



REGIONAL SCHOOL DISTRICT 17

Educator Growth and Support Plan

2024/25

Table of Contents

Preface.....	3
Acknowledgments.....	3
The Foundation.....	3
Guiding Principles.....	4
Performance Standards and Criteria.....	5
Overview of the Year.....	6
Conferences.....	6
Professional Practice & Student Growth.....	7
Goal-Setting Process.....	7
Observations and Feedback.....	8
Summative Feedback and Growth Criteria.....	8
Tiered Support.....	9
Corrective Support Plan.....	10
Dispute Resolution.....	10
Process.....	10
a. Option 1.....	11
b. Option 2.....	11
APPENDIX A: Foundational Documents.....	12
RSD17 Vision.....	12
RSD17 Values.....	12
Vision of the Graduate.....	12
RSD17 Instructional Vision Statement.....	13
APPENDIX B Sample Reflection Questions.....	14
APPENDIX C: Measures of Accomplishment.....	16
APPENDIX D: Growth Criteria.....	17
APPENDIX E: Professional Learning and Support Examples.....	18
APPENDIX F: Forms.....	20
Beginning of the Year Form.....	20
Midyear Conference Form.....	21
End-of-Year Conference Form.....	22
Observation Form - CCT Single Point Rubric (draft).....	22
Observation for Effective Service Delivery Form.....	25
Pre-Conference Evaluatee Form.....	26
Post-Conference Evaluatee Form.....	26
Tier 3 Support Form.....	27
Corrective Support Plan Template.....	28
Dispute Form (step 2).....	30
APPENDIX G GLOSSARY.....	31

Preface

In February 2024, the [Connecticut Leader and Educator Evaluation and Support Plans 2024](#), as required by C.G.S. 10-151b, modified by P.A. 23-159, was approved. This plan aligns with the [Connecticut Guidelines for Educator and Leader Evaluation and Support](#) adopted by the State Board of Education on June 14, 2023, and updated on August 31, 2023. The RSD17 Professional Development and Evaluation Sub-committee worked diligently to reimagine an evaluation and support system that is fair, promotes growth, and reduces compliance burden. This plan was collaboratively developed and will be implemented in the 2024/25 school year.

Acknowledgments

Thank you to the dedicated staff that collaborated to create an improved process that supports our staff and students.

Professional Development and Evaluation Committee

- ❖ Wendy Adamczyk, HKHS math teacher
- ❖ Maggie Amaio, HKIS 5th grade teacher
- ❖ Jennifer Beermuender, Curriculum Coordinator
- ❖ Jessica DeAngelo, HKIS special education teacher
- ❖ Robin Duffield, HKMS science teacher, HKEA president
- ❖ Donna Hayward, HKHS principal
- ❖ Carlye Kohs, HKHS library media specialist
- ❖ Eric Larson, HKIS principal
- ❖ David Lowry, HKHS science teacher
- ❖ Jennifer Miller, Assistant Superintendent
- ❖ Georganna Munz, KES 2nd grade teacher
- ❖ Judy Nacca, BES literacy coach
- ❖ Tracey Penney, BES 2nd grade teacher
- ❖ Dennis Reed, KES principal
- ❖ Heather Rigatti, Curriculum Coordinator
- ❖ Susie Speir, HKMS School Psychologist
- ❖ Dorothy Ventura, HKMS principal
- ❖ Brienne Whidden, BES principal

RSD17 Board of Education

- ❖ Suzanne Sack, BOE Chairperson
- ❖ Jennifer Favalora, BOE Vice Chair
- ❖ Kathleen Zandi
- ❖ Prem Aithal
- ❖ Lisa Connelly
- ❖ Shawna Goldfarb
- ❖ Hamish MacPhail
- ❖ Heather Pach
- ❖ Nelson Rivera
- ❖ Corey Roberts
- ❖ Jennifer Voegtli

The Foundation

This plan relies on and builds upon the District's foundational documents listed in [APPENDIX A](#).

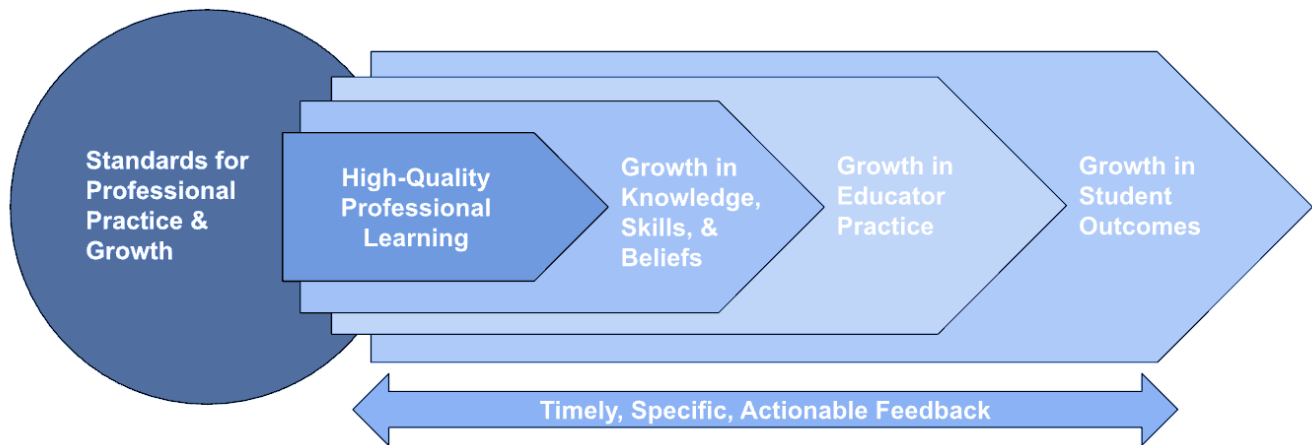
- RSD17 Vision and Values
- Vision of the Graduate
- Instructional Vision

These are important for self-reflection, goal setting, and professional learning.

Guiding Principles

The state Educator and Evaluation Support Council engaged in a collaborative process to reach a consensus on the design principles that would most impact the design of a transformative educator and leader evaluation and support system that uses high-quality professional learning to improve educator and leader practice and student outcomes. These include:

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



Graphic developed from Connecticut Educator Evaluation and Support Plan 2024, page 41

Performance Standards and Criteria

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. The [Connecticut Common Core of Teaching](#) is the performance standard. The rubrics below support self-evaluation, reflection, dialogue, goal-setting, and feedback.

[Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Teaching 2017](#)

[Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Service Delivery 2017](#)

A [single-point rubric](#) (derived from the CCT) is available for setting high-leverage goal(s), designing professional learning, and providing feedback. It includes a description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

To supplement the above standards, a staff member *may* optionally use additional standards for self-reflection, goal setting, and focus area(s) for feedback with mutual agreement from their evaluator. The use of these should be discussed with the evaluator at the beginning, middle, and end-of-year meetings, as appropriate.

Some examples of differentiated standards are as follows. This is not an exhaustive list.

Teacher

- [Teacher Leader Model Standards](#)
- [National Board for Professional Teaching Standards](#)
- [Marzano](#)
- [Marshall Teacher Evaluation Rubric](#)

Social Worker

- [School Social Work Association of America](#)

School Psychologist

- [National Assoc of School Psychologists](#)

Speech and Language Pathologist

- [American Speech-Language-Hearing Association](#)

School Counselor

- [School Counselor Professional Standards](#)

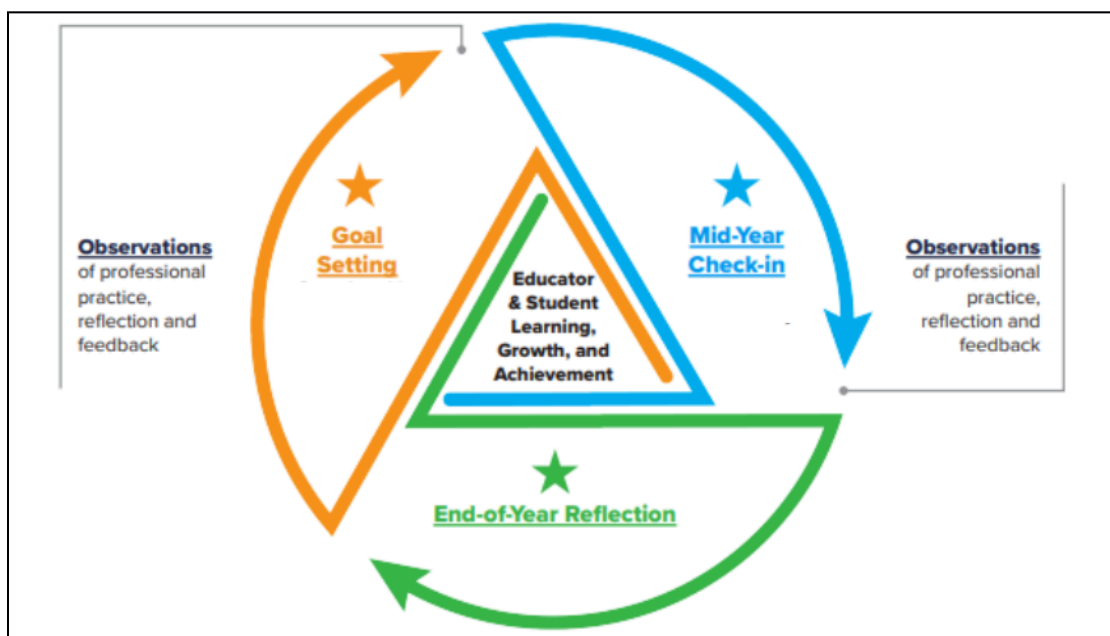
Instructional Coach

- [Instructional Coaching Practice Standards](#)

Special Education Teacher and Gifted and Talented Teacher

- [Council for Exceptional Children](#)

Overview of the Year



Conferences

Date Range	Teacher Responsibilities	Administrator Responsibilities
BOY Meeting By November 15	<ul style="list-style-type: none"> – Review School Improvement Plan – Self-assess/reflect on Instructional Vision and professional standards – Review student data – Review administrator feedback from the previous year – Prepare a draft of the required forms to bring to the meeting – Plan for an individual or group meeting 	<ul style="list-style-type: none"> – Initiate scheduling of the meeting – Communicate SCIP and relevant schoolwide data – Review educator's feedback from the previous year – Discuss growth supports and opportunities for the educator
Mid Year Meeting By March 1	<ul style="list-style-type: none"> – Review professional progress to date – Review student data, feedback, artifacts – Consider next steps – Prepare a draft of the required forms to bring to the meeting 	<ul style="list-style-type: none"> – Initiate scheduling of the meeting – Listen/ask about teaching and learning – Ask reflective questions – Determine needed support/resources – Discuss progress
End of Yr Meeting By the end of school year	<ul style="list-style-type: none"> – Review professional growth to-date – Review student data, feedback, artifacts – Prepare a draft of the required forms to bring to the meeting – Reflect on next year's goals – Reflect on how professional growth impacted the SCIP – Plan for an individual meeting 	<ul style="list-style-type: none"> – Initiate scheduling of the meeting – Listen/inquire about teaching and learning – Ask reflective questions – Determine if support or resources are needed – Discuss progress and provide targeted feedback based on professional standards – Celebrate progress and discuss the next steps

Professional Practice & Student Growth

Goal-Setting Process

- 1. Reflect on evidence to identify and support an area for educator practice and growth and student learning, growth, and achievement** (See [APPENDIX B](#) for sample reflection questions.)
 - a. Self-assessment of the professional standards and Instructional Vision
 - b. Review of EOY feedback from the previous school year
 - c. Review current students' data and past data trends from internal and external sources
 - d. Review of the School Continuous Improvement Plan goals
- 2. Develop a high-leverage Professional Practice Goal**
 - a. High-leverage goals are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., the Vision of the Graduate). They address strategies for developing conceptual understanding and have a high effect size (Hattie 2009).
 - b. Goals are aligned with a professional standard.
 - c. Goals may be collaboratively developed with colleagues who are best positioned to work together (grade level, content area, school-based).
 - d. For beginning teachers, goal(s) may align with TEAM modules.
 - e. Upon mutual agreement between the evaluator and evaluatee, annual goals may be approved for continuation in subsequent years.
- 3. Develop Multiple Measures of Accomplishment.**
 - a. Measures are pieces of evidence to demonstrate professional growth and student learning. See [APPENDIX C](#) for examples.
 - f. Minimums:
 - i. One professional practice
 - ii. One student learning, growth, and achievement
- 4. Design a Professional Learning Plan to accomplish the Professional Practice goal.**
 - a. Include
 - i. Resources/supports needed (See [APPENDIX E](#) for examples.)
 - ii. Timeline
- 5. Mutually agree on the Professional Practice Goal and Multiple Measures of Accomplishment at the Beginning of the Year conference.**

Observations and Feedback

All educators are assigned a primary evaluator (092). Evaluators will observe teaching and professional practices. Feedback is provided to support professional growth and student achievement. Minimum required observations are differentiated to account for experience levels. The teacher will receive timely, written feedback from observers for all minimally required observations listed below.

Minimum Observation Requirements (additional can be requested by the educator or the evaluator)

	Informal Observation -10+ minutes -unannounced	Formal Observation -30+ minutes, announced -pre & post conference
Non-Tenured	<ul style="list-style-type: none">• Two or more per year	<ul style="list-style-type: none">• One or more per year for the first two years working in the district• Optional for years 3 & 4
Tenured	<ul style="list-style-type: none">• One or more per year	<ul style="list-style-type: none">• One or more every three years

Evaluator Feedback

Quality feedback is based on multiple and varied quantitative and qualitative indicators of evidence in relation to standards and goal(s). Attributes of high-quality feedback include the following.

- It is personalized, learning-focused, and growth-oriented.
- It expands understanding of one's experiences and their implications for future experiences.
- It provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices. Questions and wonderings may be posed for the evaluatee to consider.
- It is timely, frequent, specific, and actionable.
- It relates to standards and goals.

Summative Feedback and Growth Criteria

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

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps.
- See [APPENDIX D](#).

Tiered Support

All educators require access to high-quality, targeted professional learning and 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 will lead to advancing levels of support before placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators will utilize and document all three tiers of support before developing a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

This model of tiered supports preceding a corrective action plan is illustrated below:

Tier 1 (Supports provided to all)

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, use of 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, common planning time, data teams). These are identified through the goal-setting process by mutual agreement.

Tier 2 (Supports provided to some)

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

Tier 3 (Supports provided to a few)

In addition to Tier 1 and Tier 2, Tier 3 supports are available for response to unresolved, previously discussed concerns and are developed in collaboration with the educator. They 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, time duration, and action plan are documented.

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 tier 2 and tier 3 levels of support before developing a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative.

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

- clear objectives specific to the well-documented area of concern
- resources, support, and interventions to address the area of concern
- timeframes for implementing the resources, support, and interventions
- supportive actions from the evaluator or secondary evaluator, which may be assigned by the Superintendent or designee.

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 F](#) for a [Corrective Support Plan Template](#).

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 and their evaluators are encouraged to resolve disagreements informally. Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek a common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan. Any such matters will be handled as expeditiously as possible, and in **no instance will a decision exceed 30 work days** 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 **five workdays** of articulating the dispute in writing to 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 (using the [dispute form](#)) to the superintendent or designee within **five work days** of the meeting with 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.

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 work 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 work days** 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.

APPENDIX A: Foundational Documents

RSD17 Vision

Our learners are at the center of our community and are encouraged to discover their unique strengths to become the best versions of themselves. Their education ignites passion and develops them to be compassionate critical thinkers, prepared to contribute to improving our world.

RSD17 Values

PUBLIC EDUCATION IS A RIGHT All students have a right to an equitable education to develop a passion and direction for their future.

EVERY STUDENT HAS POTENTIAL Students excel when they discover their strengths and persist through challenges to learn and grow.

QUALITY TEACHING IS ESSENTIAL TO LEARNING Innovative and effective teaching promotes mastery of knowledge and skills.

STUDENT SUCCESS IS A SHARED RESPONSIBILITY A strong and trusting partnership among students, families, and staff improves academic achievement and social development.

ALIGNMENT AND TEAMWORK ARE POWERFUL We can accomplish anything when we collaborate toward common goals and a higher organizational purpose.

CRITICAL THINKERS MAKE INFORMED DECISIONS An intellectually disciplined culture of collaborators leads to meaningful discourse, viable decisions, and understanding.

SCHOOL IS A SAFE PLACE Students thrive in schools that foster a safe and respectful climate.

SUSTAINABILITY SECURES OUR FUTURE We are committed to using our resources efficiently through effective strategies and systems.

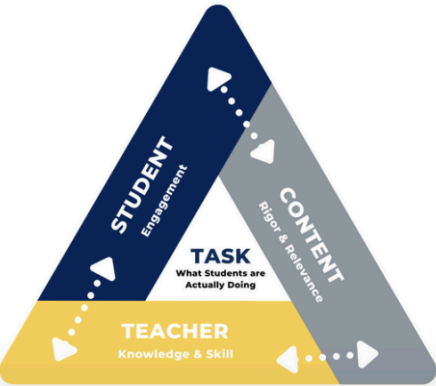
Vision of the Graduate



RSD17 Instructional Vision Statement

Regional School District #17 Instructional Vision

RSD17 provides all students with a high-quality education that prepares them for college, career, and citizenship. To achieve this mission, we ensure that every classroom is a place where students are engaged in rigorous and relevant learning tasks, supported by effective and caring teachers, and challenged to meet high expectations. This is our vision of instruction, and it is based on the instructional core framework that emphasizes the interrelatedness of the teacher, the student, and the task. In this document, we describe our instructional vision in detail, and how it aligns with our district goals, standards, and initiatives. Our work in developing this vision incorporated elements of our Vision of a Graduate, Strategic Operating Plan, District Values, and Theory of Action, and was created by our teachers and educational leaders. It can be used in alignment with RSD17 Educator Growth and Support Plan.



Teachers create a supportive environment that encourages academic risk-taking and builds positive relationships. Using highly reliable research-based instructional practices aligned to standards, teachers deliver rigorous and relevant instruction. They monitor student understanding, provide timely and constructive feedback, ask a range of questions, facilitate respectful discourse, scaffold, and adjust instruction to optimize student outcomes.

- Scaffold:** support, adapt, model, guide
- Facilitate:** lead, assist, accelerate, steer, question, respond, manage
- Monitor:** analyze data, assess, respond, question, provide feedback, adjust and adapt
- Relationships:** connect, encourage risk-taking, safe learning environment, provide choice



In RSD17 classrooms, students plan, question, collaborate, and create to construct meaning within the learning task. Students experiment, take risks, revise their thinking, advocate, and persevere with difficult tasks exhibiting stamina to deepen their understanding of skills and content. Students take pride in their work and celebrate their own achievements and those of their peers.

- Question:** notice, wonder, inquire
- Plan:** goal setting, access information and tools, draft
- Advocate:** participate, accept feedback, speak up
- Collaborate:** listen, take turns, contribute, compromise
- Create:** write, draw, calculate, produce, design, speak
- Celebrate:** reflect, recognize, compliment



Tasks are rigorous, relevant, engaging and accessible to all students. They provide opportunities for scaffolding, collaboration, and multi-sensory experiences. Open-ended tasks that support choice, risk-taking and inquiry allow students to create, set goals, and self-evaluate.

- Relevant:** culturally relevant, aligned to standards, relatable, applicable
- Accessible:** opportunity for all, auditory, kinesthetic, visual, multiple entry points
- Rigorous:** think critically, build academic stamina, complex, DOK (Depth of Knowledge)
- Inquiry:** plan, open-ended, investigate, experiment, problem solve, ask questions, evaluate



APPENDIX B Sample Reflection Questions

Self-Reflection Sample Questions

- Thinking about the successes 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 your knowledge of your students/adult learners and/or 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, and 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?
- In 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 its impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning with your colleagues or families?
- What opportunities for professional learning do you believe would benefit your growth as an educator?
- How 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, and 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 circumstances 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 the learning has been implemented: What effect did the learning have on practice students?

Reflect on the Feedback Process

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

APPENDIX C: Measures of Accomplishment

This list is meant to be illustrative and not exhaustive.

- Sample of lesson plans
- Student achievement data
- Sample of SEL activities
- Review of artifacts
- Sample(s) of student work
- Performance assessments
- Reflection journal
- Facilitation of a professional learning session
- Unit design document
- Student reflections
- Reflection on peer observation
- Student or family feedback
- Data Team agendas
- Book talks, concert, art show, PPT meeting
- Behavior referrals

APPENDIX D: Growth Criteria

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

APPENDIX E: Professional Learning and Support Examples

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX F: Forms

Beginning of the Year Form

Role	School

Evaluatee
Self-Reflection (summarize/describe using the Sample Reflection Questions in Appendix B)
Professional Practice Goal Based on your above analysis, what is/are your goal(s) for this year? Why is this an important/relevant goal? If this is a continued goal from the previous year, please include a rationale for extending it.
Coherence How might this goal(s) contribute to the school and/or district's Instructional Vision, Vision of the Graduate, or School Continuous Improvement Plan?
Measures of Accomplishment What evidence of educator learning and student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal?
Professional Growth Plan <ul style="list-style-type: none">• What is your learning plan to support achieving your goal?• What resources/supports will I utilize? (e.g. articles, books, expert colleagues, positive deviants)• What are my steps?• What is my timeline?

Evaluator
Comments

Midyear Conference Form

Evaluatee - Self-Reflection
What has been your progress on your professional learning and student growth, and how do you know?
What will you work on from now until your EOY conference?
Evidence (list or upload)

Evaluator
Feedback (regarding progress on professional learning and progress toward goal(s). Include change in tiered support, if recommended.)

End-of-Year Conference Form

Evaluatee-Self-Reflection
What impact did your new learning have on your practice, and how do you know?
What impact did your new learning and practice have on your students' learning, growth, and/or achievement, and how do you know?
Evidence
What challenges did you encounter, and what are your next steps with your professional learning?

Evaluator
Summative Feedback and Growth Criteria (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)
Successful Completion of the Evaluation Cycle ☐ Yes ☐ No
Are tiered supports required above and beyond Tier 1 (included in feedback above? Specify Tier 2 and Tier 3 if applicable.)
Educator Signature/Date Evaluator Signature/Date

Observation Form - CCT Single Point Rubric (draft)

Teacher:

Date of Observation:

Evaluator:

Class Observed:

Evaluator Commendations	Domain 1. Classroom Environment, Student Engagement, and Commitment to Learning	Evaluator Recommendations
	<ul style="list-style-type: none"> • Positive and respectful interactions between the teacher and students are evident and consistent. • Positive social interactions among students are evident and consistent. • Recognizes and incorporates students' cultural, social, and developmental diversity to enrich learning opportunities. • Appropriate standards of behavior are well-established and consistently maintained. • Routines and transitions are effectively managed to maximize instructional time. • Students are encouraged to self-regulate and take responsibility for their actions. • Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways. • Creates a learning environment in which most students are willing to take risks and feel safe to make and learn from mistakes. • Other observed indicators 	
	Domain 2. Planning for Active Learning	
	<ul style="list-style-type: none"> • Foresees potential misunderstandings, uncertainties, or obstacles and devises strategies to address them proactively. • Crafts lessons that challenge students to expand their understanding while providing support for making connections between ideas and applying learned skills in varied contexts. • Creates opportunities for students to assess their own learning needs based on personal data analysis. • Devises opportunities for students to independently choose literacy strategies that align with their learning objectives. • Adopts or designs plans to gradually transfer responsibility to students for applying and extending their learning beyond the prescribed expectations. • Selects or develops resources that facilitate students' application of concepts and skills in diverse contexts. • Identifies avenues for students to participate in the development or interpretation of criteria for academic achievement. • Devises tactics to engage students in utilizing assessment criteria for self-monitoring and reflection on their progress. 	
	Domain 3: Instruction for Active Learning	
	<ul style="list-style-type: none"> • Communicates clear learning expectations • Clearly presents instructional content in a logical and purposeful progression at the appropriate level of challenge to advance the learning of all students. • Employs differentiated strategies, tasks, and questions that cognitively engage all students. • Utilizes resources and flexible groupings that encourage students to demonstrate new learning in multiple ways. • Fosters students' autonomy by providing appropriate choices for students. • Provides multiple opportunities for students to develop independence as learners. • Encourages critical thinking, creative problem-solving, discourse, and inquiry. • Adjusts instruction as needed in response to individual and group performance. • Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning. • Other observed indicators 	
	Domain 4: Professional Responsibilities and Teacher Leadership	

	<ul style="list-style-type: none"> • Utilizes continuous self-assessment and reflection to instigate constructive discussions with peers aimed at enhancing collective strategies to address educational, institutional, and professional requirements. • Actively solicits feedback from supervisors or peers to enhance various professional methodologies. • Takes initiative in organizing or participating in professional development activities alongside colleagues. • Aids and encourages colleagues in adjusting their planning and instructional techniques to bolster teaching and learning. • Collaborates with peers to deepen understanding of the ethical and moral responsibilities inherent in professional practice. • Leads endeavors to cultivate and fortify the school's overall atmosphere. • Assists colleagues in devising effective methods to communicate with families and involve them in supporting their child's educational journey; actively seeks input from families and communities to bolster student progress and growth. • Takes the lead in initiatives aimed at fostering culturally respectful interactions with students, families, and the broader community. 	
Evaluator Feedback on observation of teaching or other professional practices.		
Commendations, Recommendations, Questions for Reflection		
Evaluatee Comments		
Optional		

Administrator Signature: _____ Date _____ Teacher Signature: _____ Date _____

Observation for Effective Service Delivery Form

Teacher:

Date of Observation:

Evaluator:

Class Observed:

Domain 1. Learning Environment, Engagement and Commitment to Learning
1a. Promoting a positive learning environment that is respectful and equitable.
1b. Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.
1c. Maximizing service delivery by effectively managing routines and transitions.
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.
2b. Developing plans to actively engage learners in service delivery.
2c. Selecting appropriate assessment strategies to identify and plan learning targets.
Domain 3: Service Delivery
3a. Implementing service delivery for learning.
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.
3c. Assessing learning, providing feedback and adjusting service delivery.
Domain 4: Professional Responsibilities and Leadership
4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.
4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Evaluator Feedback on observation of teaching or other professional practices.
Commendations, Recommendations, Questions for Reflection
Evaluatee Comments
Optional

Teacher Signature: _____ Date _____

Administrator Signature: _____ Date _____

Pre-Conference Evaluatee Form

Evaluatee
Lesson Plan At a minimum, include lesson objective(s), content standard(s), lesson overview, and assessment.
Area of Focus Would you like the evaluator to provide feedback in a particular area?

Post-Conference Evaluatee Form

Evaluatee
What worked well and how do you know?
What didn't work and how do you know?
What have you learned about your practice and your students and how will you apply that learning in the future?

Tier 3 Support Form

Educator	Evaluator	Developed in Consultation with Union Rep. (T3 only)

Focus area & Objective(s) (note CCT standard)	
Support/Resources	
Timeframe for Implementation	
Criteria for Success	

Corrective Support Plan Template

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

Objective: To improve (Indicate specific standard in your objective language) .

Resources:

A blend of opportunities and resources should be extended to the Educator. (list below)

-
-
-

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon the need for a 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 the building, as appropriate.

(Sample)

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

Objective: To improve classroom management practices in order to 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)

Dispute Form (step 2)

Directions: If there has been no resolution with the evaluator (step 1), the individual may choose to continue the dispute resolution process in writing. The educator will complete this form and email it to the Superintendent, Evaluator, and HKEA Representative within **five work days** of the meeting with their evaluator (step 1). The educator being evaluated may choose between two options.

Educator	Evaluator	Date of meeting with the evaluator	Educator - choose option 1 or 2
			☐ Option 1 ☐ Option 2

Disagreement Area	
Date of Event giving rise to dispute	
Description of Disagreement	

(educator signature)

(date)

APPENDIX G GLOSSARY

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

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

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

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

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

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

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

Quality Feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning. Learning Forward.

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

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

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

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

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

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

multiple measures: Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies. mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

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

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

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

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

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

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

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

tiered support:

Tier 1

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

Tier 2

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

Tier 3

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.