Bloomfield Public Schools

2026-2027

Teacher Evaluation Handbook



Bloomfield Public Schools PDEC Committee Members:

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*Committee membership is subject to change for the 2026-2027 school year pending district review. The names listed above reflect current employees and/or specific positions that were held by past committee members.

District Vision Statement

The Bloomfield Public Schools will be a high-performing district with an expectation of competitive academic achievement, a positive climate of inclusion and a culture of meaningful parent and community engagement.

Educator Evaluation and Support Vision Statement

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.

It is the intention of the Bloomfield Schools that the District Plan inform annual School Plans, and that School Plans inform educator goals.

It is critical to the success of our mission that all segments of the community work together to achieve:

A supportive environment characterized by:	A rigorous program characterized by:	Adequate resources characterized by:
▪ Mutual respect ▪ Respect for the value of learning ▪ High motivation ▪ Disciplined behaviors ▪ Timely and adequate communication ▪ Student participation and involvement ▪ Parent participation and involvement ▪ Staff support and involvement ▪ Community support and involvement ▪ Positive attitudes	▪ Comprehensive balanced curriculum aligned with State Standards ▪ High expectations, achievement and performance ▪ Mastery of skills and concepts ▪ Effective instruction	▪ Appropriate funding ▪ Appropriate staffing ▪ Appropriate facilities, equipment, technology and materials ▪ Competent knowledgeable staff ▪ Efficient allocation of available resources ▪ Responsive leadership ▪ Effective utilization of staff expertise

Educator Evaluation and Support Plan Philosophy Statement

The purposes of the teacher evaluation program are to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the district's goals of academic excellence. All Bloomfield teachers are expected to demonstrate mastery of teaching standards and student growth.

It is expected that the system will provide appropriate assistance to help teachers maintain the district's standard of excellence as well as to encourage innovation and professional growth.

The outcome of the evaluation process is that Bloomfield teachers will continuously strive to refine the skill and art of teaching in order to stimulate their professional growth and the growth of all students.

Goals of the Bloomfield Teacher Evaluation System

1. To improve student learning.
2. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.
3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.
4. To provide a means for the evaluator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, granting of increment/salary increases and other personnel related responsibilities.

Responsibilities

All Educators have a shared responsibility to…

- To grow professionally;
- To share their knowledge with one another through various methods of data collection and collaborative work;
- To evolve as reflective practitioners; and
- To contribute in a positive manner to the culture and climate of the total school community.

The primary responsibility of the staff member shall be successful performance in meeting the foundational skills and competencies as delineated in the Connecticut Common Core of Teaching. The teacher must be knowledgeable about these evaluation standards and criteria. To improve student learning, the staff member will actively participate in the evaluation process by:

- Acknowledging the need for professional growth and self-improvement
- Developing objectives and a professional growth plan that leads to more skillful teaching
- Engaging in reflection and self-evaluation
- Seeking assistance and advice whenever necessary

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. A glossary of terms has been provided to support review and understanding of this plan (Appendix D).

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.

BPS PDEC Implementation Support and Review

The PDEC, which is composed of elementary, middle, and high school teachers, Student Support Services building and central office administrators, non-certified staff, and a representative of the Bloomfield Education Association is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan. The Bloomfield Public Schools PDEC meets at least 4 times each year to review and revise the plan. A general sketch of these meetings is provided below.

Date(s)	PDEC Meeting	Focus Areas (Agenda)
September	Prep Meeting (1 hour) & PDEC Meeting 1 (up to 3 hour meeting)	**Overview of Year and Commitments** **Review/Discuss:** • Goal Setting Process • Success/Challenges • PL Successes/Challenges
November	PDEC Meeting 2 (up to 3 hour meeting)	**Review/Discuss:** • Feedback Successes/Challenges • PL Successes/Challenges • Tiered Supports Successes/Challenges
February	PDEC Meeting 3 (up to 3 hour meeting)	**Review/Discuss:** • PL Successes/Challenges
May	PDEC Meeting 4 (up to 3 hour meeting)	**Review/Discuss:** • Feedback Successes/Challenges • PL Successes/Challenges

Through these meetings, PDEC will review the implementation of the plan to assure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan supporting potential updates and improvements each year.

The PDEC will be responsible for recommending modifications to the plan to assure that it meets its stated purposes and the professional development needs of all certified personnel of the Bloomfield Public Schools.

Professional Learning is integral to the success of educator growth and development. Building the skills and knowledge of all adults is the core of our Theory of Action. The Teacher Evaluation System utilizes real time data to link Professional Development to Evaluation Level. The system provides the data to pinpoint both skill and knowledge competence, as well as the areas of need. With frequent mini-observations and immediate feedback, evaluators quickly identify areas for professional development for each staff member. After participating in targeted professional learning, teachers are held accountable for new learning through subsequent observations and feedback.

The digital system tracks all teacher Professional Development by school, tenure, content area, and certification. The Bloomfield Public Schools offers teachers numerous and varied opportunities for career growth in teacher-leadership aligned to the priorities of the District Accountability Plan and the Teacher Evaluation System.

Standards and Criteria

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Standards are used to lay the foundation of meaningful growth in continuous learning cycles.

Just as with our use of student standards, educator and leader performance standards provide a framework to the performance, practice, and ongoing learning expected within quality education practice. Standards become a guide to the improvement of teaching and leadership skills, allow all within the educational community to recognize and reinforce educational excellence, to help educators determine the impact practice has on students, and to plan ongoing professional learning in service to educators.

Educators can then learn to “use comprehensive frameworks throughout the school year to collect data related to their teaching, reflect on their practice, and identify specific instructional strategies they can work on to improve their repertoire of skills (Mielke & Frontier, 2012, p. 10). This drives a teacher’s ability to accurately perceive effectiveness related to teaching and learning, increasing self-efficacy.” (Tepper and Flynn, 2019, p. 26)

BPS uses the following professional practice standards and rubrics for Teachers:

- *BPS Teacher Performance Standards* in alignment with the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017

- Service delivery professionals (i.e., speech pathologists, content specialists, counselors, and psychologists) may use the CCT Rubric for Effective Service Delivery 2017.

- Teacher Leader Model Standards (2008) The purpose of these standards—like all model standards—is to stimulate dialogue among stakeholders of the teaching profession about what constitutes the knowledge, skills, and competencies that teachers need to assume leadership roles in their schools, districts, and the profession.

Professional Learning Standards and Structures

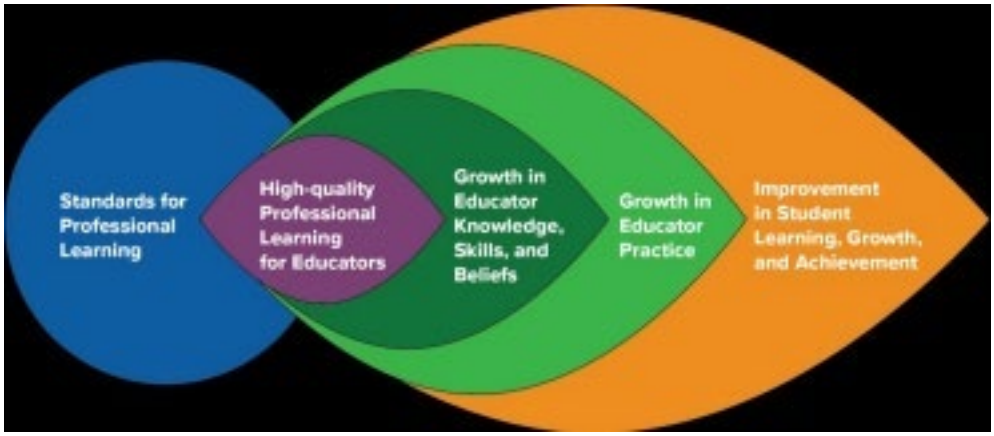
Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional 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 provides 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.



Cycles of Continuous Improvement

We create cycles of learning every day, every month, and throughout the year for our students and we, as professionals, should seek the same for ourselves. As adults, we bear even greater responsibility to ensure our own learning will lead to the outcomes we seek for students. What we know about cognitive load theory and chunking plays an active role in the process of designing cycles that allow educators to engage with information in smaller, meaningful segments. If we create cycles, teachers take on bite-sized

new learning that can be applied, assessed, and replicated or refined. Below is a graphic outlining each step of the cycle to assist educators and evaluators through the process.

Educator Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



*Please note: Dates in the graphic above may change annually. Please see the chart below for specific dates during the 2026-2027 school year

Goal Setting Completed by October 30, 2026	Mid-year Check-in Completed by February 12, 2027	End-of-Year Reflection Completed by April 9, 2027 (Non-Tenured) or June 4, 2027 (Tenured)
Beginning of the Year Goal(s) and Planning • Self-reflect • Review evidence **Goal(s), Rationale, Alignment, and Professional Learning Plan** • Draft goal(s), rationale, alignment, professional learning plan **Goal Setting Conference** • Mutually agree on 1-, 2-, or 3-year goal(s) • Determine individual or group goal(s) • Mutually agree on professional learning needs and support	**Mid-Year Check-in: Reflection, Adjustments, and Next Steps** • Review & 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 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 educator evaluation and support process shall take place prior to the start of the process, no later than October 15. 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 October 30):

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 F). Please note, observations may begin prior to the Goal Setting process being completed.

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 February 12)

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 those revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

End-of-Year Reflection/Summative Review (Completed by April 9 (Non-Tenured) / June 4 (Tenured)

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 available in the appendix, with further detail for each step.

All BPS educators will be assigned an evaluator that holds a 092 or 093 to support implementation of the BPS improvement cycle. As educators engage in an annual cycle of improvement, they will engage in core activities that are intended to provide a supportive relationship for learning and growth with their supervisor. All educators will be responsible for completing a Goal Setting Meeting, a Mid-Year Meeting, and an End-of-Year Meeting with their supervisor. Guidance for each of these has been provided in the next section.

The Evaluation Timeline that follows provides an overview of the suggested timeline associated with that support, outlining the responsibilities of both the educator and the supervisor while also providing aligned resources to support those actions.

While the timeline is designed to ensure a progression of feedback is provided to support the educator in attainment of their stated goals, Evaluators and educators may determine that feedback is needed at different times in the year, allowing for flexibility in when observations occur. As long as the overall required number of observations/reviews of practice occur within the annual cycle, the timeline can be adjusted.

Example of a Year-Long Evaluation Timeline			
Timeline	**Non-Tenured**	**Tenured**	**Resources**
September	Determine Goals Observations	Determine Goals	School Plan of Excellence, Data
October	Goal Setting Conference	Goal Setting Conference	Goal Setting Form
October **December**	At least 2 Mini Observations	At least 1 Mini Observation	Link to Observation Form
January	Mid-Year Review Meeting	Mid-Year Review Meeting	Mid-Year Meeting Form
February - May	At least 2 Mini Observations	At least 2 Mini Observations	Link to Observation Form
May - June	End-of Year Review	End-of Year Review	End-of Year Form

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 four years) • New to LEA (first two years) **What**: A minimum of 4 observations: • Three observations of Professional Practice (up to 30 minutes) with pre and post meetings. ✓ 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:** A minimum of 3 observations • Two reviews of practice with one being observations of Professional Practice (up to 20 minutes) with post meetings. ✓ One observation of professional practice may be substituted for a review of practice • Verbal and written feedback within 72 hours • 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 C)

Goal Setting

Open, honest, collaborative discussions about student performance in relation to organizational (district, region, school) goals is essential. Dialogue through the professional growth process begins with self-reflection and self-assessment about impact of professional learning and educator practice on student growth, and identification of next steps. It is imperative that all educators who are working with students, regardless of roles, can see themselves in the achievement goals of the organization. Additionally, the formation of individual goals that align to improvement needs for the school and district ensures the goals being set by staff will be collectively supported. This can encourage greater community building and responsibility, and, ultimately, if systems are in place, cultivate collective efficacy (Hattie, 2012). Educator

Professional Goals will be written using specific objectives based on individual classes and students. Goals are aligned to the School Plans of Excellence and established between the Educator and the Administrator per mutual agreement in accordance with the designated timelines. Sample questions to support self-reflection and establishment of goals is provided in Appendix A.

Professional Goal Guidelines

Goals are aligned to the School Plan of Excellence and established between the Teacher and the assigned evaluator per mutual agreement in accordance with the designated timelines. A professional growth goal must have at least two associated measures of accomplishment and will allow educators the opportunity to identify specific standards of practice that will support goal attainment. Measures of accomplishment (or indicators of educator growth) are ways the teacher can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections.

Teachers with an initial educator certificate are required to set one professional growth goal each year, and, if required to complete TEAM, are encouraged to align their goal with one of the TEAM modules. Teachers may also set collaborative goals if this is mutually agreed to.

Experienced teachers with provisional or professional certification are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.

Staff members write specific objectives based on individual classes and students a measured by assessments in or out of the classroom.

Goals will be based on a teacher's discipline and student growth as measured by an assessment appropriate for the teacher's discipline.

Use Common Core State Standards and Teaching Strategies GOLD Objectives for Early Learning and Development to support your Student Learning Objectives.

A midyear conference will be held in January to review and/or revise goals if needed.

While forms will be organized and completed within an online platform, PDEC has provided a template showing the core elements of the goal setting process HERE. Additional details on forms can be found in Appendix F.

Sample Goals and Measures of Accomplishment /Indicators of Growth

Below are examples of professional goals, along with various evidence of progress indicators. Please note, this is not an all-encompassing list.

<table>
<tr><th colspan="2">Action Plan:

• State the actions you will take and when you will take them
• Your focus area may be aligned with standards, TEAM, Portrait of a Graduate, department, school, district goals</th><th>Evidence of Progress:

• Mutually agreed upon specific measures that demonstrate the impact of your goal on students and/or the school community
• Two measures required</th></tr>
<tr><td>• Produce
• Analyze
• Create
• Develop/design
• Enhance
• Refine
• Implement
• Incorporate
• Investigate
• Learn how to
• Study
• Modify
• Differentiate</td><td>• Cognitive development
Effectiveness of
• academic interventions
• Social emotional learning
• Performance assessments
Interdisciplinary content
• Analysis of data to guide
• differentiation
• Student engagement strategies
• Culturally responsive pedagogy
• Student autonomy and agency
• Behavioral interventions
• Family engagement
• Play based learning
• Classroom routines and transitions</td><td>• Sample of lesson plans
• Student achievement data
• Review of artifacts
• Sample of student work
• Performance assessments
• Reflection journal
• Facilitation of professional learning session
• Unit design
• Student reflections
• Reflection on peer observation
• Parent engagement newsletters
• Book talks, concert, art show, PPT meeting</td></tr>
</table>

Mid-Year Review

The Mid-Year Review is a formative check-in between the educator and evaluator.

- It provides an opportunity to discuss the progress the educator has made toward professional goal attainment through the action plan.
- Action step progress notes serve as documentation that will be the basis of the check-in.
- Educators will complete the action step progress notes throughout the cycle, reflect on the impact of action steps, and consider revising the action plan as needed.

End-of-Year Summative Review

The End-of-Year Review is a summative analysis of professional growth that has occurred throughout the year related to the educator's goals and the selected standards associated with the goal. Educators and Evaluators will again discuss progress the educator has made toward professional learning goal attainment. Educators will reflect on the impact and effectiveness of the goal plan using the measures described in the goal setting process e.g. both formative and summative student assessment data, artifacts. etc. The analysis may be documented in bullet points with references to student performance. The end-of-year reflection provides an opportunity for educators to summarize how their conclusions and questions will, in turn, inform draft action plans for the next growth cycle and perhaps develop a goal focus in the following school year.

Feedback for Growth

Findings from the research showing the positive impact of teacher feedback from systems implemented over the past decade are not at all surprising. Given what we know about the effect size related to teacher feedback (.74) and the impact of feedback on teacher efficacy and schoolwide collective efficacy (1.39) * evaluation models and systems that shift their focus and attention on ensuring effective feedback over designs emphasizing accountability not only have a greater chance for impact but directly address the findings identified in most studies.

In order to ensure effective feedback is provided to all BPS educators in support of their continuous learning and growth, Evaluators will engage throughout the year in providing feedback to support implementation of the expected standards and criteria for teaching and learning and support for student success. Observation forms within the BPS Evaluation platform will allow the evaluator to record and share feedback with the educator based on the related standards and criteria.

Mini Observation Guidelines

- ✓ At least one observation will include a review of practice (non-traditional teaching time) Example: Data Team, Concert, etc.
- ✓ Unless agreed upon; a maximum of one observation should be conducted in a work week.
- ✓ An observation should not occur until after the previous post-observation meeting has been held.
- ✓ Non-tenured classroom teachers must have a minimum of 4 classroom observations and tenured classroom teachers must have a minimum of 3 classroom observations.
- ✓ All observations should be conducted by the teachers' evaluating supervisor(s) unless the teacher and Human Resources has been notified in writing.
- ✓ Observations will not be conducted during confidential sessions with students. Observations by the administrator that are not disruptive to the fundamental support relationship in service to students are permitted.
- ✓ Observation cut-off dates are determined by the PDEC at the beginning of each school year.
- ✓ Teachers in year one or two will have a pre-conference before each of the first two mini observations. Teachers in year 3 or more do not require pre-conferences, but can request.

Mini Observation Process

1. Evaluators observe the non-tenured teacher for up to 30 minutes, the tenured teacher for up to 30 minutes, and record feedback using the observation app or website on their mobile device.
2. In preparation for pre-conferences, as required, educators must upload a copy of the lesson/observation plan at least 24 hours prior to the scheduled pre-conference meeting. With lesson/ observation plans accessible, the pre-conference will be framed by the following prompts: What do you want students to learn? How will you know if they learned it? How will you respond if they don't learn it? How will you extend learning for those who are already proficient?
3. Post-conference discussions will be framed using the following prompts: Based on your lesson/ observation plan: What worked and how do you know? What didn't work and how do you know? Based on evidence, what have you learned about your practices and learners? How will you apply that learning in the future?
4. Evaluators must submit feedback within 24 hours of the observation, aiming to submit feedback the same day.
5. Administrative Assistant schedules a post-observation conference no later than 72 hours after the observation. *If the administrator is out of the district for this period of time, the face-to-face feedback must be completed within two school days of the return to the district.*

Guidelines for Non-Classroom Teachers

While observations of practice can be supportive of non-classroom teachers if their role requires direct interaction with students, these will commonly occur outside of a traditional classroom setting. Evaluators will work with non-classroom teachers to define supportive interactions that will allow for feedback in alignment with their role and responsibility. This may include a greater focus on reviews of artifacts that support understanding of performance related to stated standards and criteria.

Guidelines for Paraeducators

Paraeducators (paraprofessionals) should also have the opportunity to experience feedback that directly supports their understanding of impact on their students which also may not always be best represented through an observation in a classroom. Evaluators will work with ParaPro to define supportive interactions that will allow for feedback in alignment with their role and responsibility. Again, this may include a greater focus on reviews of artifacts that support understanding of performance related to stated standards and criteria. Currently, the district has the capacity to utilize the Vector platform for the annual evaluation of our paraprofessionals. During the 26-27 school year, supervisors of our paraprofessionals will be encouraged to utilize the Vector platform when completing these evaluations. As modifications are made to the ways we evaluate these important roles, adjustments will be made in Vector.

As BPS commits to supporting educators through feedback and recognizes the need to support individuals within the context of their roles and responsibilities, evaluators and educators will work collaboratively to reflect upon and examine practice through multiple modalities. Leveraging these modalities, feedback consisting of multiple and varied quantitative and qualitative indicators of professional growth will be provided to all educators. The table that follows provides examples of various ways in which evaluators and educators can organize evidence of practice and generate supportive ongoing feedback.

Examples of Modalities

Observation	Artifact Review	Collegial Conversations
Observations of… • instructional practice • team meetings • case reviews • coaching/mentoring • other educators • collaboration with • colleagues • crisis response • consultation with parents • other facilitated meetings (504s, PPTs) • professional learning • planning meetings • data team meetings • PLCs (or similar)	**Review of…** • lesson/unit plans • student assessments (all types) • student work • student data • running records (e.g. student assessment, parent calls, etc.) • teacher reflections • feedback reflections • other logistical records (attendance, extracurricular, assigned duties, etc.)	**Discussions during…** • goal setting meetings • office hours • planning meetings • data team meetings • PLCs (or similar)

Modifications for Leaves or Part-Time Employment

FTE Modifications

The district will modify the number of observations for a teacher based on their Full Time Equivalence (FTE). For example, if a teacher is a .6 FTE then their observations will be calculated at 0.6 the # of required observations

Leave Modifications

The district may modify the number of observations for a teacher who is out on approved leave. For example, if a teacher is on a six week leave then their observations will be calculated at # of required observations times # of days worked / 186. Teachers who take leave and return before the end of the year will be reported as non-evaluated.

Tiered Supports

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 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.

Prior to the start of a corrective action plan and upon immediate recognition of the need for additional support, evaluators and educators can consider various strategies across a tiered support model to ensure all efforts have been made to provide support and guidance in meeting performance expectations.

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.

The Tiered Support (**Table 2**) provides an overview of various strategies that can be used to ensure educators have access to professional growth opportunities in addition to those being universally applied within the school.

Table 2: Tiered Support Strategies

Scaffolds	**Description**	**Strategies** (Including but not limited to):
Tier 1 (All)	• Typical cycles of professional learning are provided to all members of staff. • Adequate time and support for student performance review • Feedback in alignment with school, collective, and/or individual goals	• Workshops, • webinars, Modeling Dialogue/mentoring • Supervisor observation & feedback
Tier 2 Supports	Tier 1 supports plus: • Additional, more frequent interactions that provide guidance and support to targeted needs • Revisions to the goal/action plan that are suggested by the supervisor, mutually agreed upon to the extent possible	Tier 1 supports plus: • Templates for planning and implementation aligned to the educator's role • Additional or revised action steps as a result of educator/supervisor discussion • Coaching specific to an area of identified needed growth
Tier 3 Supports	Tier 1 & 2 support plus: • Concentrated support that prepares for corrective action planning by determining core areas of need, have clearly articulated area(s) of focus, duration of time, and criteria for success	Tier 1 & 2 supports plus: • Regular, scheduled meetings with educator, evaluator, and identified collaborative support

	• Possible additional revisions to the action plan that are suggested by the supervisor AND • Support from a designated, mutually agreed upon colleague who will serve as additional support in the action plan to meet the desired professional growth goal • Developed in consultation with the supervisor, educator, and their exclusive bargaining representative	• Required professional Learning • Collaborative scheduling • Coaching specific to an area of identified needed growth • Specific, time-bound goals and supports

Corrective Action Process

In any given year, an educator might require more support than can be provided through the regular cycles of growth and improvement described in the previous sections, and, given evidence of additional needs, might be placed on a corrective action plan. While the form will be completed in the BPS educator evaluation platform, a template is provided HERE. In almost all cases all three tiers of support should be implemented prior to the development and implementation 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 educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

It is important to note that there may be circumstances that require movement to a corrective action plan without implementation of all three tiers of support. Disregarding codes of conduct, significant issues with student performance, or concerns related to student safety may warrant the immediate implementation of a corrective action plans. Regardless of the situation, the educator's exclusive bargaining representative should be involved in meetings to determine the corrective action plan.

Corrective Action Expectations

- An improvement objective will be formed. This should target specific standards and criteria in alignment with areas of growth for that objective.
- A timeline for improvement will be established (45-60 days recommended)
- Additional resources, especially human resources such as coaches, peers in like-role, etc be added in support.
- Strategies and interventions along with who will provide the support will be established.
- Specific written feedback will be given to teacher
- Feedback meetings will be held 24 hours after observations to be scheduled ahead of time
- Corrective Action plans should be developed in consultation with the teachers and his/her exclusive bargaining representative

- This plan will follow the guidelines which can be changed if mutually agreed upon by all parties
- All forms will be on the TEVAL site and are available in the Appendix

Dispute and Conflict 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 five 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.

Option 1:

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

dispute and to identify any actions to be taken moving forward.

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

Option 2:

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

Time Limits

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

All disputes arising from the evaluation process shall be referred to the Grievance Process as outlined in bargaining unit contract language. Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective.

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

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

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

Other School Personnel	Educator	Leader
• Attendance coordinator • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant Superintendent • Curriculum coordinator • Talent development supervisor

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

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

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

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

Training Component and Calibration

Evaluators and educators will be trained in the facilitation of the new Teacher Evaluation Professional Development system prior to the start of each school year. All training material will be readily accessible on the district website. The district has invested in a Career Development & Evaluation Specialist scheduled to begin at the start in August of 2026. This new role will assist in monitoring and improving our systems of support and evaluation.

Evaluation system calibration is ongoing throughout the school year via professional development workshops and 1-on-1 meetings with the central office. Administrators receive ongoing calibration professional development with all training documents and presentations readily accessible on the district evaluation website. A bank of exemplary lessons and goals are found in the library of documents for administrators to calibrate their use of the system.

Additionally, administrators will work together viewing the same lessons to calibrate observation and feedback approaches.

Local and State Reporting

The superintendent shall report:

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

For purposes of this section, the term "educator" 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.

Leader Evaluation and Support Plan

District Vision Statement

The Bloomfield Public Schools will be a high-performing district with an expectation of competitive academic achievement, a positive climate of inclusion and a culture of meaningful parent and community engagement.

Educator Evaluation and Support Vision Statement

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.

It is the intention of the Bloomfield Schools that the District Plan inform annual School Plans, and that School Plans inform educator goals.

It is critical to the success of our mission that all segments of the community work together to achieve:

A supportive environment characterized by:	A rigorous program characterized by:	Adequate resources characterized by:
• Mutual respect • Respect for the value of learning • High motivation • Disciplined behaviors • Timely and adequate communication • Student participation and involvement • Parent participation and involvement • Staff support and involvement • Community support and involvement • Positive attitudes	• Comprehensive balanced curriculum aligned with State Standards • High expectations, achievement and performance • Mastery of skills and concepts • Effective instruction	• Appropriate funding • Appropriate staffing • Appropriate facilities, equipment, technology and materials • Competent knowledgeable staff • Efficient allocation of available resources • Responsive leadership • Effective utilization of staff expertise

Philosophy Statement

The purposes of the teacher evaluation program are to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the district's goals of academic excellence. All Bloomfield teachers are expected to demonstrate mastery of teaching standards and student growth.

It is expected that the system will provide appropriate assistance to help teachers maintain the district's standard of excellence as well as to encourage innovation and professional growth.

The outcome of the evaluation process is that Bloomfield teachers will continuously strive to refine the skill and art of teaching in order to stimulate their professional growth and the growth of all students.

Goals of the Bloomfield Educator Evaluation System

1. To improve student learning.
2. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.
3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.
4. To provide a means for the evaluator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, granting of increment/salary increases and other personnel related responsibilities.

Responsibilities

All Educators have a shared responsibility to…

- grow professionally;
- share their knowledge with one another through various methods of data collection and collaborative work;
- evolve as reflective practitioners; and
- contribute in a positive manner to the culture and climate of the total school community.

The primary responsibility of the staff member shall be successful performance in meeting the

foundational skills and competencies as delineated in the Connecticut Common Core of Teaching. The teacher must be knowledgeable about these evaluation standards and criteria.

To improve student learning, the staff member will actively participate in the evaluation process by:

- Acknowledging the need for professional growth and self-improvement
- Developing objectives and a professional growth plan that leads to more skillful teaching Engaging in reflection and self-evaluation
- Seeking assistance and advice whenever necessary

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. A glossary of terms has been provided to support review and understanding of this plan (Appendix D).

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. Common Core of Leading
3. 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



*Please note: Dates in the graphic above may change annually. Please see the chart below for specific dates during the 2026-2027 school year

Goal Setting Completed by October 15, 2026	Mid-year Check-in Completed by March 1, 2027	End-of-Year Reflection Completed by June 30, 2027
Beginning of the Year Goal(s) and Planning • Self-reflect • Review evidence **Goal(s), Rationale, Alignment, and Professional Learning Plan** • Draft goal(s), rationale, alignment, professional learning plan **Goal Setting Conference** • Mutually agree on 1-, 2-, or 3-year goal(s) • Determine individual or group goal(s) • Mutually agree on professional learning needs and support	**Mid-Year Check-in: Reflection, Adjustments, and Next Steps** • Review & 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 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 15. The orientation shall include:

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

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

Goal(s) Setting (Completed by November 1)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning. Sample questions to support self-reflection and establishment of goals is provided in Appendix A. Goals and corresponding support are consistent with leader professional status (see Appendix B). Goals should always be aligned to the school plan, and connected to standards recommended by the PDEC and approved by the board of education.

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

The leader will:

- Self-assess using the identified rubric and past student performance
- Design school plans that address areas of growth and development
- Identify a high leverage goal(s) that impact(s) leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

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

Midyear Check-in (Completed by March 1):

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

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

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

current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

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

Professional Practice and Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback

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

- Supervisors submit feedback **within 24 hours of the observation**
- If needed. An Administrative Assistant will schedule a post-observation conference no later than 72 hours after the observation. *If the administrator is out of the district for this period of time, the face to-face feedback must be completed within two school days of the return to the district.*

"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 F - Tiered Support Documentation Form).

Tiered Support (**Table 2**) provides an overview of various strategies that can be used to ensure educators have access to professional growth opportunities in addition to those being universally applied within the school.

Table 2: Tiered Support

Scaffolds	Description	Strategies (including but not limited to):
Tier 1 (All)	• Typical cycles of professional learning are provided to all leaders. • School-based and collaborative time and support for student performance review Feedback in alignment with school, collective, and/or individual goals	• Workshops, webinars, Modeling • Dialogue/mentoring • Supervisor observation & feedback
Tier 2 Supports*	Tier 1 supports plus: • Additional, more frequent interactions that provide guidance and support to targeted needs • Revisions to the goal/action plan that are suggested by the supervisor, mutually agreed upon to the extent possible	Tier 1 supports plus: • Templates for planning and implementation of School Excellence Plans • Additional or revised action steps as a result of educator/supervisor discussion • Coaching specific to an area of identified needed growth
Tier 3 Supports*	Tier 1 & 2 support plus: • Concentrated support that prepares for corrective action planning by determining core areas of need, have clearly articulated area(s) of focus, duration of time, and criteria for success • Possible additional revisions to the action plan that are suggested by the supervisor AND • Support from a designated, mutually agreed upon colleague who will serve as additional support in the action plan to meet the desired professional growth goal • Developed in consultation with the supervisor, educator, and their exclusive bargaining representative	Tier 1 & 2 supports plus: • Regular, scheduled • meetings with educator, • evaluator, and identified collaborative support • Required professional learning Collaborative scheduling • Coaching specific to an area of identified needed growth • Specific, time-bound goals and supports

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. While the form will be completed in the BPS evaluation platform, a template is provided HERE. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan (See Appendix F for more detail). 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. Additionally, the corrective action plan will cohere with the BPS Staff Handbook.

The Corrective Support Plan must contain:

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

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

Dispute Resolution

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

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

Option 1:

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

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

Option 2:

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

Time Limits

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.

1. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
2. 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.
3. 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
• Attendance coordinator Paraeducator (required) Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor Assistant superintendent • Curriculum coordinator • Talent development 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:

- the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
- 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

Self-Reflection Sample Questions

Designed to support the development of your goals

The following sample questions are designed to support your reflection on the coherence between your school plan and individual evaluation criteria.

- 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 your practice and its impact on organizational wellbeing? 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 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?

Designed to support formative and summative reflection

The following sample questions are designed to support your continuous and summative analysis of your goal attainment.

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

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

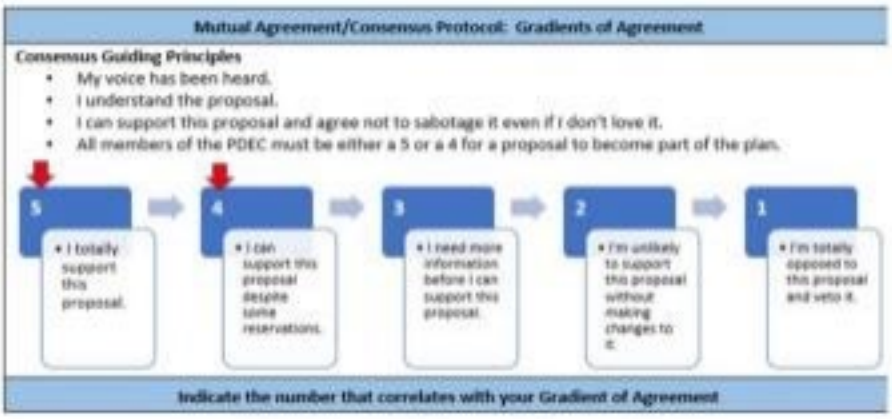
Appendix C: Growth Criteria and Sources of Evidence

Leader Growth Criteria & Evidence	
Growth Criteria **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.	**Possible Sources of Evidence** ● 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

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

Appendix 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 Action 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 Action Plan with indicators of success for transitioning out of it. The Corrective Action/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 Action / 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 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.*

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).

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.

mini-observations: A mini-observation observation is a structured and planned process of watching, assessing, and evaluating an educator's or leader's practice/performance. This requires feedback be provided within 24 hours and post-conference no later than 72 hours following the observation.

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 rubric: A rubric that describes 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: Professional Learning Opportunities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F: Forms

Leader Forms

- FIX THIS SECTION

Educator Forms

- FIX THIS SECTION

Resources

CSDE Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 (CT GUIDELINES 2023)

CSDE Connecticut Leader and Educator Evaluation and Support Plans 2024. Retrieved: https://portal.ct.gov/-/media/sde/evaluation-and support/ctleadereducatorevalsupportplan2024.pdf

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