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# Groton Public Schools

*Groton, Connecticut*

# Groton Professional Growth and Support Plan for Certified Personnel




We strive for the Fitch graduate to RISE and be Resilient Individuals, Innovative Learners, Socially Aware Citizens and Engaged Communicators

In compliance with
Connecticut General Statutes
subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245

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## VISION

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

## INTRODUCTION

The ***Groton Professional Growth and Support Plan*** for teachers and administrators is a comprehensive framework designed to foster continuous improvement, development, and collaboration within the educational community. At its core, this initiative aims to provide educators with the resources, guidance, and opportunities necessary to enhance their professional skills, cultivate effective teaching practices, and ultimately, optimize student learning outcomes. By prioritizing ongoing learning and support, the plan endeavors to create a culture of excellence, innovation, and shared responsibility among educators, thereby enriching the educational experience for all stakeholders. Through targeted professional development, mentorship programs, and collaborative networks, the Groton Professional Growth and Support plan attempts to empower educators to thrive in their roles, contribute meaningfully to their school communities, and adapt to the evolving landscape of education.

The educator evaluation, development and support process will be based on collaboration and a shared commitment to improve instruction and learning. Groton Public Schools honors the "Vision for Teaching and Learning in Connecticut Public Schools" outlined in the Connecticut State Department of Education, 2017 Common Core of Teaching Foundational Skills:

The philosophy behind the CCT is that teaching requires more than simply demonstrating a certain set of technical skills. It requires command of subject matter and pedagogical skills combined with caring deeply about students and their successes. Effective teaching also requires:

- a deep commitment to student achievement and the belief that all students should be challenged to achieve
- a willingness to work in collaboration with colleagues and families to meet the diverse learning needs of all students
- a commitment to analysis of one's teaching and continuous professional development

Groton Public Schools promotes the underlying premise that supervision, evaluation, collaboration and cooperation, and professional development and reflective practice in the areas of planning and preparation, classroom environment, instruction, and professional responsibility are essential to improve student learning.

Trust and confidence, promoted through conversation based on these key elements, are essential in implementing and maintaining successful educational programs, reflective practice, and a professional culture. A district-wide commitment to fostering a professional culture of lifelong learners, both in teachers and students, is necessary for learning to thrive.

In Groton, *educator* is defined as any certified employee below the rank of Superintendent who holds a certificate or permit issued by the State Board of Education.

## PURPOSE AND RATIONALE

When educators succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers and effective leaders. The purpose of the new evaluation and support model is to fairly and accurately evaluate educator performance and to help each educator strengthen his/her practice to improve student learning.

To support our teachers and administrators, our goals are to:

- clearly define excellent practice and results for all learners,
- give accurate, useful information about educators' strengths and development areas,
- provide and discuss opportunities for professional learning, self-reflection, growth and recognition
- encourage creativity and innovation in teaching and leadership practices
- help identify supports which may need to be provided for educators.
- create and foster a professional learning community based on respect, trust, responsibility, collaboration and a shared vision of teaching and learning
- enhance an understanding of professional and ethical practices

## CORE DESIGN PRINCIPLES

The following principles guided the design of our model:

1. **Build Trust**
    a. A functional Groton Teaching & Learning Collaborative (GTLC)
    b. Accountability process for GTLC
    c. Mutual Agreement
    d. Annual Calibration of Evaluators
2. **Simplify**
    a. Reduce paperwork
    b. Shorten length of observations
    c. Reduce # of goals
    d. Eliminate ratings
3. **Differentiate**
    a. Different process for support specialists
    b. Keep compliance and discipline separate from Teacher Evaluation
4. **Focus on Feedback**
    a. Quality feedback provided regularly
    b. Face to face feedback following each mini-observation
    c. Ongoing PD for evaluators
5. **Emphasize Growth**
    a. Focus on the process of learning
    b. Align PD with educator/evaluator needs
    c. Separate process for struggling educators

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but our model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

## PROMOTE HIGH QUALITY INSTRUCTION AND EDUCATORS

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers and leaders interact with one another and with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, feedback for educators should depend on their performance, not on their evaluators' biases. Accordingly, our model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools. The Groton Professional Growth and Support plan promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

## FOCUS ON FEEDBACK: ENCOURAGE ALIGNED PROFESSIONAL LEARNING, COACHING AND FEEDBACK TO SUPPORT GROWTH

The model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation system. The dialogue in the new model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

## DIFFERENTIATE

Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students.

## ENSURE FEASIBILITY OF IMPLEMENTATION (SIMPLIFY)

Groton recognizes this new process requires patience, a more integrated approach to evaluation, and a growth mindset. Groton educators will integrate different components of their practice, including assessment, data analysis, instructional strategies, student, family, and collegial relationships and professional development. Appropriate resources, training and personnel need to be made available to ensure the successful implementation of this important work. However, a balance of high expectations and flexibility for the time and resources within Groton Public Schools will help ensure success.

***Unless otherwise noted, educator refers to all certified staff below the position of Superintendent. Depending on the job description of the educator, he/ she may be both an evaluator and an evaluatee.**

## PLAN REVIEW

The Groton Teaching and Learning Collaborative (GTLC) Evaluation Subcommittee will annually review the Groton Professional Growth and Support Plan and compare it to the current regulations from the Connecticut State Department of Education. The committee will take any appropriate actions according to their findings. The committee reserves the right to revise the plan according to feedback, data, and to be in compliance with state guidelines. In the event the committee recommends changes, the revised plan will be vetted by the State and the Groton Board of Education.

## ANNUAL TRAINING

Groton Public Schools will provide comprehensive, ongoing training and support to ensure that all educators understand its Educator Evaluation plan and and to ensure that evaluators are proficient in conducting mini and formal observations and providing detailed, timely, and actionable feedback to improve instruction and practice. Calibration will be a consistent agenda item on the district level administrators' meeting agenda. Annual training will also emphasize differentiated supports available to both teachers and administrators.

# Professional Growth & Support Plan for Certified Teaching Staff

## STANDARDS AND CRITERIA FOR EDUCATORS

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

CCT Rubric for Effective Teaching (2017)
CCT Rubric for Effective Service Delivery (2017)
Learning Forward's Professional Learning Standards (2022)
Teacher Leader Model Standards (2008)

## PROFESSIONAL LEARNING STANDARDS AND STRUCTURES

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

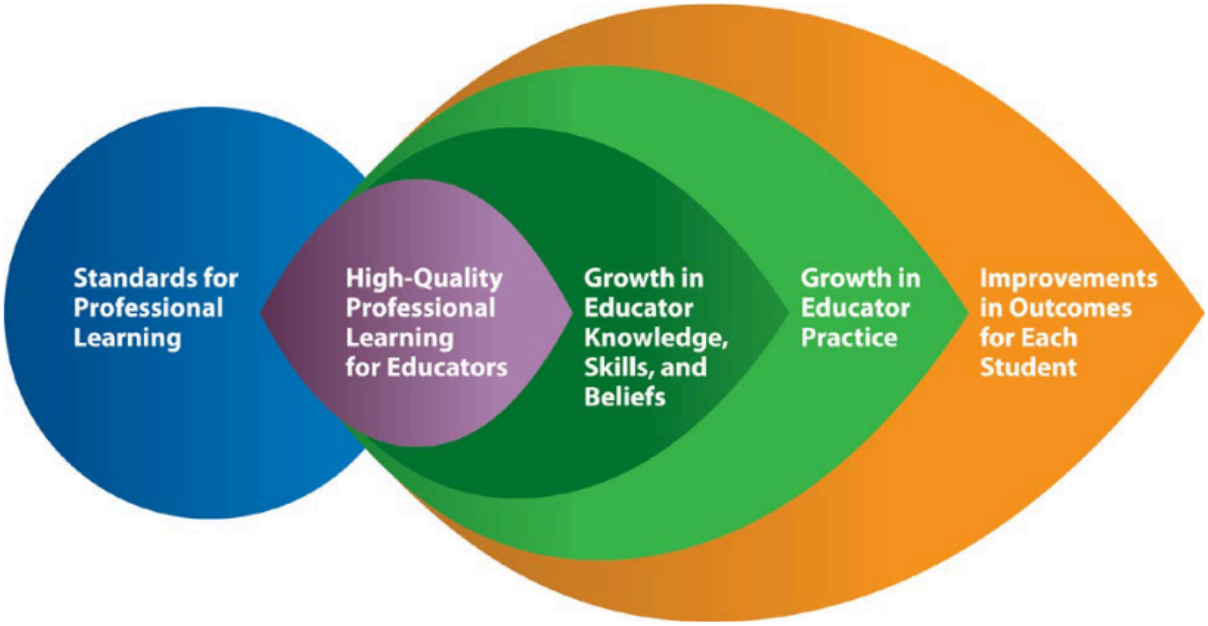



## THE CONTINUOUS LEARNING PROCESS:GOAL SETTING, PROFESSIONAL PRACTICE, AND EVALUATOR/OBSERVER/STAKEHOLDER FEEDBACK AND ENGAGEMENT

The evaluation and support model is designed as a continuous learning process The goal of the continuous learning process is to provide educators with ongoing learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

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

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

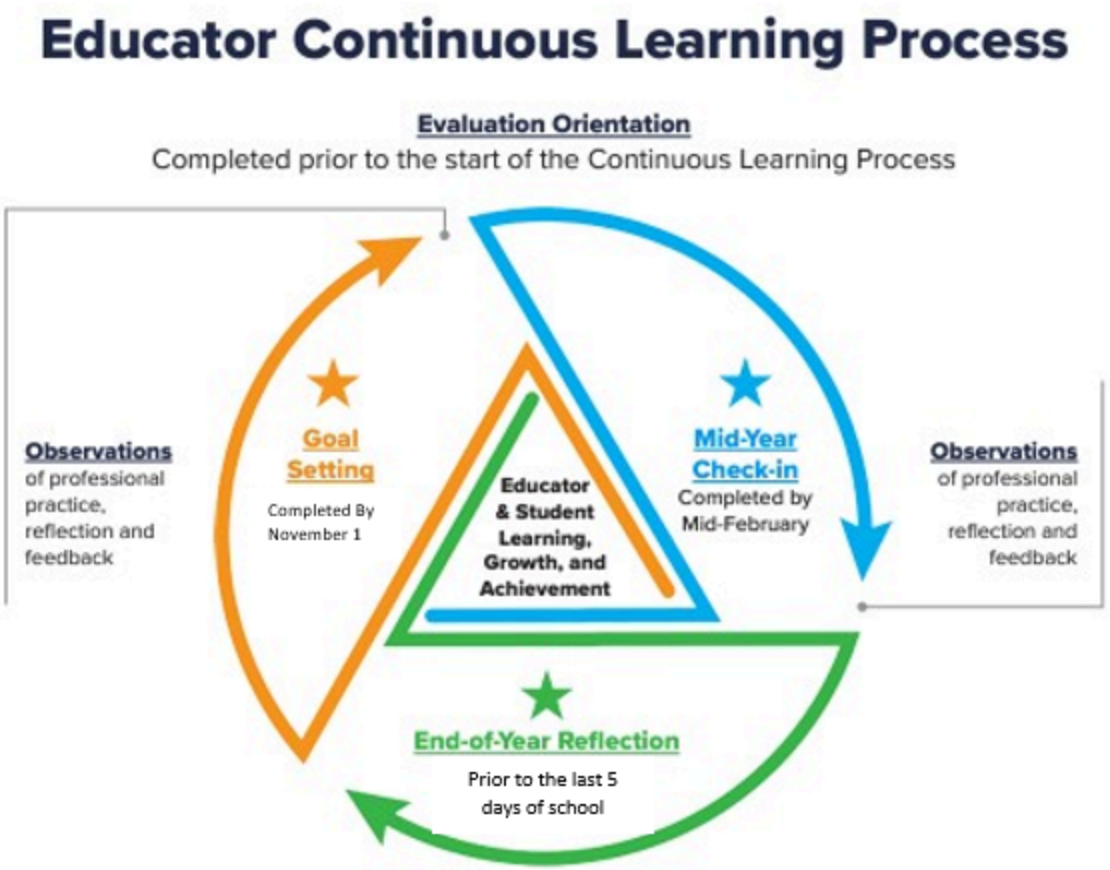



On the page below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and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

## ANNUAL TIMELINES IN THE EVALUATION PROCESS

**Evaluator Orientation- Completed by August of each school year**
An annual orientation for evaluators of teachers will be conducted by the superintendent or designee. They will provide material outlining the evaluation process and other information to certified staff as appropriate.

**Orientation- Completed by September 20**
An orientation will be conducted for all certified staff members. An administrator will review the purpose, procedures, and forms used in the observation and evaluation process. For new staff hired prior to the first day of school, orientation will occur during the summer. For new staff hired after the first day of school, orientation will occur within fifteen days of start date. Discussion topics will also include any school or district priorities.




**Observation of Professional Practice - Completed by September 25 to May 17**

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days. Observations allow administrators to track progress, tailor support, and facilitate ongoing dialogue between educators and evaluators. This process promotes continuous growth and refinement in teaching practices, ultimately benefiting both educators and students.

**Mini-Observations:**

Groton Public School's System for Educator development, growth, and support is based on the principles behind mini-observations. Our school district recognizes mini-observations as a vital component of teacher evaluation and growth due to their ability to provide timely, targeted feedback that fosters continuous improvement in teaching practices. These brief, frequent observations offer an opportunity for administrators to directly observe classroom dynamics, instructional strategies, and student engagement on a regular basis, allowing for a more comprehensive understanding of a teacher's strengths and areas for development. By

incorporating mini-observations into our evaluation framework, we emphasize ongoing professional growth rather than a one-time assessment, promoting a culture of reflection, collaboration, and refinement of teaching techniques. This approach not only supports individual teacher development but also contributes to overall student success by ensuring educators have the necessary support and resources to deliver high-quality instruction tailored to the diverse needs of our students.

Mini-observations of practice play a crucial role in educator evaluation and growth by providing frequent, targeted feedback to teachers. These observations aim to assess specific aspects of teaching practice, such as instructional strategies, classroom management techniques, and student engagement levels. The goals of mini-observations include identifying areas of strength and areas for improvement, fostering professional development, and enhancing overall teaching effectiveness. Educators who have obtained tenure will receive 4-6 mini-observations throughout the school year.

**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. Non-tenured educators (years 1 and 2) will receive a minimum of 3 mini observations and 2 formal observations throughout the school year. Non-tenured educators (years 3 and 4 and educators who previously held tenure in a different district) will receive a minimum of 4 mini observations and 1 formal observation throughout the school year.

| Cohorts and Observation Plan | |
|---|---|
| **WHO** | **WHAT** |
| Non-tenured (years 1 & 2) | Minimum of 3 mini observations AND 2 formal observations; one formal must be completed prior to January 31 |
| Non-tenured (years 3 & 4)<br>New to district (previously tenured) teachers (years 1 & 2) | Minimum of 4 mini observations AND 1 formal observation; formal must be completed prior to January 31 |
| Tenured teachers (year 5 and beyond) | 4-6 mini-observations completed before May 17 |

All observations must be followed by a combination of an in-person reflection and feedback meeting, and then followed by a brief written summary of the face-to-face meeting. In-person verbal feedback meetings **and** written summary comments will occur within a timely manner. It is recommended that face to face feedback be provided within **2-3** school days. Feedback should be specific and actionable. Its purpose is to help the teacher grow and develop as a professional. Written summary of the feedback meeting should follow the face-to-face meeting in a timely fashion (within 5 school days of the observation). Evidence collected by the evaluator during any observation will become part of the teacher's evaluation file. All written feedback will

be entered into the educator's evaluation file. Observations will occur in the settings appropriate to the educator's role in the school, and may include the interaction between the teacher and students, staff and/or parents in those settings.

"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

**Educator Reflections and Goal Setting- Prior to the Goal Setting Conference**

The educator will examine student data, prior year evaluation and survey results, and the appropriate rubric for his/her role (CCT or SESS) to draft a proposed professional growth action plan. The educator may collaborate in grade-level or subject-matter teams to support the goal-setting process. The proposed draft of goals and objectives needs to be submitted two days prior to the scheduled Goal Setting Conference.

## CCT Rubric for Effective Service Delivery 2017 — At a Glance

| Evidence Generally Collected Through **Observations** | Evidence Generally Collected Through **Non-classroom/Reviews of Practice** |
|---|---|
| Domain 1: Learning Environment, Engagement and Commitment to Learning | Domain 2: Planning for Active Learning |
| *Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:*<br>1a. Promoting a positive learning environment that is respectful and equitable.<br>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.<br>1c. Maximizing service delivery by effectively managing routines and transition. | *Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*<br>2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.<br>2b. Developing plans to actively engage learners in service delivery.<br>2c. Selecting appropriate assessment strategies to identify and plan learning targets. |
| Domain 3: Service Delivery | Domain 4: Professional Responsibilities and Leadership |
| *Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*<br>3a. Implementing service delivery for learning.<br>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.<br>3c. Assessing learning, providing feedback and adjusting service delivery. | *Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*<br>4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.<br>4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.<br>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning. |

## CCT Rubric for Effective Teaching 2017 — At a Glance

| Evidence Generally Collected Through **In-Class Observations** | Evidence Generally Collected Through **Non-Classroom/Reviews of Practice** |
|---|---|
| Domain 1: Classroom Environment, Student Engagement and Commitment to Learning | Domain 2: Planning for Active Learning |
| *Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:*<br>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.<br>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.<br>1c. Maximizing instructional time by effectively managing routines and transitions. | *Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*<br>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.<br>2b. Planning instruction to cognitively engage students in the content.<br>2c. Selecting appropriate assessment strategies to monitor student progress. |
| Domain 3: Instruction for Active Learning | Domain 4: Professional Responsibilities and Teacher Leadership |
| *Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*<br>3a. Implementing instructional content for learning.<br>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.<br>3c. Assessing student learning, providing feedback to students and adjusting instruction. | *Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:*<br>4a. Engaging in continuous professional learning to impact instruction and student learning.<br>4b. Collaborating to develop and sustain a professional learning environment to support student learning.<br>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. |

**Goal Setting Conference- Completed by November 1**

The evaluator and educator will meet to discuss 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. During the initial goal setting meeting, the educator and evaluator come to mutual agreement on

professional practice guided by the CCT or SESS for 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. Evidence may include artifacts, observations of practice, student feedback and reflections of the educator on student growth as part of the educator feedback process. A minimum of 1 goal and 2 mutually agreed upon indicators are required. Goals should pertain to a teacher's professional learning and should also consider the growth and well-being of the whole child rather than focus entirely on academic outcomes. Educators may set common goals that foster collegiality and collaboration in small groups or as an individual.

Guidance is provided for this step in Appendix C (Talent Development and Growth (Professional Practice Goal) Form 2. While the evaluator may request revisions to the proposed focus area(s), goals and objectives, the final goal(s) will be mutually agreed upon between the evaluator and educator. 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.

**Mid-year Check-in Conference & Formative Review- Completed by February 15**
Mid-year Check-in Conferences will be conducted using some of the guiding questions found in the Appendix. This review should occur by February 15th. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustments. Discussion will also include actions that the educator can take and support the evaluator can provide to promote educator growth in his/ her focus area. **Mid-year paperwork should be signed by both evaluator and the teacher once completed.**

**Educator Mid-Year Self-Assessment**
Prior to the midyear conference with the evaluator, the educator reviews all information and data collected up to this point in the year and completes a self-assessment for review by the evaluator. This self-assessment should focus on the areas of development established in the goal setting conference, as well as reflection on feedback conversations following mini-observations.
Mid-Year Self Reflections will be submitted two days prior to the scheduled Mid-Year Review.

## End of Year Summative Review- Completed Prior to the Last 5 Days of School

**Educator End of Year Self-Assessment -** The educator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment should focus on the areas of development established in the goal setting conference, as well as reflection on feedback conversations following mini-observations. Summative Self Reflections will be submitted two days prior to the scheduled Summative Review. The educator can also collect evidence to demonstrate growth related to the educator's goal. This evidence should be collected over a period of time.

Examples of evidence: Evidence to be presented will be mutually agreed upon by the educator and evaluator. Evidence may include artifacts, observations of practice, student feedback and reflections of the educator on student growth as part of the educator feedback process.

**End-of-Year Conference**
The evaluator and the educator meet to discuss educator's self-reflection, along with any/all evidence collected to date, including feedback consisting of multiple and varied quantitative and qualitative indicators of professional growth. Additionally, the evaluator and educator will review the alignment of the existing professional growth plan to the findings from this conference. During this conference, the evaluator and educator may modify a multi-year professional growth plan to address needs for the future. Following the conference, the evaluator generates a summary report of the evaluation before the end of the school year for certified staff and before June 30 for administrators. The annual summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process. **End of year paperwork should be signed by both evaluator and evaluatee once completed.**

## 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.

**Linking Educator Evaluation to Professional Learning and Growth**
The foundation of the GTLC process is a strong, collaboratively developed professional growth program. Results from collective teacher evaluations will be part of the data that will be used to develop professional growth opportunities to be offered on a school- or district-wide basis. All educators will also use information from their own evaluations to develop growth plans to impact instruction and student learning. Those growth plans will be used as one source of data in the educator's evaluation.

The Groton Public School district through the Groton Teaching and Learning Collaborative will provide opportunities for career development and professional growth based on performance identified through the evaluation process.

All educators will be encouraged to use their evaluations and professional growth opportunities for career enhancement. Career enhancement options, include but are not limited to the following options:

- Mentoring
- Facilitate professional development workshops
- Participation in a school data team
- Participation in district level committees
- Leading Professional Learning Communities (PLCs)
- Training for administrators on school improvement initiatives
- Targeted training for administrators on feedback received from Connecticut School

Leadership Standards Rubric and Performance Expectations.

### The Teacher Feedback Process

Single-point competencies are preferred as they focus the discussion and feedback on the desired practice rather than a rating outcome. This will allow the promotion of clear, research-based expectations tied to standards (see Appendices K and L).

** A single-point competency is a description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric. The primary reason for using this approach is that it supports a focus on understanding of the goal and the performance's strengths and weaknesses without the complication of having to interpret those elements into a rating. Ratings are essentially symptoms, not root causes. What we see in practice when this shift is successful is that it becomes easier for the participants to focus the energy of the process on the evidence, why that evidence looks the way it does, and what can be done to support improvement rather than on a debate or negotiation on what the rating is.

## 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.

| CRITERIA FOR SUCCESS- REFLECTION | |
|---|---|
| **Development of New Learning and Impact on Practice** | **Impact on Students** |
| 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. | 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. |

| POSSIBLE EVIDENCE | |
|---|---|
| ● Required observational evidence<br>● Required student learning evidence aligned to high-leverage indicator focus<br>● Implementation plans/lesson plan(s)<br>● Educator learning logs/impact on practice reflection<br>● Educator created learning materials<br>● Evidence from Observation of Educator Practice | ● Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.<br>● Educator and/or student self-reflection<br>● Student learning artifacts<br>● Mastery-based demonstrations of achievement<br>● Observational evidence of students' words, actions, interactions (including quotations when appropriate)<br>● Rubrics, interim or benchmark assessments, other assessments |

## DETERMINING EFFECTIVE AND INEFFECTIVE EDUCATORS

Effectiveness and ineffectiveness shall be defined utilizing patterns derived from the Groton Public Schools evaluation system. A clear pattern and concrete evidence need to inform the determination of effectiveness.

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

## THE EDUCATOR TIERED AND CORRECTIVE SUPPORT PLAN

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

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

**Tier 3**
In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned

by the evaluator. Tier 3 support has 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.

All three Tiers of Support will be implemented and documented prior to the development of an Educator Improvement or Remediation Plan.

***Criteria That Must Be Met Before Placement into The Groton Educator Improvement and Remediation Plan.***

Before an educator can be placed on a Groton Professional Improvement/ Remediation Plan, one or more of the following conditions must be met:

- The educator must have a summative report from the previous year indicating unsuccessful completion of the regular growth and support process.
- There must be a pattern of specific, ongoing concerns previously documented in the feedback to the educator.
- There must be documented attempts to informally help the educator address concerns prior to the consideration of a formal improvement/ remediation plan.
- Before an educator is non-renewed for performance concerns, an evaluator must meet with the educator to notify them of the concerns and follow up with a written notice by January 31st (per the collective bargaining agreement). All three tiers of support must be implemented and documented prior to the development of an improvement/ remediation plan. The improvement/ remediation plan should then be collaboratively developed by the educator, their collective bargaining representative, and the evaluator detailing the specific areas in need of improvement along with support and resources to assist the educator. Significant lack of improvement toward the plan's criteria of success must be documented before April 1 to recommend contract non-renewal.

The Groton Educator Improvement and Remediation Plan is a three-leveled approach to educator support providing sequential levels of targeted, meaningful support (See description of this support plan in the following section).

After one year of participating in the Improvement and Remediation Plan, an educator receiving such support will be expected to meet adequate progress, as mutually agreed upon before undertaking a remediation plan. Educators who do not make progress after one year of participation in the Improvement and Remediation Plan shall be assigned a mentor and will participate in Level 3 of the Improvement and Remediation Plan. No educator will participate in support and remediation for more than two consecutive school years.

**The Educator Improvement and Remediation Plan (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 teacher on a Educator Improvement and Remediation or 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 number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

Groton Public Schools will offer three levels of support to educators predicated on the nature of support needed.

1. Structured Support: An educator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
2. Supervisory Assistance: An educator may also receive supervisory assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty in one or more domains.
3. Intensive Assistance: An educator would receive intensive assistance when he/she does not meet the goal(s) of the supervisory assistance plan. This support is intended to build the staff member's competency.

**Level 1 - Structured Support**

The first level of supportive assistance is an initial attempt to provide an educator with support, supervision, and resources to improve his/her performance in one or more domains.

Qualifier: If the evaluator has concerns about an educator's performance after multiple mini-observations and the evaluator deems greater support is needed for success, the evaluator will notify the educator that he/she is in need of Level 1 structured support. Level 1 structured support will consist of 45 school days.

Level 1 Structured Support will include the following steps:

1. Notice - A meeting between the evaluator and educator will be held to discuss the areas of concern. After this meeting, the evaluator will provide formal written notice of need of support to the staff member. This notice must be specific as to what the domains and concerns are and why support is needed. A copy of the written notice will be sent to the appropriate Association representative.

2. Support Plan - The educator, staff member and representative from the Association will collaborate to outline a support plan including specific goals and objectives related to the domains of concern.

3. Assistance- The evaluator will offer reasonable assistance so that the educator can improve his/her performance in the areas of concern. Assistance may include the following:
    - peer mentoring / peer coaching

- informal observation as agreed in support plan
- evaluator observation
- peer observation
- teacher observation of peers
- release time
- any other mutually agreed upon support

4. Conference - A schedule of conferences with the evaluator will be agreed upon at the initiation of the plan to review progress towards success of goals and objectives.

5. Resolution - There are three possible resolutions to Level 1 Structured Support:
    A. Successful - The staff member will receive written notification of successful completion of the Level 1 support plan. The staff member will be returned to the Groton Professional Growth and Support Plan.
    B. Progressing - The staff member has made some progress towards successful completion; however, it is deemed additional time is needed to complete Level 1 support. A collaborative meeting will be held to review the support plan and adjustments will be made if necessary. This phase may last up to 45 days.
    C. Unsatisfactory - The staff member will receive written notification that the Level 1 support was not successful; therefore, the staff member will be moved into the Supervisory Assistance Phase for Certified Staff.

**Level 2: Supervisory Assistance for Certified Staff**

The Supervisory Assistance Level is an attempt to provide an educator with the support, supervision, and resources to improve his/her performance in one or more domains.

**Procedures for Supervisory Assistance**

If the evaluator has continued concerns about an educator's performance and feels greater support is needed for success, the evaluator will notify the educator in writing that they are being placed in the Supervisory Assistance Level. The Superintendent, Assistant Superintendent and Association president(s) will be notified immediately when an educator is placed in the Supervisory Assistance Level.

The Supervisory Assistance Level will include the following steps:

1. Notice - The evaluator will provide formal written notice of dissatisfaction with the educator's performance and assignment to the Supervisory Assistance Level. This notice must be specific as to what the concern(s) is and why it is considered to be unsatisfactory.

2. Action Plan - The evaluator will collaborate with the teacher and a representative of the association to outline an action plan including specific goals and objectives for changes with timelines, resources, a schedule of appropriate observations, and evaluative criteria. Upon mutual agreement, other professionals with expertise in the area(s) of need may be consulted.

3. Assistance - The evaluator will offer reasonable assistance so that the staff member can improve his/her performance in the areas that were considered unsatisfactory. The assistance may include but is not limited to, positive suggestions, resource materials, professional development opportunities, referral to other individuals or peer coaching. This intervention will operate for forty-five consecutive school days or fewer if conditions warrant.

4. Observation/Conference - The evaluator will monitor the staff member's progress according to the Action Plan.

5. Resolution - The evaluator will complete the Supervisory Assistance Form. If performance in the areas considered to be unsatisfactory has improved, the staff member will continue to be monitored through Formal Observation. If performance remains unsatisfactory or the action plan has not been followed by the staff member, they will be placed on the Intensive Assistance Level (Level 3).

Intensive Assistance is the final attempt to provide the help necessary to assist the staff member in meeting the requirements of his/her position. If the evaluator has serious concerns about a staff member's performance and in their opinion the staff member is not meeting performance standards as described in the Groton Professional Growth and Support Plan, then they will notify the staff member that he/she will be placed in the Intensive Assistance Level. The Superintendent, Assistant Superintendent, and Association president(s) will be notified immediately when a staff member is placed in the Intensive Assistance Level and will receive a copy of the Intensive Assistance Form.

**Level 3: Intensive Assistance Level for Certified Staff**

The Intensive Assistance Level will include the following steps:

1. Notice -The evaluator will complete the Intensive Assistance Form to advise the staff member that the evaluation assistance will continue and improvement in performance must be shown, or the result may lead to a Central Office review and possible termination.

2. Action Plan -The teacher, evaluator, another appropriate administrator, appointed by the Superintendent, a representative from the Association and at least one mutually agreed upon professional with expertise in the area(s) of need, will develop a plan that includes specific goals, objectives, timelines, resources, and evaluative criteria.

3. Assistance - The evaluator is to offer reasonable assistance so that the staff member can improve their performance in the areas that were considered unsatisfactory. The assistance may include positive suggestions, resource materials, professional development opportunities, referral to other individuals or peer coaching. A time frame which allows the staff member adequate opportunity to improve their performance must be stated. This time frame should not exceed 30 school days or extend beyond the school year.

4. Observation/Conference - The evaluator will monitor the staff member's progress in achieving the target(s) established for performance improvement. The plan will be in operation for thirty consecutive school days and shall include both formal and informal observations. The evaluator will observe in the classroom at least once a week followed by a conference with the teacher. The other administrator will make observations and provide feedback to the teacher and the evaluator.

5. Resolution - The evaluator will complete the Intensive Assistance Form. If performance in the area(s) considered to be unsatisfactory has improved, the staff member will continue to be monitored in the Formal Observation. If performance remains unsatisfactory, or the action plan has not been followed by the educator, there will be a Central Office review which may lead to termination.

## DISPUTE RESOLUTION PROCEDURES

In case of conflict concerning mutual agreement on performance objectives, implementation of the process, the evaluation period, the redirection to Formal Observation, or feedback on performance and practice, the staff member has the right to conflict resolution. A staff member maintains the right of written rebuttal to be attached to the relevant evaluative documents.
An appeal procedure may be instituted to resolve the conflict as described below:

1. Evaluator and staff member meet to attempt to resolve the conflict.
2. If unable to reach a satisfactory resolution, the evaluator and staff member meet within five days with a mutually agreed upon impartial third party (e.g., but not limited to certified professionals in the same area of expertise as the educator) who will attempt to help resolve differences by facilitating discussion. Satisfactory resolution may result from this step. Inability to agree on an impartial third party will automatically move this matter to the next step.
3. If conflict has not been resolved, a Request for Conflict Resolution Form should be completed by either party no later than three days after step two and submitted to the Superintendent.
4. A Conflict Resolution Panel will be established. The panel will be composed of the superintendent or designee, human resources representative, Association designee (as determined by Association president(s)) and a mutually agreed upon neutral fourth person. The committee will meet within five working days with the parties and attempt to resolve the conflict. A report of the results of the Conflict Resolution Panel will be submitted to educator, evaluator, and the Groton Education Association (GEA) president. Dissenting opinions of committee members will be included in the committee report and will be filed with the appropriate documents. A copy of the report will be included in the educator's evaluation file.

If there is **not** unanimous agreement to the resolution of conflict, the decision of the Superintendent will be considered final. In this situation, a written report of conflict resolution will be completed by the Superintendent and submitted to the educator, evaluator, and the Groton Education Association (GEA) president. A copy of the Superintendent's final decision will be included in the educator's evaluation file.

Claims by an educator that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the educator's collective bargaining agreement.

**Request for Change of Evaluator**

The relationship between the evaluator and the certified staff member is critical to the success of the certified staff member. A good working relationship is in the best interest of individuals and the district. If a relationship is not successful, either person can request a change of assignment at any time by submitting a written request to the Assistant Superintendent or Superintendent where appropriate. Request for change of evaluator form.

# Administrator/Leader Evaluation and Support Plan

## STANDARDS AND CRITERIA FOR LEADERS

One of the primary goals of the administrator/leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by Groton's professional development and evaluation committee, the Teaching and Learning Collaborative (GTLC). The professional practice standards identified below ground this model's framework for district leaders. While a rubric serves as support for self-evaluation, dialogue, and feedback, a single-point competency provides the focus for high-leverage goal(s) setting and professional learning (See Appendix R).

Professional Standards for School Leaders (PSEL)
Learning Forward's Professional Learning Standards (2022)

## PROFESSIONAL LEARNING STANDARDS AND STRUCTURES

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



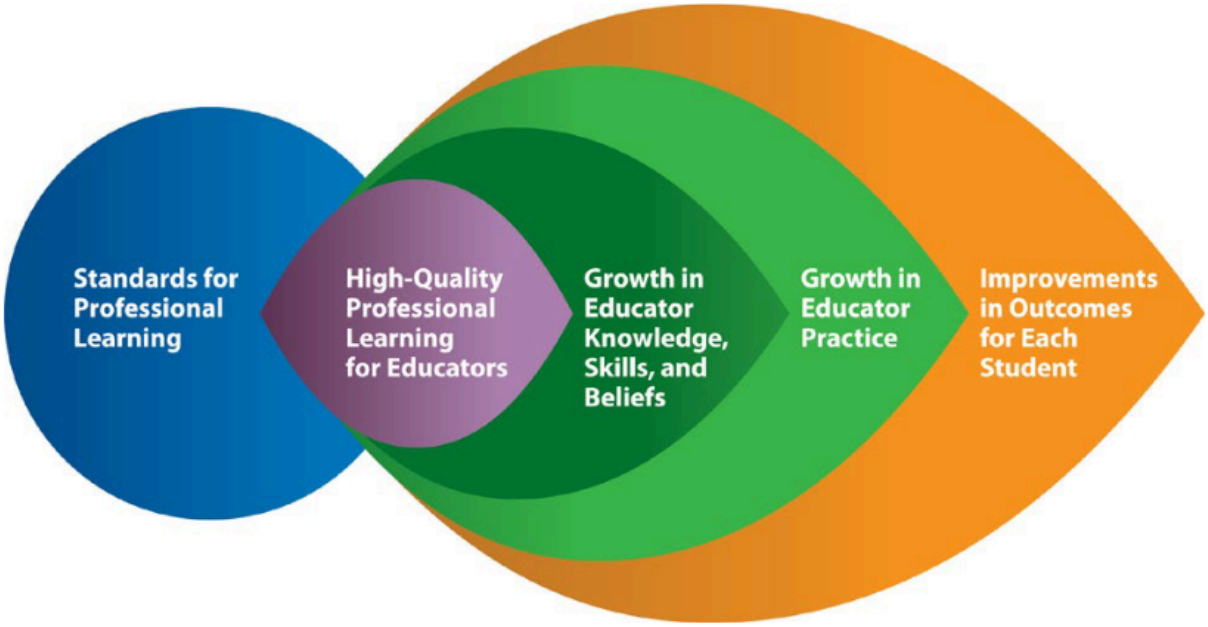

## THE CONTINUOUS LEARNING PROCESS:GOAL SETTING, PROFESSIONAL PRACTICE, AND EVALUATOR/OBSERVER/STAKEHOLDER FEEDBACK AND ENGAGEMENT

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with ongoing 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 educator through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goals, professional practice, and site visit/observation and feedback focus.

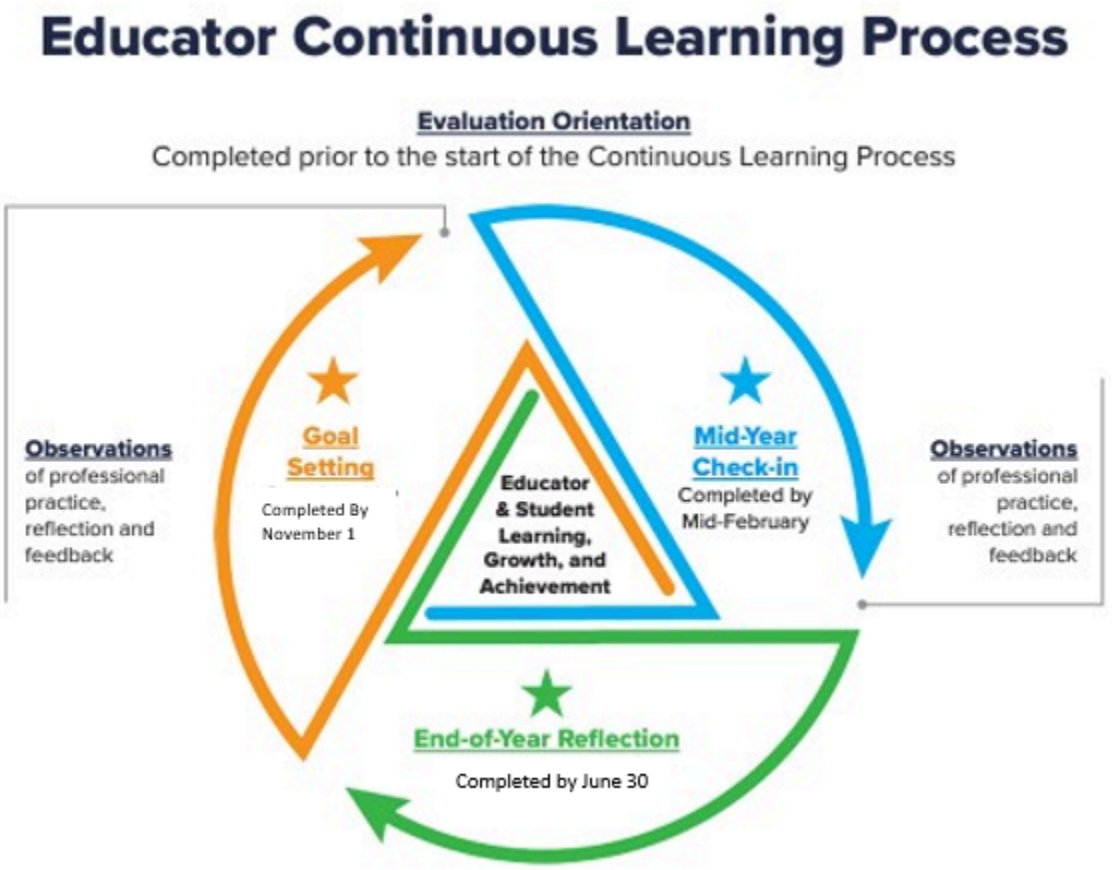
Within the continuous learning process, Groton Public School leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a 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 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, Groton Public School leaders are driven by the district/school's mission, vision, and Vision of a Graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, Groton Public School leaders believe their district/schools, educators, and themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

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



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




## LEADER EVALUATION PROCESS TIMELINE

**Orientation- Completed by September 1**

Orientation on the Groton Public School leader evaluation and support process shall take place prior to the start of the process, no later than September 1st. The orientation shall include the following:

- 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.

**Cycle of Check-Ins**
Within this framework, the following components are agreed upon and defined as follows:

Each Groton Public School administrator will participate in a cycle of check-ins, or opportunities for discussing linking organizational growth and development with observations of practice and performance, and with their evaluator. At the minimum, this will include an initial goal-setting meeting, midyear, and end-of-year reflective progress review for all leaders. Additionally, this should be ongoing, on-site, evidence-driven visits or reviews of practice for each leader whose purpose/focus is aligned with the leader's goals in this process. The number of visits is determined by the leader's cohort.

The annual evaluation process between a Groton Public Schools administrator and a primary evaluator is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each administrator on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the administrator in order to be productive and meaningful.

The chart below summarizes the cycle of check in for Groton Public School administrators. This is followed by a more detailed explanation of each step of the model.

| **GOAL SETTING** | **MID-YEAR CHECK-IN** | **END-OF-YEAR REFLECTION** |
|---|---|---|
| Completed by November 1st | Completed by March 1st | Completed by June 30 |
| ***Before the Meeting*** | ***Before the Meeting*** | ***Before the Meeting*** |
| **Beginning of Year Goal(s) and Planning**<br>● Self reflect<br>● Review Evidence | **Mid-Year Check-in: Reflection, Adjustments, and Next Steps**<br>● Review and discuss currently collected evidence toward goal(s) and of practice<br>● Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement | **End-of-Year Reflection and Feedback Process**<br>● Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement |
| **Goal(s), Rationale, Alignment, and Professional Learning Plan**<br>● Draft Goal(s), rationale, alignment, professional learning plan | ***At the Meeting*** | ***At the Meeting*** |
| ***At the Meeting*** | **Mid-Year Conference**<br>● Discuss evidence, reflection, and feedback from evaluator<br>● Adjust and revise as needed | **End-of-Year Conference/ Summative Feedback and Growth Criteria**<br>● Evaluator provides written summative feedback and guides next steps<br>● Annual Summary sign-of |
| **Goal Setting Conference**<br>● Mutually agree on 1, 2, or 3 year goal(s)<br>● Determine individual or group goal(s)<br>● Mutually agree on professional learning needs and support | | |

**Goal Setting Meeting - Completed by November 1st**

Groton Public School leaders and their evaluators mutually agree upon a high-leverage professional practice goal(s) (one-, two-, or three-year) and develop a plan for professional learning and support that is consistent with their professional status and goals. The goals should align with the district and/or school strategic plan(s) and focus on the impact of practice on students.

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 GPS 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 GPS leader will

- Self-assess using the Single-Point Competencies;
- Identify a high-leverage goal that impacts leadership practice, educator growth; student growth, and organizational growth;
- Identify an individual or a collaborative goal; and
- 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. Multiple measures of evidence can include promoting a safe and equitable learning culture, engaging in instructionally focused interactions, facilitating collaboration and professional learning as well as managing operations, personnel, and resources strategically. Additional evidence relevant to one or more competencies may be part of the process and discussion.

**Midyear Check-in - Completed by March 1st**

The midyear check-in provides an opportunity for the GPS 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 and Summative Review - Completed by June 30**

End-of-year reflection provides an opportunity for the GPS 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 and how it might inform/launch the next evaluation cycle; 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 GPS 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.

### Observations, Site Visits, and Feedback

Observation of professional practice (including an artifact review) 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 or a review of an artifact feedback and feedback, written or verbal, is provided within five school days. One observation of professional practice must be aligned to the leader's identified goal(s).

### The Administrator Feedback Process

Single-point competencies are preferred as they focus the discussion and feedback on the desired practice rather than a rating outcome. This will allow the promotion of clear, research-based expectations tied to standards (see Appendix R).

** A single-point competency is a description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric. The primary reason for using this approach is that it supports a focus on understanding of the goal and the performance's strengths and weaknesses without the complication of having to interpret those elements into a rating. Ratings are essentially symptoms, not root causes. What we see in practice when this shift is successful is that it becomes easier for the participants to focus the energy of the process on the evidence, why that evidence looks the way it does, and what can be done to support improvement rather than on a debate or negotiation on what the rating is.

Feedback to leaders will consider multiple and varied quantitative and qualitative indicators of evidence including observations of practice; site visits; and artifacts as well as feedback from stakeholders and reflections of the leader on organizational growth.

Feedback, tied to standards, identifies strengths and areas of focus for advancement. 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 | |
|---|---|
| **Cohort 1**<br><br>**WHO**:<br>• Administrators new to Groton and new to a leadership role (first three years)<br>• GPS administrators in a new leadership role (e.g., principal from assistant principal; first two years)<br>• Experienced* Administrator new to Groton (first two years in district)<br>•Experienced=three or more years of administrative experience<br><br>**WHAT:**<br>• Three observations of professional practice and/or site visits<br>• Feedback written and verbal<br>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary | **Cohort 2**<br><br>**WHO**:<br>• Leaders who have successfully completed Cohort 1 for GPS<br><br>**WHAT:**<br>• Two observations of professional practice and/or site visits<br>• Feedback written and verbal<br>• 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 through the following:

- 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: Growth Criteria and Sources of Evidence (See chart below):

| CRITERIA FOR SUCCESS- REFLECTION | | |
|---|---|---|
| **Development of New Learning and Impact on Practice** | **Impact on the Organization** | **Impact on the Community** |
| 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. | The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved student and staff learning and their own changes in practice. | The leader can demonstrate how they worked effectively with colleagues /families/ community. |
| **POSSIBLE EVIDENCE** | | |
| ● Information from site visits<br>● Learning walk/instructional rounds<br>● Self-reflection (e.g., journals, learning logs)<br>● Leader created professional learning materials | ● Strategic plans<br>● Operational artifacts (schedules, procedural revisions)<br>● Educator learning outcomes<br>● Policy updates<br>● Community communications<br>● Constituent feedback | ● Program development and implementation<br>● Quantitative measure of whole child development (including, but not limited to,academic, social, emotional, and physical development)<br>● Systems and structures |

## TIERED AND CORRECTIVE SUPPORT PLANNING

**Tier of Support for Leaders**

All GPS 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.

**Tier 1- Structured Support**

It is the expectation that all GPS leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, including collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by our district GTLC (PDEC) and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

**Tier 2- Supervisory Assistance**

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- Intensive Assistance**

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 support 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. Level 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.

**Corrective Support**

A corrective assistance plan is developed and implemented for educators who demonstrate a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Assistance Plan. The Corrective Assistance Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

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

| Timetable | Procedure |
|---|---|
| At any time during the evaluation cycle following the documented implementation and review of Leveled Supports | Evaluator will document that the administrator is having ongoing, serious difficulty in meeting expectations in implementing the district's improvement plan, instructional practices, assessment procedures, or professional responsibilities. The evaluator will provide documentation of support provided in response to each area of concern.<br><br>A Supervisory Review team consisting of the administrator, evaluator, administrator union representative, Assistant Superintendent or Superintendent (depending upon who is the |

| | |
|---|---|
| | administrator's evaluator) will meet to review.<br><br>Supervisory Review- Appropriate documentation will be reviewed and an action plan with a timeline of 60 days will be developed, which will include, but not be limited to, assistance from other sources such as principal, department head, curriculum supervisor, workshop, peer observation, or peer mentor. A clearly defined improvement plan will be developed.<br><br>The Director of Human Resources and the Assistant Superintendent or Superintendent (as appropriate) will monitor the process. |
| **Timetable** | **Procedure** |
| By the 10th school day | The evaluator will conduct an observation with a post conference. |
| By the 30th school day | The evaluator will conduct a 2nd documented observation using the appropriate documents. |
| By the 45th school day | The evaluator will conduct a 3rd documented observation using the appropriate documents. |
| By the 60th school day | The Supervisory Review team will meet to address compliance with the action plan and to determine if appropriate progress has been made. At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative (See Appendix Y for a Corrective Support Plan form and example). |

## DISPUTE RESOLUTION PROCEDURES

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.

**The Dispute Resolution 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.
    - **Option 1**: The issue in dispute may be referred for resolution to a subcommittee of the Groton Teaching and Learning Collaborative (GTLC) or 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.
    - **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.

*Claims by the leader that the district has failed to follow the established procedures of Groton's Professional Growth and Support Plan shall be subject to the grievance procedures set forth by the leader's collective bargaining agreement.*




# Appendices:
# EDUCATION EVALUATION PLAN
# (Teachers and Administrators)

# Appendix A
## RESPONSIBILITIES FOR EVALUATION

| **Evaluator** | **Evaluatee** |
|---|---|
| Coordinators & Special Education Supervisors in consultation with Building Principal | Educators, Pupil Personnel |
| Assistant Principal in consultation with Building Principal | Educators |
| Administration (each building) | Itinerant Educators |
| Principal | Assistant Principal, Educators |
| Director of Pupil Personnel Services in consultation with Building Principals | Supervisors, Educators, and Pupil Personnel |
| Assistant Superintendent | Building Principals, Central Office Administrators |
| Superintendent | Assistant Superintendent, Central Office Administrators, Building Principals |

# Appendix B

## JOB DESCRIPTIONS: GROTON PUBLIC SCHOOLS

# Appendices:

## TEACHER EVALUATION PLAN

# Appendix C

## EXAMPLES OF PROFESSIONAL GROWTH GOALS: TEACHERS

The Groton Public Schools recognize the diversity in experience and expertise that exists among professional staff in the district. For that reason, educators are encouraged to develop their own professional development plans, linked to district goals but designed to meet the individual needs of the educator to advance student learning and professional growth. Every effort will be made to provide opportunities for individual or group professional development during Professional Development Days, Teaching and Learning Initiative Days, and/or faculty meetings.

### Individual Plans

Individuals should tailor professional growth plans to meet their professional needs as they relate to student learning. An educator's goals will be mutually agreed upon by the educator and his/her evaluator. The plans will meet the requirements of the professional growth goal of the Groton Public Schools Educator Development Plan, and outline the professional development needed to successfully meet the individual's goal. These plans will define the goal, and also define the professional development activities, which could be accomplished using district professional development days, in addition to time outside of the scheduled school day and year. These plans may include activities such as case studies, professional writing, classroom research, action research, conference attendance, or the development of innovative instructional practices. Final plans must be submitted to the evaluator for approval.

### Group Plans

Groups may tailor their professional growth plans to meet individual, group, or building needs based on district goals. These plans may include activities such as study groups, case studies, action research, collaborative inquiry groups, professional writing, classroom research, conference attendance, off-site visits, or the development of innovative instructional practices. Professional development activities may be carried out using district professional development days and/or time outside of the scheduled school day and year. Groups will specify how their plan meets individual, building, and district level goals, and ultimately how it impacts student learning. Final plans must be submitted to the evaluator for review and approval.

Examples include, but are not limited to:

### *Staff Development Program*

An educator develops a topic and presents a program to other staff. The presentation includes what participants will know or be able to do as a result of participating in the program, why it is important to learn it, and how it relates to student learning.

*Reflective Practice*

An educator records a selection of lessons during the school year, analyzes the lessons, and writes an assessment/reflection on the effectiveness of each lesson.

*Coursework/Conferences*

An educator completes a graduate course, summer seminar or series of workshops related to a district, school, or individual goal.

*Professional Learning Community*

Participants meet with a group of 4-6 colleagues to learn new strategies, experiment with teaching strategies, analyze the resulting student work from these strategies, and to problem solve. The PLC can be formed to focus on content that supports a teacher's goal or to support the implementation of a district goal.

*Action Research*

The educator (or group of educators) develops a hypothesis and a research project to test that hypothesis. An educator might propose the hypothesis that the use of cooperative learning strategies will improve student achievement in U.S. History. The educator could then identify lessons or a unit in which to use the strategy and measure student achievement. Findings could be briefly presented in a paper and discussed with other faculty.

*Professional Readings*

Educators review books, articles, and journals related to goal attainment.

*Best Practice Study*

Based on an examination of state or national standards for educators or students, an educator or group of educators may examine classroom practices to identify best practices related to those standards. The group may wish to compile case studies, a compilation of best practices, or a professional development activity to share their findings.

*National Board Certification*

National Board Certification is a benefit to the individual teacher, the district, and the profession. Candidates are most likely to be attracted to the process and successful in pursuing certification when they have familiarity with National Standards for Board Certification in the specific field of interest. In addition, success in achieving National Board Certification is enhanced when supports and incentives are in place at the school and district levels. To this end, the Groton School System will provide the necessary support and incentives as time and resources may allow.

**1. Strand One — Pre-Candidacy**

A professional development activity as noted below based on the National Board for Professional Teaching Standards will be offered to teachers considering candidacy. Since the NBPT has developed standards in almost all areas of certification, teachers will be invited to voluntarily form groups to examine the standards as they apply to their own teaching. Activities may include case studies, action research, investigations within the classroom**,** or peer collaboration. For instance, teachers in the group might decide to bring evidence of their own work on a particular standard to discuss and critique at subsequent meetings.

Release time may be provided throughout the school year. This time may include district Professional Development Days and building faculty meetings.

**2. Strand Two: Candidacy**

Candidacy for National Board Certification is a one-to-three-year professional development commitment. During this time, teachers will undertake the assessments necessary for national certification. Teachers will meet periodically in support groups for review and assistance in fulfilling the requirements of the assessment.

Candidates have one school year to complete an assessment. As candidates pass each segment of the assessment, the segments can be banked. Overall, three years will be allotted. Any candidate who passes in the first year can act as a facilitator for the other candidates for the next two years.

The Groton Board of Education will support candidates as per contract.

Release time may be provided throughout the school year. This time may include district Professional Development Days and building faculty meetings.

**3. Strand Three: Post-Candidacy**

Teachers who achieve the National Board Certification will be recognized by the district. They may be released from teaching duties to engage in activities such as presentations, mentoring, group facilitation, etc.

Form 2

# APPENDIX D:
# PROFESSIONAL GROWTH PLAN

Educator's Name: Building: School Year:

Peer Partner: Duration of Plan (# of years):

District Goal:

School Goal:

Teacher Goal:

| | Goal/ Indicators (minimum 2 indicators) | ACTION STEPS | DATA COLLECTION (multiple sources used to assess whether a change happens) | PD NEEDED | RESOURCES NEEDED |
|---|---|---|---|---|---|
| | | | | | |

| | |
|---|---|
| | DESIRED STUDENT LEARNING OUTCOMES<br>The impact of my professional growth on my students will be: |

| | |
|---|---|
| Educator's Signature: | Date: |
| Evaluator's Signature: | Date: |

The digital form for Form 2 can be found here. Please make a copy before completing the form.

# Appendix E:
## Summative Evaluation Report

**Evaluatee** _____ **School** _____

**Position** _____ **School Year**_____

I. **Evaluator's assessment of performance related to: Job Description, CCT Standards (teachers), Building/District Educational Goals, and application of any new curriculum or instructional strategies, that leads to improved student performance.**
***After reviewing the mutually agreed upon growth indicators aligned with the educator's goal and the feedback you provided the teacher following their observations, provide 2-3 commendations on the educator's practice.***

II. **Evaluator's assessment toward completion of Professional Growth Plan or area of focus as evidenced by improved student performance.**
***Based on your review of the educator's growth indicators and the feedback you've provided this year, what are 1-2 action steps you recommend to help the educator refine their practice and advance their professional growth next year? In what ways can you support the educator in completing these steps?***

- ***Educator successfully completed the growth and support process***
- ***Educator did not successfully complete the growth and support process****

**Evaluatee's Signature:** _____ **Date:** _____

**Evaluator's Signature:** _____ **Date:** _____

** The successful and unsuccessful boxes do not indicate "pass' ' or "fail' ' but rather indicate whether or not all steps of the growth and support process were completed with fidelity. Performance issues should be addressed with the additional support and documented over time in the feedback. A pattern of documented, persistent concerns that do not improve despite substantive support should be addressed through the improvement/ remediation process.*

# Appendix F

# MIDYEAR CONFERENCE: GUIDANCE FOR TEACHERS and EVALUATORS

## OUTCOMES

The goal of the Mid-Year Conference is to facilitate professional growth and enhance communication between the teacher and evaluator by examining progress toward identified goals and performance and practice goals. This conference provides a platform for the teacher to share artifacts, experiences, data, and anecdotal information about student performance and professional practice, offering evidence for Domains 1 and 4 of the CT Framework for Evaluation and Support. A critical aspect of the discussion is assessing progress toward professional growth goals and determining the necessary supports to ensure teacher success. If it becomes evident that goals can be improved or are no longer appropriate, adjustments may be considered under the following conditions:

- New information indicates the goals do not address the most critical learning challenges in the classroom and/or school.
- More reliable sources of evidence have become available.
- There has been a significant change in class composition.
- There have been significant changes in the teaching schedule, assignment, or personal circumstances.

## TIPS TO ENSURE A PRODUCTIVE CONFERENCE

- **Establish a specific timeframe** (15-30 minutes).

- **Communicate expected outcomes for the Mid-Year Conference to teachers.** Suggest that teachers use the Mid-Year Conference Form to guide their own preparation. Teachers should be prepared to share interim results and predictions, using multiple measures related to student performance, as established within their Initial Goal Setting Conference. The following list describes possible sources of evidence to assist teachers in their preparation:

- Analysis of classroom assessments
- Evidence of communication with families
- Reflective teacher and/or student journals
- Differentiated lesson plan samples
- Student intervention plans
- Examples of collaborative work with colleagues
- Record of PD activities
- Student Work Samples
- Graphs, tables or rubrics describing student results
- Video/audio samples of instruction

- **Frame the conference around progress toward professional growth goals and mini-observations.**

  This is your opportunity to further discuss a specific professional learning plan to move the teacher along the performance continuum. Provide a written summary of the conference and share with the educator. The following list can be suggested as possible sources of evidence to assist evaluators in their preparation:

  - Analysis of school/specific grade or subject formative assessment data
  - Examples of collaborative work with colleagues and teachers
  - Evidence of communication with families
  - Evidence of communication with families and teachers
  - Reflective journals
  - Student/Teacher work samples
  - Annotated photographs of school activities
  - Graphs, tables or rubrics describing student results
  - Record of PD activities and implementation data
  - Video/audio samples of work (i.e. SWDT/faculty meeting)
  - Samples of feedback to teachers
  - Documentation of work on professional standard

# Appendix G

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

***Completed by Educator***
***Non-negotiable Process Element of the CT Guidelines (2023)***
***See Sample Reflection Questions & Professional Learning & Action Questions***

| **Name:** Click or tap here to enter text. | **Location:** Click or tap here to enter text. |
|---|---|
| **What has been your progress to-date on your professional learning and how do you know?** | **Self-Reflection:**<br>here to enter text. |
| **Links to Evidence:** | |

## Mid-Year Conference

***Completed by Evaluator (by March 1)***
***Date:*** **Click or tap to enter a date.**

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

Click or tap here to enter text.

# Appendix H
## Formal Observation
## Pre-Observation Conference Protocol

Teacher: _____ School: _____

Date: _____

**Directions: These questions can be used by the evaluator and should be asked of the teacher before the observation and based on the submitted plan (see Pre-Observation Plan for Classroom Teachers).**

1. Will you still be implementing the plan you submitted or has it changed?

2. Do you have any additional data, artifacts or information about the lesson or the students' learning or behavior you wish to share?

3. On what assessment data/evidence did you base your determination of prior or present level of student knowledge and skills for the class versus those needing differentiation?

4. Do you anticipate any student misconceptions, misunderstandings or challenges?

5. How do you know that the strategies/tasks/questions are appropriately challenging for students? How will students be engaged in problem-solving or critical thinking?

6. How did you decide upon the lesson-based assessment strategies you will use?

# Appendix I:

## Formal Observation

| Pre-Observation Plan for Classroom Teacher | |
|---|---|
| **Name:** | **Time/Location:** |
| **Grade/Role:** | **Discipline/Focus:** |
| **Pre-Observation**<br>*Completed by Educator*<br>*Upload to the Educator Observation Form as a hyperlink if possible* | |
| **<u>Content Standards:</u>** Identify one or two **primary** content standards, (including CSS as applicable) that this lesson is designed to help students attain. | |
| **<u>Learner Background:</u>** Describe the students' prior knowledge or skill, and/or their present level related to the learning objective(s) and the content of this lesson (using data from pre-assessment as appropriate). | |
| **<u>Objective(s) for Lesson:</u>** Identify specific and measurable learning objectives/purpose for this lesson. | |

<table>
<tr><td><u>Assessment:</u> How will you check for student understanding to demonstrate mastery? Attach a copy of any assessment materials you will use, along with assessment criteria. What data or evidence of student learning will be collected through the assessment?</td><td></td></tr>
<tr><td><u>Lesson Development/Instructional Strategies</u></td><td>• Initiation:<br>• Development:<br>• Closure:</td></tr>
<tr><td><u>Students Needing Differentiated Instruction:</u><br><br>Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the year, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.<br><br>Identify several students with learning differences. Students should represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners and English language learners.</td><td>Which students do you anticipate may struggle with the content/learning objectives of this lesson?<br><br><table><tr><th>Student (initials)</th><th>Differentiation for this lesson</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table><br>Which students will need opportunities for enrichment/a higher level of challenge?<br><br><table><tr><th>Student initials</th><th>Differentiation for this lesson</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table></td></tr>
</table>

# Appendix J:
# Observation Feedback Form

## Observation Form

| Educator Evaluation Observation Form | |
|---|---|
| **Name:** | **Time/Location:** |
| **Grade/Role:** | **Discipline/Focus:** |
| **Pre-Observation**<br>*Completed by Educator (as needed/required)* | |
| **Lesson Plan/Meeting Plan**<br>*Upload and provide hyperlink here, as appropriate or submit to evaluator | |
| **Pre-Conference Notes**<br>(including the identified competency focus for the observation) | |
| **Observation**<br>***Completed by the Evaluator*** | |
| Notes: Click or tap here to enter text | |
| **Post-Observation Reflection**<br>***Completed by the Educator*** | |
| Reflect on the lesson using the following questions as a guide:<br>- What went well?<br>- What could have been improved?<br>- During your lesson, how did you adjust instruction in response to individual | Click or tap here to enter text |

| | |
|---|---|
| and/or whole group progress towards the lesson target/objective?<br>- During the lesson, how did students have the opportunity to demonstrate independence and take responsibility for their learning? How was this beneficial to student learning and/or the learning environment?<br>- If you were to teach this lesson again, what changes would you make to further support all students in making progress towards the learning target/objective? | |

| **Post-Observation Conference Feedback**<br>***Completed by the Evaluator*** | | |
|---|---|---|
| Click or tap here to enter text | | |
| **Evidence of Strengths** | **Single-Point Competencies**<br>***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 K:
# SINGLE POINT COMPETENCY: TEACHERS

| DOMAIN 1: Positive Learning Environment, Student Engagement and Commitment to Learning | | |
|---|---|---|
| *Areas of Strength* | The teacher has established a learning environment in which<br>● Positive and respectful interactions between the student and the teacher are evident and consistent.<br>● Positive social interactions among students are evident and consistent.<br>● Recognizes and incorporates students' social, cultural, and developmental diversity to enrich learning opportunities.<br>● Appropriate standards of behavior are established and consistently maintained.<br>● Routines and transitions are effectively managed to maximize instructional time.<br>● Students are encouraged to self-regulate and take responsibility for their actions.<br>● Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways.<br>● Creates a learning environment in which most students are willing to take risks and feel safe to make and learn from mistakes.<br>● Communicates clear learning expectations.<br>● Communicates specific observable and measurable criteria for student success.<br>● Other observed practices.<br><br>** Not all practices must be observed in a single lesson. | *Possible Next Steps* |

# SINGLE POINT COMPETENCY: TEACHERS

| Domain 3: Instruction for Active Learning | | |
|---|---|---|
| *Areas of Strength* | The teacher implements effective instruction for active learning which<br>● Communicates clear learning expectations.<br>● Communicates specific and measurable learning criteria for student success.<br>● Clearly presents instructional content in a logical and purposeful progression at the appropriate level of challenge to advance the learning of all students.<br>● Employs differentiated strategies, tasks, and questions that cognitively engage all students.<br>● Utilizes resources and flexible groupings that encourage students to demonstrate new learning in multiple ways.<br>● Fosters students' autonomy by providing appropriate choices for students.<br>● Provides multiple opportunities for students to develop independence as learners.<br>● Encourages critical thinking, creative problem-solving, discourse, and inquiry.<br>● Monitors student learning and provides individualized feedback and/or adjusts instruction that helps students adjust their learning.<br>● Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning.<br>● Adjusts instruction as needed in response to individual and group performance.<br>● Other observed practices.<br><br>**Not all practices must be observed in a single lesson. | *Possible Next Steps* |

# Appendix L:
# SINGLE POINT COMPETENCY: Service Providers

| DOMAIN 1: Positive Learning Environment, Student Engagement and Commitment to Learning | | |
|---|---|---|
| *Areas of Strength* | The service provider has established a learning environment in which<br>● Interactions between the service provider and stakeholders are positive and respectful and the provider regularly promotes positive social interactions among stakeholders.<br>● Maintains a learning environment that is respectful of all stakeholders' cultural, social and/or developmental differences.<br>● Establishes and reinforces high learning expectations for all stakeholders.<br>● Establishes high standards of behavior and reinforces expectations to promote stakeholder learning.<br>● Explicitly teaches, models, and/or positively reinforces social skills when needed. Builds stakeholders' capacity to self-regulate and take responsibility for their actions.<br>● Establishes routines and effectively manages transitions resulting in maximized service delivery time.<br>● Other observed practices.<br><br>** Not all practices must be observed in a single session. | *Possible Next Steps* |

References: CSDE. The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014: Adapted for Student and Educator Support Specialists.

# SINGLE POINT COMPETENCY: Service Providers

| Domain 3: **Service Delivery for Learning** | | |
|---|---|---|
| *Areas of Strength* | The service provider implements preventions or interventions that engage students in rigorous and relevant learning and promote their curiosity about the world at large.<br>● Clearly communicates learning expectations to stakeholders and sets a specific purpose for prevention or intervention.<br>● Clearly delivers prevention/ intervention in a logical and purposeful progression, is evidence based, attentive to stakeholder needs at an appropriate level of challenge to advance learning of all stakeholders.<br>● Employs differentiated strategies, tasks and questions that actively engage stakeholders in constructing new and meaningful learning through appropriately integrated discipline specific tools that promote problem solving, critical and creative thinking, purposeful discourse and/or inquiry.<br>● Uses resources or flexible groupings that actively engage stakeholders in demonstrating new learning in multiple ways including application of new learning.<br>● Implements prevention/ intervention that provides multiple opportunities for stakeholders to develop independence as learners and share responsibility for the learning process.<br>● Communicates specific criteria for success and provides multiple opportunities for stakeholders to self-assess.<br>● Assesses stakeholder learning with focus on progress towards the prevention/intervention in order to monitor individual and group progress | *Possible Next Steps* |

| | | |
|---|---|---|
| | ● toward achievement of the intended outcomes.<br>● Provides individualized, descriptive feedback that is accurate, actionable and helps stakeholders advance their learning.<br>● Adjusts delivery of prevention/ intervention plan as needed as a response to individual and group performance.<br>● Other observed practices.<br><br>** Not all practices must be observed in a single session. | |

References: CSDE. The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014: Adapted for Student and Educator Support Specialists.

# Appendix M:
## Self-Evaluation for Professional Growth

**Evaluatee:** _____ **School:**_____

**Position:** _____ **School Year:**_____

I. Evaluatee's assessment and reflection of performance: related to Job Description, CCT (teachers), Building and District Goals, and application of any new curriculum or instructional strategies that leads to improved student performance.
*Reflect on your progress toward your growth goal and discuss its impact on your students and/or the school community.*

II. Evaluatee's assessment toward completion of Professional Growth Plan as evidenced by improved student performance:
*Reflect on the feedback provided to you by your evaluator this year. What are 2-3 action steps you can take next year to refine your practice and inform or adjust your goal?*

III. Area of focus for goal setting or observation for staff beyond year 2.

**Evaluatee's Signature:** _____ **Date:** _____

**Evaluator's Signature:** _____ **Date:** _____

# Appendix N:
## Pre-Improvement and Remediation Plan for Certified Staff

Level 1_____ Level 2_____ Level 3_____

Evaluatee: _____ School: _____

Start Date: _____ End Date: _____

Evaluator: _____

Area of Concern

Plan of Action

**Evaluatee's Signature:** _____ **Date:** _____

**Evaluator's Signature:** _____ **Date:** _____

# Appendix O:
## Educator Improvement and Remediation Plan

Tier 1_____ Structured Support

Tier 2_____ Supervisory Assistance

Tier 3_____ Intensive Assistance

Evaluatee: _____ School: _____

Start Date: _____ End Date: _____

Evaluator: _____

Area of Concern : **Formal written notice of need of support to the staff member must be attached to this document.. This notice must be specific as to what the domains and concerns are and why support is needed.*

Plan of Action: (maximum 2 goals with up to 3 indicators each)

| Goal/ Indicators (projected completion date) | ACTION STEPS | DATA COLLECTION | TIMELINE |
|---|---|---|---|
| | | | |
| | | | |

**Resolution** *Upon completion of the above plan, indicate the outcome below (check one)

- ☐ Successful
- ☐ Progressing
- ☐ Unsatisfactory

**Evaluatee's Signature: _____ Date: _____**

**Evaluator's Signature: _____ Date: _____**

**Bargaining Unit Representative Signature_____ Date: _____**

# Appendix P:
## Request for Conflict Resolution

**Evaluatee: _____ School: _____**

**Evaluator: _____ School: _____**

**Statement of Conflict:**

**Signature _____**

**Conflict resolved by the Committee.** **Date: _____**

**Conflict resolved by the Superintendent.** **Date: _____**

# Appendix Q:
## Request for Change of Evaluator

**Evaluatee: _____ School: _____**

**Evaluator: _____ School: _____**

The relationship between the evaluator and the certified staff member is critical to the success of the certified staff member. A good working relationship is in the best interest of individuals and the district. If a relationship is not successful, either person can request a change of assignment at any time by submitting a written request to the Assistant Superintendent or Superintendent where appropriate.

**Statement of request:**

# Appendices:

## ADMINISTRATOR EVALUATOR PLAN

# Appendix R:
# SINGLE POINT COMPETENCY: LEADERS

| Strengths | Competencies | Opportunities |
|---|---|---|
| **Domain 1: Instructional Leadership** | | |
| | Develops, implements, and sustains shared vision, mission, and goals that articulate high expectations, including life skills and/ or college and career readiness, for all students.<br><br>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.<br><br>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.<br><br>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.<br><br>Promotes and supports evidence-based instructional strategies and practices that address the diverse needs of students.<br><br>Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.<br><br>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.<br><br>Develops collaborative processes for staff to analyze student work, monitor student progress, and examine and adjust instruction to meet the diverse needs of students.<br><br>Persists and engages staff in solving school wide or district wide challenges related to student success and | |

| | | |
|---|---|---|
| | achievement. | |
| **Domain 2: Talent Management** | | |
| | 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.<br><br>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<br>and/or retention decisions.<br><br>Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.<br><br>Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.<br><br>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.<br><br>Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.<br><br>Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.<br><br>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.<br><br>Regularly provides clear, timely and actionable feedback based on evidence.<br><br>Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning. | |

| | | |
|---|---|---|
| **Domain 3: Organizational Systems** | | |
| | Makes decisions about the establishment, implementation and monitoring of organizational systems that consistently support the vision, mission and goals and orderly operation of the school or district.<br><br>Designs and implements a comprehensive school site safety and security plan.<br><br>Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment.<br><br>Advocates for maintenance of physical plant.<br><br>Develops or implements communication and data systems that assure the accurate and timely exchange of information.<br><br>Develops capacity of staff to document and access student learning progress over time.<br><br>Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.<br><br>Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.<br><br>Allocates resources to ensure educational equity for all diverse student, family and staff needs. | |
| **Domain 4: Culture and Climate** | | |
| | 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.<br><br>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.<br><br>Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.<br><br>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.<br><br>Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.<br><br>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.<br><br>Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.<br><br>Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.<br><br>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.<br><br>Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community. | |

# Appendix S:

| BEGINNING OF THE YEAR GOALS AND PLANNING | |
|---|---|
| **Self-Reflection**<br>*Completed by Leader*<br><br>*See Self-Reflection sample reflection questions* | |
| *Capture your self-reflection here; consider using the Sample Questions found in Appendix X to guide your thinking.*<br><br>*See Examples of Evidence Types in Appendix V* | Click here to enter text |
| **Goal, Rationale, Alignment and Professional Learning Plan**<br>*Completed by Leader* | |
| Based on your self-reflection above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year). | Click 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?<br><br>*See Professional Learning & Action Questions (page 82) to guide your plan.* | Click here to enter text |

| | |
|---|---|
| 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 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?<br><br>*See Professional Learning & Action Questions (page 82) to guide your plan.* | Click 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 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 here to enter text |
| **Notes**: | Click here to enter text |

**Evaluatee's Signature:** _____ **Date:** _____

**Evaluator's Signature:** _____ **Date:** _____

# Appendix T:
# OBSERVATION/SITE VISIT FORM

| Leader Evaluation/Site Visit # _____ | |
|---|---|
| Name: Click here to enter text | Location: Click here to enter text |
| Administrator Role: Click here to enter text | Leader Goal/Observation Focus:<br><br>Click here to enter text |
| ☐ Cohort 1 (Pre-Post- Conference Required)<br>☐ Cohort 2 (Post-Conference Required)<br>☐ Additional Site Visit (Pre-/Post-Conference Optional) | |
| **Pre-Observation/Visit**<br>***Completed by Leader (as needed/required)*** | |
| Meeting Plan and/or Context<br><br>*Upload and provide hyperlink here, as appropriate | Click here to enter text |
| Pre-Conference Notes | Click here to enter text |
| **Observation/Site Visit Evidence**<br>***Completed by the Evaluator*** | |

Click here to enter text

**Post-Observation/Visit Conference Feedback**
***Completed by the Evaluator***

Click here to enter text

| **Areas of Strength** | **Single-Point Competencies**<br>*Completed by the Evaluator* | **Areas of Growth and/or Next Steps** |
|---|---|---|
| | | |

# Appendix U:
# MIDYEAR CHECK-IN:
# REFLECTION, ADJUSTMENTS, AND NEXT STEPS

| ***Completed by Leader***<br>***Non-negotiable Process Element of the CT Guidelines (2023)***<br>***See Sample Reflection Questions & Professional Learning & Action Questions*** | |
|---|---|
| **Name:** Click here to enter text. | **Location:** Click here to enter text. |
| 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:<br><br>Click here to enter text |
| Links to Evidence: | |

| **Mid-Year Conference**<br>***Completed by Evaluator (by March1)***<br><br>***Date:*** |
|---|

| |
|---|
| Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):<br><br>Click here to enter text |

**Evaluatee's Signature: _____ Date: _____**

**Evaluator's Signature: _____ Date: _____**

# Appendix V:
# END-OF-YEAR REFLECTION & FEEDBACK PROCESS

| ***Non-negotiable Process Element of the CT Guidelines (2023)*** | |
|---|---|
| **Name: Click here to enter text** | **Location:**<br><br>**Click here to enter text** |
| **Self-Reflection**<br>***Completed by Leader***<br><br>***See Sample Reflection Questions* & *Professional Learning & Action Questions*** | |

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

**Evaluatee's Signature: _____ Date: _____**

**Evaluator's Signature: _____ Date: _____**

# Appendix W:
# END-OF-YEAR CONFERENCE

| | |
|---|---|
| ***Completed by Evaluator (by June/Last Day of School)***<br><br>***Date:*** | |
| **Name:**<br><br>Click here to enter text | **Location:**<br><br>Click here to enter text |
| **Summative Feedback & Growth Criteria**<br>***Completed by Evaluator*** | |

| *See appendix V for full description* | | |
|---|---|---|
| ***Summative Feedback*** | Click here to enter text | |
| ***Development of new learning & impact on leadership practice related to goal(s).*** | Click here to enter text | |
| ***Impact of new learning and leadership practice on key partners and or organizational outcomes*** | Click here to enter text | |
| ***Impact of new learning on greater community.*** | Click here to enter text | |
| **Successful Completion of the Evaluative Cycle** | ☐ **Yes** | |
| **Supports Required/Suggested**<br><br>***Are tiered supports required above and beyond tier 1 (included in feedback above)*?**<br><br>☐ **Not applicable**<br>☐ **Tier 2**<br>☐ **Tier 3** | **If Tier 2 and/or Tier 3, please specify strategies:**<br><br>Click here to enter text | |
| **For multi-year goals only:**<br><br>● ***What adjustments are needed to the goal(s)?***<br><br>Click here to enter text<br><br>***Why?***<br><br>Click here to enter text<br><br>● ***How might adjustments impact the timing of the goal(s)?*** | ☐ **Leader will continue multi-year goal.**<br>☐ **Leader will adjust multi-year goal.**<br>☐ **Leader completed multi-year goal.**<br><br>**Notes:** Click here to enter text | |

| | |
|---|---|
| Click here to enter text | |
| **Educator Signature:**<br><br>Click here to enter text | **Date:** Click here to enter text |
| **Evaluator Signature:**<br><br>Click here to enter text | **Date:** Click here to enter text |

# Appendix X:
## Growth Criteria and Sources of Evidence Administrator/Leader

| Growth Criteria | Possible Sources of Evidence |
|---|---|
| **Development of New Learning and Impact on Practice**<br>● 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.<br><br>**Impact on the Organization**<br>● 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 | ● Information from site visits<br>● Strategic plans<br>● Learning walk/instructional rounds<br>● Self-reflection (e.g., journals, learning logs)<br>● Leader created professional learning materials<br>● Operational artifacts (e.g., schedules, procedural revisions)<br>● Educator learning outcomes<br>● Policy updates<br>● Community communications<br>● Constituent feedback<br>● Program development and implementation<br>● Quantitative measure of whole child |

| | |
|---|---|
| practice.<br><br>**Impact on Community**<br>● The leader can demonstrate how they worked effectively with colleagues/ families/community. | development (including, but not limited to, academic, social, emotional, and physical development)<br>● Systems and structures |

# Appendix Y:
## Sample Corrective Support Plan Administrator/Leader

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 (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

**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 the 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 the building, as appropriate.

**Criteria for Success:**

**If criteria for success are not met, it may result in a plan extension, revision, or appropriate next steps as determined by evaluator, union representation, and superintendent or designee.**

**Evaluatee's Signature:** _____ **Date:** _____

**Evaluator's Signature:** _____ **Date:** _____

# Appendix Z:
## Sample Reflection Questions Administrator/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?