



Interdistrict School for Arts and Communication
BOARD OF DIRECTORS

June 3, 2026 at 4:00 pm via ZOOM Link Available on Website

This meeting will be held virtually

AGENDA

- | | |
|---------|---|
| 4:00 pm | <p>1. WELCOME/CALL TO ORDER <i>Chairman R.F. Muckle</i></p> <p>1a. Establishment of Quorum</p> <p>1b. Public Comment</p> <p><i>The Board of Directors welcomes public comment. Due to the nature of the virtual format of the meeting, all comments are to be submitted via email prior to noon on the day of the meeting. Comments may be made on almost any matter related to the operations of ISAAC and will be shared with the Board members in their packet. We shall not read or address any comments at this meeting. However, comments concerning individual students or staff members shall not be permitted.</i></p> |
| 4:01 pm | <p>2. CONSENT AGENDA <i>Chairman R.F. Muckle</i></p> <ul style="list-style-type: none">• Approval of the Minutes from May 2026 BOD Meeting• Acceptance of the Year-to-Date Profit/Loss Financial Report for May 2026• Approval of the 2025-2026 Executive Director Evaluation• Approval of the ISAAC Organizational Chart• Approval of the 2026 ISAAC Evaluation Plan <p><i>Possible Motion: Approve and accept all items on the consent agenda</i></p> |
| 4:03 pm | <p>3. EXECUTIVE DIRECTOR REPORT <i>Dr. Spera</i></p> <p>3a. Enrollment Update</p> <p>3b. CSDE Report Update</p> <p>3c. Legislative Update</p> <p>3d. Grant Update</p> <p>3e. Hiring Update</p> |
| 4:15 pm | <p>4. SUBCOMMITTEE REPORTS</p> <p>4a. FINANCE <i>Treasurer L. Muller</i></p> <ul style="list-style-type: none">• Finance Update - June Minutes <p>4b. GOVERNANCE <i>Vice-Chair M. Spellman</i></p> <ul style="list-style-type: none">• Election of Officer (New Business 5a) <p>4c. CURRICULUM <i>Dr. David Brailey</i></p> <ul style="list-style-type: none">• Discussion regarding partnership for high school credits with private school |
| 4:30 pm | <p>5. NEW BUSINESS <i>Chairman R.F. Muckle</i></p> <p>5a. Election of Officers for 2026-2027</p> <p><i>Possible Motion: To Accept the Unopposed Ballot as approved in the May Meeting consisting of: Richard Muckle, Chairperson; Michael Spellman, Vice-Chairperson; Barbara Crouch, Secretary; Lee Muller, Treasurer</i></p> <p>5b. 2026 SBAC Score Report & Accountability Index Score (unofficial) <i>Dr. Spera</i></p> <p>5c. Reminder that there is no meeting scheduled for July 2026 & August 2026</p> |
| 5:00 pm | <p>6. ADJOURN <i>Chairman R.F. Muckle</i></p> |



**Interdistrict School for Arts and Communication
BOARD OF DIRECTORS**

May 20, 2026 at 4:00 pm via ZOOM

New London, CT

This meeting was held virtually

In Attendance: Dr. Nicholas J. Spera, Richard Muckle, Barbara Crouch, Dr. David Brailey, Mercedes Alger, Dr. Richard Sanders, Dr. Kevin Booker, Jr., Dr. Tanya Collins, Michael Spellman, Lee Muller, Elizabeth Bumgardner, Lisa Lazarou

MINUTES

- 4:00 pm **1. WELCOME/CALL TO ORDER** *Chairman R.F. Muckle*
 1a. Establishment of Quorum – *quorum established*
 1b. Public Comment – *no public comment*
- 4:01 pm **2. CONSENT AGENDA** *Chairman R.F. Muckle*
 • Approval of the Minutes from the April BOD Meeting
 • Approval of the Minutes from the April Special BOD Meeting
 • Acceptance of the Year-to-Date Profit/Loss Financial Report for April 2026
 Motion: Approve and accept all items on the consent agenda
 Moved: L. Muller; 2nd: B. Crouch; Discussion: none; In Favor: all; Opposed: none; Abstentions: none
 Motion Carries by unanimous voice vote
- 4:03 pm **3. EXECUTIVE DIRECTOR REPORT** *Dr. Spera*
 3a. Lottery Update
 Dr. Spera reports that ISAAC is at full enrollment for next year, with 319 from 14 different towns, applications including 89 applications after the lottery.
 3b. CSDE Report Update
 Dr. Spera reports that ISAAC is ready to submit the final report for this year to the CSDE Accountability & Support Department. He also states that this will be the last report for at least a year since ISAAC is heading into a Charter Renewal year. Dr. Spera expects a positive outcome as ISAAC continues to improve in all areas including having record breaking science test scores this year.
 3c. Grant Update
 Dr. Spera reports that ISAAC is still waiting for applications to the 21CCLC grant to open. Reports are that the application will be released soon, just waiting for CSDE approval to be released. On the other grant that we were awarded over 3 million dollars we are still waiting on the bond commission to be held for funds to be released.
 3d. Legislative Update
 Dr. Spera reports that the Governor has decided that every municipality will be receiving municipal additional funds and additional ECS funding towards the school. As part of that, 8.7 million dollars (\$700 per pupil) allocated to charter schools. Money for charter schools will not be distributed until June 2027.
 3e. Hiring Update
 Dr. Spera reports that an additional Math teacher, Lauren Kang, has been hired.
 3f. Graduation – Monday, June 8, 2026, at 2 pm
- 4:15 pm **4. SUBCOMMITTEE REPORTS**
 4a. FINANCE *Treasurer L. Muller*
 • Finance Update - May Minutes
 Profit & loss statements have been voted on and accepted. Budget overview will be presented In New Business.

4b. GOVERNANCE

Vice-Chair M. Spellman

- Annual Parent Representative – *Amanda Grundy*
- Annual Teacher Representative – *Lisa Lazarou*

*Motion: To approve the Parent/Teacher Representatives for 2026-27**Moved: M. Spellman; 2nd: L. Muller Discussion: none; In Favor: all; Opposed: none;**Abstentions: none Motion Carries by unanimous voice vote*

- BOD Election Ballot
 - Elections at the June Meeting

*Motion: To close nominations and to approve the election ballot of officers for 2026-27**Moved: E. Bumgardner; 2nd: L. Muller; Discussion: none; In Favor: all; Opposed: none; Abstentions: none**Motion Carries by unanimous voice vote*

4:30 pm

5. NEW BUSINESS

Chairman R.F. Muckle

5a. Executive Director Budget Overview

Dr. Spera

*Motion: To approve budget as presented by Dr. Spera**Moved: L. Muller; 2nd: M. Spellman; Discussion: none; In Favor: all; Opposed: none; Abstentions: none**Motion Carries by unanimous voice vote*

5b. Annual Presentation of CSDE Profile and Performance Report Dr. Spera

Dr. Spera presented the CSDE Profile and Performance Report to the Board.

5:00 pm

6. ADJOURN

Chairman R.F. Muckle

*Motion: To adjourn**Moved: L. Muller; 2nd: K. Booker; Discussion: none; In Favor: all; Opposed: none; Abstentions: none**Motion Carries by unanimous voice vote*



Interdistrict School for Arts and Communication

Board of Directors Finance Committee

June 2, 2026 at 1:00 pm

New London, CT

AGENDA

- | | | |
|---------|--|--------------------------------|
| 1:00 pm | 1. WELCOME/CALL TO ORDER | <i>Finance Chair L. Muller</i> |
| 1:00 pm | 2. YEAR-TO-DATE FINANCIAL REVIEW <ul style="list-style-type: none">• Year-to-Date Profit/Loss through May 31 2026 | <i>E. Robb</i> |
| 1:05 pm | 4. GRANTS and OTHER UPDATES | <i>N. Spera</i> |
| 1:15 pm | 5. ADJOURNMENT | <i>Finance Chair L. Muller</i> |



ISAAC Executive Director End of Year Review

TO: ISAAC Board of Directors

FROM: Dr. Nicholas J. Spera

DATE: May 28, 2026

SUBJECT: End of Year Review

OVERVIEW

It is with great reflection, time, and hard work that I provide the Board of Directors with the final status and progress for the completion of my three major goals that were established with the Board of Directors this school year. Similarly, using the same format used at mid-year, I have created a quick reference qualitative summary that provides the Board with a snapshot regarding the completion found within each goal. For each of the bullet points listed within each subsection of goals 1, 2, and 3; they have been completed. For goal 3, I believe that I have completed these goals which are evident in of my practice and communication with the chairman of the board, the subcommittees of the board, and the board as a whole. Moreover, the behind-the-scenes work that is known intimately by the chairperson and in some cases, by the members of the Executive Committee, provides evidence of my work to achieve the essence of these goals. In summary, based on the progress and completion made on the measurable goals and the other goals that are consistent with the daily responsibilities and expectations for any superintendent/executive director, I am proud of my growth as a leader, as well as the work to achieve the goals set at the beginning of the school year. Moreover, I believe that I have maintained my exemplary performance rating from last year with the work I have completed this year.

GOAL 1: Educational Leader Practice

1.1: Shared Vision, Mission and Goals — Leaders collaboratively develop, implement, and sustain the vision, mission, and goals to support high expectations for all students and staff.

1.2: Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction, and assessment.

1.3: Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

2.2: Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

This goal contains several examples of accomplishment that are led by our established improvement plan. I am incredibly grateful for the hard work and collaboration that occurred within our central office staff, administrative team, members of the SDE staff, and the Board of Directors that allows us to accomplish the goals set forth in our action plan. In addition, all of the documents and data that the State Department of Education mandates were completed in a timely manner. Our Core Academic Coach/SRBI Coordinator, Lisa Lazarou, has done an exemplary job to ensure the Professional Learning Community model is being completed with fidelity. This includes a collaborative hands-on approach to curriculum revisions based on student assessment data. This school year marked the fifth full year of the master schedule that was created to maximize instruction, decrease class size, and maximize the number of certified teachers and staff to allow for student success. This class schedule continues to prove to be a positive achievement with increased academic achievement scores, and improved expectations coupled with low core course failures. In addition, the new STEM elective offerings have been met with great success. Given the low number of failures and high levels of honor roll success, this model is working as planned. The 4th and 5th grade expansion has been magnificent! Our Associate Principal, Mercedes Alger, is the hardest working and most talented educator I have ever witnessed.

As I support her work with daily discussions, it is apparent that her role as an administrator in our building is a major win for years to come. She has been masterful in providing our 4th and 5th graders with the highest level of success imaginable. Next year, her role as principal will help move the school in area of rigor and active instruction that is needed to improve our ELA SBAC scores. Moreover, the hiring of Maria DePino and the addition of mathematics everyday for our 7th graders will grow the mathematics to a level never imagined! Through mentoring and active support, I honestly believe that ISAAC will begin to move to new heights in academic performance.

Below is the table that lists all of the subsections within goal one along with the current status:

GOAL ONE SUBSECTIONS	CURRENT STATUS
Discuss, draft, and present the 2025-2026 ISAAC district and school goals to the Board of Directors	COMPLETED
Create and submit the necessary documents in compliance with the Charter Renewal Visit	COMPLETED
Revise a School Improvement and Performance Plan that aligns to the school's Core Values, Beliefs about Learning, and Vision of the Graduate statement and the Teacher Evaluation System	COMPLETED
Lead ISAAC towards the expansion of 4 th and 5 th grades	COMPLETED
Ensure the template for written curriculum is drafted in a consistent format for all courses in all departments throughout ISAAC	COMPLETED
Create professional development opportunities that enhance the development of curriculum and instruction.	COMPLETED
Cultivate a sense of urgency and commitment to improving the performance of all students through the development of SBAC and NGSS styled assessments by creating an action plan for the areas in need of improvement	COMPLETED
Guide and participate on the SRBI Team that includes systems for identifying, tracking, and providing supports that ensures that all students can succeed	COMPLETED
Ensure the system of Professional Learning Communities by discipline is established to allow teachers to develop curriculum, improve instruction, and create and discuss formative and summative assessments	COMPLETED
Design a master schedule that provides opportunities for teachers and students to be safe while having collaboration time to meet in Professional Learning Communities	COMPLETED

GOAL 2: Organizational Management Practice

2.1: Recruitment, Selection, and Retention — Recruits, selects, supports, and retains effective educators needed to implement the school or district's vision, mission, and goals.

2.3 Observation and Performance Evaluation — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

3.1 Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement.

3.2 Resource Management — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

My work with Erica Robb as our Director of Finance continues to be vital to the success of our operations and fiscal management. Our special education billing methodology is in its fifth round of implementation. In addition, we are now in the last year of the 5-year, \$850,000 CCLC afterschool grant along with a nearly \$300K enhancement grant that has brought on three new vans, a professional printer, and musical instruments. With the questions regarding future federal funding for programs like CCLC, we are beginning to look at how we can adjust the budget so that these important programs do not lose funding. I will be applying for the next iteration of the 21CCLC Grant that could bring in an additional 3 years of afterschool program funding. ISAAC has been awarded over \$3 million in state funding as a result of a competitive grant that was awarded to the school. The Bond Commission approved the funding and now we wait for the release and terms of these funds. Tanya Collins continues to excel in the Human Resources role. This continues to be impactful with the refinement of resources and systems that make more sense for a school our size. Her professionalism and follow-through are tremendous. In compliance with CSDE, her role as an evaluator of teachers was greatly lessened due to her role as an HR Director. She will be missed. Our hiring of experienced certified teachers continues to be an important step towards improving our student achievement in academics. Our school leadership team of Tanya, Amy, Mercedes, and Tucker have been working closely with me as they develop systems that are effective, efficient, and sustainable. I am proud of the growth and willingness to collaborate and improve their practice through my mentoring. With Mercedes becoming the principal for next school year, we are ensuring that ISAAC does not miss a beat with cross training of responsibilities and practices. Our Emergency Crisis & Emergency Plan continues to be refined to ensure the safety and security of our most precious assets at ISAAC. The role and expectations of Bobby Harris as the Dean of Safety, Security, and Residency has been incredibly helpful and instrumental with the behaviors in the classroom as well as the school culture and climate. In addition, our newest hire of Ian Hawes as our Assistant Director of Safety has been instrumental to ensuring that teachers and students have the support they need. Our suspension rates for the school year has been reduced however it is important to note that through legal council and advice, it is important at times to suspend in order to ensure a positive and safe school climate. Moreover, our decision to arm two safety personnel and partner with the New London Police Department has been a success. In addition, our e-rate continues to be beneficial as we are receiving 90% off the costs of increased internet speed. Our facilities have greatly improved thanks to the talents and efforts of Tino Rodriguez and the members of the maintenance service. We continue to save money on infrastructure improvements with our in-house work which has been completed at a fraction of the cost. Our in-house construction projects this summer include: replacing the floor in the principal office and faculty room, a new assistant principal office, redesigning the nurse's office, installing a new stage design with curtain, and adding a faculty bathroom. I continue to take on the management of the food service in collaboration with our food service consultant who guides our federal and state mandated practices. Our students continue to show pride in our food quality which is contributed to the staff and the partnership with US Foods that allows for us to serve a higher quality product to our students and staff every day.

Below is the table that lists all the subsections of goal two:

GOAL TWO SUBSECTIONS	CURRENT STATUS
Establish and use effective methodologies for hiring, developing, and retaining staff	COMPLETED
Utilize multiple channels to identify the most effective leaders and teachers, and strategically place them into positions based on knowledge, experience, and the needs of our students and faculty (ex. SRBI, Bilingual Program, Advisory)	COMPLETED
Mentor and support the school administrators including the new principal	COMPLETED
Ensure the new comprehensive evaluation and accountability system is completed with fidelity	ONGOING
Ensure the school is in compliance with all teachers holding the appropriate certifications necessary	COMPLETED
Provide opportunities for staff members to grow as leaders within the school for the purpose of retention of the professional staff	COMPLETED
Develop a system that allows for peer-to-peer observation through the PLC model and reflection of the practice on a monthly basis	COMPLETED
Evaluate teacher effectiveness according to the ISAAC Evaluation Plan that includes review of teacher SLOs and completed evaluations for all certified staff	COMPLETED
Revise and implement a crisis management plan that allows for systematic and appropriate decision making, communication, and resource allocations for crisis or emergency situations including student self-harm, school violence, DCF, and health related scenarios.	COMPLETED
Deliver and ensure the comprehensive Emergency Crisis & Safety Plan that meets state and federal laws and best practices used in surrounding school districts	COMPLETED
Provide oversight of the facilities management system that ensures the delivery of all programs in a safe and healthy environment	ONGOING
Recommend, facilitate, and oversee the infrastructure and facility upgrades with the appropriate vendors, staff members, and construction companies	ACTIVE
Oversee the new building expansion project in collaboration with the building committee	COMPLETE
Collaborate with multiple stakeholders to develop a fiscally responsible overall budget that supports the improvement goals and operations of ISAAC	COMPLETED
Ensure that the Special Education Billing Methodology that was approved by SDE is being completed with fidelity along with the appropriate cycles for billing	COMPLETED
Certify that the use of grants including the 21CCLC and GSCT Grant allows ISAAC to remain at the forefront in its offerings, experiences, and future	COMPLETED
Oversee the Food Service Operations and its fiscal management in collaboration with staff	COMPLETED

GOAL 3: Community and Board of Directors

4.1: Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

4.2: School Culture and Climate — Establishes a positive and inclusive climate for student achievement, as well as high expectations for adult and student conduct.

4.3: Equitable and Ethical Practice — Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school/district community.

Throughout my tenure at ISAAC, I have been fortunate to have developed close relationships with several members of the Board of Directors. These relationships have grown greatly as I finish my seventh year at ISAAC. I continue to use feedback from members of the board and mentoring advice from local superintendents. My relationship with the teachers' union and the CEA remains transparent and honest. For some of these situations, I have worked closely with our board attorneys to ensure that we are responding and ensuring that accountability and response to situations are appropriate and legally advised. My relationship with the Chairman of the Board has developed into consistent conversations with updates and/or responses to unique situations. Throughout the school year, my attention has been focused on the new expansion of the school and ensuring that our lottery remains strong. I am so proud of our advisory curriculum that is focused on important social-emotional learning of our students in-person and at home with a lens on diversity, cultural competencies, and social justice. We have developed a partnership that has been extremely beneficial for the organization and my continued leadership. Our leadership team's message remains consistent in living our core values and beliefs about learning with all interactions and communications with staff, students, families, and the community. This includes us keeping the priority on ensuring we are preparing all graduates of ISAAC with the necessary skills and achievements needed to be successful in high school. Our leadership team has focused on promoting a fun and inclusive learning and working environment while building a culture of accountability on student achievement that has not existed before. The culture and climate is outstanding! Our recent survey was extremely strong as shared with the Board of Directors a few months ago. I am confident that even as our leadership team will change next year at ISAAC, our consistency in systems and measures for accountability in teacher and staff performance will benefit the school and more importantly, our students. I am fortunate to have the support of the board to continue the accomplishment of one of the most successful choice middle schools in the state. Below is the table that lists all the subsections of goal three along with the current-status and anticipated completion, if applicable.

GOAL THREE SUBSECTIONS	CURRENT STATUS
Keep board informed and updated on educational issues, needs and operations, and/or appropriate information about ISAAC	ONGOING
Build and maintain positive working relationships with board members, community partners, and other stakeholders	ONGOING
Engage with state legislative politicians to support the financial future of ISAAC	COMPLETE
Revise and implement a comprehensive social-emotional curriculum that will be delivered to all students that is aligned to national standards	COMPLETE
Effectively anticipate and respond to challenges and conflicts and remain focused on the vision of high expectations when faced with adversity	ONGOING
Builds a culture of accountability and hard work by focusing our efforts on the student achievement	ONGOING
Ensure that student and staff health and safety remain a priority in the decision-making process	ONGOING
Maintain the highest standards of professional conduct by holding high expectations of self and others	ONGOING



ISAAC Executive Director Final Evaluation

2025-2026 School Year

June 2026 - Board of Directors Meeting

GOAL NUMBER	GOAL DESCRIPTION	SUMMATIVE RATING
GOAL 1: Educational Leader Practice	1.1: Shared Vision, Mission and Goals — Leaders collaboratively develop, implement, and sustain the vision, mission, and goals to support high expectations for all students and staff. 1.2: Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction, and assessment. 1.3: Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps. 2.2: Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.	Exemplary
DESCRIPTION OF RATING		
Areas of Commendation: • The creation and transparency of the 2025-2026 ISAAC district and school goals to the Board of Directors • The completion and submission of the Corrective Action Plan to CSDE • The continuation of a School Improvement and Performance Plan that aligns to the school's Core Values, Beliefs about Learning, and Vision of the Graduate statement, the Teacher Evaluation System, and the foundational elements • The leadership and ability to create, plan, and implement the new 5th grade offering while maintaining the total school population to 328 • The implementation, professional development, and completion of a written curriculum for all courses in all departments throughout ISAAC • The continuation of an in-person MTSS Team (former SRBI) that included systems for identifying, tracking, and providing support that ensures that all students can succeed with proper support and services • The success of the Professional Learning Communities format that encouraged the collaboration of teachers to develop curriculum, improve instruction, and create and discuss formative and summative assessments • The success of the master schedule to include all grades that provided teaching and learning to occur in a safe environment for all • The continuation of the formative assessment systems (Local, IAB, & AIMSWEB) that led to increased SBAC & NGSS scores • The increased SBAC and NGSS scores in several grades/subjects (mathematics, ELA, science) • Maintain the ISAAC Accountability Index above the 2029 goal; years ahead of expectation • The leadership and expertise in supporting the instructional, curricular, and operational changes resulting in improved student and staff outcomes Areas of Growth for 2026-2027: • Lead the process for the upcoming CSDE Charter Renewal		

GOAL 2: Organizational Management Practice	2.1: Recruitment, Selection, and Retention — Recruits, selects, supports, and retains effective educators needed to implement the school or district’s vision, mission, and goals. 2.3 Observation and Performance Evaluation — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning. 3.1 Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement. 3.2 Resource Management — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.	Exemplary
DESCRIPTION OF RATING		
Areas of Commendation: • The successful hiring of highly qualified, certified teachers and staff with an increase in minority hires • The implementation of the Board and SDE approved comprehensive evaluation and accountability system • The continued implementation of a crisis management plan that encourages a team response to crisis situations • The implementation and oversight of the facility that ensures the safety and well-being of all stakeholders • The successful completion and oversight of all internal construction projects • The implementation and communication to all districts regarding the CSDE approved Special Education Billing Methodology • The ability to seek grants to support the work within the building including the \$730,494 CSP Grant • The delivery of a transparent, organized, and effective Executive Director Budget Proposal • The commitment to long-term cost saving initiatives such as the delivery of electricity, E-rate costs, personnel, and facility costs • The continued work completed to maintain the 21st Century Community Learning Center Grant • The mentoring and support of an administrative team that was assigned to different roles during the school year • The accountability and oversight of all systems within the school including the food service operations • The advocacy, tenacity, and leadership throughout the legislative session • The achievement of writing and winning the \$3.4 million grant award from CSDE Areas of Growth for 2026-2027: • Continue to seek funding from different sources available throughout the state, region, and country • Explore the possibility of providing transportation to students attending ISAAC • Explore measures and legal avenues to ensure that ALL districts comply with state law by providing prospective student information to ISAAC		

GOAL 3: Community and Board of Directors	4.1: Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district. 4.2: School Culture and Climate — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct. 4.3: Equitable and Ethical Practice —Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school/district community.	Exemplary
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DESCRIPTION OF RATING

Areas of Commendation:

- The consistent communication to keep the board informed by providing advanced copies of agendas and documents, notifications as needed, and the concise and informative Executive Director Reports
- The increased number of student applicants, especially out-of-district applicants
- The communication to families about important events and happenings through multiple channels and languages
- The collaborative efforts with the Board Chair to improve the efficiency of monthly meetings with the addition of the consent agenda
- The full transparency and honest communication with board members on significant financial, personnel, program, and logistical issues
- The leadership in several Board initiatives, including board training, and added missing policies according to state and federal law
- The efforts to develop positive relationships with board members, community partners, and other stakeholders
- The willingness to listen and adjust practices and decisions based on feedback from stakeholders
- The professionalism and decision-making exhibited in response to challenges and conflicts that occurred throughout the school year
- The focus on the vision of high expectations for all, including self, when faced with adversity
- The hard work and commitment to the job and school that was consistently displayed daily
- The countless hours spent successfully advocating multiple needs for ISAAC with state and local legislators
- The exemplary 2026 spring staff survey results that provides evidence of a positive culture and climate with 100% of the faculty agreeing that the culture and emotional climate of the school is positive and supportive, and 97.5% of the faculty agreeing that the admin is supportive and willing to make changes to support the culture and climate
- The redesigned school website that is it assessable and easy to navigate for the Board, staff, families, students, prospective families, and donors

Areas of Growth for 2026-2027:

- Continue to request in-district and out-of-district mailing labels for the recruitment of students and families



Richard F. Muckle, Board Chairperson



Dr. Nicholas J. Spera, Executive Director



Leader and Educator Evaluation and Support Plans 2026



**ANNUAL ADOPTION BY THE
ISAAC BOARD OF DIRECTORS
ON June 3, 2026**

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Leader Evaluation and Support Plan





ISAAC BOARD OF DIRECTORS MEMBERS 2026-2027

Richard Muckle, Chairman
Michael Spellman, Vice-Chairman
Lee Muller, Treasurer
Barbara Crouch, Secretary
Dr. Richard Sanders
Dr. David Brailey
Dr. Kevin Booker Jr.
Elizabeth Bumgardner
Lisa Lazarou
Amanda Grundy

ISAAC BOARD OF DIRECTORS MEMBERS 2026-2027

Dr. Nicholas Spera, *Executive Director*
Lisa Lazarou, *SRBI Coordinator/Union President*
Mercedes Alger, *Principal*
Janice Ricketts, *Student Supports Coordinator*
Amy Geary, *Director of Special Education*
Amanda Giorno, *School Psychologist*
Kathy DeGarbo, *School Psychologist*
Jordan Blake, *School Counselor*
Christina Schiano, *Bilingual Coordinator*

Vision

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

The Purpose of this Model Guide

The Connecticut (CT) Model Evaluation and Support 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. Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) can adopt the model plan, adapt the model plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

- introduce key components of the leader evaluation framework and the requirements set forth in the regulations;
- outline specific action steps, forms, and tools from the Model Evaluation and Support Plan specific to the evaluation of leaders; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

Guiding Principles

The transformational design of the leader evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement.

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

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the 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.

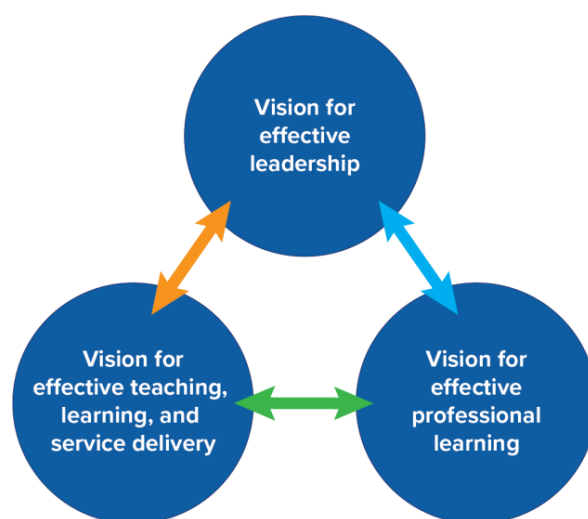
While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Leader

1. [Professional Standards for School Leaders \(PSEL\)](#)
2. [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 leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback

provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (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 Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



Goal Setting

Completed by October 30

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, school improvement plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in

Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by May 30

End-of-Year Reflection and Feedback Process

- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 30. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

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

Goal(s) Setting (Completed by October 30)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a school improvement plan for professional learning and support that is consistent with their professional status and goals ([see appendix B](#)). Goals should always be connected to standards recommended by the PDEC and approved by the board of directors.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

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

Midyear Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement.

Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed by May 30)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement ([see appendix B](#)).

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

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

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Definition of Cohorts

Cohort 1

Who:

- New to leadership role (e.g., principal from assistant principal etc.; first three years)
- New to LEA (first three years)

What:

- Three observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Cohort 2

Who:

- Leaders who have successfully completed Cohort 1 in their current LEA

What:

- Two observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria

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

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

[See appendix C for further detail.](#)

Tiered Support and Corrective Support Planning

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

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

Tier 1

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

Tier 2

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

Tier 3

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

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.

[See appendix H](#) for a Corrective Support Plan form and example.

Dispute Resolution

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

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so.

The

leader being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

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

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

b. Option 2:

The leader being evaluated requests that the Executive Director or designee solely arbitrate the issue in dispute. In this case, the Executive Director 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 Executive Director. The Executive Director will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the [consensus protocol](#) to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11\(b\)\(3\)](#), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, paraeducators, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
n/a	• Classroom Teacher • Instructional Coach • School Counselor • School Psychologist (2)	• Principal • Assistant Principal • Special Education Supervisor

The duties of PDECs shall include, but are not limited to,

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the state model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

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

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

Appendices — Leader: **Information and Resources to Support Effective Implementation**

Appendix A: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of success

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

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Definition of Cohorts – Leader

Definition of Cohorts

Cohort 1

Who:

- New to leadership role (e.g., principal from assistant principal, etc.; first three years)
- New to LEA (first three years)

What:

- Three observations of professional practice and/or site visits
- Feedback written and/or verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Cohort 2

Who:

- Leaders who have successfully completed Cohort 1 in their current LEA

What:

- Two observations of professional practice and/or site visits
- Feedback written and/or verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

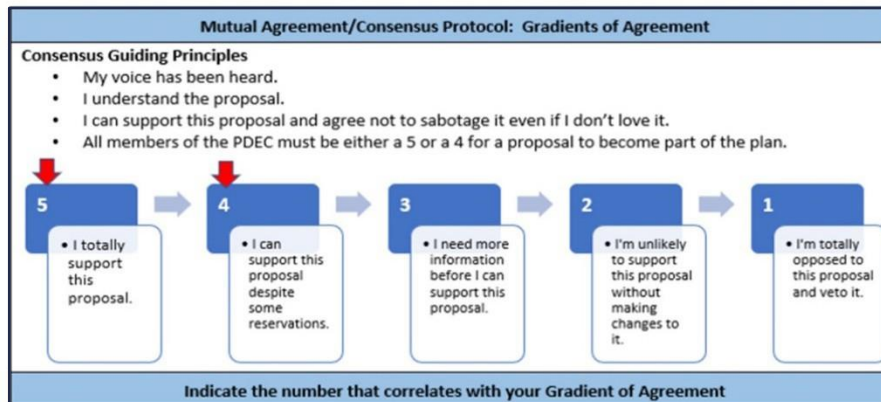
Appendix C: Growth Criteria and Sources of Evidence – Leader

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

Appendix D: General Glossary – Leader

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



From *Consensus decision making*. Seeds for Change. (n.d.).
<https://www.seedsforchange.org.uk/consensus>

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

shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

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

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

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

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

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

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

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one’s experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent, and reciprocal

From Killion, J. (2019). *The feedback process: Transforming Feedback for Professional Learning. Learning Forward.*

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

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

growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader’s new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader’s new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

high leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

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

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

multiple measures: Can include, but is not limited to, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

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

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

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix E, Glossary of Professional Learning Opportunities.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts.

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

single point competency: A description of a standard of behavior or performance that 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.

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

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

Tiered support:**Tier 1**

It is the expectation that all 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

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

Appendix E: Glossary of Professional Learning Opportunities – Leader

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

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

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

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

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

job-embedded: Any activity that is tied in with authentic classroom practice.

May include, but is not limited to:

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F: Continuous Learning Process – Leader

Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

Date

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

Download these forms:



[Leader Goal-Setting Form](#)



[Leader/Site Visit Form](#)



[Leader Mid-Year Check-In Form](#)



[Leader End-of-Year Self-Reflection Form](#)



[Leader End-of-Year Conference Form](#)

Leader Information

 [Download this form](#)

Name:		Location:	
Select One: Cohort 1 <i>*New to leader role or first three years in LEA</i> Cohort 2 <i>*Years 4 (in LEA)</i>	Select One: - Individual goal - Collaborative goal <i>Decided upon mutual agreement.</i>	Select One: 1-year goal 2-year goal 3-year goal <i>Decided upon mutual agreement.</i>	Select One: PSEL Rubric

 [Download this form](#)

Beginning-of-the-Year Goals and Planning

Self-Reflection

Completed by Leader

[See Sample Reflection Questions](#)

Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking.

[See Examples of Evidence Types](#)

Goal, Rationale, Alignment and Professional Learning Plan

Completed by Leader

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).

What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?

See [professional learning and action questions](#) to guide your plan.

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)?

In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?

Goal Setting Conference

Completed by Evaluator (By November 1)

Date

Notes:

Supports Required/Suggested

- Tier 1
- Tier 2 (Link to Examples of Supports)
- Tier 3 (Link to Examples of Supports)

Planned Site Visit/Observation of Professional Practice

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

[Observation of Professional Practice/Site Visit #1 - Required](#)

[Additional Observation of Professional Practice/Site Visit](#)

Midyear Check-in: Reflection, Adjustment(s), and Next Steps

Completed by Leader

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

[See Sample Reflection Questions](#) and [Professional Learning and Action Questions](#)

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:

Links to Evidence:

Midyear Conference

Completed by Evaluator (by March 1)

Date

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

[Observation of Professional Practice/Site Visit #2 - Required](#)

[Additional Observation of Professional Practice/Site Visit](#)

[Download this form](#)

End-of-Year Reflection and Feedback Process

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

Self-Reflection

Completed by Leader

[See Sample Reflection Questions](#) and [Professional Learning and Action Questions](#)

What impact did your new learning have on your practice/goal(s), and how do you know?

What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/or achievement, and/or on organizational health, and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

Self-Reflection:

Links to Evidence:


[Download this form](#)

End-of-Year Conference

Completed by Evaluator (by June 30)

Date

Summative Feedback and Growth Criteria

Completed by Evaluator

[See appendix for full description](#)

Summative Feedback Rating	
Development of new learning and impact on leadership practice related to goal(s).	
Impact of new learning and leadership practice on key partners and or organizational outcomes.	
Impact of new learning on greater community.	
Successful Completion of the Evaluative Cycle	• Yes • No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below)	If Tier 2 and/or Tier 3, please specify strategies:
For multi-year goals only: • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)?	• Leader will continue multi-year goal. • Leader will adjust multi-year goal. • Leader completed multi-year goal. Notes:
Leader Signature	Date:
Evaluator Signature	Date:

Appendix G: Observation/Site Visit Forms – Leader

 [Download this form](#)

Leader Evaluation Observation/Site Visit #1 – Required		
Name:		Location:
Administrator Role:		Leader Goal/Observation Focus:
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional)		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	


[Download this form](#)

Leader Evaluation Observation/Site Visit #2 – Required

Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional)		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	


[Download this form](#)

Leader Evaluation Observation/Site Visit #3

Name:	Location:	
Leadership Role:	Leader Goal/Observation Focus:	
- Cohort 1 (Pre-/Post-Conference Required) - Cohort 2 (Post-Conference Required) - Additional Site Visit (Pre-/Post-Conference Optional)		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	<i>Upload and provide hyperlink here, as appropriate</i>	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
<i>How will our collaborative reflection help you move forward and apply your learning in your next steps?</i>		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	<i>Insert competencies</i>	


[Download this form](#)

Leader Evaluation Observation/Site Visit #4		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional)		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are their patterns, trends or outliers		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Appendix H: Sample Corrective Support Plan – Leader

(Sample)

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

Objective:

To improve engagement with families in communities (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 building, as appropriate.

Corrective Support Plan Template

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

Objective:

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

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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



Educator Evaluation and Support Plan





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Vision

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

The Purpose of this Model Guide

The Connecticut (CT) Model Evaluation and Support 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. Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) can adopt the CT Model Plan, adapt the CT Model Plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

- introduce key components of the educator evaluation framework and the requirements set forth in the regulations;
- outline specific action steps, forms, and tools from the CT Model Evaluation and Support Plan specific to the evaluation of educators; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

Guiding Principles

The transformational design of the educator evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance educator practice and student learning, growth, and achievement.

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

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Standards and Criteria for Educators

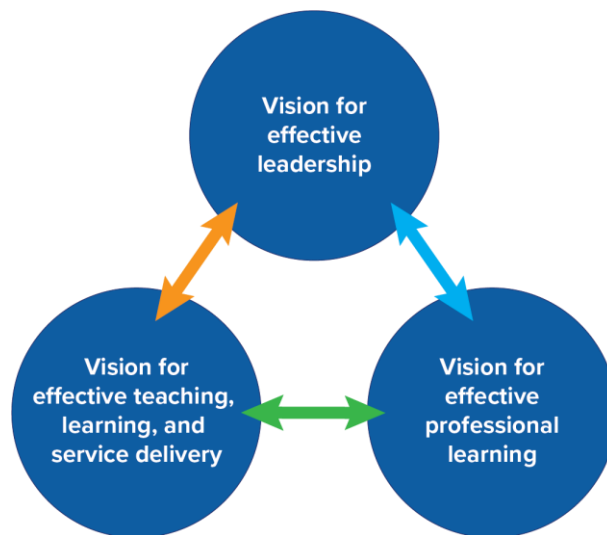
The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the 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, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Educator

1. [CCT Rubric for Effective Teaching 2017](#)
2. [CCT Rubric for Effective Service Delivery 2017](#)
3. [Learning Forward's Professional Learning Standards \(2022\)](#)
4. [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.

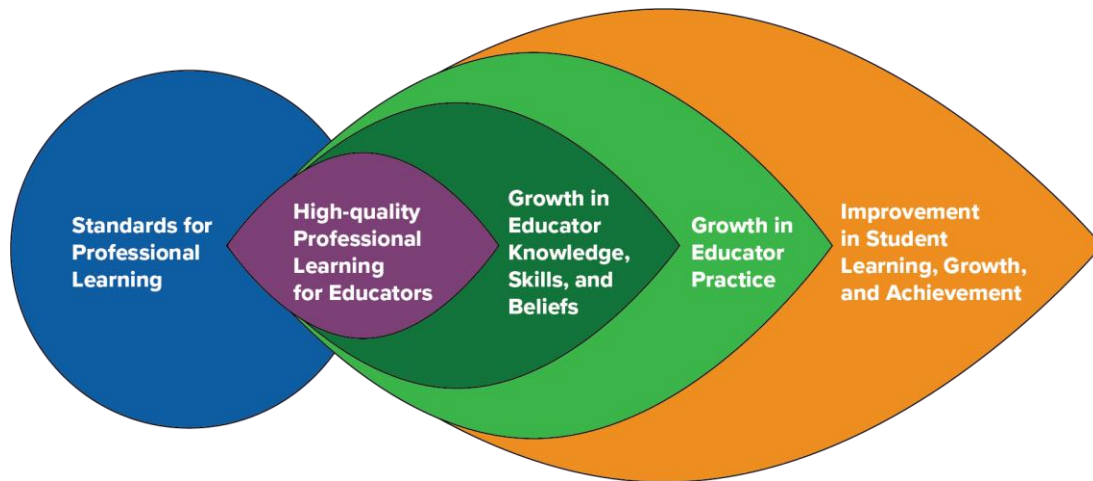


The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

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

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



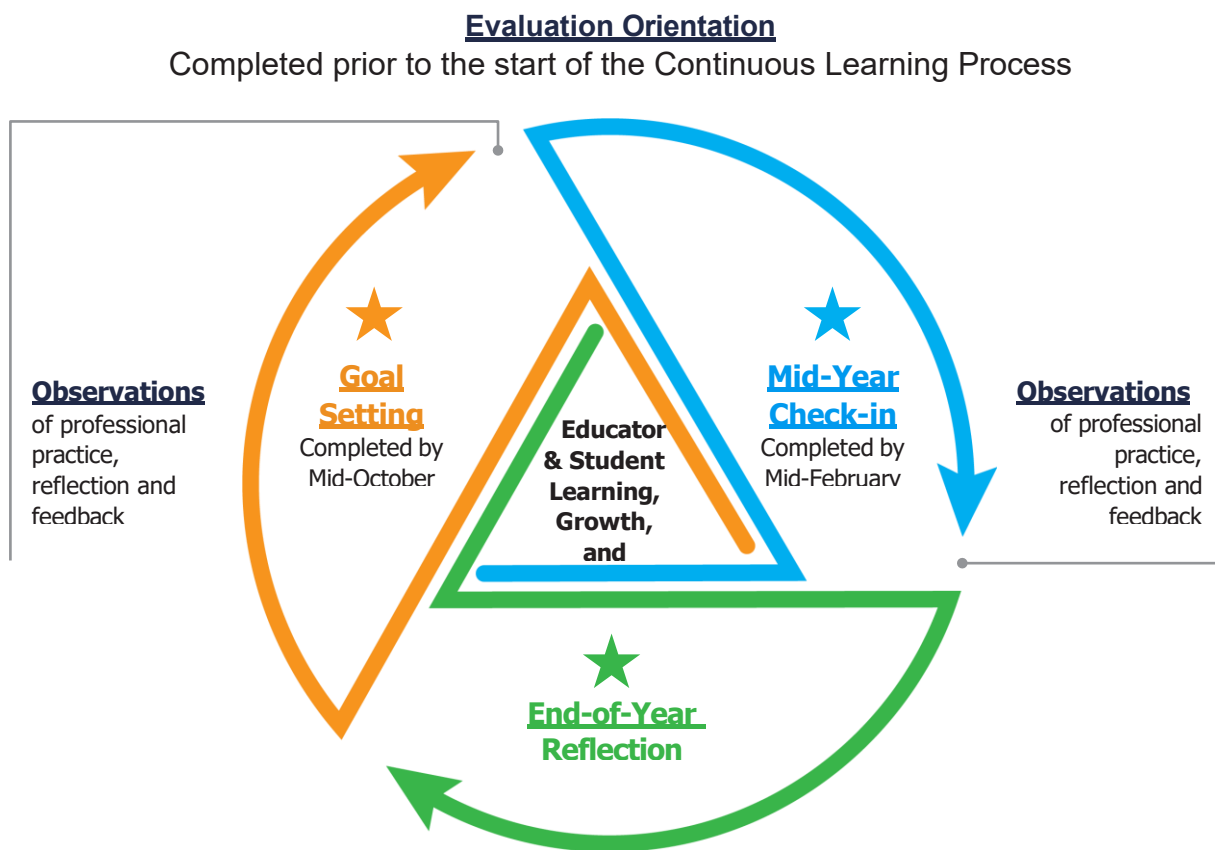
Connecticut Common Core of Teaching

The Connecticut Common Core of Teaching (CCT) — Foundational Skills (1999), revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. State law and regulations link the CCT to various professional requirements that span a teacher's career, including preparation, induction and teacher evaluation and support. These teaching standards identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach. The standards articulate the knowledge, skills and qualities that Connecticut teachers need to prepare students to meet 21st-century challenges to succeed in college, career and life. The philosophy behind the CCT is that teaching requires more than simply demonstrating a certain set of technical skills. These competencies have long been established as the standards expected of all Connecticut teachers.

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

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 relevant rubrics.

Educator Continuous Learning Process



Goal Setting

Completed by October 30

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in

Completed by Mid-February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by May 30

End-of-Year Reflection and Feedback Process

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 30. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

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

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

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment ([see appendix K](#)).

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

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

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

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

End-of-Year Reflection/Summative Review (Completed by May 30)

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

All forms for documentation are hyperlinked within the graphic of the continuous learning process with further detail for each step.

Professional Practice and Educator Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback ([see appendix J](#)).

Observation of Professional Practice and Feedback

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

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

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent and reciprocal

Definition of Cohorts

Cohort 1

Who:

- New to profession (first two years)
- New to LEA (first two years)

What:

- Two observations of Professional Practice (minimum 30 minutes in length) with at least one with pre and post meetings and another formal in-classroom
 - One observation of professional practice may be substituted for a review of practice
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Cohort 2

Who:

- Educators who have successfully completed Cohort 1 in their current LEA

What:

- Two reviews of practice with one being Observations of Professional Practice (minimum 20 minutes in length) with post-meetings and one formal observation
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Growth Criteria

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

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps.

[\(See appendix K\)](#)

Tiered Support

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

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

Tier 1

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

Tier 2

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

Tier 3

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

Corrective Support Plan

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

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

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

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

[See appendix P](#) for a Corrective Support Plan form and example.

Dispute Resolution

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

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

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality through- out the resolution process shall be conducted in accordance with the law.

Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the Executive Director and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

**In the instance that a district is too small to have a full PDEC from which to select three individuals, the Executive Director and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district.*

b. Option 2:

The educator being evaluated requests that the Executive Director solely arbitrate the issue in dispute. In this case, the Executive Director will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the Executive Director. The Executive Director will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11 \(b\) \(3\)](#), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
N/A	• Classroom Teacher • Instructional Coach • School Psychologist	• Principal • Assistant Principal • Special Education Director • Student Supports Coordinator

The duties of PDECs shall include, but are not limited to:

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

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

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

Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop resources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN along with CAS and feedback from districts. You are encouraged to reach out for technical assistance and professional support during the transition to this new framework.

Appendices — Educator: **Information and Resources to Support Effective Implementation**

Appendix I: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix J: Definition of Cohorts – Educator

Definition of Cohorts

Cohort 1

Who:

- New to profession (first two years)
- New to LEA (first two years)

What:

- Two observations of Professional Practice (minimum 30 minutes in length) with at least one with pre and post meetings and another formal in-classroom
 - One observation of professional practice may be substituted for a review of practice
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Cohort 2

Who:

- Educators who have successfully completed Cohort 1 in their current LEA

What:

- Two reviews of practice with one being Observations of Professional Practice (minimum 20 minutes in length) with post-meetings and one formal observation
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

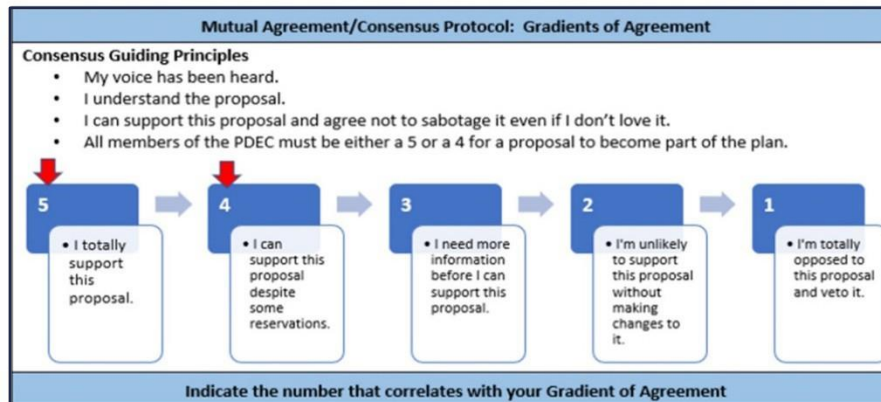
Appendix K: Growth Criteria and Sources of Evidence – Educator

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice (45%) • Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. Impact on Students (25%) • 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. The educator can provide multiple levels of growth indicators to support their student learning objective. Impact on Engagement (30%) • Educator can demonstrate how they positively impacted the school culture and climate using evidence of engagement with all stakeholders inside and outside the school building. the educator can provide multiple sources of evidence to support the school's goals for engagement with staff, students, and families.	• Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s) • Educator learning logs/impact on practice reflection • Educator created learning materials • Evidence from Observation of Educator Practice • Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator and/or student self-reflection • Student learning artifacts • Mastery-based demonstrations of achievement • Observational evidence of students' words, actions, interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, other assessments • School survey results • Other artifacts/sources

Appendix L: General Glossary – Educator

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



From *Consensus decision making*. Seeds for Change. (n.d.).

<https://www.seedsforchange.org.uk/consensus>

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

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

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

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

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

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

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

Quality Feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one’s experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

From Killion, J. (2019). *The feedback process: Transforming Feedback for Professional Learning*. Learning Forward.

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

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

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

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

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

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

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

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

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

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

professional learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also [appendix M, Glossary of Professional Learning Opportunities](#).

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

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

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

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

tiered support:

Tier 1

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

Tier 2

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

Tier 3

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

Appendix M: Glossary of Professional Learning Opportunities – Educator

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix N: Continuous Learning Process – Educator

Evaluation Orientation

Orientation to Educator Evaluation was completed on:

Date

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

Download these forms:



[Educator Goal-Setting Form](#)



[Educator Observation Form](#)



[Educator Mid-Year Check-In Form](#)



[Educator End-of-Year Self-Reflection Form](#)



[Educator End-of-Year Conference Form](#)

Educator Information

 [Download this form](#)

Name:		Location:	
Select One: Cohort 1 <i>*New to Profession (first two years) or New to LEA (first two years)</i> Cohort 2 <i>*Educators who have successfully completed Cohort 1</i>	Select One: - Individual goal - Collaborative goal <i>Decided upon mutual agreement.</i>	Select One: 1-year goal <i>Decided upon mutual agreement.</i>	Select One: - CCT Teacher Rubric - CCT Service Delivery Rubric

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Beginning-of-the-Year Goals and Planning	
Self-Reflection <i>Completed by Educator</i> See Sample Reflection Questions	
Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. See Examples of Evidence Types	
Goal, Rationale, Alignment and Professional Learning Plan <i>Completed by Educator</i>	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal.	
What evidence of leader learning, educator 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? <i>See professional learning and action questions to guide your plan.</i>	
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)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	
Goal Setting Conference <i>Completed by Evaluator (By November 1)</i> <u>Date</u>	
Notes:	Supports Required/Suggested - Tier 1 - Tier 2 (Link to Examples of Supports) - Tier 3 (Link to Examples of Supports)


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Planned Observation of Professional Practice

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

[Observation of Professional Practice #1 - Required](#)

[Additional Observation of Professional Practice](#)

Midyear Check-in: Reflection, Adjustment(s), and Next Steps

Completed by Educator

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

[See Sample Reflection Questions](#) and [Professional Learning and Action Questions](#)

What has been your progress to date on your professional learning and how do you know?

Self-Reflection:

Links to Evidence:

Midyear Conference

Completed by Evaluator (by March 1)

Date

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

[Observation of Professional Practice #2 - Required](#)

[Additional Observation of Professional Practice](#)



Teacher Self-Reflection with Data Indicators

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

Electronically submit to the evaluator three (3) days before final conference.

Name: Click or tap here to enter text.

Location: ISAAC MIDDLE SCHOOL

PART 1: Goals

To be completed by teacher

Review of academic goals: For each of the academic goals, please describe your progress relative to the indicators of academic growth. Please provide data to support your answers.

Goal One: _____
(Place goal above)

To what extent did you meet the established targets on your indicator of academic growth?
(Did most students meet the indicators within a few points on either side of the target?)

What actions did you take that contributed to the student progress?
(What, if anything, got in the way? What most contributed to the results?)

Evaluator Notes:

PART 2: Student Feedback: Whole School or Teacher Level

Whole School Student Learning Goal

(For whole school student feedback, this section would be completed by the evaluator. For classroom level, this section would be completed by the teacher.)

Met the Student Feedback Whole School goal of maintaining 85% or above for 5 of the 8 categories from the Spring 2026 survey report.

At ISAAC, I generally feel safe.	
People who are like me feel accepted at ISAAC.	
This school sets high standards for academic performance.	
At ISAAC, I know who to go to if I need social or emotional help.	
At ISAAC, my teachers provide feedback that supports my academic performance.	
The school has a clear vision about the skills and knowledge I need to be successful.	
I am taught to respect the views of others even when they disagree with me.	
I feel comfortable going to at least one adult at ISAAC for academic or socio-emotional support.	

(This section to be completed by the teacher. Please provide data to support your answers)

What did you do to contribute to these results?

What might be done differently?

Where should we go next?

PART 3: Parent Feedback Goal

(For whole school parent feedback, this section would be completed by the evaluator. For classroom level, this section would be completed by the teacher.)

Met the Parent Feedback Whole School goal of maintaining 85% or above in 7 out of 10 categories from the Spring 2026 survey report.

This school encourages me to be a partner in my child's education.	
ISAAC sets high standards for my child's academic performance.	
My child generally feels safe at ISAAC.	
I know who to go to at ISAAC if my child needs academic help.	
I know who to go to at ISAAC if my child needs social or emotional help.	
The school has a clear vision of the life skills and knowledge that my child needs to be successful.	
My child generally feels valued at ISAAC.	
Teachers provide my child with useful and timely feedback on their performance.	
If I had a concern with school safety, I would be comfortable notifying administration.	
I often receive communication from the school, whether in person, by phone, by email, or in some other way.	

(This section to be completed by teacher. Please provide data to support your answer.)

What did you do to contribute to these results?

What might be done differently?

Where should we go next?

PART 4: Staff Feedback Goal

(For whole school parent feedback, this section would be completed by the evaluator. For classroom level, this section would be completed by the teacher.)

Met the Staff Feedback Whole School goal of maintaining 85% or above in 7 out of 10 categories from the Spring 2026 survey report.

The culture and emotional climate of the school is positive and supportive.	
I feel like I am part of a school community.	
I feel my contributions are valued and important.	
I feel comfortable going to at least one member of the administrative team if I have a problem.	
I generally feel respected by students.	
I trust that another staff member will support me in time of need inside and outside of school.	
I feel that at least one member of the administrative team is willing to make changes for the better of the school culture and climate.	
I trust that at least one member of the administrative team will support me in time of need inside and outside of school.	

(This section to be completed by teacher. Please provide data to support your answer.)

What did you do to contribute to these results?

What might be done differently?

Where should we go next?

PART 5: Teacher Performance & Practice Goal

Domain 1: Classroom Environment, Student Engagement and Continuous Learning

What have been your greatest successes in Domain 1?

Your greatest challenges?

Domain 2: Planning for Active Learning

What have been your greatest successes in Domain 2?

Your greatest challenges?

Domain 3: Instruction for Active Learning

What have been your greatest successes in Domain 3?

Your greatest challenges?

Domain 4: Professional Responsibilities and Teacher Leadership

What have been your greatest successes in Domain 4?

Your greatest challenges?



ISAAC Educator Evaluation and Support Model

End-of-Year Conference <i>Completed by Evaluator (by June 1)</i>		
Name: Click or tap here to enter text.		Location: ISAAC MIDDLE SCHOOL
Summative Feedback & Growth Criteria <i>Completed by Evaluator</i>		
Summative Feedback	DOMAIN 1:	
	DOMAIN 2:	
	DOMAIN 3:	
Development of new learning & impact on practice related to goal	DOMAIN 4:	
Impact on student learning, growth, and achievement	FEEDBACK GOALS:	
Successful Completion of the Evaluative Cycle	☐ Yes	☐ No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> ☐ Not applicable ☐ Tier 2 ☐ Tier 3	If Tier 2 and/or Tier 3, please specify strategies: Click or tap here to enter text.	
Educator Signature: Click or tap here to enter text.		
Date: Click or tap to enter a date.		
Evaluator Signature: Click or tap here to enter text.		
Date: Click or tap to enter a date.		

Appendix O: Observation Forms – Educator

 [Download this form](#)

Educator Evaluation Observation #1 – Required		
Name:		Time/Location:
Grade/Role:		Discipline/Focus:
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional)		
Pre-Observation <i>Completed by the Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	Upload and provide hyperlink here	
Pre-Conference Notes including the identified competency focus for the observation		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Leader</i>		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	Insert competencies	


[Download this form](#)

Educator Evaluation Observation #2 – Required		
Name:		Location:
Grade/Role:		Discipline/Focus:
- Cohort 1 (Pre-/Post-Conference Required) - Cohort 2 (Post-Conference Required) - Additional Observation of Professional Practice (Pre-/Post-Conference Optional)		
Pre-Observation <i>Completed by Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	Upload and provide hyperlink here	
Pre-Conference Notes including the identified competency focus for the observation		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Leader</i>		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	Insert competencies	


[Download this form](#)

Educator Evaluation Observation #3		
Name:		Location:
Grade/Role:		Discipline/Focus:
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional)		
Pre-Observation/Visit <i>Completed by Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	Upload and provide hyperlink here	
Pre-Conference Notes including the identified competency focus for the observation		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	Insert competencies	


[Download this form](#)

Educator Evaluation Observation #4		
Name:		Location:
Grade/Role:		Discipline/Focus:
- Cohort 1 (Pre-/Post-Conference Required) - Cohort 2 (Post-Conference Required) - Additional Observation of Professional Practice (Pre-/Post-Conference Optional)		
Pre-Observation <i>Completed by Leader (as needed/required)</i>		
Lesson Plan/Meeting Plan	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes including the identified competency focus for the observation		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	<i>Insert competencies</i>	

Appendix P: Sample Corrective Support Plan – Educator

(Sample)

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

Objective:

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

(Suggested) Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

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

Objective:

To improve _____

(Indicate specific standard in your objective language)

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

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CONNECTICUT STATE
DEPARTMENT OF EDUCATION

[TO BE PLACED ON SCHOOL LETTERHEAD]

RE: LETTER OF AGENCY

I hereby authorize **E-RATE ONLINE, LLC** ("Agent") and its staff to submit FCC Form 470, FCC Form 471, and other E-Rate forms to the Schools and Libraries Division of the Universal Service Administrative Company on behalf of **Interdistrict School of Arts & Communication (ISAAC)**. **E-RATE ONLINE, LLC** is further authorized to represent **Interdistrict School of Arts & Communication (ISAAC)** in all communications with our service providers regarding all matters pertaining to E-Rate application and approved funds. They may receive copies of invoices and other billing-related information and also provide or receive any other information required for processing E-Rate reimbursements or discounts.

I understand that, by signing this Letter of Agency, I make the following certifications:

- A. I certify that all schools in our district meet the statutory definition of elementary and/or secondary schools as described in the No Child Left Behind Act of 2001, 20 U.S.C. §§ 7801(18) and (38), that do not operate as for-profit businesses and do not have endowments exceeding \$50 million.
- B. I certify that **Interdistrict School of Arts & Communication (ISAAC)** has complied with all program rules and I acknowledge that failure to do so may result in denial of discount funding and/or cancellation of funding commitments.
- C. I certify that all relevant certifications listed on all applicable FCC E-Rate Forms (listed below) apply, or will apply to **Interdistrict School of Arts & Communication (ISAAC)** at the time of filing. If at any point one or more of the certifications no longer apply, I will notify **E-RATE ONLINE, LLC** immediately.
- D. I certify that I and **E-RATE ONLINE, LLC** will retain all documents necessary to demonstrate compliance with the statute and Commission rules regarding the application for, receipt of, and delivery of services to receiving schools and libraries discounts for a period of at least ten years after the last day of service delivered. If audited, I will make such records available to the Administrator. I acknowledge that I may be audited pursuant to participation in the schools and libraries program.
- E. I certify that I am authorized to order supported services for the eligible entities covered by this Letter of Agency. I certify that I am authorized to make this request on behalf of the eligible entities covered by this Letter of Agency, that I have examined this Letter, that all of the information on this Letter is true and correct to the best of my knowledge, that the entities that will be receiving discounted services under this Letter pursuant to this application have complied with the terms, conditions and purposes of the program, that no kickbacks were paid to anyone and that false statements on this form can be punished by fine or forfeiture under the Communications Act, 47 U.S.C. §§ 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. § 1001 and civil violations of the False Claims Act.
- F. This Letter of Agency shall become effective immediately and will expire upon revocation or termination of the agency or the end of FY 2030 (June 30, 2031), whichever is earlier.
- G. I certify that I am authorized to sign this Letter of Agency and, to the best of my knowledge, information, and belief, all information provided to **E-RATE ONLINE, LLC** for E-Rate submission is true.

Name of Entity: Interdistrict School of Arts & Communication (ISAAC) Signature: .



Date: June 1, 2026

Name: Dr. Nicholas J. Spera

Title: Executive Director

Please check ☒ I confirm that I have read all applicable certifications listed on all applicable FCC E-Rate Forms, provided by **E-RATE ONLINE, LLC**.

Form 470:

- I certify that this FCC Form 470 and any applicable RFP will be available for review by potential bidders for at least 28 days before considering all bids received and selecting a service provider. I certify that all bids submitted will be carefully considered and the bid selected will be for the most cost-effective service or equipment offering, with price being the primary factor, and will be the most cost-effective means of meeting educational needs and technology goals.
- I certify that I have reviewed all applicable FCC, state, and local procurement/competitive bidding requirements and that I have complied with them. I acknowledge that persons willfully making false statements on this form may be punished by fine or forfeiture, under the Communications Act, 47 U.S.C. §§ 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. § 1001.
- I acknowledge that FCC rules provide that persons who have been convicted of criminal violations or held civilly liable for certain acts arising from their participation in the schools and libraries support mechanism are subject to suspension and debarment from the program.
- I acknowledge that support under this support mechanism is conditional upon the school(s) and/or library(ies) I represent securing access, separately or through this program, to all of the resources, including computers, training, software, internal connections, maintenance, and electrical capacity necessary to use the services purchased effectively. I recognize that some of the aforementioned resources are not eligible for support. I certify that I have considered what financial resources should be available to cover these costs. I certify that I am authorized to procure eligible services for the eligible entity(ies). I certify that I am authorized to submit this request on behalf of the eligible entity(ies) listed on this form, that I have examined this request, and to the best of my knowledge, information, and belief, all statements of fact contained herein are true.

Form 471:

- I certify that the entity I represent, or the entities listed on this application have secured access, separately or through this program, to all of the resources, including computers, training, software, internal connections, maintenance, and electrical capacity, necessary to use the services purchased effectively. I recognize that some of the aforementioned resources are not eligible for support. I certify that the entities I represent or the entities listed on this application have secured access to all of the resources to pay the discounted charges for eligible services from funds to which access has been secured in the current funding year. I certify that the Billed Entity will pay the non-discount portion of the cost of the goods and services to the service provider(s).
- I certify an FCC Form 470 was posted and that any related RFP was made available for at least 28 days before considering all bids received and selecting a service provider. I certify that all bids submitted were carefully considered and the most cost-effective service offering was selected, with price being the primary factor considered, and is the most cost-effective means of meeting educational needs and technology goals.
- I certify that the entity responsible for selecting the service provider(s) has reviewed all applicable FCC, state, and local procurement/competitive bidding requirements and that the entity or entities listed on this application have complied with them.
- I certify that the services the applicant purchases at discounts provided by 47 U.S.C. § 254 will be used primarily for educational purposes, see 47 C.F.R. § 54.500 and will not be sold, resold or transferred in consideration for money or any other thing of value, except as permitted by the Commission's rules at 47

C.F.R. § 54.513. Additionally, I certify that the entity or entities listed on this application have not received anything of value or a promise of anything of value, as prohibited by the Commission's rules at 47 C.F.R. § 54.503(d), other than services and equipment sought by means of this form, from the service provider, or any representative or agent thereof or any consultant in connection with this request for services.

- I certify that I and the entity(ies) I represent have complied with all program rules and I acknowledge that failure to do so may result in denial of discount funding and/or cancellation of funding commitments. There are signed contracts or other legally binding agreements covering all of the services listed on this FCC Form 471 except for those services provided under non-contracted tariffed or month-to-month arrangements. I acknowledge that failure to comply with program rules could result in civil or criminal prosecution by the appropriate law enforcement authorities.
- I acknowledge that the discount level used for shared services is conditional, for future years, upon ensuring that the most disadvantaged schools and libraries that are treated as sharing in the service, receive an appropriate share of benefits from those services.
- I certify that I am authorized to order telecommunications and other supported services for the eligible entity(ies) listed on this application. I certify that I am authorized to submit this request on behalf of the eligible entity(ies) listed on this application, that I have examined this request, that all of the information on this form is true and correct to the best of my knowledge, that the entities that are receiving discounts pursuant to this application have complied with the terms, conditions and purposes of the program, that no kickbacks were paid to anyone and that false statements on this form can be punished by fine or forfeiture under the Communications Act, 47 U.S.C. §§ 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. § 1001 and civil violations of the False Claims Act.
- I acknowledge that FCC rules provide that persons who have been convicted of criminal violations or held civilly liable for certain acts arising from their participation in the schools and libraries support mechanism are subject to suspension and debarment from the program. I will institute reasonable measures to be informed, and will notify USAC should I be informed or become aware that I or any of the entities listed on this application, or any person associated in any way with my entity and/or the entities listed on this application, is convicted of a criminal violation or held civilly liable for acts arising from their participation in the schools and libraries support mechanism.
- I certify that if any of the Funding Requests on this FCC Form 471 are for discounts for products or services that contain both eligible and ineligible components, that I have allocated the eligible and ineligible components as required by the Commission's rules at 47 C.F.R. § 54.504.

Form 486:

- I certify that the services listed on this FCC Form 486 have been, are planned to be, or are being provided to all or some of the eligible entities identified in the FCC Form 471 application(s) cited above. I certify that there are signed contracts covering all of the services listed on this FCC Form 486 except for those services provided under tariff or on a month-to-month basis. I certify that I am authorized to submit this receipt of service confirmation on behalf of the above-named Billed Entity; that I have examined this request; and that, to the best of my knowledge, information, and belief, all statements of fact contained herein are true.
- I understand that the discount level used for shared services is conditional, for future years, upon ensuring that the most disadvantaged schools and libraries that are treated as sharing in the services receive an appropriate share of benefits from those services. I recognize that I may be audited pursuant to this application and will retain for at least ten years (or whatever retention period is required by the rules in effect at the time of this certification) after the latter of the last day of the applicable funding year or the service

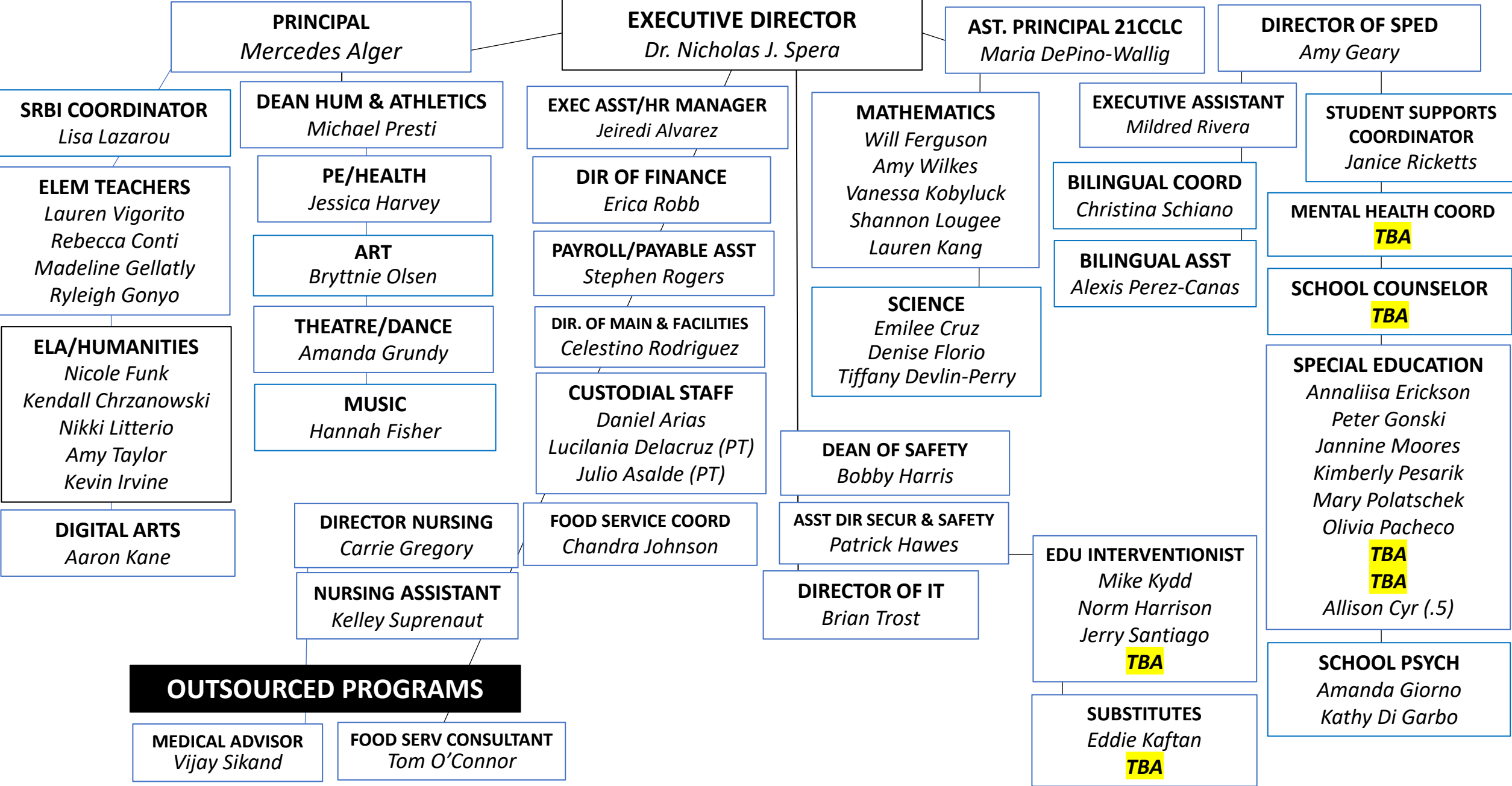
delivery deadline for the funding request any and all records, including FCC Forms 479 where required, and, if audited, will make such records available to the Administrator.

- I certify that as of the date of the start of discounted services: a. the recipient(s) of service represented in the Funding Request Number(s) on this FCC Form 486 has (have) complied with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l).

Form 472:

- The discount amounts listed in this Billed Entity Applicant Reimbursement Form represent charges for eligible services and/or equipment delivered to and used by eligible schools, libraries, or consortia of those entities for educational purposes, on or after the service start date reported on the associated FCC Form 486.
- The discount amounts listed in this Billed Entity Applicant Reimbursement Form were already billed by the Service Provider and paid for by the Billed Entity Applicant on behalf of eligible schools, libraries, and consortia of those entities.
- The discount amounts listed in this Billed Entity Applicant Reimbursement Form are for eligible services and/or equipment approved by the Fund Administrator pursuant to a Funding Commitment Decision Letter (FCDL).
- I certify that, in addition to the foregoing, this Billed Entity Applicant is in compliance with the rules and orders governing the schools and libraries universal service support program, and I acknowledge that failure to be in compliance and remain in compliance with those rules and orders may result in the denial of discount funding and/or cancellation of funding commitments. I acknowledge that failure to comply with the rules and orders governing the schools and libraries universal service support program could result in civil or criminal prosecution by law enforcement authorities.

ISAC BOARD OF DIRECTORS



ISAAC TECHNOLOGY & CAPITAL EXPENSES

		FY25-26	FY24-25
Funding Source	Description	May 26	May 25
731 · Furniture			
ESSER II/Per Pupil	Classroom addition	-	-
GSCT/CSP	4th & 5th Gr Furniture	111,794	156,331
Per Pupil/SpecEd	Other misc furniture	2,110	10,547
		113,904	166,878
735 · Tech Computers/Equipment			
GSCT/CSP	4th & 5th Gr Tech Equip	46,244	27,077
Tech grants	Chromebooks, security items	13,070	28,879
Per Pupil/SpecEd	Network items/devices	23,053	23,930
		82,367	79,886
739 · Other Equipment (incl vans)			
GSCT/CSP	Vehicles (2 vans - 4th/5th)	-	185,341
GSCT/CSP	Fishtanks/Touch tank (4th/5th)	-	33,133
GSCT/CSP	Other equipment (4th/5th)	-	4,299
Per Pupil/Food Svc/Other	Misc equipment	14,970	5,396
		14,970	228,169
900 · Capital Expenses			
Per Pupil	Capital Repair (Plumbing/elevator/HVAC)	35,600	37,898
Per Pupil	Building Projects: Offices/Classrooms/Carpet	26,580	25,728
Per Pupil	Construction project - per pupil portion	9,686	373,285
		71,866	436,911
73x · Tech expenses (supplies, repairs, software)			
		49,789	64,516
	TOTAL	332,896	976,360

CSP	(248,143) decr
CONSTR	(363,599) decr
ALL OTHER	(31,722) decr
	(643,464) decr in current yr

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION

as of Jun 1, 2026

Statement of Activities (Profit & Loss)

May 31, 2026

	Current Yr		Prior Yr	%	approved Nov 2025 BUDGET	%
	May 26		May 25	% Change	25-26 Full Year	% of Budget
TOTAL REVENUES <i>[CSP = \$245K vs \$307K]</i>	6,543,956		6,507,224	0.6%	6,906,526	94.8%
SALARIES	3,812,976		3,521,744	8.3%	4,672,913	81.6%
FRINGE BENEFITS	15.8% 603,996	15.9%	559,104	8.0%	700,467	86.2%
TOTAL SALARIES + FRINGE BENEFITS	4,416,972		4,080,848	8.2%	5,373,380	82.2%
<i>Employee Costs as % of Revenue</i>	<i>67.5%</i>		<i>62.7%</i>		<i>77.8%</i>	
PROFESSIONAL SERVICES	105,847		182,370	-42.0%	160,013	66.1%
FACILITIES COSTS	184,195		174,597	5.5%	224,917	81.9%
GENERAL OPERATING COSTS incl ins/mktg	103,232		126,172	-18.2%	114,567	90.1%
SUPPLIES <i>(incl Food Svc) [CSP]</i>	374,262		313,867	19.2%	452,425	82.7%
TECHNOLOGY & CAPITAL EXPENSES <i>[CSP]</i>	332,896		976,357	-65.9%	339,826	98.0%
OTHER EXPENSES	28,053		26,290	6.7%	31,039	90.4%
UNANTICIPATED EXPENSE / CONTINGENCY	-		-	0.0%	100,000	0.0%
DEBT SERVICE (PRINCIPAL & INTEREST)	221,040		181,077	22.1%	257,520	85.8%
TOTAL EXPENDITURES	5,766,496		6,061,577	-4.9%	7,053,687	81.8%
NET ORDINARY INCOME (before Carryforward)	777,460		445,646		(147,161)	
OTHER INCOME: PRIOR YEAR CARRY-FORWARD	147,161		156,767		147,161	100.0%
NET SURPLUS/(DEFICIT)	924,621		602,414		-	