012](#)
4. [CT Leader Evaluation and Support Rubric 2017](#)

## Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.



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

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

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

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

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



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

# Leader Continuous Learning Process

**Evaluation Orientation** **no later than October 15**  
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 learning 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, reflection, and feedback from evaluator
- Adjust and revise as needed

## End-of-Year Reflection Completed by June 30

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

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

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

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

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

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

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

### **Goal(s) Setting (Completed by November 1)**

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 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):**

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

### **End-of-Year Reflection/Summative Review (Completed by June 30)**

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

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

## Professional Practice and Leader Growth

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

## Observation of Professional Practice/Site Visits and Feedback

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

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

Quality feedback:

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

Definition of Cohorts	
<p><b><u>Cohort 1</u></b></p> <p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• New to leadership role (e.g. principal from assistant principal, etc.; first three years)</li> <li>• New to LEA (first three years)</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Three observations of professional practice and/or site visits</li> <li>• Verbal feedback within 5 school days and written feedback within 10 school days.</li> <li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li> </ul>	<p><b><u>Cohort 2</u></b></p> <p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• Leaders who have successfully completed Cohort 1 in their current LEA</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Two observations of professional practice and/or site visits</li> <li>• Verbal feedback within 5 school days and written feedback within 10 school days.</li> <li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary.</li> </ul>



## 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 and Corrective Support Planning

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

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

### Tier 1 (Includes All Leaders)

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

### Tier 2 (Initial Support)

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g. observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator. The leader will have up to 15 school days to demonstrate that they have taken steps to improve their practice. They will meet with their evaluator at the end of the 15 days to provide evidence of their improvement, receive feedback, and determine next steps. The leader has the option of including union representation in the Tier 2 support process.

### Tier 3 (Intermediate Support)

In addition to Tier 1 and Tier 2, Tier 3 supports are put in place to respond to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success. All three tiers of supports must be documented and completed prior to movement 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 leader has a maximum of 30 school days to complete their Tier 3 Support Plan. The start date and duration of time an educator is receiving this level of support should be clearly documented. [See Appendix P for the required template for the Tier 3 Support Plan.](#) The educator will meet with their evaluator at the end of the 30 days to provide evidence of their improvement, receive feedback, and determine next steps. During this Tier 3 progress review, a decision can be made to move to a Corrective Support Plan due to continued lack of growth/resistance to growth.

## Corrective Support Plan

In addition to Tier 1, Tier 2, and Tier 3, a pattern of persistent lack of growth and reflection or resistance to

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

The Corrective Support Plan must contain:

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

Corrective supports shall be developed in consultation with the evaluator, leader, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented. [See Appendix H for the required template for Corrective Support Plan](#). The leader has a maximum of 30 school days to complete their Corrective Support Plan. 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.

## Dispute Resolution

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

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

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

### Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process and must inform their evaluator of a dispute within 10 school days of receiving feedback.

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

The required [dispute meeting agenda template \(See Appendix R\)](#) should be completed by the evaluator, PDEC committee, neutral party, or superintendent prior to the meeting.

#### Option 1:

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

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

#### Option 2:

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

### Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.

3. The leader being evaluated must initiate the appeals procedure within 10 workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within 10 workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

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

The PDEC serves as the collaborative decision maker using the [consensus protocol](#) to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11\(b\)\(3\)](#), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, paraeducators, 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"> <li>Attendance counselor</li> <li>Paraeducator (required)</li> <li>Behavior technician</li> <li>Parent and family liaison</li> <li>Social emotional support staff</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher</li> <li>CTE teacher</li> <li>Library media specialist</li> <li>Reading interventionist</li> <li>Instructional coach</li> <li>Special education teacher</li> <li>Social worker</li> <li>School psychologist</li> <li>Speech pathologist</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant principal</li> <li>TESOL supervisor</li> <li>Special education supervisor</li> <li>Assistant superintendent</li> <li>Curriculum coordinator</li> <li>Talent development supervisor</li> </ul>

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 educator and leader evaluation and support 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 state model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the 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 educator and leader evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education.

## 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 the last Board of Education meeting of each school year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before **September 15** of each year.

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

## Technical Assistance and Professional Learning

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

**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 a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

### Professional Learning and Action Questions

#### Indicators of success

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

#### Determine Evidence

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

## **Analysis of Evidence**

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

## **Learning Reflection and Next Steps**

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

## **Reflect on the Feedback Process**

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

## Appendix B: Definition of Cohorts – Leader

Definition of Cohorts	
<b><u>Cohort 1</u></b> <b>Who:</b> <ul style="list-style-type: none"><li>• New to leadership role (e.g. principal from assistant principal, etc.; first three years)</li><li>• New to LEA (first three years)</li></ul> <b>What:</b> <ul style="list-style-type: none"><li>• Three (3) observations of professional practice and/or site visits</li><li>• Verbal feedback within 5 school days and written feedback within 10 school days.</li><li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li></ul>	<b><u>Cohort 2</u></b> <b>Who:</b> <ul style="list-style-type: none"><li>• Leaders who have successfully completed Cohort 1 in their current LEA</li></ul> <b>What:</b> <ul style="list-style-type: none"><li>• Two (2) observations of professional practice and/or site visits</li><li>• Verbal feedback within 5 school days and written feedback within 10 school days.</li><li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary.</li></ul>

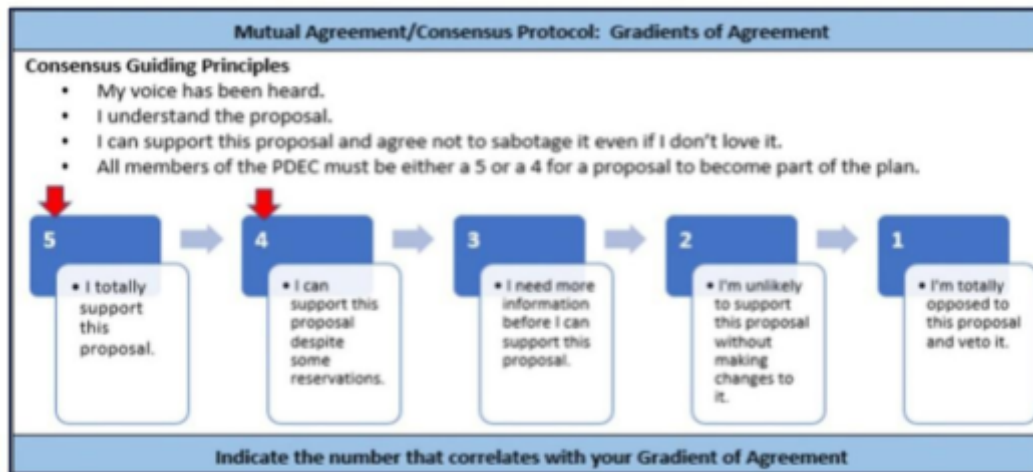
## Appendix C: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
<p><b>Development of New Learning and Impact on Practice</b>  The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice.</p> <p><b>Impact on the Organization</b>  The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice.</p> <p><b>Impact on Community</b>  The leader can demonstrate how they worked effectively with colleagues/families/community.</p>	<ul style="list-style-type: none"> <li>● Information from site visits</li> <li>● Strategic plans</li> <li>● Learning walk/instructional rounds</li> <li>● Self-reflection (e.g., journals, learning logs)</li> <li>● Leader created professional learning materials</li> <li>● Operational artifacts (e.g., schedules, procedural revisions)</li> <li>● Educator learning outcomes</li> <li>● Policy updates</li> <li>● Community communications</li> <li>● Constituent feedback</li> <li>● Program development and implementation</li> <li>● Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development)</li> <li>● Systems and structures</li> </ul>

## Appendix D: General Glossary – Leader

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

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



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

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

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

**community:** A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

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

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

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

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

Quality feedback:

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

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

**formal observations:** A formal observation is a structured and planned process of watching, assessing, and evaluating a leader’s performance. This typically includes a pre-conference and post-conference and results in a written evaluation within 10 school days.

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

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

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



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

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

Superintendents will confirm district leaders with evaluation roles.

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

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

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

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

**professional learning:** Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also [Appendix E, Glossary of Professional Learning Opportunities](#).

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

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

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

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

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

**tiered supports:**

- **Tier 1** It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.
- **Tier 2** In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.
- **Tier 3** Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

## Appendix E: Glossary of Professional Learning Opportunities – Leader

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

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

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

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

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

**job-embedded:** Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

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

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

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

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

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

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

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

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

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

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

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

## Appendix F: Continuous Learning Process – Leader

### Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

**Date *No later than October 15th***

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

All forms below are available to be completed in the Vector Evaluation platform.

- [Leader Evaluation Orientation and Goal-Setting Form](#)
- [Leader Observation/Site Visit Form](#)
- [Leader Mid-Year Check-In Form](#)
- [Leader End-of-Year Self-Reflection Form](#)
- [Leader End-of-Year Conference Form](#)

# 1. TASK: Leader Goal Setting Form

Leader Name:		Leader School:	
Leader Role:			
<b>1. Select One:</b> <ul style="list-style-type: none"> <li><a href="#">Cohort 1</a></li> </ul> *New to leader role or first three years in LEA <ul style="list-style-type: none"> <li><a href="#">Cohort 2</a></li> </ul> *Years 4 (in LEA)	<b>2. Select One:</b> <ul style="list-style-type: none"> <li>Individual goal</li> <li>Collaborative goal</li> </ul> <b>Was this decided upon mutual agreement?</b>	<b>3. Select One:</b> <ul style="list-style-type: none"> <li>1-year goal</li> <li>2-year goal</li> <li>3-year goal</li> </ul> <b>Was this decided upon mutual agreement?</b>	<b>4. Select One:</b> <ul style="list-style-type: none"> <li><a href="#">PSEL Rubric (Professional Standards for Educational Leaders 2015)</a></li> <li><a href="#">Common Core of Leading: CT School Leadership Standards 2012</a></li> <li><a href="#">CT Leader Evaluation and Support Rubric 2017</a></li> </ul>
<b>Beginning of the Year Goals &amp; Planning</b>			
<b>Self-Reflection</b>			
Completed by Leader: <i>See Self-Reflection sample reflection questions (Appendix A: Sample Reflection Questions-Leader)</i>			
5. Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking. <i>See Examples of Evidence Types (Appendix C: Growth Criteria and Sources of Evidence)</i>			
<b>Goal, Rationale, Alignment and Professional Learning Plan</b>			
Completed by Leader			
6. Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).			
7. 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 &amp; Action Questions to guide your plan. (Appendix A: Sample Reflection Questions - Leader)</i>			
8. 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)?			
9. In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?			
<b>Goal Setting Conference</b> Date _____			
Completed by Evaluator by <b>November 1.</b>			
10. Notes		Supports Required/Suggested <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	

Workflow:

1. Direct Report completes steps 1-9;
2. Evaluator schedules goal setting conference and completes 10 and signature (Eval Approve w/ Date)
3. Direct Report Sign w/Date

## 2. TASK: Leader Observation/Site Visit #1

### Leader Evaluation Observation/Site Visit #1 – Required

Leader Name: <b>Populate from Goal setting form</b>		Leader Location: <b>Populate from Goal setting form</b>	
Leader Role: <b>Populate from Goal setting form</b>		Leader Goal/Observation Focus: <b>Populate from Goal setting form</b>	
1. Choose one (Drop down). <ul style="list-style-type: none"> <li>• Cohort 1 (Pre-/Post-Conference Required)</li> <li>• Cohort 2 (Post-Conference Required)</li> <li>• Additional Site Visit (Pre-/Post-Conference Optional)</li> </ul>			
<b>Pre-Observation/Visit (if necessary) Date _____</b> <i>Completed by Leader (as needed/required)</i>			
2. Meeting Plan and/or Context		Upload and provide hyperlink here, as appropriate	
3. Pre-Conference Notes			
<b>4. Observation/Site Visit Evidence Date _____</b> <i>Completed by the Evaluator</i>			
Type evidence here			
<b>Post-Observation/Visit Reflection</b> <i>Completed by the Leader</i>			
5. What does today's evidence tell you?			
6. Are there patterns, trends, or outliers?			
7. How will our collaborative reflection help you move forward and apply your learning in your next steps?			
<b>8. Post-Observation/Visit Conference Feedback Date _____</b> <i>Completed by the Evaluator</i>			
Feedback on Evidence, Standards, and Educator's Goal			
<b>9. Evidence of Strengths</b>		<b>10. Feedback on Single-Point Competency from Goal Setting Form (if observed)</b> <i>Completed by the Evaluator</i>	<b>11. Areas for Growth and/or Next Steps</b>
		Insert competencies indicated on #4. Of Goal Setting form.	

#### Workflow:

1. Evaluator completes step 1. Direct Report completes steps 2-3.
2. Evaluator schedules site visit pre-conf (if necessary) and site visit, and completes #4.
3. Direct Report completes Post Observation/Site Visit #5-7
4. Evaluator schedules and holds Post Conf and completes #8-11 and signature (Eval Approve w/ Date)
5. Direct Report Sign w/Date



### 3. TASK: Leader MidYear Form

Leader Name: <b>Populate from Goal setting form</b>	Leader Location: <b>Populate from Goal setting form</b>
Leader Role: <b>Populate from Goal setting form</b>	Leader Goal/Observation Focus: <b>Populate from Goal setting form</b>
<p align="center"><b>Midyear Check-in: Reflection, Adjustment(s), and Next Steps</b>  <i>Completed by Leader</i>  <i>Non-negotiable Process Element of the CT Guidelines (2023)</i>  <i>See Self-Reflection sample reflection questions (Appendix A: Sample Reflection Questions - Leader)</i></p>	
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 (including any adjustments) and why?	<p><b>1. Self-Reflection:</b></p>
<p><b>2. Links to Evidence:</b></p>	

<p><b>Midyear Conference</b> Date <input type="text"/></p> <p><i>Completed by Evaluator (<u>by March 1</u>)</i></p>
<p><b>3. Feedback to Leader</b> (Feedback regarding progress on professional learning and progress toward goal(s) as well as any adjustments to focus areas result from the discussion. Include change in tiered supports, if recommended.):</p>

Workflow:

1. Direct Report completes steps 1-2;
2. Evaluator schedules Midyear Conf and completes 3 and signature (Eval Approve w/ Date)
3. Direct Report Sign w/Date

# 4. TASK: Leader Observation/Site Visit #2

## Leader Evaluation Observation/Site Visit #2 – Required

Leader Name: <b>Populate from Goal setting form</b>		Leader Location: <b>Populate from Goal setting form</b>	
Leader Role: <b>Populate from Goal setting form</b>		Leader Goal/Observation Focus: <b>Populate from Goal setting form</b>	
1. Choose one (Drop down). <ul style="list-style-type: none"> <li>Cohort 1 (Pre-/Post-Conference Required)</li> <li>Cohort 2 (Post-Conference Required)</li> <li>Additional Site Visit (Pre-/Post-Conference Optional)</li> </ul>			
Pre-Observation/Visit (if necessary) Date _____ Completed by Leader (as needed/required)			
2. Meeting Plan and/or Context		Upload and provide hyperlink here, as appropriate	
3. Pre-Conference Notes			
4. Observation/Site Visit Evidence Date _____ Completed by the Evaluator			
Type evidence here			
Post-Observation/Visit Reflection Completed by the Leader			
5. What does today's evidence tell you?			
6. Are there patterns, trends, or outliers?			
7. How will our collaborative reflection help you move forward and apply your learning in your next steps?			
8. Post-Observation/Visit Conference Feedback Date _____ Completed by the Evaluator			
Feedback on Evidence, Standards, and Educator's Goal			
9. Evidence of Strengths		10. Feedback on Single-Point Competency from Goal Setting Form (if observed) Completed by the Evaluator	11. Areas for Growth and/or Next Steps
		Insert competencies indicated on #4. Of Goal Setting form.	

### Workflow:

- Evaluator completes step 1. Direct Report completes steps 2-3.
- Evaluator schedules site visit pre-conf (if necessary) and site visit, and completes #4.
- Direct Report completes Post Observation/Site Visit #5-7
- Evaluator schedules and holds Post Conf and completes #8-11 and signature (Eval Approve w/ Date)
- Direct Report Sign w/Date

# 5. TASK: Leader End of Year Form

Leader Name: <b>Populate from Goal setting form</b>	Leader Location: <b>Populate from Goal setting form</b>
Leader Role: <b>Populate from Goal setting form</b>	Leader Goal/Observation Focus: <b>Populate from Goal setting form</b>
<b>End-of-Year Reflection and Feedback Process</b> <i>Non-negotiable Process Element of the CT Guidelines (2023)</i>	
<b>Self-Reflection</b> <i>Completed by Leader: See Self-Reflection sample reflection questions (Appendix A: Sample Reflection Questions - Leader)</i>	
<ul style="list-style-type: none"> <li>What impact did your new learning have on your practice/goal(s), and how do you know?</li> <li>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?</li> <li>What challenges did you encounter and what are your next steps with your professional learning?</li> </ul>	<b>1. Self-Reflection:</b>
<b>2. Links to Evidence:</b>	
<b>End-of-Year Conference</b> Date <input type="text"/>	
<i>Completed by Evaluator (by June 30)</i>	
<b>Summative Feedback and Growth Criteria</b> <i>Completed by Evaluator (Appendix C: Growth Criteria and Sources of Evidence)</i>	
3. Summative Feedback	
4. Development of new learning and impact on leadership practice related to goal(s).	
5. Impact of new learning and leadership practice on key partners and or organizational outcomes.	
6. Impact of new learning on greater community.	
<b>7. Successful Completion of the Evaluative Cycle</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>8. Supports Required/Suggested</b> <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> Not applicable, Tier 2 (Pls Specify), Tier 3 (Pls Specify)	If Tier 2 and/or Tier 3, please specify strategies:
<b>9. For multi-year goals only:</b> <ul style="list-style-type: none"> <li>What adjustments are needed to the goal(s)?</li> <li>Why?</li> <li>How might adjustments impact the timing of the goal(s)?</li> </ul>	<b>10. Choose one (if multi-year goal)</b> <ul style="list-style-type: none"> <li>Leader will continue multi-year goal.</li> <li>Leader will adjust multi-year goal.</li> <li>Leader completed multi-year goal.</li> <li>Notes:</li> </ul>

## Workflow:

1. Direct Report completes steps 1-2;
2. Evaluator schedules End of Year Conf and completes 3-10 and signature (Eval Approve w/ Date)
3. Direct Report Sign w/Date

## Appendix G: Observation/Site Visit Form – Leader

### Leader Evaluation Observation/Site

Leader Name: <b>Populate from Goal setting form</b>		Leader Location: <b>Populate from Goal setting form</b>	
Leader Role: <b>Populate from Goal setting form</b>		Leader Goal/Observation Focus: <b>Populate from Goal setting form</b>	
1. Choose one (Drop down). <ul style="list-style-type: none"> <li>Cohort 1 (Pre-/Post-Conference Required)</li> <li>Cohort 2 (Post-Conference Required)</li> <li>Additional Site Visit (Pre-/Post-Conference Optional)</li> </ul>			
<b>Pre-Observation/Visit (if necessary) Date _____</b> <i>Completed by Leader (as needed/required)</i>			
2. Meeting Plan and/or Context		Upload and provide hyperlink here, as appropriate	
3. Pre-Conference Notes			
<b>4. Observation/Site Visit Evidence Date _____</b> <i>Completed by the Evaluator</i>			
Type evidence here			
<b>Post-Observation/Visit Reflection</b> <i>Completed by the Leader</i>			
5. What does today's evidence tell you?			
6. Are there patterns, trends, or outliers?			
7. How will our collaborative reflection help you move forward and apply your learning in your next steps?			
<b>8. Post-Observation/Visit Conference Feedback Date _____</b> <i>Completed by the Evaluator</i>			
Feedback on Evidence, Standards, and Educator's Goal			
9. Evidence of Strengths		<b>10. Feedback on Single-Point Competency from Goal Setting Form (if observed)</b> <i>Completed by the Evaluator</i>	11. Areas for Growth and/or Next Steps
		Insert competencies indicated on #4. Of Goal Setting form.	

#### Workflow:

- Direct Report completes steps 1-3;
- Evaluator schedules site visit pre-conf (if necessary) and site visit, and completes #4.
- Direct Report completes Post Observation/Site Visit #5-7
- Evaluator schedules and holds Post Conf and completes #8-11 and signature (Eval Approve w/ Date)
- Direct Report Sign w/Date

## Appendix H Part 1: Corrective Support Plan Template – Leader

Name of Staff Member:

Name of Evaluator:

Names of Supporting Staff (Other Than Evaluator):

Name of WSASA Representative:

Tier 3 Support was provided on the following dates: \_\_\_\_\_ Despite Tiered Supports \_\_\_\_\_ has demonstrated a lack of growth/improvement, which has led \_\_\_\_\_ to assign a Corrective Support Plan.

The staff member received Tier 3 support and has shown a persistent lack of growth and/or reflection in the area of:

Select One from PSEL Standards ▾

Describe the objective for the Corrective Support Plan below. What is the staff member's main area of improvement?

Describe the success criteria for completion of the plan.

Complete the table below to indicate actions steps, timeline, and who will be responsible. Note: Corrective Support Plans have a maximum duration of 30 school days.

Action Step	When will it occur?	Who is responsible?

Progress Monitoring Log: The evaluator should indicate below when they met with the staff member for progress monitoring and describe (briefly) what was discussed.

Meeting #	Date	Notes/ Feedback

What resources will the evaluator, support personnel, and WSASA representative provide?

Signatures below indicate knowledge of this plan: Staff Member, Evaluator, WSASA, and Support/Mentor Personnel

## Appendix H Part 2: Corrective Support Plan Sample – Leader

Name of Staff Member:

Principal Ed Rooney

Name of Evaluator:Names of Supporting Staff (Other Than Evaluator):

Superintendent Albus Dumbledore

Name of WSASA Representative:

Mr. Feeny

Tier 3 Support was provided on the following dates: March 1-28, 2024. Despite Tiered Supports, Mr. Ed Rooney has demonstrated a lack of growth/improvement, which has led Superintendent Dumbledore to assign a Corrective Support Plan.

The staff member received Tier 3 Support and has shown a persistent lack of growth and/or reflection in the area of:

Standard 8: Meaningful Engagement of Families & Community ▾

Describe the objective for the Corrective Support Plan below. What is the staff member's main area of improvement?

Mr. Rooney has consistently struggled with communicating appropriately with a variety of constituents

Describe the success criteria for completion of the plan.

Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Complete the table below to indicate actions steps, timeline, and who will be responsible. Note: Corrective Support Plans have a maximum duration of **30 school days**.

Action Step	When will it occur?	Who is responsible?
Progress Reporting & Weekly Feedback on progress	Weekly	Rooney & Dumbledore
Modeling of effective communication practices	Weekly	Feeny
Collaboration with district leaders for exemplars of communication	Weekly	District Leaders, as assigned by Dumbledore

Progress Monitoring Log: The evaluator should indicate below when they met with the staff member for progress monitoring and describe (briefly) what was discussed.

Meeting #	Date	Notes/ Feedback
Meeting#1	May 1	
Meeting#2	May 8	
Meeting#3	May 15	
Meeting#4	May 22	

What resources will the evaluator, support personnel, and WSASA representative provide?

Mr. Feeny and district leaders

Signatures below indicate knowledge of this plan: Staff Member, Evaluator, WSASA, and Support/Mentor Personnel



# Educator Evaluation and Support Plan







## Vision

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

## The Purpose of this Model Guide

The Connecticut (CT) Model Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) can adopt the CT Model Plan, adapt the CT Model Plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

- introduce key components of the educator evaluation framework and the requirements set forth in the regulations;
- outline specific action steps, forms, and tools from the CT Model Evaluation and Support Plan specific to the evaluation of educators; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

## Guiding Principles

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

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

# **Connecticut Guidelines for Educator and Leader Evaluation and Support 2023**

## **Components: Reimagining Educator and Leader Evaluation and Support**

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

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback 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**

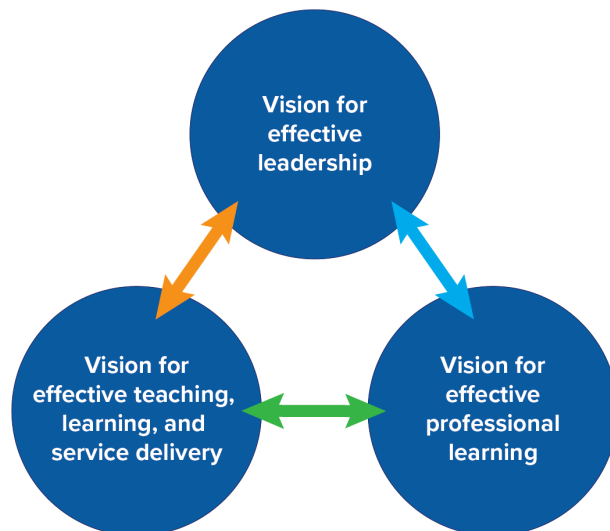
The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations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

## Educator Standards

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

## Professional Learning Standards and Structures

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.

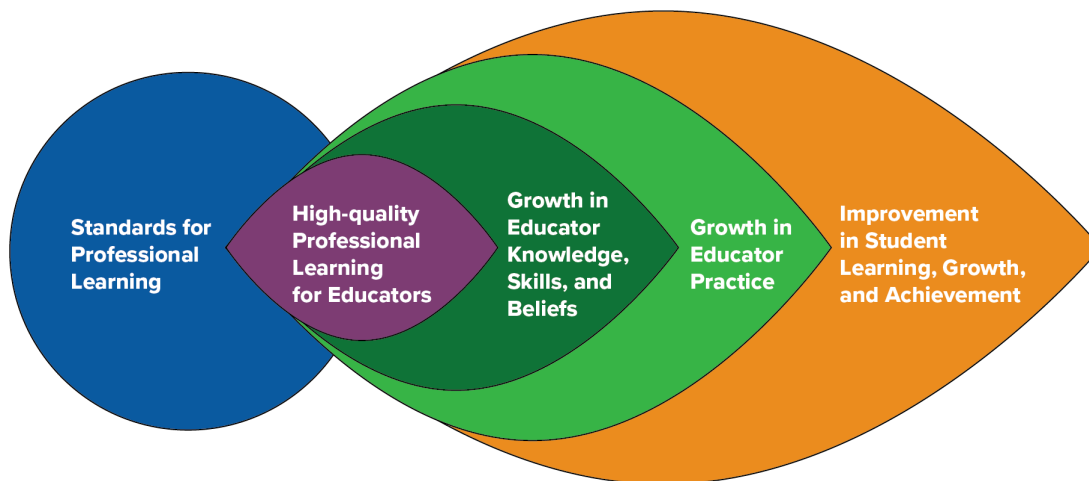


## The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

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.



Below is a graphic with the associated steps, reflections, and resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

# Educator Continuous Learning Process

**Evaluation Orientation** **no later than September 30**  
Completed prior to the start of the Continuous Learning Process



## Goal Setting Completed by October 15th

### Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

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

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

### Goal Setting Conference

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

## Mid-year Check-in Completed by February 15th

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

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

### Mid-Year Conference

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

## End-of-Year Reflection Completed by June 1st

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

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

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

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

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than **September 30th**. 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.

[Appendix T contains an evaluation timeline](#) that shows the deadlines for goal setting, the midyear check-in, and end-of-year reflection portions of the evaluation process.

### Goal(s) Setting (Completed by **October 15**)

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 K](#)).

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

### Midyear Check-in (Completed by **February 15**):

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 are aligned to the single point rubric. ([See Appendix S for Template: WPS Single Point Competency\\* Feedback Form and Sample](#)). \*A **single point competency** is defined in the glossary as *"a description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is **framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance**."*
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

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

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

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

Professional Practice and Educator Growth

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

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high leverage educator 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. Verbal feedback is provided within five school days and written feedback in the district evaluation platform within ten school days.

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

Quality feedback:

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

Definition of Cohorts	
<p><b>Cohort 1</b></p> <p><b>Who:</b></p> <ul style="list-style-type: none"><li>• New to profession (first four years)</li><li>• New to LEA (first two years)</li></ul> <p><b>What:</b></p> <ul style="list-style-type: none"><li>• A minimum of <u>3</u> observations of professional practice (minimum of 30 minutes in length) with pre- and post- meetings.<ul style="list-style-type: none"><li>○ One observation of professional practice may be substituted with a review of practice.</li></ul></li><li>• Verbal feedback within 5 school days and written feedback within 10 school days.</li><li>• Additional observations of professional practice as mutually agreed upon or deemed necessary</li></ul>	<p><b>Cohort 2</b></p> <p><b>Who:</b></p> <ul style="list-style-type: none"><li>• Educators who have successfully completed Cohort 1 in their current LEA</li></ul> <p><b>What:</b></p> <ul style="list-style-type: none"><li>• A minimum of <u>2</u> observations of professional practice (minimum of 20 minutes in length) with post- meetings.<ul style="list-style-type: none"><li>○ One observation of professional practice may be substituted with a review of practice.</li></ul></li><li>• Verbal feedback within 5 school days and written feedback within 10 school days.</li><li>• Additional observations of professional practice as mutually agreed upon or deemed necessary</li></ul>



## Growth Criteria

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

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

([See Appendix K](#))

## Tiered Support and Corrective Support Planning

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

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

### Tier 1 (Includes All Educators)

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

### Tier 2 (Initial Support)

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 teacher will have up to 15 school days to demonstrate that they have taken steps to improve their practice. They will meet with their evaluator at the end of the 15 days to provide evidence of their improvement, receive feedback, and determine next steps. The teacher has the option of including union representation in the Tier 2 support process.

### Tier 3 (Intermediate Support)

In addition to Tier 1 and Tier 2, Tier 3 supports are put in place to respond to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success. All three tiers of supports must be documented and completed prior to movement 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 educator has a maximum of 30 school days to complete their Tier 3 Support Plan. The start date and duration of time an educator is receiving this level of support should be clearly documented. [See Appendix P for the required template for the Tier 3 Support Plan](#). The educator will meet with their evaluator at the end of the 30 days to provide evidence of their improvement, receive feedback, and determine next steps. During this Tier 3 progress review, a decision can be made to move to a Corrective Support Plan due to continued lack of growth/resistance to growth.

### Corrective Support Plan

In addition to Tier 1, Tier 2, and Tier 3, a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a

Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support model includes:

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

Corrective supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented. [See Appendix Q for the required template for the Corrective Support Plan](#). The educator has a maximum of 30 school days to complete their Corrective Support Plan. 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.

## 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 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.

### Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process and must inform their evaluator of a dispute within 10 school days of receiving feedback.

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

The required [dispute meeting agenda template \(See Appendix R\)](#) should be completed by the evaluator, PDEC committee, neutral party, or superintendent prior to the meeting.

### Option 1:

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

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

## Option 2:

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

### Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within 10 workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within 10 workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

## 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"><li>• Attendance counselor</li><li>• Paraeducator (required)</li><li>• Behavior technician</li><li>• Parent and family liaison</li><li>• Social emotional support staff</li></ul>	<ul style="list-style-type: none"><li>• Classroom teacher</li><li>• CTE teacher</li><li>• Library media specialist</li><li>• Reading interventionist</li><li>• Instructional coach</li><li>• Special education teacher</li><li>• Social worker</li><li>• School psychologist</li><li>• Speech pathologist</li></ul>	<ul style="list-style-type: none"><li>• Principal</li><li>• Assistant principal</li><li>• TESOL supervisor</li><li>• Special education supervisor</li><li>• Assistant superintendent</li><li>• Curriculum coordinator</li><li>• Talent development super-visor</li></ul>

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 educator and leader evaluation and support 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 educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the 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 educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

## 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 the last Board of Education meeting of each school year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before **September 15** of each year.

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

## Technical Assistance and Professional Learning

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

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

## Appendix I: Sample Reflection Questions – Educator

### Self-Reflection Sample Questions

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

### Professional Learning and Action Questions

#### Indicators of Success

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

#### Determine Evidence

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

## **Analysis of Evidence**

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

## **Learning Reflection and Next Steps**

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

## **Reflect on the Feedback Process**

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



## Appendix J: Definition of Cohorts – Educator

Definition of Cohorts	
<b><u>Cohort 1</u></b> <b>Who:</b> <ul style="list-style-type: none"><li>• New to profession (first four years)</li><li>• New to LEA (first two years)</li></ul> <b>What:</b> <ul style="list-style-type: none"><li>• A minimum of <u>3</u> observations of professional practice (minimum of 30 minutes in length) with pre- and post- meetings.<ul style="list-style-type: none"><li>○ One observation of professional practice may be substituted with a review of practice.</li></ul></li><li>• Verbal feedback within 5 school days and written feedback within 10 school days.</li><li>• Additional observations of professional practice as mutually agreed upon or deemed necessary</li></ul>	<b><u>Cohort 2</u></b> <b>Who:</b> <ul style="list-style-type: none"><li>• Educators who have successfully completed Cohort 1 in their current LEA</li></ul> <b>What:</b> <ul style="list-style-type: none"><li>• A minimum of <u>2</u> observations of professional practice (minimum of 20 minutes in length) with post- meetings.<ul style="list-style-type: none"><li>○ One observation of professional practice may be substituted with a review of practice.</li></ul></li><li>• Verbal feedback within 5 school days and written feedback within 10 school days.</li><li>• Additional observations of professional practice as mutually agreed upon or deemed necessary</li></ul>

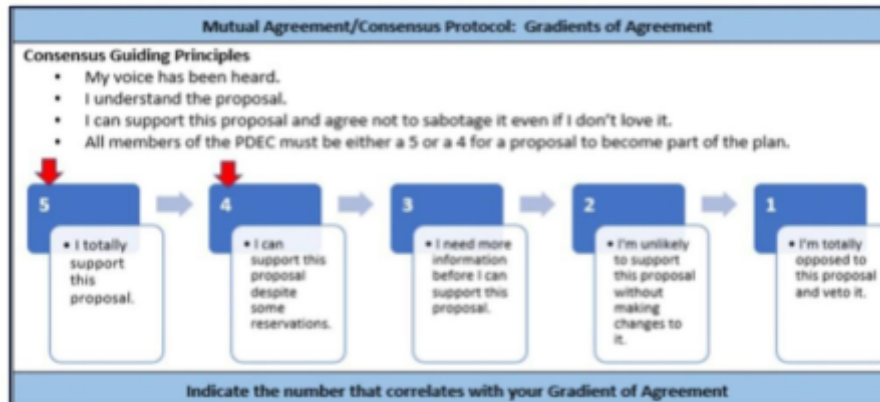
## Appendix K: Growth Criteria and Sources of Evidence – Educator

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

## Appendix L: General Glossary – Educator

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

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



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. There are multiple models of continuous learning including, but not limited to:

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

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

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

**community:** A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

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

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

Quality Feedback:

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

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

**formal observations:** A formal observation is a structured and planned process of watching, assessing, and evaluating an educator’s performance. This typically includes a pre-conference and post-conference and results in a written evaluation within 10 school days.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**tiered support:**

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

- Tier 2 In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency and focus (e.g., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.
- Tier 3 Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success.

## Appendix M: Glossary of Professional Learning Opportunities – Educator

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

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

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

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

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

**job-embedded:** Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

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

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

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

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

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

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

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

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

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

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

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



## Appendix N: Continuous Learning Process – Educator

### Evaluation Orientation

Orientation to Educator Evaluation was completed on:

**Date *No later than September 30th***

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

All forms below are available to be completed in the Vector Evaluation platform.



[Educator Goal-Setting Form](#)



[Educator Observation Form](#)



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



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

# 1. TASK: Educator Goal Setting Form

Educator Name:		Educator School:	
Educator Role:			
<ul style="list-style-type: none"> <li>1. Select One: <ul style="list-style-type: none"> <li><a href="#">Cohort 1</a></li> </ul> </li> </ul> <p>*New to profession (first four years)</p> <p>*New to LEA (first two years)</p> <ul style="list-style-type: none"> <li><a href="#">Cohort 2</a></li> </ul> <p>*Educators who have successfully completed Cohort 1</p>	<ul style="list-style-type: none"> <li>2. Select One: <ul style="list-style-type: none"> <li>Individual goal</li> <li>Collaborative goal</li> </ul> </li> </ul> <p><b>Was this decided upon mutual agreement?</b></p>	<ul style="list-style-type: none"> <li>3. Select One: <ul style="list-style-type: none"> <li>1-year goal</li> <li>2-year goal</li> <li>3-year goal</li> </ul> </li> </ul> <p><b>Was this decided upon mutual agreement?</b></p>	<ul style="list-style-type: none"> <li>4. Select One: <ul style="list-style-type: none"> <li><a href="#">CCT Rubric for Effective Teaching 2017</a></li> <li><a href="#">CCT Rubric for Effective Service Delivery 2017</a></li> <li><a href="#">Learning Forward's Professional Learning Standards (2022)</a></li> <li><a href="#">Teacher Leader Model Standards (2008)</a></li> </ul> </li> </ul>
<b>Beginning of the Year Goals &amp; Planning</b>			
<b>Self-Reflection</b>			
Completed by Educator: See Self-Reflection sample reflection questions (Appendix I: Sample Reflection Questions-Educator)			
<ul style="list-style-type: none"> <li>5. Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking.</li> </ul> <p>See Examples of Evidence Types (<a href="#">Appendix K: Growth Criteria and Sources of Evidence-Educator</a>)</p>			
<b>Goal, Rationale, Alignment and Professional Learning Plan</b>			
Completed by Educator			
<ul style="list-style-type: none"> <li>6. Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).</li> </ul>			
<ul style="list-style-type: none"> <li>7. 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?</li> </ul> <p>See Professional Learning &amp; Action Questions to guide your plan. (<a href="#">Appendix I: Sample Reflection Questions - Educator</a>)</p>			
<ul style="list-style-type: none"> <li>8. 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)?</li> </ul>			
<ul style="list-style-type: none"> <li>9. In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?</li> </ul>			
<b>Goal Setting Conference Date _____</b>			
Completed by Evaluator by <a href="#">October 15</a> .			
<ul style="list-style-type: none"> <li>10. Notes</li> </ul>		Supports Required/Suggested <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	

## Workflow

1. Direct Report completes steps 1-9
2. Evaluator schedules goal setting conference and completes 10 and signature (Eval approve w/Date)
3. Direct Report sign with date

## 2. TASK: Educator Observation Form#1

### Educator Evaluation Observation #1 – Required

Educator Name: <b>Populate from Goal setting form</b>		Educator Location: <b>Populate from Goal setting form</b>	
Educator Role: <b>Populate from Goal setting form</b>		Educator Goal/Observation Focus: <b>Populate from Goal setting form</b>	
1. Choose one (Drop down). <ul style="list-style-type: none"> <li>Cohort 1 (Pre-/Post-Conference Required) Observation minimum is 30 minutes.</li> <li>Cohort 2 (Post-Conference Required) Observation minimum is 20 minutes.</li> <li>Additional Site Visit (Pre-/Post-Conference Optional)</li> </ul>			
<b>Pre-Observation (if necessary) Date _____</b> <i>Completed by Educator (as needed/required)</i>			
2. Meeting Plan and/or Context		Upload and provide hyperlink here, as appropriate	
3. Pre-Conference Notes including identified competency focus for the observation			
<b>4. Observation Evidence Date _____</b> <i>Completed by the Evaluator</i>			
Type evidence here			
<b>Post-Observation Reflection</b> <i>Completed by the Educator</i>			
5. What worked and how do you know?			
6. What didn't work and how do you know?			
7. What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?			
<b>8. Post-Observation Conference Feedback Date _____</b> <i>Completed by the Evaluator</i>			
Feedback on Evidence, Standards, and Educator's Goal			
<b>9. Evidence of Strengths</b>		<b>10. Feedback on Single-Point Competency from Goal Setting Form (if observed)</b> <i>Completed by the Evaluator</i>	<b>11. Areas for Growth and/or Next Steps</b>
		<i>Insert competencies indicated on #4. Of Goal Setting form.</i>	

#### Workflow:

- Evaluator completes step 1. Direct Report completes steps 2-3.
- Evaluator schedules site visit pre-conf (if necessary) and Observation, and completes #4.
- Direct Report completes Post Observation #5-7
- Evaluator schedules and holds Post Conf and completes #8-11 and signature (Eval Approve w/ Date)
- Direct Report Sign w/Date

### 3. TASK: Educator MidYear Form

Leader Name: <b>Populate from Goal setting form</b>	Leader Location: <b>Populate from Goal setting form</b>
Leader Role: <b>Populate from Goal setting form</b>	Leader Goal/Observation Focus: <b>Populate from Goal setting form</b>
<p align="center"><b>Midyear Check-in: Reflection, Adjustment(s), and Next Steps</b>  <i>Completed by Leader</i>  <i>Non-negotiable Process Element of the CT Guidelines (2023)</i>  <u><i>See Self-Reflection sample reflection questions (Appendix I: Sample Reflection Questions - Educator) and Professional Learning and Action Questions (Appendix I: Sample Reflection Questions - Educator)</i></u></p>	
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 (including any adjustments) and why?	<p><b>1. Self-Reflection:</b></p>
<p><b>2. Links to Evidence:</b></p>	

<p><b>Midyear Conference</b> Date _____  <i>Completed by Evaluator (By February 15)</i></p>
<p><b>3. Feedback to Educator</b> (Feedback regarding progress on professional learning and progress toward goal(s) as well as any adjustments to focus areas result from the discussion. Include change in tiered supports, if recommended.):</p>

Workflow:

1. Direct Report completes steps 1-2;
2. Evaluator schedules Midyear Conf and completes 3 and signature (Eval Approve w/ Date)
3. Direct Report Sign w/Date

# 4. TASK: Educator Observation Form#2

Educator Evaluation Observation #2		
Educator Name: <b>Populate from Goal setting form</b>		Educator Location: <b>Populate from Goal setting form</b>
Educator Role: <b>Populate from Goal setting form</b>		Educator Goal/Observation Focus: <b>Populate from Goal setting form</b>
1. Choose one (Drop down). <ul style="list-style-type: none"> <li>Cohort 1 (Pre-/Post-Conference Required) Observation minimum is 30 minutes.</li> <li>Cohort 2 (Post-Conference Required) Observation minimum is 20 minutes.</li> <li>Additional Site Visit (Pre-/Post-Conference Optional)</li> </ul>		
<b>Pre-Observation (if necessary) Date _____</b> <i>Completed by Educator (as needed/required)</i>		
2. Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
3. Pre-Conference Notes including identified competency focus for the observation		
<b>4. Observation Evidence Date _____</b> <i>Completed by the Evaluator</i>		
Type evidence here		
<b>Post-Observation Reflection</b> <i>Completed by the Educator</i>		
5. What worked and how do you know?		
6. What didn't work and how do you know?		
7. What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
<b>8. Post-Observation Conference Feedback Date _____</b> <i>Completed by the Evaluator</i>		
Feedback on Evidence, Standards, and Educator's Goal		
<b>9. Evidence of Strengths</b>	<b>10. Feedback on Single-Point Competency from Goal Setting Form (if observed)</b> <i>Completed by the Evaluator</i>	<b>11. Areas for Growth and/or Next Steps</b>
	Insert competencies indicated on #4. Of Goal Setting form.	

- Evaluator completes step 1. Direct Reports completes steps 2-3.
- Evaluator schedules site visit pre-conf (if necessary) and Observation, and completes #4.
- Direct Report completes Post Observation #5-7
- Evaluator schedules and holds Post Conf and completes #8-11 and signature (Eval Approve w/ Date)
- Direct Report Sign w/Date

# 5. TASK: Educator End of Year Form

Educator Name: <b>Populate from Goal setting form</b>	Educator Location: <b>Populate from Goal setting form</b>
Educator Role: <b>Populate from Goal setting form</b>	Educator Goal/Observation Focus: <b>Populate from Goal setting form</b>

## End-of-Year Reflection and Feedback Process

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

### Self-Reflection

Completed by Educator: [See Self-Reflection sample reflection questions](#) (Appendix I: Sample Reflection Questions - Educator) and [Professional Learning and Action Questions](#) (Appendix I: Sample Reflection Questions - Educator)

- 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?

### 1. Self-Reflection:

### 2. Links to Evidence:

## End-of-Year Conference Date

*Completed by Evaluator ([by June 1](#))*

### Summative Feedback and Growth Criteria

*Completed by Evaluator (Appendix K: Growth Criteria and Sources of Evidence-Educator)*

3. Summative Feedback	
4. Development of new learning and impact on practice related to goal(s).	
5. Impact on student learning, growth, and achievement	
6. <b>Successful Completion of the Evaluative Cycle</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>7. Supports Required/Suggested</b> <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> Not applicable, Tier 2 (Pls Specify), Tier 3 (Pls Specify)	If Tier 2 and/or Tier 3, please specify strategies:
<b>8. For multi-year goals only:</b> <ul style="list-style-type: none"> <li>• What adjustments are needed to the goal(s)?</li> <li>• Why?</li> <li>• How might adjustments impact the timing of the goal(s)?</li> </ul>	<b>9. Choose one (if multi-year goal)</b> <ul style="list-style-type: none"> <li>• Educator will continue multi-year goal.</li> <li>• Educator will adjust multi-year goal.</li> <li>• Educator completed multi-year goal.</li> <li>• Notes:</li> </ul>

1. Direct Report completes steps 1-2;
2. Evaluator schedules End of Year Conf and completes 3-9 and signature (Eval Approve w/ Date)
3. Direct Report Sign w/Date

## Appendix O: Observation Forms – Educator

### Educator Evaluation Observation

Educator Name: <b>Populate from Goal setting form</b>		Educator Location: <b>Populate from Goal setting form</b>	
Educator Role: <b>Populate from Goal setting form</b>		Educator Goal/Observation Focus: <b>Populate from Goal setting form</b>	
1. Choose one (Drop down). <ul style="list-style-type: none"> <li>Cohort 1 (Pre-/Post-Conference Required) Observation minimum is 30 minutes.</li> <li>Cohort 2 (Post-Conference Required) Observation minimum is 20 minutes.</li> <li>Additional Site Visit (Pre-/Post-Conference Optional)</li> </ul>			
<b>Pre-Observation (if necessary) Date _____</b> <i>Completed by Educator (as needed/required)</i>			
2. Meeting Plan and/or Context		Upload and provide hyperlink here, as appropriate	
3. Pre-Conference Notes including identified competency focus for the observation			
<b>4. Observation Evidence Date _____</b> <i>Completed by the Evaluator</i>			
Type evidence here			
<b>Post-Observation Reflection</b> <i>Completed by the Educator</i>			
5. What worked and how do you know?			
6. What didn't work and how do you know?			
7. What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?			
<b>8. Post-Observation Conference Feedback Date _____</b> <i>Completed by the Evaluator</i>			
Feedback on Evidence, Standards, and Educator's Goal			
9. Evidence of Strengths		<b>10. Feedback on Single-Point Competency from Goal Setting Form (if observed)</b> <i>Completed by the Evaluator</i>	11. Areas for Growth and/or Next Steps
		Insert competencies indicated on #4. Of Goal Setting form.	

## Appendix P: Tier 3 Support Plan

Name of Staff Member:	Name of Evaluator:
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Names of Supporting Staff (Other Than Evaluator):	Name of WEA/WSASA Representative:
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The staff member has shown a persistent lack of growth and/or reflection in the area of:

Select One ▾

Describe the objective for the support plan below. What is the staff member's main area of improvement?

Describe the success criteria for completion of the plan.

Complete the table below to indicate actions steps, timeline, and who will be responsible. Note: Tier 3 Support Plans have a maximum duration of 30 school days.

Action Step	When will it occur?	Who is responsible?

Progress Monitoring Log: The evaluator should indicate below when they met with the staff member for progress monitoring and describe (briefly) what was discussed.

Meeting #	Date	Notes/ Feedback

What resources will the evaluator, support personnel, and WEA/WSASA representative provide?

Signatures below indicate knowledge of this plan. Staff member name (Printed) and Signature; Evaluator member name (Printed) and Signature; WEA/WSASA Representative name (Printed) and Signature; Support personnel name (Printed) and Signature and dates.



## Appendix Q Part 1: Corrective Support Plan Template – Educator

Name of Staff Member:

Name of Evaluator:

Names of Supporting Staff (Other Than Evaluator):

Name of WEA Representative:

Tier 3 Support was provided on the following dates: \_\_\_\_\_ Despite Tiered Supports, this Staff Member has demonstrated a lack of growth/improvement, which has led the Evaluator to assign a Corrective Support Plan.

The staff member received Tier 3 Support and has shown a persistent lack of growth and/or reflection in the area of:

Select One ▾

Describe the objective for the Corrective Support Plan below. What is the staff member's main area of improvement?

Describe the success criteria for completion of the plan.

Complete the table below to indicate actions steps, timeline, and who will be responsible.

Note: Corrective Support Plans have a maximum duration of 30 school days.

Action Step	When will it occur?	Who is responsible?

Progress Monitoring Log: The evaluator should indicate below when they met with the staff member for progress monitoring and describe (briefly) what was discussed.

Meeting #	Date	Notes/ Feedback


What resources will the evaluator, support personnel, and WEA representative provide?

Signatures below indicate knowledge of this plan. Staff member name (Printed) and Signature; Evaluator member name (Printed) and Signature; WEA Representative name (Printed) and Signature; Support personnel name (Printed) and Signature and dates.

Appendix Q Part 2: Corrective Support Plan Sample – Educator

Name of Staff Member:

Prof. Valerie Felicity Frizzle

Name of Evaluator:

Mr. Joseph Clark

Names of Supporting Staff (Other Than Evaluator):

Mr. Neil deGrasse Tyson

Name of WEA Representative:

Dolores Huerta

Tier 3 Support was provided on the following dates: 03/01/24-3/29/24.

The staff member received Tier 3 Support and has shown a persistent lack of growth and/or reflection in the area of:

Planning ▾

Describe the objective for the Corrective Support Plan below. What is the staff member’s main area of improvement?

Prof. Frizzle flies by the seat of her pants! She must work on planning instruction that is aligned with grade-level NGSS content standards in 4th grade science.

Describe the success criteria for completion of the plan.

Prof. Frizzle will complete and submit a one-week lesson plan sequence and a one-month long-term lesson plan sequence on the topic of fossil formation and how fossils change over time. The lesson plans will align with the curriculum, and include appropriate NGSS content standards in 4th grade. Additionally, Mr. Clark will see implementation of such plans when he informally visits her classroom.

Complete the table below to indicate actions steps, timeline, and who will be responsible.

Note: Corrective Support Plans have a maximum duration of 30 school days.

Action Step	When will it occur?	Who is responsible?
Mrs. Frizzle will undergo a coaching cycle with the instructional coach, with the purpose of reviewing the Unit 4.3 science curriculum.	Monday, March 4	Mrs. Frizzle Mrs. deGrasse Tyson
During the coaching cycle, Mrs. Frizzle will read the ASCD Quick Guide on high-quality lesson planning.	Monday, March 4	Mrs. Frizzle

With her instructional coach, she will write a one-week lesson sequence, using the WPS lesson planning template.	Monday, March 4	Mrs. Frizzle Mr. deGrasse Tyson
Mrs. Frizzle and Mr. Clark will meet to see the results of her one-week sequence.	Thursday, March 7	Mrs. Frizzle Mr. Clark
Mr. Clark will informally observe Mrs. Frizzle on 3 occasions, checking for implementation and will conduct debrief sessions after each visit.	Wednesday, March 13 Wednesday, March 20 Monday, March 25	Mr. Clark
Mrs. Frizzle will create a one-month lesson planning sequence, obtaining help from her instructional coach, as needed.	Monday, March 18	Mrs. Frizzle Mr. deGrasse Tyson
Mr. Clark and Mrs. Frizzle will meet to discuss progress and determine next steps.	Monday, March 25	Mrs. Frizzle Mr. deGrasse Tyson Mrs. Dolores Huerta

Progress Monitoring Log: The evaluator should indicate below when they met with the staff member for progress monitoring and describe (briefly) what was discussed.

Meeting #	Date	Notes/ Feedback
1	March 7	<ul style="list-style-type: none"> <li>Lesson plans aligned well with Standards</li> <li>Lessons need to move in a logical sequence</li> <li>Use Mr. Bill Nye's lesson plans as a model</li> </ul>
2	March 14	<ul style="list-style-type: none"> <li>Reduce time of mini-lesson/ direct instruction</li> <li>Students engaged in hands-on activity</li> </ul>
3	March 19	<ul style="list-style-type: none"> <li>Review assessment practices within one-month planning cycle</li> <li>Effective integration of NGSS standards</li> <li>Improved progression of lessons</li> </ul>
4	March 21	<ul style="list-style-type: none"> <li>Increase amount of small group instruction</li> <li>Good evidence of scaffolding of skills within the standards</li> </ul>
5	March 25	<ul style="list-style-type: none"> <li>Students highly engaged in "fossil dig" activity</li> </ul>

		<ul style="list-style-type: none"> <li>• Success criteria met</li> <li>• Will be asked to provide lesson plans for a review of practice</li> <li>• Should expect additional informal classroom visits</li> </ul>
--	--	--

What resources will the evaluator, support personnel, and WEA representative provide?

- Professional texts/documents: ASCD's lesson planning guide, WPS lesson planning template
- Instructional coaching: Mr. deGrasse Tyson
- Release time, if needed
- Informal observation feedback
- Applicable outside professional learning

Signatures below indicate knowledge of this plan. Staff member name (Printed) and Signature; Evaluator member name (Printed) and Signature; WEA Representative name (Printed) and Signature; Support personnel name (Printed) and Signature and dates.

## Appendix R: Dispute Meeting Agenda Template – Educator

### DISPUTE MEETING AGENDA / MINUTES

DATE		<b>ATTENDEES</b> <input type="checkbox"/> Evaluator: <input type="checkbox"/> Educator: <input type="checkbox"/> PDEC Members: <input type="checkbox"/> Neutral Party Members: <input type="checkbox"/> Superintendent of Schools:
TIME		
LOCATION		
MEETING AGENDA	<ul style="list-style-type: none"> <li>• Review of Timelines</li> <li>• Statement of Dispute</li> <li>• Identification of Process</li> <li>• Proposed Solutions</li> <li>• Resolution Status</li> <li>• Next Steps</li> </ul>	

DISCUSSION TOPICS	COMMENTS
Review of Timelines	<ul style="list-style-type: none"> <li>• According to Windsor's Evaluation and Support Plan, the educator must notify their evaluator of a dispute within ten days of receiving written feedback.</li> <li>• According to Windsor's Evaluation and Support Plan, the educator and evaluator must meet within three days after an articulated dispute to try to resolve the matter.</li> <li>• If the educator and evaluator did not resolve the matter, the educator chooses to continue the dispute in writing to the superintendent within three workdays of the meeting. The educator has two options: (1) meet with a PDEC subcommittee to resolve the matter, or (2) meet with the superintendent of schools.</li> </ul>
Identification of Process	<input type="checkbox"/> Evaluator-educator meeting <input type="checkbox"/> Option 1 (above) <input type="checkbox"/> Option 2 (above)
Statement of Dispute	
Proposed Solutions	
Resolution Status	<input type="checkbox"/> Resolved <input type="checkbox"/> Not Resolved

Next Steps	RESPONSIBLE	DATE DUE
•		
•		
•		

## Appendix S: WPS Single Point Competency Feedback

 [Download Template](#)

Select Standards: CCT ▾			
Standard # 3a: Implement instruction to engage students in rigorous and relevant learning and to promote their curiosity at large.			
Teacher's Evidence (Teacher)	Strengths (Evaluator)	Language of Standard (Fill In by the Teacher)	Opportunities for Growth (Evaluator)
<ul style="list-style-type: none"> <li>• Attended three professional learning workshops on the Building Thinking Classrooms instructional model.</li> <li>• Focused on using “hints and extensions” as the primary instructional practice.</li> <li>• During PLC time, I rehearsed hints and extensions with colleagues; received feedback on my practices.</li> <li>• Used hints and extensions during opening thinking tasks.</li> <li>• Asked supervisor/evaluator for specific feedback on my use of hints and extensions.</li> </ul>	<ul style="list-style-type: none"> <li>• Engaged in professional learning related to goal</li> <li>• During informal observations, recorded 17 examples of hints and extensions</li> <li>• Observed rehearsal of hints and extensions practice during PLC time</li> <li>• Identified 12% growth in student problem solving capabilities during data talks presentation</li> <li>• Sought feedback from evaluator and supervisor about instructional practice</li> </ul>	<p>Lead students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p>	<ul style="list-style-type: none"> <li>• Present to colleagues to teach them the hints and extensions strategy</li> <li>• Begin working on another BTC strategy of your choice</li> <li>• Seek opportunities for BTC training within and outside the district</li> </ul>

## Appendix T: Quick Reference Leader/Educator Continuous Learning Timeline

# Quick Reference Leader/Educator Continuous Learning Timeline Summary

Evaluation Orientation for **Leaders** by **October 15th** and Evaluation Orientation for **Educators** by **September 30th**  
Completed prior to the start of the Continuous Learning Process

### Leader Standards for 24-25

- [Common Core of Leading: CT School Leadership Standards 2012](#)
- [CT Leader Evaluation and Support Rubric 2017](#)

### Educator Standards for 24-25

- [CCT Rubric for Effective Teaching 2017](#)
- [CCT Rubric for Effective Service Delivery 2017](#)

### Cohort 1

Who: **Leaders**

New to leadership role (first three years)  
New to LEA (first three years)

Who: **Educators**

New to profession (first four years)  
New to LEA (first two years)

What: **Leaders/Educators**

A minimum of 3 observations of professional practice

For **Educators**: Observations are a minimum of 30 minutes in length and include pre- and post-meetings.

For **Educators**: One observation of professional practice may be substituted with a review of practice.

### Cohort 2

Who: **Leaders/Educators**

Leaders/Educators who have successfully completed Cohort 1 in their current LEA

What: **Leaders/Educators**

A minimum of 2 observations of professional practice

For **Educators**: Observations are a minimum of 20 minutes in length with post-meetings.

For **Educators**: One observation of professional practice may be substituted with a review of practice.



### Tiered Supports to improve practice over time:

Tier 1 - Includes all certified educators  
Tier 2 - More intensive support in duration, frequency and focus. Can be suggested by direct report or evaluator. Up to 15 school days to complete a Tier 2 plan.  
Tier 3 - Support responds to previously discussed concerns and are assigned by an evaluator. Has a clear area of focus, duration, and criteria of success to be completed within a maximum of 30 days.

### Dispute Resolution

If a direct report disagrees with evaluator's assessment and feedback.

- 30 days - Entire dispute resolution process will not exceed 30 days from the date of process initiation.
- 10 days - Dispute is articulated to evaluator in writing within 10 days of the feedback presented.
- 3 days - Direct report and evaluator meet within 3 days of dispute being articulated by direct report.
- 3 days - If no resolution from the meeting between Direct Report and Evaluator, direct report may choose to continue dispute resolution process in writing to Superintendent within 3 work days indicating preference for Option 1 or Option 2 resolution process.

### Local and State Reporting

The Superintendent shall report:

- by the last Board of Education meeting of each school year, the status of evaluations to the Board of Education.
- by 9/15 of each year, the status of the implementation of the certified staff evaluation and support program, including frequency of evaluations, number of certified staff not evaluated, and any other CSDE requirements.

### Goal Setting

**Educators 10/15, Leaders 11/1**

#### Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

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

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

#### Goal Setting Conference

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

### Mid-year Check-In

**Educators 2/15, Leaders 3/1**

#### 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, reflection, and feedback from evaluator
- Adjust and revise as needed

### End-of-Year Reflection

**Educators 6/1, Leaders 6/30**

#### 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



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