Regional School District 11

Professional Learning

And

Evaluation Plan

2024-2025

Regional School District 11

PROFESSIONAL LEARNING AND EVALUATION PROGRAM

TABLE OF CONTENTS

OVERVIEW I

1. Introduction
2. Roles and Responsibilities for Professional Learning and Evaluation
3. Implementation of Professional Learning and Evaluation Program

EDUCATOR EVALUATION AND SUPPORT PLAN II

1. Core Values and Beliefs about Professional Learning
2. Regional School District 11 Educator Evaluation and Support Plan
3. Standards and Criteria for Educators
    a. Rubric for Effective Teacher
    b. Rubric for Effective Service Delivery
4. The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/Stakeholder Feedback and Engagement
    a. Educator Process Schedule
        i. Goal Setting
        ii. Midyear Check-In
        iii. End-of-Year Reflection/Summative Review
    b. Professional Practice and Educator Growth
5. Observation of Professional Practice and Feedback
    a. Quality Feedback
    b. Cohorts
    c. Review of Practice
    d. Growth Criteria
6. Tiered Support
    a. Tier 1
    b. Tier 2
    c. Tier 3
    d. Corrective Support Plan
7. Dispute Resolution
8. Role of the Professional Development and Evaluation Committee (PDEC)
9. Local and State Reporting
10. Forms
    a. Evaluation Orientation-Educator
    b. Goal Setting and Monitoring Forms (BOY, MOY, EOY)-Educator
    c. Formal Observation Form- Educator
    d. Informal Observation Form- Educator
    e. Review of Practice Form

11. Appendix A- Sample Reflection Questions- Educator
12. Appendix B- Growth Criteria and Sources of Evidence- Educator
13. Appendix C- Sample Corrective Support Plan- Educator

LEADER EVALUATION AND SUPPORT PLAN III

1. Core Values and Beliefs about Professional Learning
2. Regional School District 11 Educator Evaluation and Support Plan
3. Standards and Criteria for Educators
    a. Connecticut Leader Evaluation and Support Plan Rubric
4. The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/Stakeholder Feedback and Engagement
    a. Leader Process Schedule
        i. Goal Setting
        ii. Midyear Check-in
        iii. End-of-Year Reflection/Summative Review
    b. Professional Practice and Leader Growth
5. Observation of Professional Practice/Site Visits and Feedback
    a. Quality Feedback
    b. Cohorts
    c. Growth Criteria
6. Tiered Support
    a. Tier 1
    b. Tier 2
    c. Tier 3
    d. Corrective Support Plan
7. Dispute Resolution
8. The Role of the Professional Development and Evaluation Committee (PDEC)
9. Local and State Reporting
10. Forms
    a. Evaluation Orientation- Leader
    b. Goal Setting and Monitoring Forms (BOY, MOY, EOY)- Leader
    c. Observation/Site Visit Form- Leader
11. Appendix D- Sample Reflection Questions- Leader
12. Appendix E- Growth Criteria and Sources of Evidence- Leader
13. Appendix F- Sample Corrective Support Plan- Leader

BIBLIOGRAPHY IV

Regional School District 11 Parish Hill Middle High School

Date	Logo
July 23, 2024	

District Board of Education Members	District PDEC Members
Board of Education Members: Stacy Foster Michael Smardon Therese Smith Cassidy Martin Camden Kammer Ellen Gillon Joy Becker Susan Lovegreen Kathy Freed	PDEC Members: Darcy Baran – School Counselor Joy Griffin – Teacher Kelli McGillivray – Teacher Tom McKenna – Assistant Principal Jerry Robinson - Paraprofessional Michelle Salvas – Teacher Brian Tedeschi – Principal

Regional School District 11 Parish Hill Middle High School

July 23, 2024

Board of Education Members:

Stacy Foster
Michael Smardon
Therese Smith
Cassidy Martin
Camden Kammer
Ellen Gillon
Joy Becker
Susan Lovegreen
Kathy Freed

PDEC Members:

Darcy Baran – School Counselor
Joy Griffin – Teacher
Kelli McGillivray – Teacher
Tom McKenna – Assistant Principal
Jerry Robinson - Paraprofessional
Michelle Salvas – Teacher
Brian Tedeschi – Principal

Introduction

Parish Hill Middle High School's Professional Learning and Evaluation Program is aligned with the Core Requirements of the State Board of Education approved guidelines for the Connecticut Leader and Educator Evaluation and Support Plans 2024, as required by C.G.S. 10-151b, modified by P.A. 23-159.

We believe that:

- ✓ An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.
- ✓ A systematic process of continuous improvement and professional learning, guided by professional inquiry, leads to high quality professional practice and improved learning, growth, and achievement for students.
- ✓ A comprehensive evaluation process includes:
    - Standards and criteria that serve as support for self-evaluation
    - Ongoing evidence collection of student performance
    - Ongoing inquiry into what the evidence communicates about student performance
    - Goal setting aligned with educator's initial self-reflection, based on a review of evidence and analysis of one's own practice to identify and support an area for self-growth that will have an impact on student learning and achievement (action research)
    - Ongoing self-reflection (ex. What is observed in the evidence collected? What is clear to you now? How will this influence your future actions?)
    - Regular feedback and dialogue with the evaluator that cognitively engages the educator in the growth process and directs their learning
    - Support structures for assistance and professional collaboration

Parish Hill Middle High School's Professional Learning and Evaluation Program supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for continuous professional growth and student learning. 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.

Roles and Responsibilities for Professional Learning and Evaluation

Definition of Teacher and Evaluator

Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between Parish Hill Middle High School's Board of Education and the evaluation process.
- The Superintendent will be responsible for ensuring that the Professional Development and Evaluation Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs.
- Superintendent will evaluate the Assistant Principal, Principal, and Special Education Director.

Responsibility for Evaluations

Administrators will be responsible for evaluations, including, but not limited to, personnel in the following categories:

- School Counselors
- Teachers
- Nurse
- Social Worker
- Other Related Services Personnel

Roles and Responsibilities of Evaluators and Evaluatees

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. Therefore, evaluators and evaluatees share responsibilities for the following:

- The review and understanding of the single point rubrics based on Connecticut's Common Core of Teaching 2017 or Connecticut's Common Core of Teaching for Effective Service Delivery 2017.
- The review and understanding of the single point rubrics based on Connecticut Leader Evaluation and Support Rubric 2017
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, as well as locally developed curriculum standards.
- Adherence to established timelines.

- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learning about professional practice.

Evaluator Roles

- Review of and familiarity with evaluatees' previous evaluations.
- Engage with educator as an active learning partner offering support through the learning and growth process.
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance and other support as needed.

Evaluatee Roles

- Self-directed analysis and reflection of one's practice, feedback from observations, and student evidence of learning (and other evidence of continuous professional growth).
- Active engagement in inquiry-based professional learning opportunities and action research to make growth in the strategy/goal/focus area
- Determine observation and feedback focus.
- Participation in collaborative dialogue with the evaluator throughout the process.
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes.
- Collaboration with colleagues.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Training and Orientation of Teachers and Administrators

The district will provide or make available to all educators' orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to Parish Hill Middle High School (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and Evaluation Program and will engage in training to ensure that they understand the elements and procedures of the Program, processes and documents. This training will take place upon employment or prior to the beginning of the school year.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Program, Parish Hill Middle High School will offer support to staff members new to the school. A variety of general topics will be addressed, including:

- School philosophy and goals
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

Evaluator Orientation and Support

Understanding of Parish Hill Middle High School's Professional Learning and Evaluation Program's features, including Connecticut's Common Core of Teaching 2017, Connecticut's Common Core of Teaching for Effective Service Delivery 2017, and The Connecticut Leader Evaluation and Support Rubric 2017, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Parish Hill Middle High School's Evaluation Program. Evaluators will review Program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training will be coordinated annually by Parish Hill Middle High School's Professional Development and Evaluation Committee in consultation with the Superintendent.

Resources for Program Implementation

Funds to provide material and training as well as time for Professional Learning options and collaboration necessary to support the successful achievement of the teachers' strategy/goal/focus area and implementation of the Evaluation Program will be allocated annually and determined on a program by program basis.

Educator Evaluation and Support Plan

Core Values and Beliefs about Professional Learning

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.

Parish Hill Middle High School's Professional Learning and Evaluation Program establishes high standards for a comprehensive professional learning system that will positively influence continued professional learning that will ultimately impact the performance of educators and administrators and lead to evidence of improved student learning. Professional standards, including Connecticut's Common Core of Teaching 2017, Connecticut's Common Core of Teaching for Effective Service Delivery 2017, and The Connecticut Leader Evaluation and Support Rubric 2017 provide the foundation for Parish Hill Middle High School's Professional Learning and Evaluation Program.

We acknowledge that deep student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of educators and administrators, students and families, and school districts and the communities they serve. Therefore, our Program seeks to strengthen the professional culture that is grounded in the following beliefs:

Guiding Principles

The transformational design of the teacher 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, assi*stant 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 (p*rovide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).*
- Specific, timely, accurate, actionable, and reciprocal feedback.

Vision

All Regional District #11 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 Regional District #11 students experience growth and success.

Regional School District 11 Educator Evaluation and Support Plan 2024-2025

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 Connecticut's Common Core of Teaching as mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. The single point rubric serves as support for self-evaluation, dialogue, and feedback as it provides focus for high leverage goal(s) setting and professional learning.

CCT Rubric for Effective Teaching 2017

Domain 1: Planning for Active Learning

Domain 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students. • Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences. • Creates a learning environment in which most students are willing to take risks and respond to questions and challenges and feel safe to make and learn from mistakes. • Establishes and consistently reinforces appropriate expectations for learning for all students.	

1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning. • Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.	

1c: Maximizing instructional time by effectively managing routines and transitions.

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Establishes and manages routines and transitions resulting in maximized instructional time.	

Domain 2: Planning for Active Learning

2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge8 for all students.

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards. • Plans lessons that are logically sequenced and support an appropriate level of challenge. • Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. • Plans instruction that integrates literacy strategies and academic vocabulary.	

2b: Planning instruction to cognitively engage students in the content.

Areas of Strengths	Competencies	Opportunities for Growth

	***Not** all competencies are applicable/ need to be observed in a lesson	
	• Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement. • Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.	

2c: Selecting appropriate assessment strategies to monitor student progress.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Identifies observable and measurable criteria for student success. • Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	

Domain 3: Instruction for Active Learning

3a: Implementing instructional content for learning.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards and sets a specific purpose(s) for instruction. • Presents content accurately using content-specific language that leads to student understanding. • Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	

	• Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.	

3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence based learning strategies.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. • Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts. • Implements instruction that provides multiple opportunities for students to develop independence as learners.	

3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Communicates specific observable and measurable criteria for student success. • Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group	

	progress toward achievement of the intended instructional outcomes. • Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning. • Adjusts instruction as necessary in response to individual and group performance.	

Domain 4: Professional Responsibilities and Teacher Leadership

4a: Engaging in continuous professional learning to impact instruction and student learning.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice. • Responds to supervisor or peer feedback and makes changes in practice based on feedback. • Engages in relevant professional learning and applies new learning to practice.	

4b: Collaborating to develop and sustain a professional learning environment to support student learning.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth

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

4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Actively engages with colleagues, students and families to develop and/or sustain a positive school climate. • Proactively communicates with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success. • Interacts with students, families and the community in a culturally respectful manner.	

CCT Rubric for Effective Service Delivery 2017

Domain 1: Learning Environment, Engagement and Commitment to Learning

Domain 1a: Creating a positive learning environment that is respectful and equitable.

Areas of Strengths	Competencies *__Not__ all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions. • Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences. • Consistently creates a learning environment in which most learners are willing to take risks and respond to questions and challenges and feel safe to make and learn from mistakes. • Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	

1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.

Areas of Strengths	Competencies *__Not__ all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. • Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	

1c: Maximizing instructional time by effectively managing routines and transitions.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Establishes and manages routines and transitions resulting in maximized service delivery time.	

Domain 2: Planning for Active Learning

2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines. • Designs plans using evidence-based practice. • Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge. • Develops objectives that are targeted and specific to the needs of learners.	

2b: Developing plans to actively engage learners in service delivery.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement. • Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.	

2c: Selecting appropriate assessment strategies to identify and plan learning targets.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information. • Identifies objective and measurable criteria for assessing learner success. • Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.	

Domain 3: Instruction for Active Learning

3a: Implementing service delivery for learning.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards. • Delivers services accurately, resulting in learning. • Delivers services in a logical and purposeful progression that meet the needs of learners. • Consistently delivers services at a level of challenge that aligns to learners' needs.	

3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Areas of Strengths	Competencies	Opportunities for Growth

	***Not** all competencies are applicable/ need to be observed in a lesson	
	• Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry. • Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings. • Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	

3c: Assessing learning, providing feedback, and adjusting service delivery.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Communicates specific observable and measurable criteria for learner success. • Monitors learning with focus on eliciting evidence of learning at critical points in the lesson to assess progress toward achievement of the intended purpose/objective. • Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes. • Adjusts to service delivery in response to learners' performance or engagement in tasks.	

Domain 4: Professional Responsibilities and Teacher Leadership

4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice. • Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice. • Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	

4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth

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

4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student/adult learning.

Areas of Strengths	Competencies *__Not__ all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Actively engages with colleagues, learners and families to develop and/or sustain a positive school climate. • Proactively communicates with and develops positive relationships with stakeholders to promote learner success. • Interacts with stakeholders in a culturally respectful manner.	

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.

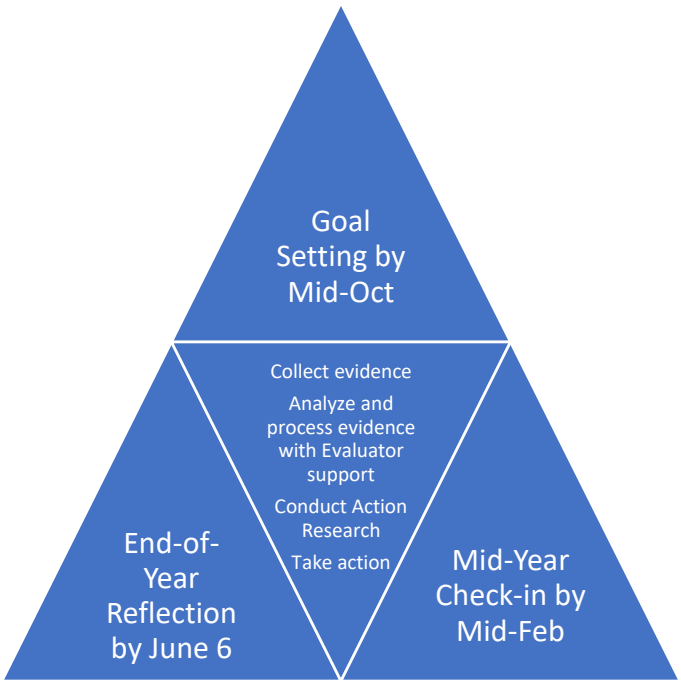
The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

Parish Hill Middle High School's Professional Learning and Evaluation Program 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 Parish Hill Middle High School's Professional Learning and Evaluation Program.

Educator Process Schedule

To support meaningful practice/outcome strategy/goal/focus area and comprehensive action research that will enhance deep learning for the teacher, the following timeline will be followed by all Educators.



Goal Setting Completed by Mid-October	***Mid-year Check-in Completed by Mid-February***	***End-of-Year Reflection Completed by June 6***
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: 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 and Feedback Process** ✓ Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement. Submit to the evaluator by May 20. **End-of-Year Conference/ Summative Feedback and Growth Criteria** ✓ Evaluator provides written summative feedback and guides next steps ✓ Annual Summary sign-of

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 1. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of Practice/Review of Practice

- Tiered supports
- Dispute resolution

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

Goal(s) Setting (Completed by mid-October)

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 A).

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

Midyear Check-in (Completed by mid-February):

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

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

End-of-Year Reflection/Summative Review (Completed by June 6)

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 B).

Observation of Professional Practice and Feedback

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

"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

Cohort 1	**Cohort 2**
Who: • New to profession (first two years) • New to LEA (first two years) What: • Three Observations of Professional Practice with first observation before Oct 31 (Minimum 30 minutes with pre and post meetings) • Timely Verbal and written feedback • Additional observations of professional practice as mutually agreed upon or deemed necessary	Who: • Educators who have successfully completed Cohort 1 in their current LEA What: • Two Observations of Professional Practice (minimum 20 minutes in length) with pre and post meetings • One review of practice may substitute for one observation of professional practice • Timely Verbal and written feedback • Additional observations of professional practice as mutually agreed upon or deemed necessary

Review Of Practice

ROP should be discussed and mutually agreed upon by the educator and evaluator in advance. A ROP is non-classroom observation and may include, but is not limited to: data meetings (may be related to their strategy/goal/focus area and is not the mid-year check-in or EOY reflection OR may be related to other areas; this includes- multiple sources of data, the method in which data is collected, an analysis of the data, next steps for individual students, and a follow-up at the completion of new strategies to improve student growth), review of a unit plan following the completion of the unit (includes connections to standards, methods for differentiation, student artifacts, teacher reflection and modifications), observation of teacher facilitated delivery of professional learning to the staff, reflection on the implementation of a high leverage strategy that the teacher wants to improve in practice, OR the process of data collection, planning for an IEP, and the PPT for an annual or Triennial. Reference to Domains II and IV will be included, but not necessarily the only focus of the ROP.

Growth Criteria

Development of new learning and impact on Educator practice

- Educator has demonstrated how they developed new learning through multiple sources (analysis of student learning, observational feedback…). The new learning should be connected to action research resources. The educator has demonstrated how new learning was used to improve their practice aligned to their strategy/goal/focus area.

Impact on Student outcomes

- Educator has demonstrated how they positively impacted student learning using example/artifact evidence and has articulated the connections/rationale between the improved learning outcomes and their own changes in practice.

Impact on Community (not necessary but may include)

- Educator has demonstrated how they worked effectively with colleagues/families/community to support learning and improvement

Possible Sources of Evidence

- Required observational evidence
- Required student learning evidence aligned to high-leverage indicator focus
- Lesson plans
- Teacher created materials
- Observational teacher evidence
- Numeric information about time, student participation, resource use
- Teacher and/or student self-reflection

- Student learning artifacts
- Observational date of students' words, actions, interactions (including quotations when appropriate)
- Rubrics, check for understandings, formative assessments, or summative assessments
- National Norm referenced assessments
- Evidence of communications and/or collaboration with parents, colleagues, or community
- Other artifacts/sources discussed during the planning stage and midyear check-in

Educator and Evaluator share their determination regarding whether the criteria have been successfully met. Should there be a discrepancy, the Evaluator will assign the final determination.

Tiered Support

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

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

Tier 1

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

Tier 2

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

- ✓ Create and communicate two 8–12-week cycles which include:

- ✓ One Formal observation
- ✓ One Informal Observation
- ✓ One Review of Practice

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.

- ✓ Create and communicate three 8–10-week cycles which include a minimum of:
- ✓ One Formal observation
- ✓ One informal observation
- ✓ One Review of Practice

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. 46

The Corrective Support Plan is separate from the normal educator growth model and must contain:

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

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. See appendix C for a Corrective Support Plan form and example.

Dispute Resolution

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

evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek 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.

1. 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.
    a. **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.

b. 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 five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five 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.

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
• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Teacher • Library Media Specialist • Special ed teacher • Social worker • School Psychologist • Speech Pathologist	• Principal • Assistant Principal • Special education supervisor

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

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

Evaluation Orientation- Educator

Orientation to Educator Evaluation was Completed on: Click or tap to enter a date.

Name: Click or tap here to enter text.		**Location:** Click or tap here to enter text.	
Select One: ☐ Cohort **1** New to Profession (first 2 years) or new to LEA (first 2 years) ☐ Cohort **2** Educators who have successfully completed Cohort 1	**Select One:** ☐ Individual goal ☐ Collaborative goal **Decided upon mutual agreement.**	**Select One:** ☐ 1-year goal ☐ 2-year goal ☐ 3-year goal **Decided upon mutual agreement.**	**Select One:** ☐ Teacher Rubric (Based on CTT Rubric) ☐ Service Delivery Rubric

Beginning of the Year Goals & Planning- Educator	
Self-Reflection ***Completed by Educator (by Mid-October)*** *See Self-Reflection sample reflection questions- Appendix A*	
Name/Date: Click or tap here to enter text.	**Parish Hill Middle High School**
Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking. *See Examples of Evidence Types- Appendix B*	
Goal, Rationale, Alignment and Professional Learning Plan *Completed by Educator*	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	Click or tap here to enter text.
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal? *See Professional Learning & Action Questions to guide your plan- Appendix A*	Click or tap here to enter text.
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)?	Click or tap here to enter text.
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	Click or tap here to enter text.

Goal Setting Conference ***Completed by Evaluator (By Mid-October)*** *Date*	
Notes: Click or tap here to enter text.	Supports Required/Suggested ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps- Educator

Completed by Educator (by Mid-February)

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

See Sample Reflection Questions & Professional Learning & Action Questions- Appendix A

Name/Date: Click or tap here to enter text.	**Parish Hill Middle High School**
What has been your progress to-date on your professional learning and how do you know?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:

- Click or tap here to enter text.

Mid-Year Conference

Completed by Evaluator (by March1)

Date: Click or tap to enter a date.

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

Click or tap here to enter text.

End-of-Year Reflection & Feedback Process- Educator

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

Name/Date: Click or tap here to enter text.	**Parish Hill Middle High School**

Self-Reflection

Completed by Educator (by May 20)

See Sample Reflection Questions & Professional Learning & Action Questions- Appendix A

What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:

- Click or tap here to enter text.

End-of-Year Conference *Completed by Evaluator (by June 6)* ***Date:*** Click or tap to enter a date.	
Name/Date: Click or tap here to enter text.	Location: Click or tap here to enter text.
Summative Feedback & Growth Criteria ***Completed by Evaluator*** *See Growth Criteria Description* & *Appendix B*	
Summative Feedback	Click or tap here to enter text.
Development of new learning & impact on practice related to goal	Click or tap here to enter text.
Impact on student learning, growth, and achievement	Click or tap here to enter text.
Successful Completion of the Evaluative Cycle	☐ Yes ☐ No
Supports Required/Suggested ***Are tiered supports required above and beyond tier 1 (included in feedback above)*?** ☐ Not applicable ☐ Tier 2 ☐ Tier 3	If Tier 2 and/or Tier 3, please specify strategies: • Click or tap here to enter text.
For multi-year goals only: • *What adjustments are needed to the goal(s)?* Click or tap here to enter text. • *Why?* Click or tap here to enter text. • *How might adjustments impact the timing of the goal(s)?* Click or tap here to enter text.	☐ Educator will continue multi-year goal. ☐ Educator will adjust multi-year goal. ☐ Educator completed multi-year goal. Notes: Click or tap here to enter text.
Educator Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.
Evaluator Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.

Educator Evaluation Observation # Choose an item.	
Name/Date: Click or tap here to enter text.	**Time/Location:** Click or tap here to enter text.
Grade/Role: Click or tap here to enter text.	**Discipline/Focus:** Click or tap here to enter text.
☐ Pre- & Post- Conference Required	

Pre-Observation *Completed by Educator*	
Lesson Plan/Meeting Plan *Upload and provide hyperlink here, as appropriate	May attach a copy of the Lesson Plan or Click or tap here to enter text.
Pre-Conference Notes including the identified competency focus for the observation.	Click or tap here to enter text.

Observation ***Completed by the Evaluator***
Click or tap here to enter text.

Post-Observation Reflection ***Completed by the Educator***	
What worked and how do you know?	Click or tap here to enter text.
What didn't work and how do you know?	Click or tap here to enter text.
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?	Click or tap here to enter text.

Post-Observation Conference Feedback ***Completed by the Evaluator***
Click or tap here to enter text.

Evidence of Strengths	**Single-Point Competencies** ***Completed by the Evaluator***	**Evidence for Growth and/or Next Steps**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Informal Observation Form- Educator	
Educator Evaluation Observation # Choose an item.	
Name/Date: Click or tap here to enter text.	**Time/Location:** Click or tap here to enter text.
Grade/Role: Click or tap here to enter text.	**Discipline/Focus:** Click or tap here to enter text.
☐ Post-Conference Required	

Observation ***Completed by the Evaluator***
Click or tap here to enter text.

Post-Observation Reflection ***Completed by the Educator***	
What worked and how do you know?	Click or tap here to enter text.
What didn't work and how do you know?	Click or tap here to enter text.
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?	Click or tap here to enter text.

Post-Observation Conference Feedback ***Completed by the Evaluator***
Click or tap here to enter text.

Evidence of Strengths	**Single-Point Competencies** ***Completed by the Evaluator***	**Evidence for Growth and/or Next Steps**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Review of Practice Form- Educator	
Name/Date: Click or tap here to enter text.	**Time/Location:** Click or tap here to enter text.
Grade(s): Click or tap here to enter text.	**Discipline/Subject:** Click or tap here to enter text.

Focus Area *Completed by Educator*	
Data/SRBI Team Meeting	Click or tap here to enter data analysis/text.
Review of a Completed Unit Plan (includes connections to standards, methods for differentiation, student artifacts, teacher reflection and modifications):	Attach a copy of the lesson plan.
Observation of Teacher Facilitated Delivery of Professional Learning to the staff:	Attach a copy of the presentation.
Reflection on the implementation of a high leverage strategy that the educator wants to improve in practice:	Click or tap here to enter text.
Planning for an IEP and/or PPT for an Annual or Triennial:	Click or tap here to enter text.
Other Topic as Mutually Agreed Upon:	Click or tap here to enter text.

Review of Practice Feedback ***Completed by the Evaluator***
Click or tap here to enter text.

Evidence of Strengths	**Single-Point Competencies** ***Completed by the Evaluator***	**Evidence for Growth and/or Next Steps**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Appendix A: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

- ✓ What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- ✓ What ways would you like me as your evaluator to collect data/evidence for feedback?
- ✓ From how many different situations should we examine data/evidence?
- ✓ What are the advantages and disadvantages of the identified evidence?
- ✓ How will the data help us to analyze your practice?
- ✓ What is your timeline for collecting this evidence and measuring impact?

- ✓ What are the anticipated challenges or obstacles, and how do you plan to address them?
- ✓ How might you communicate/share your professional learning to your colleagues or families?
- ✓ What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- ✓ In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Growth Criteria and Sources of Evidence – Educator

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice ✓ Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. **Impact on Students** ✓ Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	✓ Required observational evidence ✓ Required student learning evidence aligned to high-leverage indicator focus ✓ Implementation plans/lesson plan(s) ✓ Educator learning logs/impact on practice reflection ✓ Educator created learning materials ✓ Evidence from Observation of Educator Practice ✓ Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. ✓ Educator and/or student self-reflection ✓ Student learning artifacts ✓ Mastery-based demonstrations of achievement ✓ Observational evidence of students' words, actions, interactions (including quotations when appropriate) ✓ Rubrics, interim or benchmark assessments, other assessments ✓ Other artifacts/sources

Appendix C: Sample Corrective Support Plan – Educator

(Sample)

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

Objective:

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

(Suggested) Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with _____ _____. Tier 2 or 3 supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

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

(Possible) Resources:

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

- ✓ Mentor
- ✓ Coach
- ✓ Reading as appropriate

Timeframes:

- ✓ (Length of the Corrective Support Plan – Tier Two- two 8–12-week cycles OR Tier Three- three 8–10-week cycles)
- ✓ Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

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

Leader Evaluation and Support Plan

Core Values and Beliefs about Professional Learning

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.
Parish Hill Middle High School's Professional Learning and Evaluation Program establishes high standards for a comprehensive professional learning system that will positively influence continued professional learning that will ultimately impact the performance of educators and administrators and lead to evidence of improved student learning. Professional standards, including Connecticut's Common Core of Teaching 2017, Connecticut's Common Core of Teaching for Effective Service Delivery 2017, and The Connecticut Leader Evaluation and Support Rubric 2017 provide the foundation for Parish Hill Middle High School's Professional Learning and Evaluation Program.

We acknowledge that deep student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of educators and administrators, students and families, and school districts and the communities they serve. Therefore, our Program seeks to strengthen the professional culture that is grounded in the following beliefs:

Guiding Principles

The transformational design of the teacher 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, assi*stant 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 (p*rovide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).*
- Specific, timely, accurate, actionable, and reciprocal feedback.

Regional School District 11 Parish Hill Middle High School

Date	Logo
July 23, 2024	

District Board of Education Members	District PDEC Members
Board of Education Members: Stacy Foster Michael Smardon Therese Smith Cassidy Martin Camden Kammer Ellen Gillon Joy Becker Susan Lovegreen Kathy Freed	PDEC Members: Darcy Baran – School Counselor Joy Griffin – Teacher Kelli McGillivray – Teacher Tom McKenna – Assistant Principal Jerry Robinson - Paraprofessional Michelle Salvas – Teacher Brian Tedeschi – Principal

Vision

All Regional District #11 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 Regional District #11 students experience growth and success.

Regional School District 11 Educator Evaluation and Support Plan 2024-2025

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

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 the Connecticut Leader Evaluation Rubric 2017 as mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. The single point rubric serves as support for self-evaluation, dialogue, and feedback as it provides focus for high leverage goal(s) setting and professional learning.

Connecticut Leader Evaluation and Support Rubric 2017

Domain 1: Instructional Leadership

1.1 Shared Mission, Vision, and Goals

Areas of Strengths	Competencies *__Not__ all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Develops, implements and sustains shared vision, mission and goals that articulate high expectations for all students • Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization • Engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals	

1.2 Curriculum, Instruction, and Assessment

Areas of Strengths	Competencies *__Not__ all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings • Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students • Consistently works with staff to implement and evaluate formative	

	and summative assessments that drive instructional decisions	

1.3 Continuous Improvement

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals • Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students • Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement	

Domain 2: Talent Management

2.1 Recruitment, Selection, and Retention

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures • Uses multiple sources of evidence of effective teaching or service delivery	

	and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions • Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff • Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers	

2.2 Professional Learning

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals • Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities • Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice	

2.3 Observation and Performance Evaluation

Areas of Strengths	Competencies	Opportunities for Growth

	*__Not__ all competencies are applicable/ need to be observed in a lesson	
	• Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning • Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning	

Domain 3: Organizational Systems

3.1 Operational Management

Areas of Strengths	Competencies *__Not__ all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district • Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant • Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time	

3.2 Resource Management

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Develops, implements and monitors a transparent and fiscally responsible budget aligned to the school and district improvement plans and district, state and federal regulations • Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals	

Domain 4: Culture and Climate

4.1 Family, Community, and Stakeholder Engagement

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students • Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning • Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues • Capitalizes on the cultural competence and diversity of the	

	community as an asset to strengthen education	

4.2 School Culture and Climate

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations • Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators • Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff	

4.3 Equitable and Ethical Practice

Areas of Strengths	Competencies *__Not__ all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	• Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators • Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate • Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community	

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

Parish Hill Middle High School's Professional Learning and Evaluation Program 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.

Leader Process Schedule

Goal Setting Completed by November 1	***Mid-year Check-in Completed by March 1***	***End-of-Year Reflection Completed by June 30***
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: Reflection, Adjustments, and Next Steps** ✓ Review and discuss currently collected evidence towards goal(s) and of practice ✓ Review professional learning, evidence, and impact on organizational 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 and Feedback Process** ✓ Self-reflection: Review and 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-of

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than November 1. 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. 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.

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

Growth Criteria

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

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

See appendix E for further detail.

Tiered Support

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

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

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

Corrective Support Plan

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

The Corrective Support Plan must contain:

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

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

See appendix F for a Corrective Support Plan form and example.

Dispute Resolution

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

Ultimately, should 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.

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.
    a. **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.
    b. **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 five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five 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. 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**
• Attendance Counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Teacher • Library Media Specialist • Special education teacher • Social worker • School Psychologist • Speech Pathologist	• Principal • Assistant Principal • Special education supervisor

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

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

Evaluation Orientation- Leader

Orientation to Leader Evaluation was Completed on: Click or tap to enter a date.

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

Name: Click or tap here to enter text.		**Location:** Click or tap here to enter text.	
Select One: ☐ **Cohort 1** *New to leader role or first 3 years at Parish Hill* ☐ **Cohort 2** *Years 4+ (in LEA)*	**Select One:** ☐ Individual goal ☐ Collaborative goal ***Decided upon mutual agreement.***	**Select One:** ☐ 1-year goal ☐ 2-year goal ☐ 3-year goal ***Decided upon mutual agreement.***	**Select One:** ☐ CT Leader Evaluation and Support Rubric 2017

Beginning of the Year Goals & Planning- Leader	
Self-Reflection *Completed by Leader (by November 1)* *See Self-Reflection sample reflection questions Appendix D*	
Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking. *See Examples of Evidence Types Appendix E*	Click or tap here to enter text.
Goal, Rationale, Alignment and Professional Learning Plan *Completed by Leader*	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	Click or tap here to enter text.
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? *See Professional Learning & Action Questions to guide your plan Appendix D*	Click or tap here to enter text.
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)?	Click or tap here to enter text.
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	Click or tap here to enter text.

Goal Setting Conference *Completed by Evaluator (By November 1)* *Date*	
Notes: Click or tap here to enter text.	Supports Required/Suggested ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps- Leader

Completed by Leader by March 1

Non-negotiable Process Element of the CT Guidelines (2023)
See Sample Reflection Questions & Professional Learning & Action Questions Appendix D

Name/Date: Click or tap here to enter text.	**Parish Hill Middle High School**
What has been your progress to-date on your professional learning plan and your goal(s)and how do you know? What are your next steps and why?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:

-

Mid-Year Conference

Completed by Evaluator (by March15)

Date: Click or tap to enter a date.

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

Click or tap here to enter text.

End-of-Year Reflection & Feedback Process- Leader

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

Name/Date: Click or tap here to enter text.	**Parish Hill Middle High School**

Self-Reflection

Completed by Leader by June 30

See Sample Reflection Questions & *Professional Learning & Action Questions Appendix D*

What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:

- Click or tap here to enter text.

End-of-Year Conference *Completed by Evaluator (by June 30)* ***Date:*** Click or tap to enter a date.	
Name: Click or tap here to enter text.	Parish Hill Middle High School
Summative Feedback & Growth Criteria ***Completed by Evaluator*** *See Growth Criteria and Sources of Evidence Appendix E*	
Summative Feedback	Click or tap here to enter text.
Development of new learning & impact on leadership practice related to goal(s).	Click or tap here to enter text.
Impact of new learning and leadership practice on key partners and or organizational outcomes.	Click or tap here to enter text.
Impact of new learning on greater community.	Click or tap here to enter text.
Successful Completion of the Evaluative Cycle	☐ Yes ☐ No
Supports Required/Suggested ***Are tiered supports required above and beyond tier 1 (included in feedback above)*?** ☐ Not applicable ☐ Tier 2 ☐ Tier 3	If Tier 2 and/or Tier 3, please specify strategies: • Click or tap here to enter text.
For multi-year goals only: • *What adjustments are needed to the goal(s)?* Click or tap here to enter text. • *Why?* Click or tap here to enter text. • *How might adjustments impact the timing of the goal(s)?* Click or tap here to enter text.	☐ Leader will continue multi-year goal. ☐ Leader will adjust multi-year goal. ☐ Leader completed multi-year goal. Notes: Click or tap here to enter text.
Educator Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.
Evaluator Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.

Observation/Site Visit Form- Leader

Leader Evaluation Observation/Site Visit # Choose an item.	
Name/Date: Click or tap here to enter text.	**Location:** Click or tap here to enter text.
Administrator Role: Click or tap here to enter text.	**Leader Goal/Observation Focus:** Click or tap here to enter text.
☐ Cohort 1 (Pre-Post- Conference Required) ☐ Cohort 2 (Post-Conference Required) ☐ Additional Site Visit (Pre-/Post-Conference Optional)	
Pre-Observation/Visit *Completed by Leader (as needed/required)*	
Meeting Plan and/or Context *Upload and provide hyperlink here, as appropriate	Click or tap here to enter text.
Pre-Conference Notes	Click or tap here to enter text.
Observation/Site Visit Evidence ***Completed by the Evaluator***	
Click or tap here to enter text.	
Post-Observation/Visit Reflection ***Completed by the Leader***	
What does today's evidence tell you?	Click or tap here to enter text.
Are their patterns, trends, or outliers?	Click or tap here to enter text.
How will our collaborative reflection help you move forward and apply your learning in your next steps?	Click or tap here to enter text.

Post-Observation/Visit Conference Feedback ***Completed by the Evaluator***		
Click or tap here to enter text.		
Areas of Strengths	**Single-Point Competencies** ***Completed by the Evaluator***	**Areas for Growth and/or Next Steps**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Appendix D: 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 E: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice ✓ The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. **Impact on the Organization** ✓ The leader can demonstrate how they positively impacted the organizational health and can articulate connections/ rationale between the improved learning and their own changes in practice. **Impact on Community** ✓ The leader can demonstrate how they worked effectively with colleagues/ families/community.	✓ Information from site visits ✓ Strategic plans ✓ Learning walk/instructional rounds ✓ Self-reflection (e.g., journals, learning logs) ✓ Leader created professional learning materials ✓ Operational artifacts (e.g., schedules, procedural revisions) ✓ Educator learning outcomes ✓ Policy updates ✓ Community communications ✓ Constituent feedback ✓ Program development and implementation ✓ Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) ✓ Systems and structures

Appendix F: Sample Corrective Support Plan – Leader

(Sample)

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

Objective:

To improve engagement with families in communities (Indicator 4.1 CT Leader Evaluation and Support Rubric 2017) and to improve operations in management (Indicator 3.1 CT Leader Evaluation and Support Rubric 2017)

Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

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

Objective:

To improve

_____ _____ (Indicate specific standard in your objective language)

(Possible) Resources:

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

- ✓ Mentor
- ✓ Coach
- ✓ Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

Bibliography

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

Connecticut State Department of Education. 2024. *Connecticut Leader and Educator Evaluation and Support Plans 2024*. Hartford, CT.

Connecticut State Department of Education. 2017. The *Connecticut Common Core of Teaching Rubric for Effective Teaching 2017*. Hartford, CT.

Connecticut State Department of Education. 2017. The *Connecticut Common Core of Teaching Rubric for Effective Service Delivery 2017*. Hartford, CT.

Connecticut State Department of Education. 2023. *Connecticut Guidelines for Educator Evaluation and Support 2017t*. Hartford, CT.

National Policy Board for Education Administration. 2015. *Professional Standards for Educational Leaders 2015*. Reston, VA.