



**BRISTOL LEADER AND EDUCATOR
EVALUATION AND SUPPORT PLANS
2024-2025**

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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 are selected as delegates for administrators, teachers, paraeducators, and other school personnel.

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

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

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

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

Local and State Reporting

The superintendent shall report:

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

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

BRISTOL LEADER PROFESSIONAL LEARNING AND GROWTH PLAN

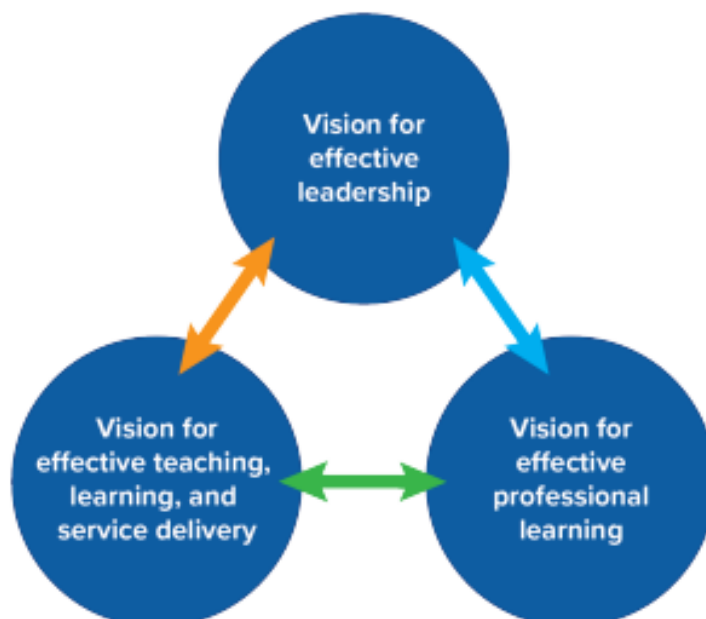
Leader

1. [Professional Standards for School Leaders \(PSEL\)](#)
2. [Learning Forward's Professional Learning Standards \(2022\)](#)

Bristol will be following the CSDE Evaluation and Support Plan for Leaders, as written.

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

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

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



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

Leader Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



Goal Setting

Completed by November 1

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

Completed by March 1

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

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

Mid-Year Conference

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

End-of-Year Reflection

Completed by June 30

End-of-Year Reflection and Feedback Process

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

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

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

Orientation

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 and support that is consistent with their professional status and goals (see appendix B). Goals should always be connected to standards recommended by the PDEC and approved by the local 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.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

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

Midyear Check-in (Completed by March 1):

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

End-of-Year Reflection/Summative Review (Completed by 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 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	
<p><u>Cohort 1</u></p> <p>Who:</p> <ul style="list-style-type: none"> • New to leadership role (e.g., principal from assistant principal etc.; first three years) • New to LEA (first three years) <p>What:</p> <ul style="list-style-type: none"> • 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 	<p><u>Cohort 2</u></p> <p>Who:</p> <ul style="list-style-type: none"> • Leaders who have successfully completed Cohort 1 in their current LEA <p>What:</p> <ul style="list-style-type: none"> • 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

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.

Corrective Support Plan

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

The Corrective Support Plan must contain:

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

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision. *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. 12 Connecticut Leader Evaluation and Support Plan 2024

b. Option 2:

The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date

of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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

BRISTOL EDUCATOR PROFESSIONAL LEARNING AND GROWTH PLAN

Theory of Action and Evaluation Plan Development

In our evaluation system, we believe that creating a holistic professional development environment will drive continuous improvement in teaching practices. We plan to achieve this by designing observations that authentically reflect teaching experiences, offering educators diverse and timely feedback, and fostering ongoing reflection and self-assessment. We aim to align individual goals with district initiatives and standards. This alignment, along with identifying various measures of student growth and promoting collaboration, establishes a continuum of practice. Through a structured support system and clearly defined stages, our theory of action anticipates enhanced professional growth, ultimately leading to more effective teaching and improved student outcomes.

Stakeholder feedback provided these design considerations:

- Includes formal and informal observations that capture authentic practice
- Provide educators with timely, meaningful feedback through multiple forms
- Schedule opportunities for formal and informal feedback from administrators and peers
- Recognize student growth and achievement in a variety of ways
- Create pathways for teachers to meet goals consistently over time
- Encourage ongoing reflection
- Provide tools and opportunities to self-assess and reflect
- Align goals with district goals
- Align educator practice standards with appropriate national standards
- Encourage ongoing collaboration between educator and evaluator
- Define tiered support

Goals for the Revised Evaluation System

- Recognize a continuum of practice and support for educator growth
- Align professional learning system and individual educator goal-setting with district goals
- Design a structured support system with clearly defined stages

- Recognize that feedback, support, and professional learning will be varied based on conditions such as changes in curriculum, grade level, courses, schools, etc.
- Design observation/feedback/learning process that authentically reflects teaching experiences
- Provide educators with diverse and timely feedback
- Foster on-going reflection and self-assessment
- Promote collaboration as part of the learning process
- Focus on continued growth over the achievement of a level

2024-2025 SUMMARY OF CHANGES TO THE EVALUATION SYSTEM	
Same	Different
CCT	CCT plus North Stars* *In future development, linked to pertinent national standards for non-classroom teachers
Multiple stages set by tenure	Flexible stages (Exploration, Elaboration, Extension coming in 25-26)
Evaluation is a process scheduled for a one-year cycle	Evaluation process can develop across multiple years
Observations with Ratings of Practice	Observations with Single Point competency (met/unmet)
Student Learning Goals Aligned to District Goals	Student Learning Goals tied to District Goals AND Vision of the Graduate
Minimum of three observations for Non-Tenured Teachers	Minimum of three observations for teachers in Exploration 1 unannounced, 2 announced per year
Minimum of two observations for Tenured Teachers	Minimum of two announced observations for teachers in Elaboration
Value of Peer Collaboration	Two peer observations are required in Elaboration Collaboration required for professional learning around standard high-quality practice for the school
	Continuous Improvement recognized through conferencing, revision to portfolio, revision to professional learning plans
Conferencing about student and professional learning goals at the beginning, middle of the	Conferencing about student and professional learning goals at the beginning, middle of the

year, and end of year	year, and end of year with a portfolio review (Exploration)
Professional Learning Goals	Professional Learning goals tailored by stage, which can be linked to the professional learning opportunities within the year
Protraxx	Google* For Year 1-Classroom Teachers Only Year 2-Planned transition for all other educators

Summary of Phase-In Plan for Educator Evaluation Plan		
2024-2025	2025-2026	2026-2027
<p>Observation Process Identify professional practice standards to be used for educators not covered under the CCT (ex social workers, school psychologists, instructional coaches, etc)</p> <p>Supporting Professional Learning List recommended professional learning resources (online videos, readings, texts) for teams developing schematics</p> <p>List recommended professional learning resources (online videos, readings, texts) connected to Vision of the Graduate, Bristol High-Quality Instruction (North Stars), and District/School Goals</p> <p>Continuous Improvement Process Collect feedback on Professional Learning and Growth Plan from teachers and administrators. Reflect on feedback and make adjustments.</p> <p>Collect examples and non-examples of Portfolio Components for the Exploration Stage.</p> <p>Identify staff members who meet the characteristics. Invite them to a work group to develop the</p>	<p>Observation Process Develop on-demand Orientations to Vision of the Graduate, Bristol High-Quality Instruction (North Stars)</p> <p>Supporting Professional Learning Develop on-demand or in-person PL modules for North Stars 1, 2, and 3</p> <p>Develop School-wide Playbook and link to District-wide Playbook</p> <p>List recommended professional learning resources (online videos, readings, texts) for teams developing schematics</p> <p>Continuous Improvement Process Name characteristics of staff who are ready for the Extension phase</p>	<p>Signifies on-going revision and continued improvement based on stakeholder feedback. Specific actions have not yet been identified.</p>

Extension phase. Develop Professional Learning Goals, Success Criteria, and Required Evidence of the Extension phase Technology Transition all educators into Google system		
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Evaluation Timeline			
Evaluation Event	Completion Date	Exploration	Elaboration
Professional Learning	August/Beginning of Year	X	X
BOY Conference	October 15		X
First Observation (unannounced) Complete	October 15	X	
BOY Conference	November 1	X	
Unannounced Observations	September to December	X	X
Professional Learning	September to December	X	X
Announced Observation-1	December 1	X	X
MOY Conference	February 1	X	
End-of-Term Conference	Mid-February		X
Announced Observation 2	April 1	X	x
Unannounced Observations	January to May	X	X
Professional Learning	February to May	X	X
Complete Announced Observations (SY total of 3)	May 1		X
EOY Conference	Last Day of School	X	X

Blue fields indicate conferencing, grey fields indicate observations, white fields indicate PL



Figure 1



Figure 2

Figure 1: Stages of support in this plan are fluid. Over time teachers should expect to morph in and out of the stages.

Figure 2: Each of the stages of support in the Bristol teacher evaluation system is designed to include both teacher-directed learning and administrative support (gray portion of each bar). The amount of administrative support is adapted as the teacher receives in accordance with the stage of support.

Exploration Stage

The initial stage of our professional growth and assessment initiative is "Exploration." During this stage, the primary aim is to cultivate a comprehensive understanding of Bristol's definition of High-Quality Instruction, encapsulated in its North Stars framework, which is firmly rooted in the foundational principles of the Common Core of Teaching. Additionally, educators are tasked with grasping and effectively instructing toward the pivotal objectives within the curriculum, aligning goals with the overarching objectives of the state, district, and school. Through this process, educators will gain insight into how curriculum design and instructional methodologies contribute to the realization of our vision for graduates within Bristol Public Schools.

Professional Learning Goals of the Exploration Stage (Summarized)

Knowledge	Skills
<ul style="list-style-type: none"> ● Bristol's Vision of the Graduate (VOG) ● Alignment of the VOG to Curriculum ● State, District and School Goals ● Growth and Achievement Data ● Bristol's Definition of High-Quality Instruction/North Stars ● CT Common Core of Teaching (CCT) ● Assessment practices ● Continuous Improvement Cycle 	<ul style="list-style-type: none"> ● Plan lessons using the district curriculum incorporating high-quality instructional practices ● Use high-quality instructional practices to positively impact student learning ● Reflect on student learning, curricular decisions, and instructional practice ● Seek professional learning to continue to improve practice ● Collaborate with colleagues around student learning and practice ● Communicate with students and their families about their learning ● Set, monitor, and respond to student learning goals

Characteristics of Educators within the Exploration Stage of the Professional Development and Evaluation System:

- Educators new to Bristol Public Schools

OR, May also be

- Educators who are new to a grade-level/course/role
- Educators who will be using new core resources for the first time
- Educators who along with their supervisor choose this plan for more guidance and support, for which elements of the stage could be tailored and targeted.

Support in this stage is characterized by:

- More guidance in developing student and professional learning goals
- More frequent observations and feedback
- A more structured professional learning plan
- Greater coaching support

Key Assessments of Professional Growth and Development:

- Observation (minimum of 3 per year)
- Formative Review of Practice through conferencing
- Self-reflection and assessment
- Summative portfolio

Goal-setting and Review

At the beginning of the exploration stage, administrators will conduct an unannounced observation by October 15th. This observation is intended to help inform the goal-setting process.

Beginning of the year conference: Teachers and administrators will collaboratively develop a professional learning goal and learning progression based on the observation, professional development opportunities, coaching, alignment to TEAM learning goals, and teacher input. Teachers will also set goals for student learning based on benchmarks for the marking periods.

Middle of the Year: Progress toward accomplishing goals will be reviewed. Portfolio will be reviewed. Goals and learning plan may be adjusted.

End of the Year: Progress toward accomplishing goals will be reviewed. Portfolio will be reviewed. Team will develop an initial plan for the following year.


Bristol Workplace Standards

At the time of each conference, the administrator will review the workplace standards and will indicate any workplace standards not being met. Feedback and evidence will be shared minimally at the conference. A plan for responding to any unmet expectation will be noted within the goal-setting document and will be reviewed at the next conference.

Observations

Within this stage, there will be one unannounced observation prior to October 15th. Once goals have been set, there will be at least two announced observations focused on the North Star and areas identified within the CT Common Core of Teaching identified within the goal and learning plan each year. Unannounced observations will be conducted throughout this stage to provide additional support and feedback. All observations will be a minimum of fifteen minutes with feedback, written or verbal, provided within five days. All observations must ultimately be summarized in writing following any verbal feedback.

Key Components of the Exploration Stage:

1. BRISTOL'S PRACTICES OF HIGH-QUALITY INSTRUCTION-NORTH STARS		
Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Strategically plan for instruction, demonstrating knowledge and skill of each North Stars and the CT Common Core of Teaching (2010)	<p>Incorporate expectations and strategies to support students' social and personal development into lesson planning. (NS1)</p> <p>Craft strong learning targets and success criteria that are aligned to tasks that generate student thinking toward the target and success criteria. (NS2)</p> <p>Plan for the varied use of instructional strategies that vary the learning tempo and provide opportunities for students to think deeply and participate actively. (NS3)</p> <p>Plan ways for students to connect their learning with the understandings of one another or new content through discourse and/or written expression. (NS 4)</p> <p>Incorporate opportunities for student goal-setting and self-assessment coupled with formative feedback. (NS 5)</p>	<p>Minimum of five lesson plans that show evidence of all five North Stars (meeting the success criteria)</p> <p>Model elementary plan-Math</p>
Actively support student learning outcomes through the use of strategies and techniques in each of the North Stars and the CT Common Core of Teaching	<p>Successfully demonstrate the effective use of strategies and techniques for each North Star as identified in the Bristol HQI Observational Tool that links North Stars with CT Common Core of Teaching</p> <p> Linking NS & CCT</p>	<p>For each North Star, two observations that successfully meet all characteristics</p>
Reflect on the use of each North Star impacts classroom shifts and student learning outcomes.	<p>Reflect on their implementation of instructional practices aligned to Bristol North Stars and the CT Common Core of Teaching, , sharing how each NS influenced changes in classroom practices and student outcomes. Changes in classroom practices could include teaching strategies, classroom environment,</p>	<p>For each North Star, one written paragraph reflecting on how planning for and the use of strategies under that NS impacted student learning.</p>

	<p>student behavior, or instructional materials. Student outcomes could include changes in student indicators of learning, student engagement, motivation, or academic performance.</p> <ul style="list-style-type: none"> • The reflection should be evidence-based and include examples, anecdotes, data or observations that illustrate the impact of each North Star on classroom shifts and student learning outcomes. • There should be a connection to the broader goals of the teacher, school, and district. • The reflection should offer insights including lessons learned, challenges encountered, success achieved and areas for further improvement. 	
<p>Seek professional learning and growth opportunities around high-quality instruction, relating new learning back to Bristol North Stars and the cT Common Core of Teaching</p>	<p>Actively engage in professional learning opportunities related to Bristol’s definition of high-quality instruction and the CT Common Core of Teaching</p> <p>Apply apply new learning from professional development opportunities to classroom practice</p> <p>Seek feedback from colleagues, coaches, or mentors on the implementation of new learning</p>	<p>Professional learning log that includes coaching conversations, learning walks, peer feedback, etc.</p> <p>And at least one of the following:</p> <ul style="list-style-type: none"> • At least 1-2 video clips demonstrating professional learning • Documentation of feedback-seeking behaviors, such as requests for observations or peer reviews • Records of feedback received from colleagues, mentors, coaches, supervisor or school leaders regarding progress toward goals and effectiveness of implementation efforts
<p>Collaborate with colleagues to discuss and share strategies for incorporating Bristol’s North Stars and the CT Common Core of Teaching into their teaching practice.</p>	<p>Contribute ideas, experiences and perspectives related to incorporating Bristol’s North Stars and CT Common Core of Teaching into teaching practice</p>	<p>4 total examples of at least 3 of the following options:</p> <ul style="list-style-type: none"> • Meeting minutes documenting evidence of discussions around NS strategies

	<p>Demonstrate a shared understanding of Bristol's North Stars</p> <p>Identify the ways in which North Star practices could support students with diverse needs to create inclusive and equitable learning environments that support the success of all learners.</p>	<ul style="list-style-type: none">● Collaboratively developed resources● Strategic plan for the grade level or course that incorporates NS practice● Peer Observation Feedback● Administrator observation of collaboration with peers around NS strategies
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2. BRISTOL'S VISION OF THE GRADUATE

Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Know the Bristol Vision of the Graduate and be able to articulate how their instruction and curricula connect with and move toward students' fulfillment of the Vision.	Demonstrate a thorough understanding of the Bristol Vision of the Graduate, including its overarching goals Explain and demonstrate how curricular choices and instructional practices are aligned with specific knowledge, skills, and dispositions outlined in the Vision.	Minimum of 3 Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction Evidence of Participation in at least one of the following types of meetings: <ul style="list-style-type: none"> ● Curriculum development/revision ● Vertical curriculum discussion ● Student work review/protocol ● Learning walks ● Promising Practice walks
Communicate to students how their learning in the grade/course/unit connects to the Vision of the Graduate	Develop instructional and assessment strategies and tools that align with the goals of the Bristol Vision of the Graduate and can provide meaningful feedback to students regarding their progress toward achieving those goals.	At least 1 of the following: Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction Student work samples Teacher-designed assessment
Create experiences for students that align with the Bristol Vision of the Graduate	Incorporate components of the Bristol Vision of the Graduate into lesson plans, units of study, and classroom activities Design instruction that is responsive to diverse needs, interests, and abilities of students and aligned with the goals of the Vision of the Graduate.	At least 1 of the following: Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction Student work samples Teacher-designed assessment

3. BRISTOL'S GOALS AND CONTINUOUS IMPROVEMENT

Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Know state, district, and school goals for areas most closely related to their role and be able to show the relationship between goals at each level.	Articulate the connections between each level of goals (state, district, school) and how they may impact decision-making in the classroom	Goal-setting Conference conversation
Set, monitor, and respond to student learning goals that are aligned with school/district/state goals.	Set clearly defined, measurable goals that are aligned with the broader goals at the school and district level Involve students in the goal-setting process Track student progress toward goals using an assessment system	Yearly student learning outcome goals Evidence of data-tracking toward meeting those goals
Understand the difference between achievement and growth data	Explain how achievement data and growth data are used to inform instructional planning, differentiation, and intervention strategies to meet the diverse needs of students	EOY data review that identifies both achievement and growth of students
Understand and use varying forms of assessment and the data they provide to improve practice and outcomes	Select and utilize appropriate assessment tools and methods based on instructional goals, student needs, and curriculum standards Collect and use data systematically, accurately, and ethically Use data to scaffold and differentiate instruction, adapting teaching strategies, materials, and resources to meet diverse needs Provide timely, specific, and actionable feedback to students based on assessment data	At least 3 of the following <ul style="list-style-type: none"> ● Lesson plan that demonstrates how growth or achievement data was used to inform planning, scaffolding, differentiation or intervention strategies ● Written reflection on the use of data ● Documentation of collaborative planning meetings where educators discuss the use of data to inform instructional decisions ● Examples of scaffolded and/or differentiated assignments, activities, or assessments tailored to meet the diverse needs of students based on data analysis ● Student work samples showing how data was used to

		<p>influence outcomes</p> <ul style="list-style-type: none"> • Student self-assessment or reflection activities showing how students used feedback to guide their learning
<p>Engage in the continuous improvement process</p>	<p>Set clearly defined, measurable goals</p> <p>Develop an action plan outlining concrete steps and strategies for achieving identified goals</p> <p>Implement planned actions and strategies effectively</p> <p>Seek feedback from colleagues, mentors, coaches, supervisors and school leaders to gain different perspectives and insights</p> <p>Collaborate with colleagues and peers to share knowledge, expertise, and resources, and to support each other in achieving individual and collective goals</p>	<p>Completed goal-setting template</p> <p>and</p> <p>At least 3 of the following:</p> <ul style="list-style-type: none"> • Copies of an action plan outlining concrete steps • Documentation of collaborative planning meetings where educators discuss the action plan strategies and make adjustments as needed • Action plan revisions or updates reflecting changes in practice • Observations of implementation efforts, including feedback from supervisors, colleagues, or external reviewers • Documentation of teacher seeking feedback and records of feedback received from colleagues, mentors, coaches, supervisor or school leaders regarding progress toward goals and effectiveness of implementation efforts

EXPLORATION STAGE ACTIONS					
Process	Action	Evaluator	Educator	When	Evidence
Professional Learning	Orientation to Vision of the Graduate, Bristol High-Quality Instruction (North Stars), and District/School Goals	x		August	Professional Learning session in New Teacher academy and Self-paced webinar
Observation	Conduct an unannounced observation	x		October 15	Completed observation form
Beginning of the Year Conference	Collaboratively develop a professional learning goal and progression for the first term based on observation, professional learning, coaching, and teacher input.	x	x	November 1	Exploration P...
	Set goals for student learning based on benchmarks for marking periods		x		
	Approve goals for student learning and professional learning	x			
	Schedule announced observation with pre-conference	x		December 1	n/a
Observation	Share lesson plan with NS indicated at pre-conference		x	December 1	Lesson plan
	Observe with focus on NS identified in goal plan	x			Completed Observation Form
	Submit reflection on lesson plan and observation based on feedback		x		Reflection
	Conduct unannounced observations as needed for support	x		September to December	Completed Observation Form
Professional Learning	Engage in continued professional learning through formal opportunities, coaching, reading, peer observation		x	September to December	n/a
Middle of Year Conference	Reflect on the term and gather evidence for portfolio		x	September to December	Portfolio folder
	Link evidence into portfolio file		x	By January 1	Portfolio tracking sheet

	Review portfolio and plan next cycle	x	x	February 1	Portfolio tracking sheet
	Review student learning goals		x		Midyear Review of Goals
	Provide feedback on learning goals, review and revise	x	x		Midyear Review of Goals
Observation	Schedule announced observation with pre-conference	x		April 1	n/a
	Share lesson plan with NS indicated at pre-conference		x		Lesson plan
	Observe with focus on NS identified in goal plan	x			Completed Observation Form
	Submit reflection on lesson plan and observation based on feedback		x		Reflection
	Conduct unannounced observations as needed for support	x		January to May	Completed Observation Form
Professional Learning	Engage in continued professional learning through formal opportunities, coaching, reading, peer observation				
End of Year Conference	Reflect on the term and gather evidence for portfolio		x	January to May	Portfolio folder
	Link evidence into portfolio file		x	May 1	Portfolio tracking sheet
	Review student learning goals		x	Last Day of School	End of Year Review of Goals
	Provide feedback on learning goals, review and revise	x	x		End of Year Review of Goals
	Review portfolio, goals, and develop initial plan for following year	x	x		Portfolio tracking sheet

Recommended Learning Plans (as aligned to TEAM)

Year	September-December		January-May	
	TEAM	North Star	TEAM	North Star
1	Module 1	North Star 1	Module 3	North Star 3
2	Module 2	North Star 4	Module 4	North Star 2

SUMMATIVE PORTFOLIO FOR THE EXPLORATION STAGE

<p>1. High-Quality Instruction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Minimum of five lesson plans that show evidence of all five North Stars (meeting the success criteria) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <input type="checkbox"/> For each North Star, two observations that successfully meet all characteristics <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <input type="checkbox"/> For each North Star, one written paragraph reflecting on how planning for and the use of strategies under that NS impacted student learning. <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <input type="checkbox"/> Professional learning log that includes coaching conversations, learning walks, peer feedback, etc. <input type="checkbox"/> At least one of the following: <ul style="list-style-type: none"> <input type="checkbox"/> At least 1 video clip demonstrating professional learning applied in practice <input type="checkbox"/> Documentation of feedback-seeking behaviors, such as requests for observations or peer reviews <input type="checkbox"/> Records of feedback received from colleagues, mentors, coaches, supervisors or school leaders regarding progress toward goals and effectiveness of implementation efforts <input type="checkbox"/> 4 total examples of at least 3 of the following options: <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting minutes documenting evidence of discussions around NS strategies <input type="checkbox"/> Collaboratively developed resources <input type="checkbox"/> Strategic plan for the grade level or course that incorporates NS practice <input type="checkbox"/> Peer Observation Feedback <input type="checkbox"/> Administrator observation of collaboration with peer/huddles around NS strategies
<p>2. Vision of the Graduate</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A minimum of three Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <input type="checkbox"/> Evidence of Participation in at least one of the following types of meetings: <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum development/revision <input type="checkbox"/> Vertical curriculum discussion <input type="checkbox"/> Student work review/protocol <input type="checkbox"/> Learning walks <input type="checkbox"/> Promising Practice walks <input type="checkbox"/> At least 1 of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction <input type="checkbox"/> Student work samples <input type="checkbox"/> Teacher-designed assessment
<p>3. Goals and Continuous Improvement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Goal-setting Conference conversation and completed goal-setting template <input type="checkbox"/> Yearly set student learning outcome goals <input type="checkbox"/> Evidence of data-tracking toward meeting those goals <input type="checkbox"/> End of Year data review that identifies both achievement and growth of students <input type="checkbox"/> At least 3 of the following <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plan that demonstrates how growth or achievement data was used to inform planning, scaffolding, differentiation or intervention strategies <input type="checkbox"/> Written reflection on the use of data

	<ul style="list-style-type: none"><input type="checkbox"/> Documentation of <u>collaborative planning meetings/huddles</u> where educators discuss the use of data to inform instructional decisions<input type="checkbox"/> Examples of <u>scaffolded and/or differentiated assignments</u>, activities, or assessments tailored to meet the diverse needs of students based on data analysis<input type="checkbox"/> <u>Student work samples</u> showing how data was used to influence outcomes<input type="checkbox"/> Student self-assessment or reflection activities showing how students used feedback to guide their learning<input type="checkbox"/> At least 3 of the following: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><ul style="list-style-type: none"><input type="checkbox"/> Copies of an action plan outlining concrete steps<input type="checkbox"/> Documentation of <u>collaborative planning meetings/huddles</u> where educators discuss the action plan strategies and make adjustments as needed<input type="checkbox"/> Action plan revisions or updates reflecting changes in practice<input type="checkbox"/> Observations of implementation efforts, including <u>feedback from supervisors, colleagues, or external reviewers</u><input type="checkbox"/> Documentation of <u>teacher seeking feedback and records of feedback</u> received from colleagues, mentors, coaches, supervisor or school leaders regarding progress toward goals and effectiveness of implementation efforts
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Elaboration Stage

When educators are ready to delve more deeply into specific elements of High-Quality Instruction, demonstrating strong foundational knowledge of all of the Bristol North Stars, the Vision of the Graduate, and the student-outcome-centered continuous improvement process, they'll participate in the "Elaboration Stage." Reflection, goal-setting, action research, and collaborative study are key principles driving the learning and assessment process for educators in this stage. Through this process, educators will gain insight into the art and science of teaching, observing, and problem-solving instructional practices, unveiling the nuances of techniques in the classroom and their impact on student learning.

Professional Growth Goals of the Elaboration Stage (Summarized)

Knowledge	Skills
<ul style="list-style-type: none">• Shared standard work descriptions for high-quality instructional practices under varying conditions and contexts• Research-base for instructional practices	<ul style="list-style-type: none">• Collaborate with colleagues around student learning and practice• Study the instructional practice of others to inform a collective, deepened approach that includes problem-solving• Develop the pedagogies of others by sharing techniques in a clear and accessible manner• Seek professional learning to continue to improve practice• Set, monitor, and respond to student learning goals

Characteristics of Educators within the Elaboration Stage of the Professional Development and Evaluation System:

- Educators who have demonstrated a strong command of the Bristol curriculum and foundational knowledge and practice of Bristol High-Quality Instruction as defined by the North Stars and the CT Common Core of Teaching, evidenced through their professional portfolio as outlined in the exploration stage of the Bristol Professional Learning and Growth system
- Reflective practitioners who center student outcomes on curriculum and instruction
- Educators who participate in and seek out additional opportunities for professional learning
- Educators who value the contributions of others in informing and developing their expertise

Support in this stage is characterized by:

- A narrowed focus on elements of high-quality instruction to ensure that a system of support can be built around individual professional learning
- A team approach for understanding specific teaching practices and their impact on student outcomes
- Peer observation
- Feedback narrowed to a specific focus from the supervisor
- Conferencing by quarter
- Schoolwide sharing of practice and learning

Key Assessments of Professional Growth and Development

- Observation, a minimum of one per semester
- Self-Reflection and Assessment
- Teaching Technique “schematic” for Schoolwide Playbook
- Collaborative reflection of professional learning shared schoolwide

Goal-setting and Review

At the beginning of the elaboration stage, teachers will complete a self-reflection. They will use this self-reflection to determine the teaching technique/method/area of study for learning for the term (semester or trimester) and a team with whom they'd like to study the practice.

Beginning of the year conference: With each individual teacher, administrators will meet to review the goals set for student learning and professional learning.

Middle of the Year conference (Trimester ½ or Semester 1): This team-based conference will be focused on the development of the “schematic” around the teaching method. The team will discuss whether they will continue the work on the technique or move to a second practice for the next term. An individual component will be used to reflect on the progress toward meeting the student learning goals set.

End of the Year conference: With each individual teacher, administrators will meet to review student learning outcomes and professional learning progress. At this conference, the stage for evaluation and support will be discussed and determined.

Bristol Workplace Standards

At the time of each conference, the administrator will review the workplace standards and will indicate any workplace standards not being met. Feedback and evidence will be shared minimally at the conference. A plan for responding to any unmet expectation will be noted within the goal-setting document and will be reviewed at the next conference.

Observations

Within this stage, teachers will conduct observations of team members using the schematic. Team members will record the dates on which they observed others and will make revisions to the schematic that is being written about the practice. At least one observation for a minimum of ten minutes should be done in the fall and one in the spring.

Evaluators will observe the teacher implementing the schematic at least once prior to the middle of the year conference and one after the middle of the year. This observation will be announced. Unannounced observations will be conducted throughout this stage to provide additional support and feedback. All observations will be a minimum of fifteen minutes with feedback, written or verbal, provided within five days. All observations must ultimately be summarized in writing following any verbal feedback.

Key Components of the Elaboration Stage:

1. BRISTOL'S PRACTICES OF HIGH-QUALITY INSTRUCTION-NORTH STARS		
Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Acquire a nuanced understanding of technique(s) related to the Bristol North Stars and the CT Common Core of Teaching, recognizing the details of the practice coupled with the potential changing scenarios in each classroom	<p>Observe colleagues as they implement the technique to revise/refine the description of practice</p> <p>Be observed by colleagues for the purposes of reflecting on one's practice and continuing to build a shared, deepened understanding of the art and science of the technique.</p>	<p>Log of at least 2 observations of colleagues of implementation of North Stars (in person or via video)</p> <p>Records of feedback received from colleagues, mentors, coaches, supervisor or school leaders regarding implementation of North Stars</p> <p><i>The following supports can be considered if educators find it challenging to observe one another. Teachers should communicate with their evaluator for additional support.</i></p> <ul style="list-style-type: none"> • Utilize any availability that might be within a substitute's day • Discuss the technique with an instructional coach; coach may be able to supervise class • Team can decide to make individual recordings to share/discuss with one another • Utilize Google meets as an option to observe across schools
Develop a written guide or "schematic" for teaching techniques or methods related to a North Star and element within the CT Common Core of Teaching that reflects a deep understanding of the practice and likely conditions within the classroom (procedural)	<p>Demonstrate a thorough grasp of the techniques or methods associated with the North Star, encompassing both theoretical knowledge and practical application</p> <p>Present the techniques in a clear and accessible manner, using language and instructions that are easily understood by colleagues</p> <p>Commit to ongoing refinement and improvement of the written guide based on feedback from learners and educators</p>	Written schematic that thoroughly details a teaching technique related to one of Bristol's North Stars.
Share a reasoned and	Provide a thorough and	Written schematic for a North Star

<p>researched rationale for why the technique(s) are effective</p>	<p>well-researched basis for the impact of the technique, drawing upon credible sources</p> <p>Present the rationale in a clear and accessible manner, using language and instructions that are easily understood by colleagues</p> <p>Identify the specific situations where the technique should be considered, taking into account factors such as the goals of instruction and nature of the content being taught</p>	<p>teaching technique includes rationale and when to use that specific instructional strategy.</p>
<p>Use professional learning about techniques within instruction to influence student outcomes</p>	<p>Demonstrate the effective integration of the technique in focus, acquired through professional learning, into instructional practices</p> <p>Regularly monitor and assess student progress and outcomes to evaluate the effectiveness of the techniques employed, using a variety of formative and summative assessment methods</p> <p>Use insights gained from professional learning experiences to adapt the technique(s)</p>	<p>Observation of technique(s) acquired through professional learning</p> <p>Written reflection on effectiveness of technique employed based on student assessment data, including any adaptations made</p>

2. BRISTOL'S VISION OF THE GRADUATE (VoG)

Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Draw connections between instructional techniques, curriculum, VoG components, and student outcomes	Continuously monitor student progress and performance to assess the effectiveness of instructional techniques in facilitating learning and attainment of curriculum objectives, including identified components of the VoG, using both formative and summative assessment data	Written reflection on effectiveness of instruction in student attainment of curriculum objectives and VoG components Evidence of adjusting instruction to address formative and summative assessment data

3. BRISTOL'S GOALS AND CONTINUOUS IMPROVEMENT

Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Set, monitor, and respond to student learning goals that are aligned with school/district/state goals.	Set clearly defined, measurable goals that are aligned with the broader goals at the school and district level Involve students in the goal-setting process Track student progress toward goals using an assessment system	Completed goal-setting template Goal-setting Conference conversation Evidence of data-tracking toward meeting student outcome goals Evidence of student self-reflection and goal-setting
Engage in the continuous improvement process	Set clearly defined, measurable goals Develop an action plan outlining concrete steps and strategies for achieving identified goals Implement planned actions and strategies effectively Seek feedback from colleagues, mentors, coaches, supervisors and school leaders to gain different perspectives and insights Collaborate with colleagues and peers to share knowledge, expertise, and resources, and to support each	Completed goal-setting template and self-assessment of high-quality instruction and At least 2 of the following: <ul style="list-style-type: none"> ● An action plan outlining concrete steps ● Documentation of collaborative planning meetings where educators discuss the action plan strategies and make adjustments as needed ● Action plan revisions or updates reflecting changes in practice ● Observations of

	other in achieving individual and collective goals	<p>implementation efforts, including feedback from supervisors, colleagues, or external reviewers</p> <ul style="list-style-type: none"> • Documentation of teacher seeking feedback and records of feedback received from colleagues, mentors, coaches, supervisor or school leaders regarding progress toward goals and effectiveness of implementation efforts
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ELABORATION STAGE ACTIONS					
	Action	Evaluator	Educator	When	Evidence
Professional Learning	Identify areas of supported professional learning for the upcoming year and review areas of professional learning (i.e., North Star in Focus or PL Calendar)	x		August/Beg of Year Faculty	PL Calendar and North Star Techniques
	Provide educators with suggestions for teaching techniques/methods related to Professional Learning in focus	x		August/Beg of Year Faculty	
Beginning of the Year Conference	Complete self-reflection of practice around Bristol North Stars		x	September 15	Elaboration ...
	Identify the teaching technique/method/area of study for learning for the marking period (semester for high school) and team with whom they'd like to study the practice		x	September 15	
	Set goals for student learning based on benchmarks for marking periods		x	September 15	
	Approve goals for student learning and professional learning	x		October 15	
Professional Learning	Review how and why of developing standard work schematics, providing models of schematics	x		By October 1	Teaching Te...
	Use district professional learning and personal experience to begin to draft the rationale for and the technique process for the technique they selected		x	September-December	
Observations	Observe team members utilizing the schematic		x	At least 1 by	Teacher to create

	(teaching technique) to enhance/revise			December 1	their own log of observations of others. Date and teacher observed.
	Conduct an observation of the teacher implementing the technique (announced)	x		December 1	Observation Form
End of term conference	Reflect on development of schematic and student learning for first term or semester one (hs) (Continue to refine or identify a new practice)		x	Mid-February	Elaboration ...
	Set goals for next marking period (student learning outcomes and technique) for second term or semester two (hs)		x		
	Provide feedback on goals and learning plan	x			
Professional Learning	Continue to use district professional learning and personal experience to revise the technique they selected		x	February-May	N/A
Observation	Observe team members utilizing the schematic (teaching technique) to enhance/revise		x	Total of two by May 1	Teacher to create their own log of observations of others. Date and teacher observed.
	Conduct an observation of teacher implementing the technique	x		May 1	Observation Form
Professional learning	Collaboratively develop reflection to share with school		x		
End of Year conference	Reflect on development of schematic and student learning		x	By the last day of school	Elaboration ...
	Develop and share recommendations for professional learning for the following year based on educator reflection	x			

Educators who will be retiring

Educators who are retiring during or at the end of the school year can respond to feedback questions in lieu of the formal evaluation process. Educators must notify the Office of Talent Management by mid-October of their retirement.

The purpose of the Retirement Year Feedback questionnaire is for the District to gather information from retiring teachers and administrators regarding their career experiences in the Bristol Schools.

Targeted Improvement Plan

This plan has been developed in accordance with the procedures outlined in the Bristol Educator Evaluation and Professional Development Plan to improve the specific areas of performance noted below.

The plan will be developed to provide the necessary support and will be crafted by the administrator with educator input to create the conditions for the educator's growth and improvement.

Support in this plan is characterized by:

1. Clear and narrow expectations to improve instructional practice and educator growth
2. Increased frequency, intensity, and duration of support for professional growth
3. Shared, explicit responsibilities between educator and evaluator
4. Timelines to monitor progress and provide feedback

Identification of Educators in Need of an Improvement Plan:

An educator will need an improvement plan when there is a persistent lack of growth or resistance to growth-oriented feedback and learning through the Exploration or Elaboration phase. Examples include:

- Showing no or limited growth in a specific instructional focus area in multiple observations
- Repeated failure to implement the evaluator's feedback
- Resistance to meeting the foundational competencies as identified by Bristol Public Schools

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Targeted Improvement 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 Targeted Improvement Plan. The Targeted Improvement Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth

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

Tier 2

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

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Targeted Improvement 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.

Targeted Improvement Plan Actions

- Once a concern has been identified through the Exploration/Elaboration phase of the BPS Evaluation process, a meeting will be held to formally record the area(s) of concern and transition into an improvement plan.
- Before the meeting,
 - a. The evaluator will draft (but not finalize) the Improvement Plan, which will:
 - i. Outline the action steps needed for improvement.
 - ii. Align those action steps to the [CCT](#), which provides a detailed level of support and is aligned to the BPS North Stars indicators and definitions for High-Quality Instruction.
- During the meeting
 - a. The evaluator will use the [agenda template](#) to guide the conversation, using [this sample](#) as a model.
 - b. The teacher will have the option of having union representation, provide feedback on the improvement plan, and request assistance as needed.
- After the meeting
 - a. The evaluator will email a copy of the signed improvement plan to the educator and CC: Educator's personnel file & the Chief of Talent Management.

- b. The evaluating administrator will conduct follow-up observations and meet with the teacher approximately 6-8 weeks after the initial meeting to formally review progress.

Supportive Documentation

- [W Sample Improvement Plan.docx](#)
- [W BPS 24-25 Improvement Plan Template.docx](#)

Dispute resolution

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

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

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.

Process

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

1. The evaluator will schedule to meet within the contracted work day at a mutually agreed upon time within six working days of receiving the dispute in writing from the educator. The goal of this meeting is to resolve 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. There will be a standing subcommittee on PDEC designated to serve as a neutral party for resolving disputes. The superintendent, or their designee, would select three members of the standing committee to resolve the dispute. The meeting will be scheduled within ten days of the receipt of written notice.

Characteristics of the standing subcommittee:

- Member of each collective bargaining unit (BFT/BAPS) and each level and/or department
- Annual review and calibration of the subcommittee

It is the role of the subcommittee to determine the resolution of the dispute and to

identify any actions that must be taken moving forward. Actions must be identified in writing to both the educator and the evaluator as soon as possible but no longer than ten days from the meeting.

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 ten 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, as soon as possible but no longer than ten days from the meeting.

Appendix A: CSDE Educator Evaluation and Support Plan Non-negotiables/Bristol Crosswalk

Non-negotiables	Bristol	Page Reference
<p>• Educator and leader practice discussions are based on a set of national or state performance standards set by professional organizations agreed upon by the PDEC. A representative PDEC works to mutually agree upon a standard-based best practice observation model.</p> <p>While a district may create their own rubrics for use in this process, the district must demonstrate that those rubrics are aligned with or tied to an externally referenced standard.</p>	<p>Bristol will use the CT Common Core of Teaching (2010) as the foundation for all evaluations; Bristol’s definition of high quality instruction will be made explicit and will link to the Common Core. Feedback regarding practice will be based on both the language of the CCT and the local, more specific and explicit, description of practice.</p>	<p>Bristol Leader and Educator Evaluation and Support Plan, pages 24-26; pages 35 and 38; observation form.</p>
<p>The teacher 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 teacher evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model teacher evaluation and support program.</p>	<p>The Bristol PDEC will be presenting the plan for BOE approval in August 2024.</p>	<p>n/a</p>
<p>• Evaluation and support will be an ongoing, cyclical progress monitoring process with evaluator and educator/leader/team conferences in the</p>	<p>Bristol believes in an ongoing, cyclical progress monitoring process.</p>	<p>Page 18-19, 21, 22, 24, 31, 36, 40, 41-42</p> <p>Goal setting forms for Exploration and Elaboration stages</p>

<p>fall/winter/spring.</p> <ul style="list-style-type: none"> - Educators and leaders will meet with their supervisor three times a year (at minimum, fall goal setting, midyear review, end of year reflection). <p>The meetings should be approached in a spirit of continuous improvement, reflection, and collaboration</p> <p>. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.</p> <ul style="list-style-type: none"> - The first meeting will be focused on goal setting, which can be completed either as an individual or as a collaborative group depending on the goal. <p>In this process, the end-of-year meeting should be used as a time to reflect on the current year and how it might inform/launch the next evaluation cycle.</p> <p>An appropriate summary of the educator/leader growth achieved through the process and the provision of a platform to consider future work will be provided by the evaluator on an annual basis. This summary should be tied to the agreed on standards and goals upon which the process was based and will make a distinction regarding the educator's/leader's successful completion of the evaluative cycle.</p>		<p>within the evaluation plan.</p>
<p>Multiple measures of student learning, growth, and achievement as mutually agreed upon during the</p>	<p>Bristol has identified professional learning goals around high quality instruction, our Bristol Vision of the Graduate, and our continuous improvement process.</p>	<p>pages 24-28 Pages 35-40</p>

goal-setting process.	Success criteria and acceptable forms of evidence have been outlined for each stage of learning.	
<p>Single point competencies are preferred as they focus the discussion and feedback on the desired practice rather than a rating outcome. This will allow:</p> <ul style="list-style-type: none"> • The promotion of clear, research-based expectations tied to standards. • Current rubrics could be used as talking points for feedback and deepening reflection on practice but are encouraged to be framed or converted as single points for increased clarity and avoiding the trap of ratings and past practice. This can be completed by the PDEC or by adoption of an external, standards-based model. • The goal is to establish a clearly articulated vision of effective practice that focuses on growth (celebrations/next steps) and not a final rating. 	Bristol will be using single point competencies.	Page 18 Observation Form
Goals and standards should be 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.	Bristol has identified professional learning goals around high quality instruction, our Bristol Vision of the Graduate, and our continuous improvement process. Success criteria and acceptable forms of evidence have been outlined for each stage of learning.	pages 24-28 Pages 35-40
<p>Goal-Setting Goal-setting process must follow the timelines and frameworks created by the PDEC consistent with the standards established during</p>	Bristol will be following this non-negotiable as outlined. Descriptions for stages of learning are labeled within the plan.	Pages 22, 23, 35, 44

<p>this process.</p> <p>Goals and feedback will be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed upon standards.</p> <p>Educators and their evaluators mutually agree upon a one-, two- or three-year goal and develop a plan for professional development and support that is consistent with their professional status and goals.</p> <p>All educators are assigned a primary evaluator (092).</p> <p>PDECs determine protocols for each level of educator (novice, provisional, professional, transfers to the district, part-time or partial year, educator or leader in need of support, etc.)</p>		
<p>Professional Practice and Educator Growth</p> <p>Feedback to educator must consider multiple and varied quantitative and qualitative indicators of evidence. ·</p> <p>Dialogue through the professional growth process should begin with educator self reflection/self-assessment of impact of professional learning and educator practice on student growth, as well as the identification of next steps. ·</p> <p>Within the required process structure, the local PDEC may identify a minimum or recommended number of observations aligned with the current professional needs of</p>	<p>Bristol has identified professional learning goals around high quality instruction, our Bristol Vision of the Graduate, and our continuous improvement process. Success criteria and acceptable forms of evidence have been outlined for each stage of learning.</p> <p>Self-assessments/reflections are required within the evidence educators must present.</p> <p>The number of observations are included within the evidence and within the plan itself under “Observations” for both the exploration and elaboration stage.</p>	<p>pages 24-28 Pages 35-40</p>

<p>the educator (novice, provisional, professional). o The PDEC must create the district’s plan for the nature and number of observations and/or reviews of practice and artifacts that are required. ·</p> <p>There should be multiple pieces of evidence, which may include artifacts, observations of practice, student feedback, and reflections of the educator on student growth as part of the educator feedback process.</p>		
<p>Evaluator/Observer/Stakeholder Feedback and Engagement</p> <ul style="list-style-type: none"> ● Feedback, tied to standards, identifies strengths and areas of focus for advancement. <ul style="list-style-type: none"> ○ – PDECs determine clear timelines for both written and verbal feedback. ○ – PDECs determine a process to determine appropriate feedback and how to use informal and formal feedback from stakeholders. ● In person beginning of the year, midyear, end-of-year check-in for all educators (timelines determined by PDEC). ● Cycle of check-ins to discuss what is happening in the classroom/school or 	<p>Bristol will be ensuring that educators receive verbal and written feedback.</p>	<p>Pages 24, 37</p>

<p>district—identify additional needs (mutually agreed upon).</p> <ul style="list-style-type: none"> • Dialogue is important, however, there must be a balance of written and verbal feedback, as required by the district plan, which must be provided periodically. 		
<p>Process Elements PDECs articulate agreed upon processes for both formal and informal observations.</p> <p>At a minimum, an initial goal-setting meeting, midyear, and end-of-year reflective progress review for all educators.</p> <p>A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a corrective support plan with indicators of success for transitioning out of it. The corrective support plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.</p> <p>PDECs should establish a clearly articulated corrective support model that is separate from the normal educator growth model.</p> <p>Corrective support models shall include:</p> <ul style="list-style-type: none"> • clear objectives specific to the well documented area of concern; 	<p>Bristol will use announced and unannounced observations; observations are described on pages 24 and 37.</p> <p>Goal setting at beginning, middle, and end of year are described and supported with guiding questions and form.</p> <p>A corrective support model has been developed and can be found on page 44-45. Bristol found the language of “Targeted Improvement Plan” to more accurately describe the desired outcome of teacher growth.</p>	<p>Pages 24 and 37 Pages 22, 23, 35, 44 Pages 44-45</p>

<ul style="list-style-type: none"> resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and » supportive actions from the evaluator. 		
<p>Dispute Resolution Each local or regional board of education shall, in mutual agreement with the professional development and evaluation committee, include a process for resolving disputes in cases where the evaluator and educator/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional development plan.</p> <p>Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.</p>	<p>Bristol has followed the dispute resolution as outlined in the model plans.</p>	<p>Pages 46-47</p>

Appendix B: Sample Reflection Questions - Leader

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?

- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Appendix C: Definition of Cohorts - Leader

Definition of Cohorts

Cohort 1

Who:

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

What:

- Three observations of professional practice and/or site visits
- Feedback written and 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.

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Appendix D: Growth Criteria and Sources of Evidence - Leader

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> 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. <p>Impact on the Organization</p> <ul style="list-style-type: none"> 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. <p>Impact on Community</p> <ul style="list-style-type: none"> The leader can demonstrate how they worked effectively with colleagues/families/community. 	<ul style="list-style-type: none"> 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

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Appendix E: Observation/Site Visit Forms - Leader

Leader Observation/Site Visit Form

Fields will expand as text is added

Completed by Leader	Post-Observation/Site Visit Reflection	
	Leader Goal/Observation Focus	
Observation/Site Visit Details		
Completed by Evaluator	Date of Observation/Site Visit	
	Cohort (select 1)	<input type="checkbox"/> Cohort 1 <i>Pre & Post-Conference Required</i>
		<input type="checkbox"/> Cohort 2 <i>Post-Conference Required</i>
		<input type="checkbox"/> Additional Site Visit <i>Pre & Post-Conference Required</i>
Pre-Observation/Site Visit		
Completed by Leader	Meeting Plan and/or Context	
	Pre-Conference Notes	
Completed by Evaluator	Observation/Site Visit Evidence	
	Evidence	
Completed by Leader	Post-Observation/Site Visit Reflection	
	What does today's evidence tell you?	
	Are their patterns, trends, or outliers?	
	How will our collaborative reflection help you move forward and apply your learning in your next steps?	
Post-Observation/Site Visit Conference Feedback		
Completed by Evaluator	Evidence	
	Areas of Strengths	
	Single-Point Competencies	
	Areas for Growth and/or Next Steps	

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Appendix F: Sample Corrective Support Plan - Leader

(Sample)

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

Objective:

To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

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

Supportive Actions:

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

Correct Support Plan Template

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

Objective:

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

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*