



Educator Growth and Development Plan
September 16, 2024

Section I

Educator Growth & Development Components

ANNUAL TIMELINE

This Growth and Support Model Plan is rooted in an annual timeline designed to promote ongoing dialogue between teachers and evaluators and offer regular opportunities for progress check-ins. Annual conferences are also required by Connecticut Guidelines for Educator Evaluation.

The goal conference must occur each year by mid-November even if a teacher sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or make agreed upon adjustments to a multi year goal. Dialogue through the professional growth process begins with self-reflection/self-assessment about impact of professional learning and educator practice on student growth, and indicates next steps. This initial conference also provides an opportunity for teachers and evaluators to discuss the resources, professional learning, and other supports that might be helpful over the course of the upcoming year. The teacher initial report form can be found at <https://5il.co/2idba>

Either a formal observation for initial educators or a mini-observation for experienced educators must take place prior to mid-December in order for teachers to receive feedback on their practice *prior* to the mid-year conference. The mid-year is a required progress check-in on goals and teacher practice and must occur by mid-February. A mid-year report can be found at [Teacher Midyear Form](#)

The summative conference must occur by the final school day and include a teacher self-reflection and annual summary of their professional growth and its impact on students based upon agreed goals. Evaluators must include a narrative report summarizing areas of growth, next steps for the following year, and a check box indicating successful completion of the annual process. A summative report form can be found at <https://5il.co/2iddk>

Definition of Evaluator, Educator

Evaluator refers to all individuals whose job description includes supervision and evaluation of other educators. Educator/Evaluated, as used in this document, shall mean all certified persons below the rank of Superintendent. The evaluator for educators will be the school principal, assistant principal, or the director of special education and pupil personnel. No educator in the Woodstock Public Schools will be required to have anyone other than a certified administrator (092/093) conduct her/his classroom observations.

Plan Implementation

Educators and administrators of the Woodstock Public Schools will be provided with training to ensure that they understand the elements and procedures of the Evaluation and Support Plan and the foundation documents. In-

service training that addresses all aspects of the plan, the foundation documents and the performance expectations will be provided for all staff at the beginning of each school year and then again during professional development days scheduled during the school year. Training will be provided by the administrative staff.

EDUCATOR PRACTICE

Woodstock Public Schools' plan is differentiated for teachers in different roles and stages of their careers. Classroom teachers are observed using a simple single-point competency rubric based on a streamlined version of Connecticut's Common Core of Teaching (CCT), which can be found at <https://5il.co/2id9m>. Educators who do not provide instruction in classroom settings, such as school counselors, content area coaches, and others, should use the rubric for service providers based on a simplified version of the CCT for Effective Service Delivery, found at <https://5il.co/2id9l>. In addition, the number and type of observations required differs depending on educator role and years of experience.

Teachers with an Initial Certificate	Teachers with a Provisional or Professional Certificate	Observation requirements
<p>Two formal observations with pre- and post-conferences</p> <ul style="list-style-type: none"> Formal 1 by mid year conference Formal 2 by summative conference Additional formal observations may be scheduled if concerns are documented 	<p>1 formal observation every 3 years</p> <ul style="list-style-type: none"> The formal must occur before the midyear conference Pre/post conferences are required Additional formal observations may be scheduled if concerns are documented 	<p>Formal observations of practice are scheduled ahead of time at a mutually agreed upon time and followed by verbal and/or written feedback within 10 school days.</p> <p>A formal observation of practice doesn't have to take place in a classroom and could include a concert, art show, review of artifacts, PD facilitation, or book club, among other options.</p>

One (1) informal observation	Two (2) informal observations in the years not formally observed.	Informal observations or walk-throughs are approximately 10-20 minutes long and followed by verbal and/or written feedback using Single Point Competency Rubric within five school days.
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QUALITY FEEDBACK FUELS GROWTH

Quality feedback paired with meaningful support is the fuel that drives educator growth. Effective feedback is tied to standards. Feedback in the Woodstock Public Schools's plan should be constructive and celebrate an educator's strengths as well as provide the guidance and support needed to ensure ongoing professional growth.

Discussion of progress toward goals must be provided at each of the three annual conferences and following every observation. Feedback may consist of multiple and varied quantitative and qualitative indicators of professional growth. Multiple pieces of evidence as part of the educator feedback process, may include artifacts, observations of practice, student feedback, and reflections of the educator on student growth as part of the educator feedback process.

All evaluators must be trained in the district's observation protocols and annually engage in calibration exercises with the other evaluators in the district. In addition, all evaluators must receive regular professional development on high-quality constructive feedback and support strategies to help them meaningfully support teachers' professional growth.

EDUCATOR GROWTH GOALS

MUTUAL AGREEMENT

Each teacher and their assigned evaluator must mutually agree on a professional growth goal and at least two associated measures of accomplishment. Goals should always be connected to the mutually agreed upon Single-Point Competency Rubrics for Classroom Teachers or for Service Providers for Effective Service Delivery. Measures of accomplishment (or indicators of educator growth) are ways the teacher can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections.

TEACHERS WITH AN INITIAL EDUCATOR CERTIFICATE Teachers with an initial educator certificate are required to complete TEAM, or are required to set one professional growth goal upon the completion of TEAM that may span 1 to 3 years in duration.

TEACHERS WITH PROVISIONAL/PROFESSIONAL CERTIFICATES

Experienced teachers with provisional or professional certification are required to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.

[Sample Teacher/Educator Goals and Indicators](#)

DISPUTE RESOLUTION

The purpose of the dispute resolution process is to secure, at the administrative level closest to the concern, equitable solutions to disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive, and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees.

The resolution process is:

“....a process for resolving disputes in cases where the evaluator and administrator cannot agree on objectives, the evaluation period, feedback or the [individual administrator’s] professional development plan.... This provision is to be utilized in accordance with the specified processes and parameters regarding objectives, evaluation period, feedback, and professional development.” (CT Guidelines For Educator Evaluation)

The resolution process shall be conducted in accordance with laws governing confidentiality of the issue. Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subjected to the grievance procedures set forth by the current collective.

Procedures

Note: The administrator shall be entitled to representation at all levels of the resolution process.

1. Within five (5) school days of articulating the dispute in writing, the administrator will meet and discuss the matter with the evaluator with the object of resolving the matter informally. If the issue is not resolved informally within five (5) school days, the initiating party will notify the PDEC in writing to begin the formal dispute resolution process.
2. If there has been no resolution, the PDEC will convene a Dispute Resolution Subcommittee. The subcommittee will consist of an administrator not involved in the dispute, and two other members, one selected by the Superintendent and one selected by the evaluatee. The subcommittee will review information from the evaluator and the evaluatee and will meet with both parties within five (5) school days after receiving the aforementioned information. The subcommittee must come to a resolution with unanimous agreement.
3. If there is no resolution, the subcommittee will consult a mutually-agreed upon outside expert (like someone from a RESC) for help in reaching a resolution.

CORRECTIVE ACTION PROCESS

Teachers may, from time to time, require more support than can be provided in the regular educator growth and support process, and, if the specific conditions described below are met, may need to be placed on the initial tier of a corrective action plan. By statute, this decision **must** involve the collective bargaining unit.

CRITERIA MUST BE MET BEFORE PLACEMENT ON A SUPPORT PLAN

Before a teacher can be placed on a corrective action plan, the following conditions must be met:

- A tenured teacher must have a summative report from the previous year indicating unsuccessful completion of the regular growth and support process. There must be a pattern of specific, ongoing concerns previously documented in the feedback to the teacher.
- There must be documented attempts to informally help and support the teacher prior to consideration of a corrective action plan.
- A collective bargaining representative should already be aware of concerns before consideration of a formal corrective action plan.
- All three tiers of support must be documented and utilized.

CORRECTIVE ACTION PROCESS

LEVELS OF SUPPORT

It is the expectation that all educators consistently access opportunities for professional growth within their district.

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

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

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

THE SUMMATIVE GROWTH REPORT

This Growth and Support Model Process includes an annual summary of educator growth, which is required under Connecticut State Guidelines for Educator Evaluation. This report, which can be found [here](#) includes a self reflection from the educator on the impact of their growth on students and a brief summary of the feedback provided to the teacher over the course of the year. The report should celebrate the educator's accomplishments as well as identify one (1) to two (2) specific action steps to guide and support the educator's ongoing growth the following school year. The summary report must also, to comply with state requirements, include a box indicating successful completion of the annual growth and support process.

The purpose of the summative growth report is not to provide a rating or to indicate whether the educator has "passed" or "failed." The purpose of the report is to document and celebrate the growth the educator has made over the course of the year and to provide an opportunity for the teacher and evaluator to reflect on specific ways to build on this growth the following year.

Section II

Administrator Growth & Development Components

ANNUAL TIMELINE

This template Growth and Support Model Plan for administrators follows the same timeline as the educator plan and is intended to foster ongoing dialogue between administrators and the superintendent or their designee. The timeline offers regular opportunities for progress check-ins as required by Connecticut Guidelines for Educator Evaluation.

The goal conference between administrators and their evaluator must occur each year by mid-November even if an administrator sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or to make adjustments to a multi-year goal. This initial conference also provides an opportunity for an administrator and their evaluator to discuss the resources, professional learning, and other supports that might be helpful over the course of the upcoming year.

A formal site visit and a review of practice (ROP) must take place prior to mid December in order for administrators to receive feedback on their goals and practice *prior* to the mid-year conference, which must occur by mid-February.

The summative conference must occur by June 30 and include an administrator self-reflection on their professional growth and its impact on teachers, student learning, and/or the school community based on agreed upon

standards and goals. The summative report must include a summary by the evaluator on areas of growth, next steps for the following year, and a check box indicating successful completion of the annual process.

Definition of Evaluator, Educator

Evaluator refers to all individuals whose job description includes supervision and evaluation of other educators. Educator/Evaluated, as used in this document, shall mean all certified persons below the rank of Superintendent. The evaluator for educators will be the school principal, assistant principal, or the director of special education and pupil personnel. No educator in the Woodstock Public Schools will be required to have anyone other than a certified administrator (092/093) conduct her/his classroom observations.

Plan Implementation

Educators and administrators of the Woodstock Public Schools will be provided with training to ensure that they understand the elements and procedures of the Evaluation and Support Plan and the foundation documents. In-service training that addresses all aspects of the plan, the foundation documents and the performance expectations will be provided for all staff at the beginning of each school year and then again during professional development days scheduled during the school year. Training will be provided by the administrative staff.

ADMINISTRATOR PRACTICE

Administrators who evaluate teachers must have at least one review of practice aligned with Leadership Standard 6, “Developing the Professional Capacity of School Personnel.” If an administrator has an 092 but does not evaluate teachers, the review of practice may align to any mutually agreed upon National Leadership Standard. In addition, three site visits are required each year, one of which must be a formal visit scheduled prior to mid October and held at a mutually agreed upon time. A rubric for site visits aligned to National Leadership Standards [Site Visit Rubric](#)

Administrators who evaluate teachers	Administrators who do not evaluate teachers	Requirements
<ul style="list-style-type: none"> One (1) formal site visit prior to mid-October One review of practice that includes a sample of written feedback and support provided to teachers they evaluate. The review should take place prior to the midyear conference. 	<ul style="list-style-type: none"> One (1) formal site visit prior to mid-November One review of practice must be conducted prior to the midyear conference. The review should align to a component of Connecticut’s School Leader Standards. 	<ul style="list-style-type: none"> A formal site visit should be scheduled in advance, be a minimum of 1 hour long, and involve conversations with students, teachers, staff, and parents, if possible. Verbal and/or written feedback should follow within 10 school days. A review of practice should be scheduled in advance and involve multiple artifacts. Written feedback must follow within 10 school days.
<ul style="list-style-type: none"> Two informal site visits held at any point in the school year 	<ul style="list-style-type: none"> Two informal site visits held at any point during the school year 	<ul style="list-style-type: none"> Informal site visits may be brief and unannounced. They must be followed by verbal and/or written feedback within 10 school days.

FEEDBACK AND SUPPORT

Administrators, like teachers, depend on high-quality feedback and support to fuel their professional growth and maximize their impact on teaching and learning. Effective feedback is tied to the mutually agreed upon National Leadership Standards. Feedback in the Woodstock Public Schools's plan should be constructive and celebrate an educator's strengths as well as provide the guidance and support needed to ensure ongoing professional growth. Feedback in the Woodstock Public Schools's model is formative rather than evaluative and should be timely, specific, growth-oriented, actionable, and digestible.

Administrators should receive regular feedback at each of the three annual conferences and within ten school days of a site visit or review of practice. In addition, feedback should be coupled with meaningful support to help guide the administrator's growth. Feedback may consist of multiple and varied quantitative and qualitative indicators of professional growth. Multiple pieces of evidence as part of the leader feedback process, may include observations of practice; teacher, leader, and staff feedback, and reflections of the leader on organizational growth as part of the leader feedback process.

Most administrators are responsible for evaluating teachers, which is a critical aspect of their work. The quality of the feedback and support that administrators provide to teachers has a profound impact on the growth of the teacher and on the educational experiences of children. Therefore, if an administrator evaluates teachers, it is imperative that the feedback and support they provide be part of a formal review of their professional practice. This review should include, but not necessarily be limited to, a representative sample of the feedback and support provided to teachers by the administrator, along with any corrective action plans developed by the administrator over the course of the year.

All evaluators, including the superintendent, must engage in regular conversations and calibration activities that include collaborative conversations about what high-quality feedback and meaningful support looks like. In addition, administrators must be provided professional development on constructive feedback strategies and/or cognitive coaching every year.

ADMINISTRATOR GOALS

ADMINISTRATOR PROFESSIONAL GROWTH GOALS

Administrators must meet with their evaluator by mid-November each year to either mutually agree on a new professional growth goal or to discuss progress toward an existing goal. Each goal may span 1 to 3 years in duration. Dialogue through the professional growth process begins with self-reflection/self-assessment about impact of professional learning and leadership practice on organizational health, and indicates next steps. The goal conference is also an important opportunity for an administrator and their evaluator to discuss professional development and other supports that may be helpful over the course of the year. Administrator goals may span from one to three years in duration and should align to the mutually agreed upon, National Leadership Standards. [Administrator Goal-Setting Form](#)

DISPUTE RESOLUTION

The purpose of the dispute resolution process is to secure, at the administrative level closest to the concern, equitable solutions to disagreements which from time to time may arise related to the

evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive, and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees. The resolution process shall be conducted in accordance with laws governing confidentiality of the issue.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subjected to the grievance procedures set forth by the current collective.

MEASURES OF ACCOMPLISHMENT

Administrators and evaluators must mutually agree on at least two measures of accomplishment to demonstrate the impact of their learning on teachers, students, and/or the school community.

[Administrator Goals and Indicators](#)

CORRECTIVE ACTION PROCESS

Administrators may, from time to time, require more support than can be provided in the regular growth and support process, and, if the specific conditions described below are met, may need to be placed on the initial tier of a corrective action plan. By statute, this decision **must** involve the collective bargaining unit.

CRITERIA MUST BE MET BEFORE PLACEMENT ON A SUPPORT PLAN

Before an administrator can be placed on a corrective action plan, the following conditions must be met:

- The administrator must have a summative report from the previous year indicating an unsuccessful completion of the regular growth and support process.
- There must be a pattern of specific, ongoing concerns previously documented in the feedback to the administrator.
- There must be documented attempts to informally help and support the administrator prior to consideration of a corrective action plan.
- All three tiers of support must be documented and utilized.

LEVELS OF SCAFFOLDED SUPPORT

Tier 1 It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district

resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2 In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. Tier 3 In addition to Tier 1 and Tier 2,

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

In accordance with state statute, corrective action plans must be created in consultation with the administrator and include the following: clear objectives, a specific timeline, resources and supports to be provided by the district, and criteria for success.

THE SUMMATIVE GROWTH REPORT

The Woodstock Public Schools's Growth and Support Model process includes an annual summary of administrator growth, which is required under Connecticut State Guidelines for Educator Evaluation. This [report](#), includes a self-reflection from the administrator on the impact of their growth on teachers, students, and/or the school community, and also includes a brief summary of the feedback provided by the evaluator based on site visits and reviews of practice. The report should both celebrate the administrator's accomplishments and identify two or three specific action steps to guide and support the administrator's ongoing growth the next school year. The summary report must also include a box indicating whether the annual growth and support process was successfully completed.

The purpose of the summative growth report is not to provide a rating or to indicate whether the administrator has "passed" or "failed." The purpose of the report is to document and celebrate the learning and growth made by the administrator over the course of the year and to provide an opportunity for the administrator and their evaluator to document ways to support and sustain that growth over time.

Section III

Appendix

LINKS TO FORMS

Use this page to make copies of editable forms for your district. Once your PDEC has either adopted the forms as is or edited them through a process coming to mutual agreement, please use this page to insert your own district forms and delete this text.

[PDEC Survey](#)

[Model Observation Rubric: Classroom Teachers](#)

[Model Observation Rubric: Service Providers](#)

[Sample Teacher/Educator Goals and Indicators](#)

[Teacher Goal-Setting Form](#)

[Teacher Midyear Form](#)

[Teacher Summative Form](#)

[Sample Corrective Action Support Plan](#)

[Sample Administrator Goals and Indicators](#)

[Administrator Goal-Setting Form](#)

[Review of Practice Rubric for Administrators](#)

[Site Visit Rubric](#)

[Administrator Summative Form](#)

[Corrective Support Plan-Administrative](#)

PDEC COMPOSITION

(It's recommended that districts publish PDEC composition as part of your plan- this way all stakeholders can understand who is representing them on the committee and who they can reach out to in order to provide feedback, ask questions, etc.)

Member Name	Bargaining Unit	Position	Email
Co-chair # 1: Aaron Murray	WAT	WMS Teacher	Murraya@woodstockschools.net
Co-chair # 2: Tara Smock	WAT	WES Teacher	smockt@woodstockschools.net
Kristen Elliott		WMS Principal	elliott@woodstockschools.net
Jenna Demers		WES Principal	demersj@woodstockschools.net
Stacey Terwilliger		Asst Principal	terwilligers@woodstockschools.net
Wendy LeBoeuf	AFSCME	WES Paraprofessional	leboeufw@woodstockschools.net
Viktor Toth		Superintendent	tothv@woodstockschools.net
Noel Hayes	WAT	WES Teacher	hayesn@woodstockschools.net
Maegen Nellis		WPS Administrator	nellism@woodstockschools.net
Angela Stringer	WAT	WMS Counselor	stringera@woodstockschools.net

PDEC CALENDAR

Collaboratively create your PDEC calendar below. Consider including meeting dates, districtwide PD planning and implementation dates, trainings for teachers and administrators, and release and submission deadline dates for surveys or focus groups. We recommend PDECs meet once a month during the transition to the new guidelines and no less than 4 times a year once a new plan has been implemented. It's recommended districts publish this calendar as part of their annual plan, so all stakeholders understand the commitment to and expectation of the work being completed in the district.

September Dates	October Dates	November Dates	December Dates
9/11/24	10/16/24	11/13/24	12/11/24
January Dates	February Dates	March Dates	April Dates
1/15/25	2/12/25	3/12/25	4/9/25
May Dates	June Dates	July Dates	August Dates
5/14/25	6/11/25	TBD	TBD

CONSENSUS PROTOCOL

Important PDEC decisions related to educator evaluation and professional development are made through mutual agreement or consensus. Unlike a majority vote, which has winners and losers, a consensus decision is a win-win, because it results in a decision everyone can support, even if there are minor reservations. Mutual agreement or consensus can be difficult to achieve, however, especially if there are strong, conflicting views. The following protocol, adapted from the Connecticut Department of Education, may prove useful when mutual agreement is difficult to reach.

When it is time for the PDEC to make an important decision, each PDEC member should rate their level of agreement using the chart below. If every PDEC member is at least a 4, the decision can be considered mutually agreed upon. If even one person is below a 4, however, there is no agreement, and discussion and compromise should continue. If sincere and repeated efforts to reach mutual agreement have failed, the co-chairs of the PDEC may average all the votes, and if the average is at least a 4, the decision may be considered agreed upon.

A vertical scale with five levels, each represented by a grey rounded rectangle with a white circle containing a number on the left. The text for each level is as follows:

- 5 I'm in total support of this.
- 4 I can support this despite minor reservations.
- 3 I need more information before I can support this.
- 2 I am unlikely to support this without changes.
- 1 I veto this.