

REGIONAL SCHOOL DISTRICT 10

Educator Growth & Development Plan



MISSION STATEMENT

Regional School District #10 provides a safe and respectful learning environment to promote academic excellence and personal growth. We work collectively to cultivate the skills and knowledge of our students to create inquisitive learners, innovative leaders, and responsible citizens.

VISION OF THE GRADUATE & LEARNING EXPECTATIONS

A **Vision of the Graduate** emphasizes a holistic view of expectations for students, including the transferable skills, content, understandings, and disposition that students should have by the time they graduate and a method of assessing a student's progress toward that vision.

Region 10 graduates will be:

Inquisitive Learners	Innovative Leaders	Responsible Citizens
<ul style="list-style-type: none"> • Apply critical thinking skills across multiple disciplines • Demonstrate resourcefulness to independently gather and evaluate evidence • Demonstrate curiosity and creativity through questioning and exploration 	<ul style="list-style-type: none"> • Develop creative solutions to authentic problems • Articulate and communicate evidence-based ideas clearly and concisely • Collaborate with diverse partners on topics & issues using a variety of resources 	<ul style="list-style-type: none"> • Contribute to the well-being of society through cultural awareness, civic engagement, and personal responsibility • Examine and understand multiple perspectives to cultivate relationships and build community • Make informed, ethical, and responsible decisions, including the use of technology

PDEC MEMBERS CONTRIBUTING TO THE PLAN:

Christopher Rau, Principal LSM (Co-Chair)
 Vonetta Romeo-Rivers, Director of Teaching and Learning
 Deborah Bell, Special Education Teacher LGS
 Karen Fletcher, Special Education Teacher LSM
 Dina Grant, Reading Interventionist HB
 JoelPatrick Leger, K-12 Social Studies Coordinator
 Megan Mazzei, Principal HCS
 Sarah Rhoades, PK Teacher LGS

Sarah Urso, World Language Teacher HB/LSM (Co-Chair)
 Stefanie Anderson, Principal LGS
 Michael Dallis, Grade 3 Teacher LGS
 Robert Gauvain, STEM Coordinator HCS
 Kelly Tilton, Grade 3 Teacher HCS
 Joseph Masi, Principal HB
 Rhea O'Connor, ELA Teacher HB
 Kathryn Rosenfield, Science Teacher LSM

DISTRICT EVALUATION PHILOSOPHY

Our district is committed to enhancing student achievement and elevating professional practices through the *RSD10 Educator Growth and Development Plan*. To realize this vision, the district is guided by the following principles:

Beliefs:

- **Commitment to Student Learning:** We firmly believe that all students possess the capacity to learn and thrive within a positive and respectful learning environment.
- **Support for Lifelong Learning:** We recognize that educators, like their students, are lifelong learners and deserve an environment that fosters ongoing growth and development.
- **Investment in Professional Growth:** We are dedicated to providing educators with professional development opportunities that directly enhance their practices, aligning closely with district goals and initiatives aimed at improving student outcomes.

Characteristics of Excellent Educators:

- **Continuous Learners:** They are committed to their own ongoing growth and development, remaining abreast of best practices and emerging trends in education.
- **Passionate Advocates:** They demonstrate a deep passion for their work and a genuine dedication to the success and well-being of their students.
- **Accountability:** They hold themselves accountable for their students' progress and actively seek opportunities to support and scaffold their learning journey.
- **Reflective Practitioners:** They engage in reflective practice, utilizing feedback and self-assessment to refine their instructional approaches and optimize student learning outcomes.
- **Collaborative Contributors:** They willingly participate in professional learning communities and other collaborative activities, sharing their expertise and insights with colleagues to enrich the collective knowledge base of the educational community.

The beliefs guiding RSD 10's approach to teaching and learning are evident in various components of our work:

- **RSD 10 Mission and Vision of the Graduate:** Both our Mission and VOG underscore our dedication to preparing students for success beyond graduation.
- **Definition of High-Quality Learning:** Crafted collaboratively by multiple stakeholders during the 2023-2024 academic year, our definition of high-quality learning serves as a compass for shaping teaching practices and instructional approaches.
- **Focus on Diversity, Equity, and Inclusion:** We prioritize diversity, equity, and inclusion to ensure that all students have equitable access to educational opportunities. Our commitment to Universal Design for Learning (UDL) serves as a model for creating inclusive learning environments.
- **Educator Growth and Development Plan:** RSD 10's *Educator Growth and Development Plan* embodies our commitment to enhancing teaching and learning. We recognize the multifaceted nature of effective teaching, which encompasses fostering critical thinking, problem-solving skills, lifelong learning habits, collaborative learning experiences, and deeper understanding.

Our administrators and faculty are guided by the following **practices**:

- **Recognizing Student Potential:** We affirm that all students can achieve at higher levels, fostering a professional culture where educators are committed to continuous growth.
- **Cultivating Inquiry and Collaboration:** We aim to cultivate a culture where students become researchers and problem solvers, fostering a community of flexible, independent thinkers. Similarly, our educators engage in ongoing learning and collaborative inquiry to refine their instructional practices.
- **Promoting Collaboration and Responsibility:** We encourage cooperative work among students and foster a sense of shared responsibility for one another's success. Likewise, our faculty collaboratively design and adjust professional practices to meet the diverse needs of their students.
- **Celebrating Growth and Success:** We celebrate student achievements at every stage of their educational journey and recognize the professional growth and leadership of our staff. By valuing continuous improvement and growth, we foster a culture of excellence.
- **Empowering Educators:** We empower educators to fulfill their multifaceted roles as educators, learners, and leaders. This includes monitoring student progress, designing curriculum, engaging in professional learning, and contributing to continuous school improvement initiatives.
- **Supporting Professional Learning:** We prioritize ongoing professional learning opportunities tailored to individual educator needs and strengths and the teaching and learning priorities of the district. These opportunities are identified through the evaluation process and may include peer observation, mentoring, participation in Professional Learning Communities, and targeted professional development based on multiple data sources.
- **Investing in Career Development:** We recognize career development and growth as essential components of our educator growth and development system. We provide opportunities for educators to enhance their skills, build confidence, and contribute meaningfully to our educational community.

DISTRICT PROFESSIONAL LEARNING PHILOSOPHY

Here in Region 10, we prioritize the creation of cohesive conditions and structures for professional learning that encompass both formal and informal opportunities, fostering growth anytime and anywhere. We believe that everyone within our educational community is a learner, and as such, our district has designed professional learning experiences with the principles of Adult Learning Theory at the forefront:

1. **Leveraging Prior Experience:** Recognizing that adults bring a wealth of experience to the learning process, we ensure that professional learning opportunities are designed to build upon existing knowledge, facilitating meaningful connections between new learning and prior experiences.
2. **Fostering Motivation:** We understand that adults are intrinsically motivated to learn and grow. Our professional learning experiences are designed to ignite curiosity and enthusiasm, inspiring educators to actively engage in their own professional development journey.
3. **Ensuring Relevance and Alignment:** We recognize the importance of relevance and personal alignment in adult learning. Our professional learning offerings are tailored to address the "why" behind the learning, ensuring that content is personally meaningful and aligned with educators' aspirations and professional development goals in support of student growth.
4. **Promoting Problem-Solving:** Our professional learning experiences center around real-world problem-solving, empowering educators to apply their learning in practical contexts and address challenges encountered in their professional practice.
5. **Empowering Agency and Self-Direction:** We believe in providing educators with agency, choice, and self-direction in their learning journey. Our professional learning opportunities are designed to empower educators to take ownership of their learning, fostering a sense of autonomy and empowerment.
6. **Facilitating Mentorship and Collaboration:** We recognize the value of mentorship, coaching, and collaboration in fostering meaningful learning experiences. Our professional learning initiatives provide opportunities for educators to connect, collaborate, and learn from one another, enriching their learning journey.
7. **Emphasizing Application and Reflection:** We understand that true learning occurs when new knowledge is applied and reflected upon. Our professional learning experiences provide opportunities for educators to explore and implement new learning in their practice, fostering deep internalization and growth.

This commitment to professional learning aligned with Adult Learning Theory is evident in the multitude of systems and structures in Region10 designed to support educator growth and development. These structures include, but are not limited to, the types of professional learning systems described in the graphic on the next page:

RSD 10 PROFESSIONAL LEARNING SYSTEMS



1. DISTRICT-WIDE PROFESSIONAL LEARNING CALENDAR

This calendar supports district, school, department, and grade-level priorities, ensuring alignment and coherence in professional learning efforts.



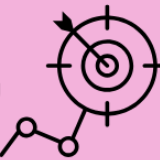
2. MY PROFESSIONAL LEARNING (MYPL) AREAS OF STUDY

Educators have the flexibility to engage in focused areas of study over single or multiple years, catering to their individual professional development goals and district priorities.



3. PROFESSIONAL LEARNING CHOICE BOARD

Our multi-media district-wide Choice Board offers a diverse array of professional learning opportunities, allowing educators to customize their learning experience according to their interests and needs.



4. CHOOSE YOUR OWN (CYO) PROFESSIONAL LEARNING DAY

An annual day dedicated to professional learning workshops, for educators by educators with choice and flexibility in selecting sessions aligned with their professional goals.



5. PROFESSIONAL LEARNING COMMUNITIES (PLCS)

Regularly scheduled PLC meetings provide educators with dedicated time for collaboration, reflection, data analysis and shared learning experiences.



6. INTERNAL FACULTY DEVELOPMENT SERIES

These series offer targeted professional development opportunities tailored to the specific, long-term teaching and learning priorities needs.



7. EXTERNAL WORKSHOP AND CONFERENCE OPPORTUNITIES

Educators are encouraged to attend external workshops and conferences to further enrich their professional learning experiences and connect with broader educational communities.



INSTRUCTIONAL COACHING

Instructional Coaching in RSD 10 is a collaborative and empowering approach to professional learning aimed at supporting educators in their continuous growth and improvement. At its core, the philosophy behind instructional coaching is rooted in the belief that growth is possible for everyone, regardless of their current skill level or experience.

Key Principles:

1. **Coaching for All:** In our educational community, coaching is not reserved for a select few but is embraced as a resource available to all educators. We believe that every individual has the potential to grow and develop in their practice, and coaching provides the necessary support and guidance to facilitate this growth journey.
2. **Partnership in Learning:** Instructional coaches serve as partners in the learning process, collaborating with educators to co-construct meaningful learning experiences. Through this partnership, coaches work alongside educators to identify goals, explore strategies, and reflect on practice, fostering a sense of ownership and empowerment in the professional learning journey.
3. **Coaching Cycles:** Coaching is not a one-time event but rather a continuous and cyclical process. It involves regular cycles of goal-setting, observation, feedback, reflection, and adjustment, allowing educators to iteratively refine their practice and make meaningful progress towards their growth goals.
4. **Trust and Respect:** Central to the success of instructional coaching is the establishment of trust and a respectful relationship between the educator and their coach. This foundation of trust creates a safe and supportive environment where educators feel comfortable taking risks, seeking feedback, and engaging in reflective dialogue about their practice.
5. **Multiple Approaches:** Instructional coaches employ a variety of strategies and approaches to support the growth goals of individuals or teams. Whether through modeling, co-planning, observing, providing feedback, data analysis or facilitating professional learning communities, coaches tailor their support to meet the unique needs and preferences of educators.
6. **Distinct from Evaluation:** It's important to note that the instructional coach partnership exists outside of the administrator evaluation relationship. While administrators focus on performance evaluation and accountability, instructional coaches are dedicated to professional growth and development, providing a non-evaluative and supportive context for learning and improvement.

Peer Observations:

Peer observations foster a culture of continuous improvement, collegial learning, and a shared responsibility for student success. Peer observations often lead to the adoption of innovative strategies that improve classroom climate, instructional/service delivery and student outcomes. This reflective practice, coupled with instructional coaching, encourages educators to critically evaluate their own methods and become better aligned with our shared definition of high-quality learning. When educators are involved in observing and being observed, they feel more empowered and valued as professionals.

ANNUAL TIMELINE

The *RSD 10 Educator Growth and Development Plan* is structured around an annual timeline aimed at fostering ongoing dialogue between educators and evaluators, providing regular opportunities for progress check-ins, and facilitating professional growth.

Goal Conference (By October 15th):

Each year, the goal conference must occur by October 15th, even if an educator sets a goal spanning multiple years. Ahead of this conference, educators engage in a self-reflection process to inform the goal-setting discussion. During the conference, educators and evaluators collaborate to establish new, mutually agreed-upon goals or make adjustments to existing multi-year goals. Additionally, this initial conference serves as an opportunity to discuss the resources, professional learning opportunities, and other supports that may be beneficial throughout the upcoming year.

Observation (By Mid-Year Conference):

Prior to the mid-year, either a formal observation (for initial educators) or a series of mini-observations (for experienced educators) must take place. These observations provide educators with timely feedback on their practice, allowing them to make any necessary adjustments before the mid-year conference.

Mid-Year Conference (By Mid-February):

The mid-year conference, a required progress check-in on goals and educator practice, must occur by mid-February. During this conference, educators and evaluators revisit established goals, assess progress, and discuss any areas for refinement or additional support.

Summative Conference (By June 1):

By June 1st, the summative conference must take place, culminating the annual evaluation process. Educators are expected to provide a self-reflection on their professional growth and its impact on student learning. Evaluators, in turn, provide a narrative report summarizing areas of growth, outlining next steps for the following year, and confirming successful completion of the annual evaluation process through a check-box assessment.

Orientation, Training and Support Elements

Annually, PDEC members will provide orientation, training and support elements for both educators and leaders at appropriate times during the school year, including, but not limited to dates on the RSD 10 Professional Learning Calendar, New Faculty Orientation and appropriate small-group settings such as staff meetings and professional learning communities.

EDUCATOR PRACTICE

RSD10's *Educator Growth and Development Plan* recognizes the diverse roles and career stages of educators, offering a differentiated approach to evaluation structured by the evaluation cycles identified in the table below.

Educators undergo observations and professional evaluation of performance using a **single-point competency rubric** aligned with Connecticut's Common Core of Teaching (CCT). This streamlined version of the CCT ensures clarity and consistency in evaluation criteria. For access to the rubric, please refer to: [RSD 10 Single-Point Educator Performance Rubric](#)

Educators in roles such as school counselors, content area coaches, and others, who do not provide instruction in classroom settings **can also** utilize this modified version of the CCT as it also addresses the unique responsibilities and expectations of non-instructional roles.

The number and type of required observations vary based on the educator's role and years of experience. This ensures that evaluation expectations are aligned with the specific responsibilities and developmental needs of each educator.

TEAM/Novice	Non-Tenured	Tenured		
		Cycle 1: Baseline Observations	Cycle 2: Instructional Coaching Cycles & Peer Observations	Cycle 3: Action Research Connected to MyPL
<p>2 TEAM modules each year.</p> <p>Min. 2 formal observations by the mid-year conference* (minimum 30 minutes and includes pre-conference and post-conference)</p> <p>Min. 2 scheduled feedback conversations based on multiple classroom visits or reviews of practice. <i>*The feedback conversation must take place within a week of the most recent classroom visit or review of practice and must include written feedback no later than 5 days after the feedback conversation.</i></p> <p>Professional Goals/MyPL = TEAM PGAP</p> <p>Goals may be tied to PGAP Mentorship (TEAM or Coordinator)</p>	<p>Min. 1 formal observation by the mid-year conference* (minimum 30 minutes and includes pre-conference and post-conference)</p> <p>Min. 2 scheduled feedback conversations based on multiple classroom visits or reviews of practice. <i>*The feedback conversation must take place within a week of the most recent classroom visit or review of practice and must include written feedback no later than 5 days after the feedback conversation.</i></p> <p>Instructional coaching cycle</p> <p>Exploratory MyPL</p>	<p>Min. 1 formal observation by the mid-year conference* (minimum 30 minutes and includes pre-conference and post-conference)</p> <p>Min. 1 scheduled feedback conversations based on multiple classroom visits or reviews of practice. <i>*The feedback conversation must take place within a week of the most recent classroom visit or review of practice and must include written feedback no later than 5 days after the feedback conversation.</i></p> <p>Exploratory MyPL</p>	<p>Instructional coaching cycle(s).</p> <p>Please see the Instructional Coaching and Peer Observation Guidance on Page 6 of this document.</p> <p>Min. 2 scheduled peer observations.</p> <p>Deepening MyPL</p>	<p>Min. 1 scheduled feedback conversation based on multiple classroom visits or reviews of practice. <i>*The feedback conversation must take place within a week of the most recent classroom visit or review of practice and must include written feedback no later than 5 days after the feedback conversation.</i></p> <p>MyPL Contribution (share-out to the professional community...PLC, Staff Meeting, Grade-Level Teams, CYO Day, Professional Conference, etc.)</p>

THE MYPL CYCLE OF STUDY

The MyPL action research cycle is a component of the annual district professional learning calendar. As educators progress through this cycle there will be increased opportunities for study, practice, collaboration and the sharing of new learning over time. The MyPL goal is the same as the Educator Growth Goal (page 11). Through professional study, practice and collaboration by the educator, the intent is for there to be a positive impact on students. *

Year 1 - Exploratory: Set a goal related to broad area of professional practice. While this goal is focused on an individual's professional growth it should also be connected to larger school or district priorities and have a positive impact on students and the learning environment. At the mid-year meeting educators will be able to refine their MyPL focus based on independent study in the first half of the year. This could be a narrowing of the initial focus or a shift to another goal that provides more robust opportunities for professional learning.

Year 2 - Deepening: In the second year the MyPL focus and hoped for outcomes of study should be well established. Educators should have already identified resources or learning opportunities that they will need to develop a deep understanding of the area they have chosen. This year will be focused on the deepening of learning and the incorporation of this learning into practice. This is the "research" segment of the action research cycle. Educators should be prepared to discuss student growth data relevant to the area of focus. This is also an opportunity to share anecdotal evidence, personal reflections and student response to the different strategies that have been tried.

Year 3 - Sharing: This year will be the culmination of the MyPL work. This will include finalizing research and taking opportunities to share new learning with colleagues. This could take many forms depending on the scope and focus of the course of study and the outcomes of the research. Recommended venues/audiences: Grade Level PLCs/Department Meetings, Faculty Meeting, Choose Your Own (CYO) workshop presentation, Presentations at State/Regional Conferences.

***See RSD 10 *Guiding Principles and Beliefs Companion Document* for possible selections of MyPL study.**

QUALITY FEEDBACK FUELS GROWTH

In RSD10's *Educator Growth and Development Plan*, quality feedback paired with meaningful support serves as the catalyst for inspiring growth, reflection, and action among educators. Our commitment extends beyond fostering educator growth; it also aims to enhance student achievement through targeted and constructive feedback.

Key Principles of Effective Feedback

Feedback in Region 10's plan is designed to be *both constructive and celebratory*. It acknowledges and celebrates educators' strengths while providing clear guidance and support for ongoing professional growth. Feedback in RSD 10 aims to be:

- timely
- specific
- growth-oriented
- focused on patterns of performance
- actionable
- digestible
- reciprocal

The ultimate goal of feedback is to facilitate continuous professional growth among educators. By offering insights, suggestions, and resources, feedback empowers educators to refine their practice and maximize their impact on student learning.

Feedback is meant to be timely and provided at each of the three annual conferences outlined in our plan, as well as indicated in the Educator Practice chart. Written feedback is expected to be delivered within five school days following post-conference or scheduled feedback conversations, ensuring timely and actionable insights for educators.

To ensure the quality and consistency of feedback, all evaluators undergo training in the district's observation protocols and engage in annual calibration exercises with their peers. Additionally, evaluators receive regular professional learning on delivering high-quality, constructive feedback and support strategies, equipping them with the necessary tools to meaningfully support educators' professional growth.

EDUCATOR GROWTH GOALS

Initial Goal-Setting Meeting

By October 15th each year, every educator will meet with their evaluator to establish yearly goals. Prior to this meeting returning educators will revisit their summative growth report from the previous spring to aid in refining existing goals or establishing new goals. All educators will complete a self-reflection form prior to the Goal-Setting meeting. All educators will complete a goal form each year. (See appendices).

Goal Creation By Mutual Agreement

Each educator and their assigned evaluator must mutually agree on an educator growth goal and at least two associated measures of accomplishment. Measures of accomplishment (or indicators of educator growth) are ways the educator can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections.

Non-Tenured Educators with an Initial Educators Certificate: Educators with an initial educator certificate are required to set one professional growth goal each year. Educators who are required to complete TEAM, are encouraged to align their goal with one of the TEAM modules. Educators may also set collaborative goals if this is mutually agreed to.

Educators with Provisional/Professional Certification: Non-Tenured educators will create a professional growth goal focused on the upcoming year. This goal could be collaborative in nature.

Tenured educators with provisional or professional certification are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year based upon educator placement in the cycles indicated in the table on page eight.

THE SUMMATIVE GROWTH REPORT

The summative growth report will be completed as part of the summative conference meeting by both the educator and evaluator.

Prior to the meeting, all educators will complete a self-reflection highlighting their strengths and areas of growth related to the rubric. This reflection will also include a connection between the professional growth goal and how this work benefited students as measured by the agreed upon indicators of growth.

The report completed by the evaluator should celebrate the educator's accomplishments as well as identify two or three specific action steps to guide and support the educator's ongoing growth the following school year. The summary report must also, to comply with state requirements, include a box indicating successful completion of the annual growth and support process.

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

DISPUTE RESOLUTION

In situations when an evaluator and an educator are unable to mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the growth and support process, an educator or group of educators may initiate the following dispute resolution process.

An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process and involve the educator's collective bargaining unit. If informal attempts to resolve the conflict are unsuccessful, a subcommittee from the PDEC will be convened to mediate a resolution. The subcommittee must include one person selected by the educator(s) involved, one person selected by the administrator(s) involved. Those members will select a mutually agreed upon third member from the PDEC.

The dispute resolution committee should undergo a brief training in the district's evaluation protocols and be provided basic dispute resolution strategies. The sub-committee must ultimately reach a fair, mutually agreed upon settlement to the dispute.

CORRECTIVE ACTION PROCESS

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 the initial tier of a corrective action plan. Annually, educators will be made aware of the corrective action process and differentiated supports available to them. By statute, this decision **must** involve the collective bargaining unit.

Criteria Must Be Met Before Placement on Support Plan

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

- 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 and support the educator prior to consideration of a corrective action plan.
- A collective bargaining representative should already be aware of concerns before consideration of a formal corrective action plan.

Three Tiers of Scaffolded Support

Tiers of support and Corrective Action plans should never be punitive or overwhelming and must provide sequential levels of targeted, meaningful support. The duration of a plan should be at least 30 school days and be extended if an educator is making some progress, but not yet meeting all the criteria to exit the plan. Criteria to exit the plan should include some stated outcome, not just the completion of tasks. Educators who are not meeting any of the criteria of their plan upon its conclusion may move up to the next tier of support. In accordance with state statute, corrective action plans must be created in consultation with the educator and their collective bargaining representative and include the following: clear objectives, a specific timeline, resources and supports to be provided by the district, and criteria for success. The collective bargaining unit must be involved at each level. **The three tiers of support are:**

Tier 1: Initial Support

It is the expectation that all educators consistently access opportunities for professional growth within the district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to: the RSD Professional Learning Calendar of scheduled growth opportunities, MyPL focused study, annual Choose Your Own workshop selections, the RSD 10 Professional Learning Choice Board, collegial conversations, peer classroom visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by the district's PDEC and other educator supports (e.g., educator-led coaching). The educator's intentionality to access professional learning resources should be identified through the goal setting, mid-year and summative conversations and/or post-observation conferences and finalized by mutual agreement. *See the Professional Learning Systems graphic on page 5 of this document for how the multiple professional learning opportunities are connected to each other and in support of educator growth for all.*

Tier 2: Targeted Support

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

Tier 3: Intensive Support

In addition to Tier 1 and Tier 2, **Tier 3** supports are in response to unresolved, previously identified concerns that are collaboratively discussed and assigned by an evaluator. Tier 3 supports have clearly articulated objectives specific to the well-documented area(s) of concern, areas of focus, duration of time, and criteria for success, and includes a stated decision to transition supports to an even more formal Corrective Action Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator and their exclusive bargaining representative for certified educators.

Corrective Action Plan

A Corrective Action Plan can take effect after Tiers 1, 2 and 3 supports have not been successful as defined by the criteria for success, a pattern of persistent lack of growth and/or reflection, or resistance to growth-oriented feedback and necessitates the need to transition beyond Tier 3 supports. The start date and duration of time an educator is receiving this level of support should be clearly documented along with outcomes or further action required. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Action 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 Action Plan. The Corrective Action Plan shall be developed in consultation with the educator, leader and their exclusive bargaining representative for certified educators chosen.

The Corrective Action 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 Action Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

APPENDIX

LINKS TO RESOURCES AND FORMS

[RSD 10 SDHQL v 8.2.24.png](#)

[RSD 10 Vision of the Graduate](#)

[RSD 10 Diversity, Equity and Inclusion Statement](#)

[RSD 10 Guiding Principles and Beliefs Companion Document](#)

[RSD 10 Single-Point Educator Performance Rubric](#)

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

[Learning Forward - The Professional Learning Association Standards for Professional Learning](#)

[CT Code of Professional Responsibility for Teachers](#)

[Universal Design for Learning Guidelines \(UDL\)](#)

[The Collaborative for Academic, Social and Emotional Learning Competencies \(CASEL\)](#)

[Access To Forms - Certified Staff Growth and Development Plan Resources Page](#)

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- **RSD 10 Mission and Vision of the Graduate:** Both our Mission and VOG underscore our dedication to preparing students for success beyond graduation.

- **Definition of High-Quality Learning:** Crafted collaboratively by multiple stakeholders during the 2023-2024 academic year, our definition of high-quality learning serves as a compass for shaping teaching practices and instructional approaches.
- **Focus on Diversity, Equity, and Inclusion:** We prioritize diversity, equity, and inclusion to ensure that all students have equitable access to educational opportunities. Our commitment to Universal Design for Learning (UDL) serves as a model for creating inclusive learning environments.
- **Educator Growth and Development Plan:** RSD 10's *Educator Growth and Development Plan* embodies our commitment to enhancing teaching and learning. We recognize the multifaceted nature of effective teaching, which encompasses fostering critical thinking, problem-solving skills, lifelong learning habits, collaborative learning experiences, and deeper understanding.

Our administrators and faculty are guided by the following **practices**:

- **Recognizing Student Potential:** We affirm that all students can achieve at higher levels, fostering a professional culture where educators are committed to continuous growth.
- **Cultivating Inquiry and Collaboration:** We aim to cultivate a culture where students become researchers and problem solvers, fostering a community of flexible, independent thinkers. Similarly, our educators engage in ongoing learning and collaborative inquiry to refine their instructional practices.
- **Promoting Collaboration and Responsibility:** We encourage cooperative work among students and foster a sense of shared responsibility for one another's success. Likewise, our faculty collaboratively design and adjust professional practices to meet the diverse needs of their students.
- **Celebrating Growth and Success:** We celebrate student achievements at every stage of their educational journey and recognize the professional growth and leadership of our staff. By valuing continuous improvement and growth, we foster a culture of excellence.
- **Empowering Educators:** We empower educators to fulfill their multifaceted roles as teachers, learners, and leaders. This includes monitoring student progress, designing curriculum, engaging in professional learning, and contributing to continuous school improvement initiatives.
- **Supporting Professional Learning:** We prioritize ongoing professional learning opportunities tailored to individual teacher needs and strengths and the teaching and learning priorities of the district. These opportunities are identified through the evaluation process and may include peer observation, mentoring, participation in Professional Learning Communities, and targeted professional development based on multiple data sources.
- **Investing in Career Development:** We recognize career development and growth as essential components of our educator growth and development system. We provide opportunities for teachers to enhance their skills, build confidence, and contribute meaningfully to our educational community.

DISTRICT PROFESSIONAL LEARNING PHILOSOPHY

Here in Region 10, we prioritize the creation of cohesive conditions and structures for professional learning that encompass both formal and informal opportunities, fostering growth anytime and anywhere. We believe that everyone within our educational community is a learner, and as such, our district has designed professional learning experiences with the principles of Adult Learning Theory at the forefront:

1. **Leveraging Prior Experience:** Recognizing that adults bring a wealth of experience to the learning process, we ensure that professional learning opportunities are designed to build upon existing knowledge, facilitating meaningful connections between new learning and prior experiences.
2. **Fostering Motivation:** We understand that adults are intrinsically motivated to learn and grow. Our professional learning experiences are designed to ignite curiosity and enthusiasm, inspiring educators to actively engage in their own professional development journey.
3. **Ensuring Relevance and Alignment:** We recognize the importance of relevance and personal alignment in adult learning. Our professional learning offerings are tailored to address the "why" behind the learning, ensuring that content is personally meaningful and aligned with educators' aspirations and professional development goals in support of student growth.
4. **Promoting Problem-Solving:** Our professional learning experiences center around real-world problem-solving, empowering educators to apply their learning in practical contexts and address challenges encountered in their professional practice.
5. **Empowering Agency and Self-Direction:** We believe in providing educators with agency, choice, and self-direction in their learning journey. Our professional learning opportunities are designed to empower educators to take ownership of their learning, fostering a sense of autonomy and empowerment.
6. **Facilitating Mentorship and Collaboration:** We recognize the value of mentorship, coaching, and collaboration in fostering meaningful learning experiences. Our professional learning initiatives provide opportunities for educators to connect, collaborate, and learn from one another, enriching their learning journey.
7. **Emphasizing Application and Reflection:** We understand that true learning occurs when new knowledge is applied and reflected upon. Our professional learning experiences provide opportunities for educators to explore and implement new learning in their practice, fostering deep internalization and growth.

This commitment to professional learning aligned with Adult Learning Theory is evident in the multitude of systems and structures in Region 10 designed to support educator growth and development. These structures include, but are not limited to, the types of professional learning systems described in the graphic on the next page:

RSD 10 PROFESSIONAL LEARNING SYSTEMS



PLAN PURPOSE AND GOALS

The Regional School District 10 Leadership Growth and Development Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. This plan includes tools, guidance, and rubrics to support the evaluation of all educational leaders, within Regional School District 10. The plan is grounded in following principles that use high quality professional learning to advance leader practice, educator practice and promote high quality learning.

- **Allow for differentiation of roles** (for example: the Director of Teaching and Learning, The Director of Student Support Services, The Director of Finance and Operations, the Director of Technology, Principal, Associate Principals, the Assistant Director of Information System, The Dean of Students, The Director of Facilities and Grounds)
- **Simplify and reduce the burden** (reduce technical challenges, paperwork and steps)
- **Focus on things that matter** (identity high leverage goal focus areas)
- **Connect to best practices aimed at the development of the whole child** (focuses on high quality learning)
- **Focus leader growth and agency** (meaningfully engage professional by focusing on growth and practices in partnership with others aligned to continuous Improvement Planning)
- **Specific, timely, accurate, actionable and reciprocal feedback**

The Regional School District 10 Leadership Growth and Development Plan is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

LEADER CONTINUOUS GROWTH PROCESS

Quality feedback paired with meaningful support serves as the catalyst for inspiring growth, reflection, and action among educators. Our commitment extends beyond fostering leader growth; it also aims to enhance student achievement through targeted and constructive feedback.

Within the continuous learning process, leaders check in with their evaluator a *minimum* of three times a year (fall goal setting, mid-year check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion about school or district progress, the sharing of evidence of professional learning, impact on growth, the identification of needs and mutually agreed upon next steps. The meetings are approached in the spirit of continuous improvement, reflection, and collaboration. The RSD 10 system of professional learning supports three types of growth: personalized, collaborative and organizational.

While dialogue is important, 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 professional learning and leadership standards and identifies strengths and areas of focus for growth. Within this continuous improvement process, orientation, training and support elements are provided annually to evaluators and leaders.

Orientation, Training and Support Elements

Annually, PDEC members will provide orientation, training and support elements for both educators and leaders at appropriate times during the school year, including, but not limited to dates on the RSD 10 Professional Learning Calendar, New Faculty Orientation and appropriate small-group settings such as staff meetings and professional learning communities.

LEADERSHIP GROWTH AND DEVELOPMENT TIMELINE

Goal Setting	Formal Feedback & Learning Opportunities	Mid-Year Check-in	End of Year Reflection
<i>Completed by November 1st</i>	<i>Ongoing</i>	<i>Completed by March 1st</i>	<i>Completed by June 30th</i>
<p>The Leader will:</p> <ul style="list-style-type: none"> ✓ Complete a brief self-reflection. ✓ Review evidence. ✓ Draft goal(s) aligned to one of the following: School or District Continuous Improvement Plans, personal professional growth needs and or Strategic Plans ✓ Goals must also align to the Common Core of Leading: Connecticut School Leadership Standards <p>Goal setting conference:</p> <ul style="list-style-type: none"> ✓ Mutually agreed upon goal(s) and the duration of the goal(s) ✓ Mutually agreed upon professional learning and support ✓ Mutually agreed upon criteria for successful achievement of the goal(s) 	<p><i>Opportunities for Leaders to receive feedback. These include the following:</i></p> <ul style="list-style-type: none"> ✓ Monthly 1-on-1 conferences with the Superintendent of Schools ✓ Administrator Institutes - Mid-Year and Summer ✓ End of year self-reflection ✓ Continuous Improvement Planning (CIP) meetings ✓ Leadership Rounds ✓ Budget Development Meeting Series ✓ Admin Council: Problems of Practice protocols ✓ Professional Learning Lunches: Summer Sequence 	<p>Mid-Year Conference:</p> <p>The Leader will:</p> <ul style="list-style-type: none"> ✓ Review and discuss currently collected evidence towards goals. ✓ Review professional learning evidence and impact on organization, education and student learning, growth and achievement. <p>The Evaluator will:</p> <ul style="list-style-type: none"> ✓ Discuss evidence and provide feedback to the leader regarding progress towards goals. ✓ Mutually agree upon the need to adjust and or revise goals or to keep goals the same 	<p>End-of-Year Reflection and Feedback Process</p> <p>The leader will:</p> <ul style="list-style-type: none"> ✓ Review and discuss professional learning, evidence of impact on organization, education and student learning, growth and achievement. <p>The Evaluator will:</p> <ul style="list-style-type: none"> ✓ Provide written summative feedback and next steps.

Goal Setting

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals. Goals should always be connected to the Common Core of Leading: Connecticut School Leadership Standards. This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

Self-assess using the identified standards.

Identify a high leverage goal that impacts leadership practice and educator and organizational growth.

Identify an individual or a collaborative goal.

- ✓ Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in

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

End-of-Year Reflection and Summative Review

The end-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, like the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence.

A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights

of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s). This summary is based upon the mutually agreed upon goal(s) and the Common Core of Leading: Connecticut School Leadership Standards. The summary will be an assessment of the leader's successful completion of the professional learning process as identified by the following performance expectations:

COMMON CORE OF LEADING: CT SCHOOL LEADERSHIP STANDARDS

PERFORMANCE EXPECTATION 1: *Vision, Mission and Goals*

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

PERFORMANCE EXPECTATION 2: *Teaching and Learning*

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

PERFORMANCE EXPECTATION 3: *Organizational Systems and Safety*

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

PERFORMANCE EXPECTATION 4: *Families and Stakeholders*

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

PERFORMANCE EXPECTATION 5: *Ethics and Integrity*

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

The complete Common Core of Leading Standards can be found following this document.

TIERED SUPPORT AND CORRECTIVE SUPPORT

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

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

Tier 1

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

Tier 2

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

Tier 3

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

Corrective Support Plan

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

The Corrective Support Plan must contain:

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

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

DISPUTE RESOLUTION

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

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

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

Process:

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 following procedures will be followed:

Leaders evaluated by the Superintendent: The issue in dispute will be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent or designee and the respective collective bargaining unit for the leader or the leader (if not associated with a bargaining unit) 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 or the unaffiliated leader. It is the role of the subcommittee to determine the resolution of the dispute, identify any actions to be taken moving forward

and to notify the superintendent of the decision. If the leader is affiliated with a collective bargaining unit, the leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

Leaders not evaluated by the Superintendent: 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. If the leader is affiliated with a collective bargaining unit, the leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

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.