



NEW FAIRFIELD PUBLIC SCHOOLS

Educator and Leader Evaluation and Growth System

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2024-2025

New Fairfield Public Schools

Educator and Leader Evaluation & Growth System

Vision & Guiding Principles

The New Fairfield Public School district is committed to creating environments where all learners can reach their fullest potential and graduate as knowledgeable scholars, talented communicators, critical and creative thinkers, engaged global citizens, and self-determined, self-reliant individuals.

Professional excellence and high-quality instruction drive students' social, emotional, and academic learning, growth, and achievement. New Fairfield's model for high-quality instruction (HQP) identifies practices that comprise impactful teaching and learning.

The foundation of student success is built upon the expertise and dedication of our educators and leaders. This plan serves as a tool for improving teaching practices by providing educators with continuous, actionable feedback and professional development opportunities. We aim to cultivate a culture of continuous improvement by placing a strong emphasis on educator growth and agency, fostered by leaders who approach their work in schools with a transformational lens to grow educators individually and collectively with the ultimate goal of positively impacting student learning. By offering professional learning that is planned and delivered with a clear connection to established goals, coherence, and the NFPS Vision of the Learner, we aspire to create a collaborative atmosphere where educators and leaders can engage in reflective practice, share innovative strategies, and collaboratively problem-solve.

The goal of the New Fairfield Public Schools Educator and Leader Evaluation and Growth System is to strengthen individual and collective practices to actualize our vision for our students. We approach this with these guiding principles:

- **Shared vision**, including our NFPS Vision of the Learner, a commitment to student learning and professional growth, and a research-based framework for effective teaching, learning, and leading, supports a system of continuous improvement in the New Fairfield Public Schools.
- **Differentiation** of professional learning experiences, through responsive and high-quality goal-setting and growth plans, allows educators and leaders at all levels of their career path to grow.
- **Reflection, feedback, and dialogue** are drivers of professional growth individually and collectively to build capacity in the district.

- **Feedback** that is specific, timely, accurate, actionable, and responsive fosters continuous learning and improvement.
- **Multiple sources of evidence**, quantitative and qualitative, demonstrate student learning and educator and leader growth.

This vision and these guiding principles apply across both the educator and leader evaluation and growth systems in New Fairfield Public Schools. However, each is described as its own system in order to ensure responsiveness to the role.

NEW FAIRFIELD PUBLIC SCHOOLS

Educator Evaluation and Growth System

Standards & Criteria for Educators

With the goal to strengthen individual pedagogy and collective practices to increase student learning, a shared vision and language for effective teaching and learning in the district is critical. It ensures clarity of expectations, fosters reflection and dialogue, provides for specific feedback, and supports accountability. For that reason, the New Fairfield Educator Evaluation and Growth System utilizes the Connecticut Common Core of Teaching (CCT) Standards (and corresponding rubrics) to support educator practice discussions, educator self-assessment, dialogue, and descriptive feedback. While the CCT rubrics can be used for specific dialogue and feedback in growth conferences, corresponding single-point competencies of the CCT are used for high-leverage goal-setting and success criteria for educators. These competencies have also been compiled into a single-page document of NFPS Performance Standards / Indicators resource for educator quick reference. These documents are provided in Appendix A, including crosswalk tags of CCT single-point competencies noted in the NFPS Performance Standards resource. All processes and forms (Appendix B) of the evaluation system, including lesson planning, observation, and reflection, reference these Standards in order to keep the criteria and the standards of practice evident across the teaching, learning, and growth process.

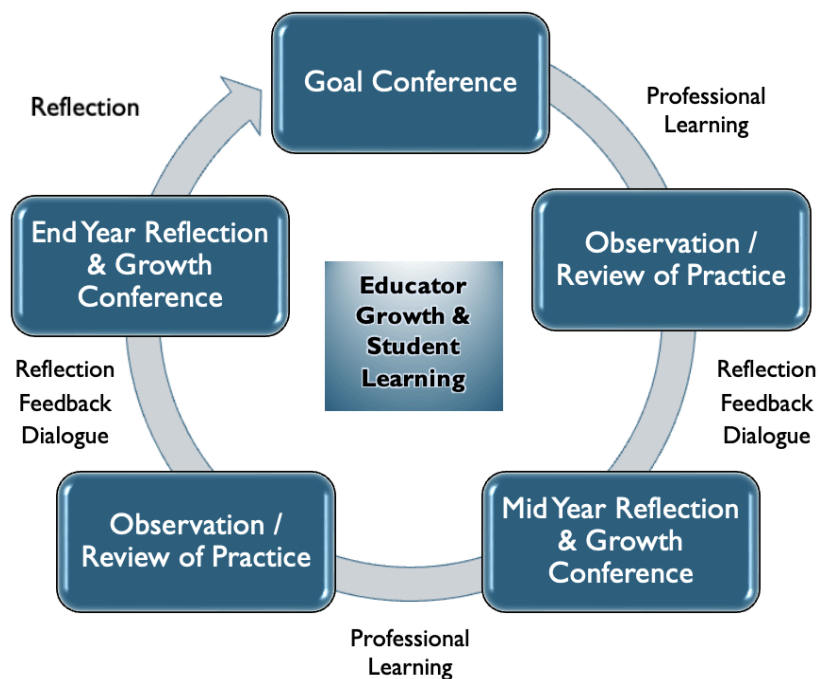
A Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

The New Fairfield Public Schools Educator and Leader Evaluation and Growth System is designed as a continuous learning process that allows educators to engage in professional learning opportunities throughout and across years to deepen their knowledge, practice, and efficacy individually and collectively with the goal of improving student learning. The educator takes an active role, in partnership with the evaluator, to design and pursue goal-focused professional learning, reflection, and dialogue through observation, reviews of practice, and growth conferences. The components of this continuous learning process are described in the pages that follow.

Goal Setting for Continuous Improvement (Educator)

Educator growth in the New Fairfield Educator Evaluation and Growth System is grounded in a continuous improvement cycle implemented each year collaboratively between the educator and primary evaluator. An orientation to this process must be provided to all educators prior to the start of the process and no later than October 15th each year. All leaders/educators are assigned a primary evaluator (092 or 093).

Professional goals are at the heart of educator’s growth, with a cycle that unfolds each year to allow multiple opportunities for professional dialogue, reflection, and feedback related to professional practice and student learning. This cycle is intended to celebrate strengths, inspire next steps, and identify areas for growth, with the goal of bringing student learning to new levels. This goal process fosters both individual and collective capacity and growth in the district. In the spirit of continuous improvement and ongoing growth, this goal process is captured visually not as a linear journey but rather as a cycle that allows the educator and evaluator to build on rich professional dialogue and growth in practice from one year to the next. It is a process that also links to the professional practice observations and reviews of practice as vehicles that provide points of contact between educator and evaluator and support ongoing reflection, dialogue, and feedback at points distributed throughout the year. Also, in this model, reflection and learning from one year can inform the next steps for growth or professional learning, with the opportunity for a goal or focus to carry over or be deepened from one year to the next, not in a predetermined manner but rather as the dialogue and work unfolds during the year and across multiple years.



Professional goals in this system serve dual purposes: (1) to shape opportunities for professional growth in a selected domain of practice for an educator, and (2) to impact student learning in a manner that is evidenced in performance measures, student work, or other evidence from the classroom. Dialogue between educators and evaluators at multiple points across the year allow for ongoing focus on the goal and meaningful reflection and feedback. The expectations for a given year regarding these professional goals are outlined below.

<p align="center"><u>Goal Setting</u> <i>Completed by October 15th</i></p>	<p align="center"><u>Mid-year Check-in</u> <i>Completed Jan. 2nd- Feb. 15th</i></p>	<p align="center"><u>End-of-Year Reflection</u> <i>Completed by June 1st</i></p>
<p>Beginning of the Year Goal and Planning</p> <ul style="list-style-type: none"> - Self reflect - Review data & evidence <p>Goal(s), Rationale, Alignment, and Educator Action Plan</p> <ul style="list-style-type: none"> - Draft goal, rationale, and professional learning plan (may include deepening a previous year's goal, if applicable). - Indicate alignment to CCT / NFPS Performance Standards <p>Goal Setting Conference</p> <ul style="list-style-type: none"> - Mutually agree on 1-, 2-, or 3-year goal - Determine individual or group goal(s) - Discuss professional learning needs and action steps, aligned to professional status and goals - Discuss multiple measures of evidence of student learning, student and educator growth and achievement 	<p>Mid-Year Check-In: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> - Self-Reflection: Review and discuss current actions towards goal and growth of practice and students - Review professional learning and evidence of impact on educator practice, student learning, growth, and achievement - Submit to evaluator 48 hours prior to Mid-Year Conference <p>Mid-Year Conference</p> <ul style="list-style-type: none"> - Discuss reflection and share evidence of impact on practice and student learning., - Discuss feedback from evaluator - Adjust and revise goal and next steps as needed 	<p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> - Self-Reflection: Review and discuss current actions towards goal and growth of practice and students - Review professional learning and evidence of impact on educator practice, student learning, growth, and achievement - Submit to evaluator 48 hours prior to End-Year Conference <p>End-of-Year Conference/Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> - Discuss reflection and share evidence of impact on practice and student learning., - Discuss feedback from evaluator - Consider future goals - Evaluator provides written summative feedback and guides next steps - Annual Summary approval

Orientation to the New Fairfield Public Schools Educator Evaluation and Growth System process will occur each year in the district by October 15th. The orientation will include an overview of:

- **Goal setting aligned to CCT and related professional learning plans**
- **Use of standards, rubrics, and single-point competencies**

- **Observation of practice**
- **Review of practice**
- **Growth criteria**
- **Tiered supports**
- **Dispute resolution**

Initial Goal-Setting *(completed by October 15)*

Goal-setting is undertaken each year by the educator in collaboration with an evaluator. The educator and evaluator come to a mutual agreement on a goal aligned to the CCT Standards / rubrics and single-point competencies in Appendix A to move forward the district's commitment to high quality instruction (HQP). This could be a goal that the educator plans to continue and deepen from the previous year or it could be a goal that addresses a new area of focus. A mutually-agreed upon 1-year, 2-year, or 3-year goal is informed by reflection on multiple measures of evidence of student learning, student and educator growth, and achievement, includes a professional learning plan, and identifies support that is consistent with the educator's professional status. Measurement towards the goal can include qualitative or quantitative evidence that impacts student learning and teacher practice. Possible sources of evidence are noted below.

Evidence of Impact

While impact of the educator's actions and learning from goal plan implementation on student learning must be evidenced in some manner, quantitative test scores are only one measure to consider; a range of qualitative tools, such as student work and district assessments, case studies, student surveys, video clips, lesson plans, etc., should also be considered as evidence of impact and evidence for reflection.

Examples of evidence of impact on practice

- Examples of lesson plans or planned tasks that demonstrate intentional instructional practices/routines that support opportunities for personal, intellectual and academic engagement
- Shift in balance of teacher talk - student talk
- Implementation of new instructional strategy

Examples of evidence of impact on student learning

(artifacts, formative assessments, student work samples, data or student surveys)

- Evidence of students articulating what they are learning and why it matters (video clips from the classroom, observations)
- Student work samples (with rubrics or criteria) that provide evidence teaching for mastery of the standard through opportunities of personal, intellectual, and academic engagement
- Samples of student reflection linked to making meaning of learning through reflection/student self-assessment
- Student survey results demonstrating cognitive engagement
- Observed percent of time engaged in discourse
- Data from internal or external assessments

Note: Year 1 and Year 2 educators completing modules in the TEAM process do not need to develop a separate professional goal plan. Instead, the TEAM module serves as the focus of their professional learning and growth each semester. These teachers may submit their TEAM paper in place of a mid-year and end-year reflection; their New Fairfield action plan is “Participation in TEAM”. However, these educators should discuss their teaching and student learning data at their growth conferences across classes and areas, not only in the realm of the TEAM module.

Mid-Year Reflection and Goal Conference *(completed between January 2 - February 15)*

The midyear check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator’s written self-reflection on progress toward their goal to date as well as a conference with the evaluator. The educator undertakes a self-reflection first that is to include an analysis of the impact of their professional learning on their practice and an analysis of the impact on student learning, growth, and achievement. This self-reflection should be submitted 48 hours prior to the mid-year reflection conference to ensure time for the evaluator to read the reflection before meeting and to ensure the most effective use of the conference time.

The midyear conference provides an opportunity to discuss evidence related to the educator’s professional learning and practice, discuss evidence of student growth and learning, and plan revisions or next steps related to the goal. The following are elements of the conference:

- The educator shares qualitative and/or quantitative indicators of evidence of impact on professional growth, professional practice, and impact on student learning, growth, and achievement.
- The evaluator provides specific, actionable feedback related to the educator’s goal. Observation evidence and feedback aligned to the CCT rubrics and single-point competencies (Appendix A) is provided in the conference.
- Revisions to the educator’s goal may be discussed collaboratively based on multiple measures of evidence, educator reflection, and evaluator feedback.

End-Year Reflection and Summative Conference *(completed by end of the year)*

The end-of-year reflection and summative conference provides an opportunity for discussion between the educator and the evaluator to continue the discussion of progress toward the educator's goals, professional learning as it relates to the educator's professional growth and practice, and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators. Similar to the mid-year reflection, the educator undertakes an end-of-year self-reflection that is to include an analysis of the impact of their continued professional learning on their practice, and an analysis of the evidence of impact on student learning, growth, and achievement. It can also include reflection on strengths and concerns as well as possible next steps for the goal or another professional learning focus for the upcoming school year. This self-reflection should be submitted 48 hours prior to the end-of-year summative conference to ensure time for the evaluator to read the reflection before meeting and to ensure the most effective use of the conference time. The evidence analyzed and discussed in the end-of-year

reflection is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

As at the mid-year, the evaluator provides specific, actionable feedback related to the educator's goal at the summative conference. Observation evidence and feedback aligned to the CCT rubrics and single-point competencies is also provided in the conference. The evaluator then writes a concise summary of the educator's professional practice and growth based on the year and related student learning; this will include evidence related to the mutually agreed upon educator goal and identified standards. The summary will make a distinction regarding the educator's successful completion of the professional learning process based on the growth criteria articulated in the Educator Evaluation and Growth System. (See the **Growth Criteria** section of this plan for further details.)

Professional Practice and Educator Growth

The New Fairfield Public Schools Educator Evaluation and Support System leverages observations as a valuable point of contact and opportunity for feedback and dialogue in support of continuous learning and growth. The design of the observation structure is intended to provide timely, varied, and purposeful observations, meaningful feedback, and opportunities for reflection. The plan allows for differentiation of the observation framework based on educator status (non-tenured / tenured) and professional learning needs. Educator reflection and dialogue between educator and evaluator following an observation is to be grounded in the Connecticut Common Core of Teaching Standards (CCT) rubrics and single-point competencies to ensure specific feedback for growth.

Educator Cohort	Observation Framework
Induction 1 & 2 (<i>Years 1 & 2, new to profession or State</i>)	Minimum of 2 Formal Observations, 1 Informal Observation and 1 Review of Practice (verbal / written feedback, not rated)
Induction 3 & 4 (<i>Years 3 & 4; or, new to NFPS with prior tenure in CT district</i>)	Minimum of 2 Informal Observations and 1 Review of Practice (verbal / written feedback, not rated)
Professional (<i>Tenured status</i>)	Minimum of 1 Informal Observation and 1 Review of Practice (verbal / written feedback, not rated)
Educator <i>w/ T2/T3 support or Corrective Support Plan in previous year</i>	Minimum of 2 Formal Observations, 1 Informal Observation, and 1 Review of Practice (verbal / written feedback, not rated)

Definitions for the differentiated observation structures are provided below. Feedback (verbal and written) is to be provided within five school days of the observation or post observation meeting. Additional observations of professional practice can be conducted as mutually agreed upon or as deemed necessary.

- **Informal Observations** are typically unannounced and no less than 15 minutes. However, an educator can also reach out proactively to schedule an informal observation or to offer times when an experience in the classroom might be valuable for an informal observation to inform goal-related feedback. This is with understanding that other scheduling constraints may prevent the evaluator's availability for that specific time. Other informal observations may be conducted at the evaluator's discretion. Informal observations will include verbal and written feedback, with responsibility shared by both educator and evaluator to initiate the feedback dialogue.
- **Formal Observations** are for a minimum of 30 minutes and/or full duration of the lesson period. Educators are to submit a lesson plan (using the NFPS lesson plan template) prior to the pre-observation conference. The formal observation includes a pre-conference meeting, the observation, self-reflection by the educator, post-conference meeting with verbal feedback, and written feedback from the evaluator.
- **Review of Practice** is a point of contact between an educator and evaluator for reflection, sharing, feedback, and professional growth. It is an opportunity for educator-evaluator dialogue that is focused on an artifact of practice selected by the educator for reflection. The review of practice entails the following:
 - The educator **selects an artifact or experience** to share with the administrator. *Artifacts of practice may include the following (not intended as an exhaustive list): student work samples, lesson plan, lesson video, task design, formative assessment tool, student data set, etc.*
 - The educator **describes and reflects on the artifact in writing** on the Review of Practice template.
 - The educator **submits the completed Review of Practice template** (and related artifact if possible) to the evaluator at least 48 hours **prior to the review meeting**.
 - The educator and evaluator **meet** to discuss the artifact or experience and engage in professional dialogue about its implications.

For the Review of Practice, **educators are expected to take responsibility for scheduling the Review of Practice meeting with their evaluator (October - April)** and should **submit the completed Review of Practice template at least 48 hours prior to that meeting**. Scheduling of the Review of Practice meeting should be undertaken by the educator with attention to the timing of his/her/their mid-year and end-year conference to allow for

dialogue and feedback at the Review of Practice that is in addition to the three growth conference meetings (initial, mid-year, and end-year). An evaluator may also recommend or schedule a review of practice if appropriate.

To ensure that observations of practice are relevant and foster professional growth, educators may schedule observations and request feedback(to the extent possible) specific to elements of his/her/their goal area. Evaluators can bring forward feedback in other areas of the CCT and NFPS Performance Standards as well and may also request that observations be scheduled for other areas of focus if needed to support or enhance the professional learning and growth of an educator.

Evaluator/Observer/Stakeholder Feedback and Engagement

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a potential (but not exclusive) focus for strategic evidence collection during the observation and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to professional learning opportunities and support(s) as needed; and continue to collect evidence of educator practice and progress toward goals through multiple sources of evidence, including observation. Feedback is to be provided within five school days. Responsibility is shared by both educator and evaluator to initiate the feedback dialogue in a timely manner.

Quality feedback in the NFPS Educator Evaluation and Growth System:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and articulated goals,
- Is personalized for the educator and context,
- 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 opportunities to rework, refine, and revise knowledge, attitudes, skills, and/ or practices,
- Is timely, specific, frequent, and reciprocal.

Growth Criteria (Educator)

An educator is determined to have successfully met the expectations of growth each year through:

- **Reflection and artifacts of practice that demonstrate new professional learning for the educator and the impact of professional learning and growth on the educator's practice** (related, but not limited, to the educator's goal).
- **Evidence, using multiple measures, of the impact of professional growth and practice on student learning, growth, and achievement** (related, but not limited, to the educator's goal).
- **Articulation of next steps for professional growth in support of student learning needs.**

Sample sources of evidence are listed below and intentionally parallel evidence of impact for goals. Educators may ground their evidence of growth in professional learning and practice related specifically to their goal for the year, but additional student data discussed during the year and feedback for growth outside of the goal area shared by the evaluator in conferences may also be considered in relation to an educator's growth. If feedback for growth in other areas has been provided by the evaluator during the year, it is expected that the educator will reflect on and demonstrate progress in these areas at the growth conferences that follow.

Evidence of Impact

Quantitative test scores are only one measure to consider as sources of evidence in support of the growth criteria for educators; a range of qualitative tools, such as student work and district assessments, case studies, student surveys, video clips, lesson plans, etc., should also be considered as evidence of impact and evidence for reflection.

Examples of evidence of impact on practice

- Examples of lesson plans or planned tasks that demonstrate intentional instructional practices/routines that support opportunities for personal, intellectual and academic engagement
- Shift in balance of teacher talk - student talk
- Implementation of new instructional strategy

Examples of evidence of impact on student learning

(artifacts, formative assessments, student work samples, data or student surveys)

- Variety of evidence of students articulating what they are learning and why it matters (including but not limited to: journal entries, exit tickets, video clips from the classroom)
- Student work samples (with rubrics or criteria) that provide evidence teaching for mastery of the standard through opportunities of personal, intellectual, and academic engagement
- Samples of student reflection linked to making meaning of learning through reflection/student self-assessment
- Student survey results demonstrating engagement
- Observed percent of time engaged in discourse
- Data from internal or external assessments

Process Elements

The following sections outline the procedures and process elements that guide the implementation of the New Fairfield Public Schools Educator Evaluation and Growth System. Note that each staff member will have a primary evaluator and, when applicable, a co-evaluator can collaborate to provide specific, expert feedback relevant to aspects of a given role.

- **Timeline**

While dates below appear linear in nature, the continuous learning process is intended to be a cyclical process that allows educators to build on a professional learning focus and goal from one year to the next. Also, note that these dates are subject to extension when circumstances justify such action, such as educator or evaluator absence or disruptions due to weather.

Orientation	All staff will participate in an orientation by October 15. New teachers to the district will receive additional training during new teacher orientation in August.
Initial Goal Conference	By October 15 Submit Goal Setting (10/15 due date).
Mid Year Reflection & Growth Conference	January 2 - February 15 Submit Mid-Year Reflection (2 days prior to Growth Conference)
End Year Reflection & Growth Conference	By June 1 Submit End-Year Reflection (2 days prior to Growth Conference)

- **Tiered Support (Educator)**

All New Fairfield Public School educators are to have access to high-quality, relevant professional learning opportunities to improve practice and grow professionally over time. In a plan committed to professional growth, we seek to provide specific, descriptive feedback and differentiated supports for educators to ensure that they are able to be successful in their practice and their impact on student learning.

Differentiated professional growth opportunities begin in Tier 1 at goal-setting and growth conferences to discuss action steps in support of an educator’s goals. Evaluators can make recommendations in those growth conferences to address areas of growth for an educator. In addition, observations - formal and informal can be targeted to provide feedback in areas of goal-setting and growth.

If an evaluator has continued concerns regarding an educator's progress not only related to goals discussed at the start of the year but in any area of practice articulated in the CCT rubrics and

related single-point competencies, feedback should be provided promptly verbally and documented for the educator. This feedback should be accompanied by increasing intensities of support for the educator in Tier 2 and then Tier 3 (as needed). All three tiers of support must be implemented prior to the development of a Corrective Support Plan. Below are examples of supports of increasing intensity; this list is not exhaustive but provides examples that capture the spirit of tiered support and should be considered by evaluators and educators:

Examples of Educator Tiered Supports	
Tier 1	<p><i>Tier 1 supports are professional learning experiences available to all educators, such as:</i></p> <p>Collegial discourse; observation feedback; classroom visits; professional texts; webinars; instructional coaching; district professional learning opportunities</p>
Tier 2	<p><i>Following <u>specific, descriptive feedback</u> aligned to the CCT single-point competencies from the evaluator (and documented):</i></p> <p>Supports noted above are adapted with increased intensity in <u>focus, frequency, and duration</u>. (For instance, Tier 2 supports may include a specific professional learning opportunity, structured observation of specific instructional practices and debrief, etc. suggested by the educator or recommended by the evaluator.)</p> <p>Also, additional informal / formal observations may be conducted.</p>
Tier 3	<p><i>Following <u>specific, descriptive feedback</u> aligned to the CCT single-point competencies from the evaluator (and documented):</i></p> <p>Clearly articulated areas of focus, duration of time, and criteria for success are outlined. In addition to Tier 2 supports, Tier 3 plans may include such supports as lesson plan submission / reviews with feedback, formal mentor assignment, and additional informal / formal observations, including an alternate administrator also conducting one or more observations.</p> <p>Tier 3 plans are to be developed in consultation with the evaluator, educator, and NFEA representative. A start date and duration of time for this level of support should be documented. Tier 3 supports may include a decision to move to a Corrective Support Plan.</p> <p><i>Multiple, significant concerns or a severe lapse of judgment may result in an educator moving to Tier 3 or a Corrective Support Plan directly; this will be communicated explicitly and with NFEA representation present for the educator.</i></p>

Lack of growth and reflection over time, despite tiered supports available, or resistance to growth-oriented feedback leads to the development of a Corrective Support Plan for an educator. The Corrective Support Plan is a process that is separate from the educator growth model.

- **Corrective Support Plan (Educator)**

Lack of growth and reflection over time, despite tiered supports available, or resistance to growth-oriented feedback, leads to the development of a Corrective Support Plan for an educator. The Corrective Support Plan is developed in consultation with the evaluator, educator, and NFEA representative. A template for a Corrective Support Plan is provided in Appendix H. The plan is to include:

- Clear objectives specific to the well-documented area of concern (aligned to CCT single-point competencies);
- Resources, supports, and interventions to address the area of concern;
- Timeframes for implementing supports and monitoring / reviewing progress;
- Supportive actions from the evaluator; and
- Evidence of growth / Indicators of success.

A meeting at the conclusion of the Corrective Support Plan period will include the evaluator, educator, and NFEA representative to discuss the outcome. Lack of significant progress in the timeframe of the Corrective Support Plan may result in recommendation of separation from the position for the educator as the outcome. Alternatively, an outcome at the conclusion of the timeframe of a Corrective Support Plan may include a decrease in the level of support if significant progress is demonstrated. The expectation is that the level of performance defined in the plan will be maintained by the educator with consistency beyond the period of corrective support.

Continuation of a Corrective Support plan may be possible in some instances, but it should be noted that this level of support is not intended to be prolonged or extended given its intensity.

A sample Corrective Support Plan is provided in Appendix I. Orientation to the Educator Evaluation and Support System and ongoing training will ensure that all stakeholders understand the tiers of support and process.

- **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 growth system. As our evaluation and growth 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's professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 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. Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement.

Process

The educator being evaluated shall be entitled to representation by his/her/their respective collective bargaining unit at all levels of the process.

1. Within three school days of articulating the dispute in writing to their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the educator 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 (see step 1).
3. The Superintendent (or designee) will arbitrate the issue in dispute. In this case, the Superintendent (or designee) will review all applicable documentation and meet with both parties (evaluator and educator being evaluated, with representation from NFEA) as soon as possible, but no longer than five workdays from the date of the written communication to the Superintendent (or designee).

The Superintendent (or designee) 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 or suspended if mutually agreed upon by 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.

● **Role of PDEC**

The PDEC serves as the collaborative decision maker using a consensus protocol to create, revise, and monitor the New Fairfield Public Schools Evaluation and Growth System, as well as the district professional learning plan each year. Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is critical that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups. The committee seeks balance to the extent possible across the groups of administrators, general education classroom teachers, special education teachers, related service providers, instructional coaches, interventionists, unified arts staff, and paraeducators.

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

- participation in the development or adoption of the New Fairfield Public Schools Educator and Leader Evaluation and Growth System, 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 in collaboration with the NFPS Human Resources office.

The Educator and Leader Evaluation and Growth System shall be mutually agreed upon by the New Fairfield Public Schools Board of Education and the district PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the Connecticut Model Educator and Leader Evaluation and Support program and may, through mutual agreement, adopt that model or a mutually agreed-upon adaptation of the model, provided that the system is consistent with the CT 2023 Guidelines.

- **Local and State Reporting**

The Superintendent shall report:

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

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

APPENDIX A: CCT Single Point Competencies and NFPS Performance Standards

Appendix A

Below are the standards and related rubrics, including performance standards and single-point competencies, developed for the New Fairfield Public Schools Educator Evaluation and Growth System. The PDEC plans to continue to engage in analysis of the CCT rubrics and current draft of NFPS single-point competencies in order to further refine and enhance the single-point competencies for future years. The CCT rubrics continue to be a resource for specific goal-setting and feedback discourse.

[Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching \(2017\)](#) *(for PreK-12 classroom teachers, unified arts teachers, and special education teachers)*

[Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Service Delivery \(2017\)](#)
(for curriculum and instruction leaders, interventionists, school counselors, psychologists, social workers, and speech & language pathologists)

Single-Point Competencies of Effective Practice

Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning

Teachers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

Areas of Strength	Effective Practice (Adapted from the Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching (2017))	Opportunities for Growth / Next Steps
	<p><u>The teacher facilitates a positive learning community that:</u></p> <ul style="list-style-type: none"> ➤ Promotes consistently positive, respectful interactions between teacher and student and positive social interactions among students. ➤ Demonstrates respect for and integration of students’ cultural, social, and/or developmental diversity to support a sense of belonging for all and to enrich learning experiences. ➤ Encourages student risk-taking, questioning, discourse, collaboration, and perseverance. ➤ Consistently reinforces high learning expectations for all students. <p><u>And where students:</u></p> <ul style="list-style-type: none"> ➤ Proactively demonstrate positive social interactions and conflict-resolution skills. ➤ Take risks, feel safe to make and learn from mistakes, respectfully question or challenge ideas presented by the teacher or peers, and collaborate with others to extend their learning. ➤ Take responsibility for their own learning. 	

Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning

Teachers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

***Indicator 1b:** Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.*

Areas of Strength	Effective Practice (Adapted from the Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching (2017))	Opportunities for Growth / Next Steps
	<p><u>The teacher facilitates a positive learning community that:</u></p> <ul style="list-style-type: none"> ➤ Maintains and reinforces appropriate standards of behavior to ensure little or no interference with student learning. ➤ Provides teaching, modeling, and positive reinforcement of social skills. ➤ Intentionally builds students’ capacity to self-regulate and take responsibility for their actions. <p><u>And where students:</u></p> <ul style="list-style-type: none"> ➤ Establish and independently maintain appropriate standards of behavior. ➤ Independently use proactive self-regulation, responsible-decision making, and problem-solving strategies as well as conflict resolution, interpersonal communication, and social skills. 	

Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning

Teachers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

Indicator 1c: Maximizing instructional time by effectively managing routines and transitions.

Areas of Strength	Effective Practice (Adapted from the Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching (2017))	Opportunities for Growth / Next Steps
	<p><u>The teacher facilitates a positive learning community that:</u></p> <ul style="list-style-type: none"> ➤ Establishes and manages routines and transitions with clarity and consistency to maximize instructional time. <p><u>And where students:</u></p> <ul style="list-style-type: none"> ➤ Independently facilitate routines and transitions. 	

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning instructional content that is aligned with Standards, builds on students' prior knowledge, and provides for appropriate level of challenge of all students.

Areas of Strength	Effective Practice (Adapted from the Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching (2017))	Opportunities for Growth / Next Steps
	<p><u>The teacher plans instruction that:</u></p> <ul style="list-style-type: none"> ➤ Directly addresses Common Core Standards (and/or other relevant discipline-specific Standards). ➤ Intentionally, logically sequences learning and support at an appropriate level for each student. ➤ Anticipates student misconceptions, ambiguities, or challenges, and plans to address these. ➤ Uses multiple sources of appropriate data to determine students' prior knowledge and skills in order to inform targeted, purposeful instruction that advances students' learning. ➤ Integrates literacy strategies and academic vocabulary. <p><u>And where students:</u></p> <ul style="list-style-type: none"> ➤ Extend their thinking, make connections between concepts, and transfer their learning to new contexts. ➤ Identify their own learning needs based on their own individual data. ➤ Independently select literacy strategies that support their learning and utilize appropriate academic vocabulary. 	

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b: Planning instruction to cognitively engage students in the content.

Areas of Strength	Effective Practice (Adapted from the Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching (2017))	Opportunities for Growth / Next Steps
	<p><u>The teacher plans instruction that:</u></p> <ul style="list-style-type: none"> ➤ Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse, or inquiry-based learning and application to other contexts (see also, Hess’ Cognitive Rigor Matrix). ➤ Selects or designs resources that cognitively engage students (using above strategies) and support connections across concepts. ➤ Uses flexible groupings (when appropriate) to cognitively engage students (using above strategies) and support connections across concepts. <p><u>And where students:</u></p> <ul style="list-style-type: none"> ➤ Apply and/or extend their learning beyond the learning expectation. ➤ Transfer and apply concepts or skills in other contexts. 	

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

Areas of Strength	Effective Practice (Adapted from the Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching (2017))	Opportunities for Growth / Next Steps
	<p><u>The teacher plans instruction that:</u></p> <ul style="list-style-type: none"> ➤ Identifies observable and measurable criteria for student success. ➤ Elicits specific evidence of student learning of intended outcomes at critical points in the lesson sequence in order to monitor and assess student progress. <p><u>And where students:</u></p> <ul style="list-style-type: none"> ➤ Participate in developing or interpreting criteria for student success. ➤ Use assessment criteria to self-monitor and/or reflect on their progress towards the intended learning outcomes. 	

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to prompt their curiosity and the world at large by:

Indicator 3a: Implementing instructional content (related Standards, enduring understanding, knowledge, and skills) for learning.

Areas of Strength	Effective Practice (Adapted from the Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching (2017))	Opportunities for Growth / Next Steps
	<p><u>The teacher implements effective instruction for active learning that:</u></p> <ul style="list-style-type: none"> ➤ Sets specific purpose for instruction by communicating learning expectations that are aligned to Common Core Standards (and/or other relevant discipline-specific Standards). ➤ Presents content accurately using content-specific language that builds student understanding and extends learning. ➤ Clearly presents instructional content in a logical, intentional progression and at an appropriate level of challenge to deepen learning for all students. ➤ Integrates literacy strategies and academic vocabulary within the lesson content. <p><u>And where students:</u></p> <ul style="list-style-type: none"> ➤ Demonstrate their understanding of the purpose of the lesson. ➤ Transfer their learning beyond the lesson context and make cross-curricular connections. ➤ Independently select and apply literacy strategies and utilize appropriate academic vocabulary as they work. 	

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to prompt their curiosity and the world at large by:

***Indicator 3b:** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.*

Areas of Strength	Effective Practice (Adapted from the Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching (2017))	Opportunities for Growth / Next Steps
	<p><u>The teacher implements effective instruction for active learning that:</u></p> <ul style="list-style-type: none"> ➤ Employs differentiated strategies, tasks, and questions that cognitively engage students through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse, and/or inquiry. ➤ Uses resources and flexible groupings that cognitively engage students. ➤ Fosters students’ ownership, self-direction, and choice of resources and/or flexible groupings to develop their learning. ➤ Provides multiple opportunities for students to develop independence as learners. <p><u>And where students:</u></p> <ul style="list-style-type: none"> ➤ Demonstrate new learning in multiple ways, including application of new learning to make connections between concepts. ➤ Generate their own questions and problem solving strategies and synthesize and communicate information. ➤ Approach learning in ways that will be effective for them as individual learners. 	

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to prompt their curiosity and the world at large by:

Indicator 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.

Areas of Strength	Effective Practice (Adapted from the Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching (2017))	Opportunities for Growth / Next Steps
	<p><u>The teacher implements effective instruction for active learning that:</u></p> <ul style="list-style-type: none"> ➤ Communicates specific observable and measurable student success criteria. ➤ Elicits evidence of learning at critical moments in the lesson sequence to monitor and assess individual and group progress towards the intended outcome and success criteria. ➤ Provides opportunities for students to self-reflect, self-assess, and/or provide peer feedback that is specific and focused on advancing student learning. ➤ Provides individualized descriptive feedback that is accurate, actionable, and moves the student’s learning forward. ➤ Adjusts instruction in response to individual and group performance. <p><u>And where students:</u></p> <ul style="list-style-type: none"> ➤ Participate in developing or interpreting student success criteria. ➤ Self-monitor and self-assess to improve their learning. ➤ Self-reflect and/or provide peer feedback that is specific and focuses on advancing learning. ➤ Intentionally select strategies that will be effective in moving their learning forward. 	

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration, and leadership by:

Indicator 4a: Engaging in continuous professional learning to impact instruction and student learning.

Areas of Strength	Effective Practice (Adapted from the Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching (2017))	Opportunities for Growth / Next Steps
	<p><u>As a professional, the teacher:</u></p> <ul style="list-style-type: none"> ➤ Reflects on and self-evaluates practice and its impact on student learning to identify strengths and areas for improvement and takes action to improve professional practice. ➤ Initiates professional dialogue with colleagues to improve collective practice in support of student learning and school / district growth. ➤ Proactively seeks and responds to supervisor or peer feedback to improve practice based on feedback. ➤ Engages in professional learning individually or at the school / district level and applies new learning to practice. <ul style="list-style-type: none"> ○ Takes a lead in and/or initiates opportunities for professional learning with colleagues (at individual, school, or district level). 	

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration, and leadership by:

Indicator 4b: Collaborating to develop and sustain a professional learning environment to support student learning.

Areas of Strength	Effective Practice (Adapted from the Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching (2017))	Opportunities for Growth / Next Steps
	<p><u>As a professional, the teacher:</u></p> <ul style="list-style-type: none"> ➤ Collaborates with colleagues to improve teaching and learning. <ul style="list-style-type: none"> ○ Supports and assists colleagues to adapt planning and instructional practices that improve teaching and learning. ➤ Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers. <ul style="list-style-type: none"> ○ Collaborates with colleagues to deepen the awareness of moral and ethical demands of professional practice. 	

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration, and leadership by:

Indicator 4c: Working with colleagues, students, and families to sustain a positive school climate that supports student learning.

Areas of Strength	Effective Practice (Adapted from the Connecticut Common Core of Teaching Standards and CCT Rubrics for Effective Teaching (2017))	Opportunities for Growth / Next Steps
	<p><u>As a professional, the teacher:</u></p> <ul style="list-style-type: none"> ➤ Actively engages with colleagues, students, and families to develop and/or sustain a positive school climate. <ul style="list-style-type: none"> ○ Leads efforts to improve and strengthen school climate. ➤ Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success. <ul style="list-style-type: none"> ○ Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child’s learning. ➤ Seeks input from families and communities to support student growth and development. ➤ Interacts with students, families, and the community in a culturally respectful manner. <ul style="list-style-type: none"> ○ Leads efforts to enhance culturally respectful interactions with students, families, and the community. 	

New Fairfield Public Schools Performance Standards (with CCT Crosswalk tags indicated)

Categories	Domains	Indicator
High-Quality Instruction/ Service Delivery	Task Tasks support mastery of the standard.	Tasks: <ul style="list-style-type: none"> • support mastery of the standard and success is clearly defined (2c) (3c) • are designed for students to make meaning (2b) • elicit evidence of student learning outcomes to monitor progress (2c) (3c) • provide an opportunity for <i>each</i> student to engage personally, intellectually, and academically (2c) (3c).
	Educator: Educators orchestrate and evaluate student-centered learning	Educators: <ul style="list-style-type: none"> • communicate Standards-based learning expectations and content accurately, in a logical progression, and using academic vocabulary (2a) (3a) • orchestrate/evaluate student-centered learning via questioning, listening, & eliciting student thinking (2b) (3b) • provide actionable feedback to support students in making meaning (3c) • engage students in using student success criteria to self-monitor and self-assess (2c) (3c).
	Learners Educators lead learners to be academically and intellectually engaged.	Educators plan for and lead learners: <ul style="list-style-type: none"> • to demonstrate responsibility, prosocial behaviors, and independence in the classroom (1b, 1c) • to be academically and intellectually engaged, developing as independent learners (2b) (3b) • to make meaning and connections, demonstrating new learning in multiple ways (2b) (3b) • to take ownership of their learning through civil discourse, questioning, taking risks, extending thinking, collaborating, self-assessment, and persevering (2b, 2c) (3b, 3c).
	Learning Environment Educators create a positive learning environment .	The educator creates a positive learning environment that: <ul style="list-style-type: none"> • is inclusive and flexible (1a) • socially, emotionally, and intellectually safe (1a) • fosters authenticity, personal connections, learning with and from others, and intellectual risk-taking (1a). • maximizes instructional time through clear routines and transitions, reinforcement of behavior standards, and social skills teaching (1b,1c).
Professional Excellence in Service of HQI	Professional Excellence New Fairfield professionals are invested and engaged in the district's Vision of the Learner and the greater good of our school community.	New Fairfield professionals: <ul style="list-style-type: none"> • are invested and engaged in the district's Vision of the Learner and the greater good of our school community • use multiple sources of data to intentionally plan for high-quality instruction and support services that cognitively engage students (2a, 2b) • direct their professional growth through ongoing self-reflection and professional dialogue (4a) • proactively seek feedback to grow practice and new learning (4c) • respectfully collaborate and communicate with colleagues and across stakeholders (including families) to support teaching, learning, and school climate (4b, 4c) • demonstrate leadership (4a, 4c) • attend to their professional responsibilities (4b).

APPENDIX B: Reflection Prompts (Educator)

Self-Reflection Sample Questions / Conversation Prompts

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

Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- How 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 ways do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

APPENDIX C: Definition of Cohorts (Educator)

Educator Cohort	Observation Framework
Induction 1 & 2 (<i>Years 1 & 2, new to profession or State</i>)	Minimum of 2 Formal Observations, 1 Informal Observation and 1 Review of Practice (verbal / written feedback, not rated)
Induction 3 & 4 (<i>Years 3 & 4; or, new to NFPS with prior tenure in CT district</i>)	Minimum of 2 Informal Observations and 1 Review of Practice (verbal / written feedback, not rated)
Professional (<i>Tenured status</i>)	Minimum of 1 Informal Observation and 1 Review of Practice (verbal / written feedback, not rated)
Educator <i>w/ T2/T3 support or Corrective Support Plan in previous year</i>	Minimum of 2 Formal Observations, 1 Informal Observation, and 1 Review of Practice (verbal / written feedback, not rated)

APPENDIX D: Growth Criteria and Evidence of Impact / Sources of Evidence (Educator)

Growth Criteria

An educator is determined to have successfully met the expectations of growth each year through:

- **Reflection and artifacts of practice that demonstrate new professional learning for the educator and the impact of professional learning and growth on the educator’s practice** (related, but not limited, to the educator’s goal).
- **Evidence, using multiple measures, of the impact of professional growth and practice on student learning, growth, and achievement** (related, but not limited, to the educator’s goal).
- **Articulation of next steps for professional growth in support of student learning needs.**

Sample sources of evidence to demonstrate evidence of impact on professional growth, professional practice, and student learning are listed below:

Evidence of Impact

Quantitative test scores are only one measure to consider as sources of evidence in support of the growth criteria for educators; a range of qualitative tools, such as student work and district assessments, case studies, student surveys, video clips, lesson plans, etc., should also be considered as evidence of impact and evidence for reflection.

Examples of evidence of impact on practice

- Examples of lesson plans or planned tasks that demonstrate intentional instructional practices/routines that support opportunities for personal, intellectual and academic engagement
- Shift in balance of teacher talk - student talk
- Implementation of new instructional strategy

Examples of evidence of impact on student learning

(artifacts, formative assessments, student work samples, data or student surveys)

- Evidence of students articulating what they are learning and why it matters (video clips from the classroom, observations)
- Student work samples (with rubrics or criteria) that provide evidence teaching for mastery of the standard through opportunities of personal, intellectual, and academic engagement
- Samples of student reflection linked to making meaning of learning through reflection/student self-assessment
- Student survey results demonstrating cognitive engagement
- Observed percent of time engaged in discourse
- Data from internal or external assessments

APPENDIX E: General Glossary (Educator)

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

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

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

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

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

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of and reflection on multiple measures of evidence. This process is embedded into the goal-setting conference, mid-year check-in, and end-year conference for educators each year, in addition to points of contact for feedback based on observations and reviews of practice.

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

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

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

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

Quality Feedback:

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

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

formal observations: A formal observation (minimum of 30 minutes) is a structured and planned process of watching, assessing, and evaluating an educator’s performance. This typically includes a pre-conference and post-conference meeting and results in a written evaluation within five school days.

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

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

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

informal observations: An informal observation is typically an unplanned / unannounced visit no less than 15 minutes intended to evaluate educator performance. This typically includes either

verbal or written feedback provided to the educator within five school days.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include superintendent, assistant superintendent, principal, assistant principal, pupil services director, or special education coordinator. This is not an exhaustive list, but rather serves to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

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

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

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

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and growth system for the district, as well as the professional learning plan for certified employees of the district. The committee also gathers input and feedback for the development and updating of professional learning for paraeducators.

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

review of practice: Reviews of practice serve as points of contact between an educator and evaluator for reflection, sharing, feedback, and professional growth. It is an opportunity for educator-evaluator dialogue that is focused on an artifact of practice selected by the educator for reflection. These discussions may include, but are not limited to, non-classroom observations (PPT meetings, data team meetings, parent meetings, etc.), reviews of student work from a unit of study, and review of other educators' artifacts.

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

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

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

tiered support: Increasing levels of support for educators in their professional growth.

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 the 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., a specific professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator to address a targeted area of need for growth.

Tier 3

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

APPENDIX F: Glossary of Professional Learning Opportunities (Educator)

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

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training. Coursework undertaken individually by an educator may be cited in reflections and shared at check-ins, with evidence of impact on professional learning, practice, and student growth noted.

case study: A longitudinal review of student data (quantitative and qualitative) to examine and document student growth over time for the purpose of deepening understanding and informing next steps.

coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share, implement, and reflect on evidence-based practice; examine data and student work to develop action plans; teach one another; conduct classroom research; and/or solve problems.

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

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

- Examining student data
- Mentoring / coaching
- Book study
- Co-planning
- Investigating print and online resources
- Lesson study
- Learning walks / Visitations/observations within a school

learning walks: Groups of educators visiting classrooms with a specific curricular or instructional focus as the lens for collection of evidence, reflection, and debrief. Although learning walks may include leaders at times, these are non-evaluative classroom visits to build shared vision for effective practice.

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards to revise, enhance, and (ideally) implement again with the same students or in a different classroom.

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

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

personal professional reading: Individual, self-driven reading and processing of texts, in

order to improve one's own teaching practice.

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

protocols: A learning tool that is structured and rule-based. Often implemented to aid in new learning for groups or individuals; protocols are also used in the review of data or tuning of curriculum documents to ensure an objective, systematic approach to the work. Protocols may also be used for article discussions, case studies, book reviews, and other procedures in workshops and other learning designs.

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

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

walkthroughs: A team of leaders who visit classrooms with a specific curricular or instructional focus as the lens for collection of evidence, reflection, and debrief. This evidence is reviewed, and next steps are determined as a result of this practice.

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

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

APPENDIX G: NFPS Educator Continuous Learning Process Forms

Goal-Setting & Reflection
Mid-Year Reflection
End-of-Year Reflection
Lesson Planning Template
Observation Feedback
End-of-Year Evaluation

*Orientation to NFPS Educator Evaluation and Growth System to be completed by
October 15th. Non-negotiable Process Element of the CT Guidelines (2023).*

Date of Completion: _____



New Fairfield Public Schools Goal Setting & Reflection

Educator:

Goal Setting (complete by 10/15)

*Educators develop one high-leverage goal focused on **High Quality Instruction (HQI)**, aligned to the [CCT Framework](#) and connected to the **NFPS District Priorities, NFPS Strategic Plan, and/or school goals**. Goals can be developed collaboratively.*

The District Goal for High-Quality Instruction:

Educators orchestrate and evaluate student-centered learning through questioning, listening, eliciting student thinking, and providing actionable feedback to support students in making meaning.

Tasks support mastery of the standard and success is clearly defined. They are designed for students to make meaning, and provide an opportunity for *each* student to engage personally, intellectually, and academically.

The **learning environment** is inclusive, flexible, and socially, emotionally, and intellectually safe in order to foster authenticity, personal connections, learning with and from others, and intellectual risk-taking.

Learners are academically and intellectually engaged to make meaning and connections. Learners take ownership of their learning through civil discourse, questioning, taking risks, extending thinking, collaborating, and persevering.

Educator Goal: (What is your learning goal? **Indicate the related CCT Domain / Indicator.**)

Educator Action Plan: (What actions will you take to achieve your goal?)

Impact on Educator Practice: (How will your learning impact your practice?)

Impact on Student Learning: (How will your learning impact students' learning?)



Mid-Year Reflection
(complete between 1/2 - 2/15)

Impact on Educator Practice: (How has your learning impacted your practice so far?)

Impact on Student Learning: (How has your learning impacted students' learning so far?)

Educator Action Plan: (What actions have you taken so far to achieve your goal? What changes, if any, need to be made to your plan? What will you do during the remainder of the year?)



End-of-Year Reflection
(completed by 2 days prior to your EoY conference)

Educator Action Plan: (What actions did you take to achieve your goal?)

Impact on Educator Practice: (How did your learning impact your practice?)

Impact on Student Learning: (How did your learning impact students' learning?)

Reflection on the Year: (What challenges did you face this year? What successes did you have? What are you proud of from this year?)

Future Focus: (What do you see as a likely area of focus for your development, in the coming year?)



New Fairfield Public Schools Lesson Planning Template

Teacher:
Observer:

Subject/Grade:

Date:

CONTEXT	
<p>Standard(s): (CCSS or Content Area)</p> <p>Lesson Objective(s): (What will students know, be able to do and understand as a result of this lesson?)</p> <p>Lesson Context: (Where does this lesson fall within the unit of study?)</p> <p>Why is this important beyond this lesson?</p>	<p style="text-align: center;">(click the image)</p>

TASK
<p>The task supports mastery of the standard and success is clearly defined. It is designed for students to make meaning, and provides an opportunity for <i>each</i> student to engage personally, intellectually, and academically.</p> <p style="text-align: center;">Task Design Cube</p>
<p>How will students engage personally?</p> <p>How will students engage academically?</p> <p>How will students engage intellectually?</p> <p>How will students know what success looks like and when they've achieved it?</p>

EDUCATOR
<p>The educator orchestrates and evaluates student-centered learning through questioning, listening, eliciting student thinking, and providing actionable feedback to support students in making meaning.</p>
<p>What will I do to orchestrate student-centered learning?</p>

How will I provide feedback to students?

What will I do to provide scaffolding as needed, while supporting student independence?

How will you know if students learned what you intended and what will you do if they didn't?

LEARNERS

The **learners** are academically and intellectually engaged to make meaning and connections. Learners take ownership of their learning through civil discourse, questioning, taking risks, extending thinking, collaborating, and persevering.

What is the relevant background of the learners?

How will students know what they are learning and why?

What opportunities will students have to make meaning and connections?

What opportunities will students have to set goals, solve problems, be reflective and/or persevere?

LEARNING ENVIRONMENT

The **learning environment** is inclusive, flexible, and socially, emotionally, and intellectually safe in order to foster authenticity, personal connections, learning with and from others, and intellectual risk-taking.

In addition to what you've done over time to create an emotionally and intellectually safe learning environment...

How will students interact with one another?

What decisions will students make within this lesson?

What about this lesson adds to the inclusive nature of the learning environment so that students feel that they *all* belong and/or see themselves represented?

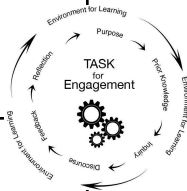
Observation Feedback (Reference specific CCT Competencies / NFPS Performance Standards.)

Observed:

Subject/Grade:

Date:

<p>The learners are academically and intellectually engaged to make meaning and connections. Learners take ownership of their learning through civil discourse, questioning, taking risks, extending thinking, collaborating, and persevering.</p>	<p>The task supports mastery of the standard and success is clearly defined. It is designed for students to make meaning, and provides an opportunity for <i>each</i> student to engage personally, intellectually, and academically.</p>
<p>The educator orchestrates and evaluates student-centered learning through questioning, listening, eliciting student thinking, and providing actionable feedback to support students in making meaning.</p>	<p>The learning environment is inclusive, flexible, and socially, emotionally, and intellectually safe in order to foster authenticity, personal connections, learning with and from others, and intellectual risk-taking.</p>



Additional Feedback:



New Fairfield Public Schools REVIEW OF PRACTICE

Educator:

Date:

Review of Practice is a point of contact between an educator and evaluator for reflection, sharing, feedback, and professional growth. It is an opportunity for educator-evaluator dialogue that is focused on an artifact of practice selected by the educator for reflection. The review of practice entails the following:

- The educator **selects an artifact or experience** to share with the administrator. **Artifacts of practice** may include the following (not intended as an exhaustive list): *student work samples, lesson plan, lesson video, task design, formative assessment tool, student data set, etc.*
- The educator **describes and reflects on the artifact** using the template below.
- The educator **submits the completed Review of Practice template** (and related artifact if possible) to the evaluator at least 48 hours **prior to the review meeting**.
- The educator and evaluator **meet** to discuss the artifact or experience and engage in professional dialogue about its implications.

Scheduling of the Review of Practice meeting should be undertaken by the educator **(October - April)** with attention to the timing of their mid-year and end-year conference to allow for dialogue and feedback at the Review of Practice that is in addition to the three growth conference meetings (initial, mid-year, and end-year). An evaluator may also recommend or schedule a review of practice if appropriate.

Artifact Reflection: Describe and reflect on your selected artifact / experience for this Review of Practice. You may also attach any relevant evidence. *Submit to your evaluator at least 48 hours prior to your Review of Practice conference.*



**New Fairfield Public Schools
End-of-Year Evaluation**

Educator:

Evaluator:

Commendations and Recommendations:

Growth Criteria Met (*yes / no*):

Educator Signature _____ Date _____

Evaluator Signature _____ Date _____

APPENDIX H: Corrective Support Plan Template (Educator)

NFPS CORRECTIVE SUPPORT PLAN		
Educator	Evaluator	Date
School	Grade / Program	
<p>Objective</p> <p>Area(s) of concern (noting CCT Standard)</p>		
<p>Resources, Supports, Strategies, and Intervention</p>		
<p>Timeframe for implementation and monitoring / review of progress</p>		
<p>Supportive Evaluator Actions</p>		
<p>Evidence of Growth / Indicators of Success</p> <p><i>The expectation is that the level of performance defined in the plan will be maintained with consistency beyond the period of structured assistance.</i></p>		
<p>Signature (Educator)</p>		<p>Signature (Evaluator)</p>

APPENDIX I: Sample Corrective Support Plan (Educator)

NFPS CORRECTIVE SUPPORT PLAN		
Educator: B.Thomas	Evaluator: A. Smith	Date:
School: NFMS	Grade / Program: 6th grade science	
<p>Objective: To improve instructional practices that lead students to construct meaning and apply new learning</p> <p>Area(s) of concern (noting CCT Standard)</p> <p>Lessons observed have been primarily whole group, teacher-directed or independent practice (ie. packets). Growth is focused on expanding opportunities for students to construct new and meaningful learning through purposeful discourse, application of learning in new contexts, collaborative experiences, and small group, flexible groupings..</p> <p>CCT Domain 3, Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidenced-based learning strategies</p> <p>Single-Point Competency, CCT Domain 3, Indicator 3b:</p> <p><u>The teacher implements effective instruction for active learning that:</u></p> <ul style="list-style-type: none"> ➤ Employs differentiated strategies, tasks, and questions that cognitively engage students through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse, and/or inquiry. ➤ Uses resources and flexible groupings that cognitively engage students. ➤ Fosters students’ ownership, self-direction, and choice of resources and/or flexible groupings to develop their learning. ➤ Provides multiple opportunities for students to develop independence as learners. <p><u>And where students:</u></p> <ul style="list-style-type: none"> ➤ Demonstrate new learning in multiple ways, including application of new learning to make connections between concepts. ➤ Generate their own questions and problem solving strategies and synthesize and communicate information. ➤ Approach learning in ways that will be effective for them as individual learners. 		

<p>Resources, Supports, Strategies, and Intervention</p> <ul style="list-style-type: none"> ● Professional text: <i>Next Steps with Academic Conversations</i> (Zwiers, 2019) ● Explicitly teach discourse strategies / structures / expectations, then integrate a discourse strategy each day into lesson plan ● Classroom visits alongside CIL with guiding questions to note teacher moves that support student engagement and application of learning ● Planning templates for small group instruction using iReady data ● CIL modeling of targeted small group instruction ● Implement small group instruction across curriculum areas to target the range of student needs. 	
<p>Timeframe for implementation and monitoring / review of progress</p> <p>6 weeks (<i>Insert dates</i>)</p> <p>Review of Progress: _____ (DATE) _____</p>	
<p>Supportive Evaluator Actions</p> <ul style="list-style-type: none"> ● Mentor assigned and provided time for planning, classroom visits, and other mentoring activities. ● Review of lesson plans weekly with feedback / annotations. ● Bi-weekly mini observations and/or feedback meetings (with bullet-points of conversation recorded for reference). 	
<p>Evidence of Growth / Indicators of Success</p> <ul style="list-style-type: none"> ● Lesson plans demonstrate a range of strategies for cognitive student engagement and active learning; ● Observation of instructional practices and learning tasks that consistently provide opportunities for students to engage in intentional discourse with one another, inquiry-based problem solving, and application of skills and knowledge. ● Student work samples <p><i>The expectation is that the level of performance defined in the plan will be maintained with consistency beyond the period of structured assistance.</i></p>	
<p>Signature (Educator)</p>	<p>Signature (Evaluator)</p>

NEW FAIRFIELD PUBLIC SCHOOLS

Leader Evaluation and Growth System

Standards and Criteria for Leaders

With the goal to strengthen individual leadership and the collective instructional and organizational capacity of New Fairfield Public Schools, a shared vision and language for effective leadership in the district is critical. It ensures clarity of expectations, fosters reflection and dialogue, provides for specific feedback, and supports accountability. For that reason, the New Fairfield Leader Evaluation and Growth System utilizes the [Connecticut Common Core of Leaders \(CCL\) and Connecticut School Leadership Standards \(CSLS\)](#) (and [corresponding Connecticut Leader Evaluation and Support rubrics](#)) to support leader practice discussions, self-assessment, dialogue, and descriptive feedback. While these rubrics can be used for specific dialogue and feedback in growth conferences, corresponding single-point competencies of the CCL-CSLS are used for high-leverage goal-setting and success criteria for leaders in this system. Links to the CCL-CSLS rubrics and the related single-point competencies that have been mapped for leaders in the New Fairfield Public Schools are provided in Appendix J.

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

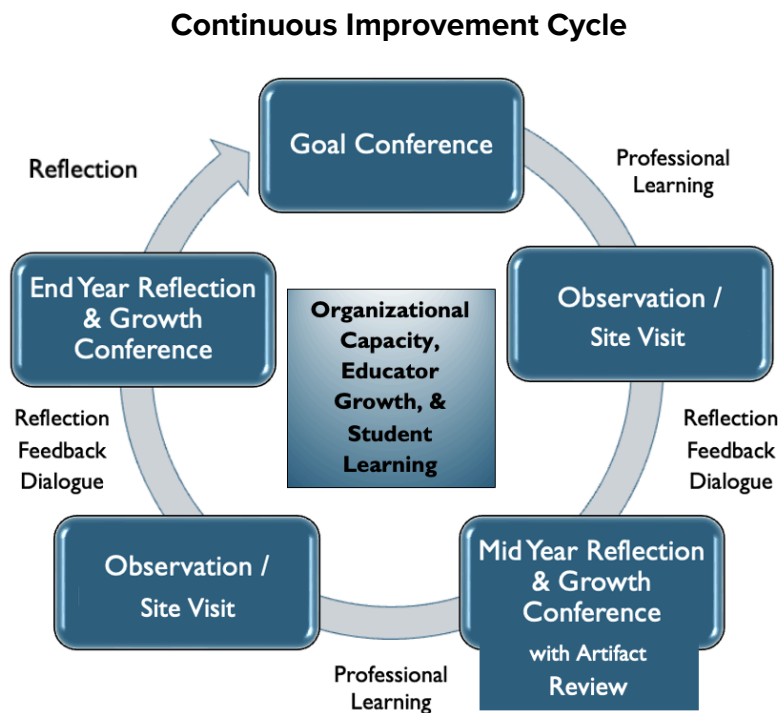
The New Fairfield Public Schools Leadership Evaluation and Growth System seeks to foster the continuous growth of all administrators in the district while also providing clarity and accountability within leader roles. The system is designed to foster both the individual growth of administrators in the district and the collective capacity of leadership in the district to support teacher effectiveness and student learning outcomes. This is made possible by a continuous learning process that allows leaders to engage in self-reflection, planning, collaboration, and professional learning opportunities throughout and across years to deepen their knowledge, practice, and efficacy with the goal of growing organizational capacity, teacher effectiveness, and in turn student learning. The leader models being a learner, engaging actively in feedback and dialogue with the evaluator as a thought-partner in this process. The components of this continuous learning process are described in the pages that follow.

Goal Setting for Continuous Improvement (Leader)

Leader growth in the New Fairfield Leader Evaluation and Growth System is grounded in a continuous improvement cycle implemented each year collaboratively between the leader and primary evaluator. An orientation to this process must be provided to all leaders prior to the start of

the process and no later than October 15th. All leaders/educators are assigned a primary evaluator (092 or 093).

Professional goals are at the heart of the leader’s growth, with a cycle that unfolds each year to allow multiple opportunities for professional dialogue, reflection, and feedback related to transformational leadership, professional practice, and student learning. This cycle is intended to celebrate strengths, inspire next steps, and identify areas for growth, with the goal of bringing systems in the school and/or district, teacher effectiveness, and student learning to new levels. In the spirit of continuous improvement and ongoing growth, this goal process is captured visually not as a linear journey but rather as a cycle that allows the leader and evaluator to build on rich professional dialogue and growth in practice from one year to the next. It is a process that also links to the site visits and review of practice artifact discussion as vehicles that provide points of contact between leader and evaluator and support ongoing reflection, dialogue, and feedback at points distributed throughout the year. Also, in this model, reflection and learning from one year can inform the next steps for growth or professional learning, with the opportunity for a goal or focus to carry over or be deepened from one year to the next, not in a predetermined manner but rather as the dialogue and work unfolds during the year and across multiple years.



Professional goals in this system serve dual purposes: (1) to shape opportunities for professional growth in a selected domain of practice for a leader, and (2) to impact educator effectiveness and student learning in a manner that is evidenced in performance measures, student work, or other evidence from the classroom. Dialogue between leaders and evaluators at multiple points across

the year allow for ongoing focus on the goal and meaningful reflection and feedback. The expectations for a given year regarding these professional leader goals are outlined below.

<p align="center"><u>Goal Setting</u> <i>Completed by November 1</i></p>	<p align="center"><u>Mid-year Check-in</u> <i>Completed by March 1</i></p>	<p align="center"><u>End-of-Year Reflection</u> <i>Completed by June 30</i></p>
<p>Beginning of the Year Goal and Planning</p> <ul style="list-style-type: none"> - Self reflect - Review data & evidence <p>Goal, Rationale, Alignment, and Educator Action Plan</p> <ul style="list-style-type: none"> - Draft goal, rationale, and professional learning plan (may include deepening a previous year’s goal, if applicable) - Indicate alignment to CCL indicator <u>in either Domain 1 (Instructional Leadership) or Domain 4 (Culture and Climate)</u>, unless otherwise agreed upon by leader and evaluator - Goal must support district priorities / strategic plan, school improvement plan, etc. - May include deepening previous year’s goal (if applicable) <p>Goal Setting Conference</p> <ul style="list-style-type: none"> - Mutually agree on 1-, 2-, or 3-year goal, examine related CCL indicator, and discuss connection to district goals - Discuss professional learning needs and 	<p>Mid-Year Check-In: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> - Self-Reflection: Review and reflect on current actions towards goal and growth of leadership practice, educator and student learning, and achievement - Select an Artifact for review to bring to MOY conference for discussion (note link to CCL indicator). <p>Mid-Year Conference</p> <ul style="list-style-type: none"> - Discuss reflection points and related evidence of impact on organizational growth, educator practice, and student learning. - Share Artifact for review with evaluator for discussion - Engage in conversation with feedback from evaluator - Adjust and revise goal and next steps as needed 	<p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> - Self-Reflection: Review and reflect on current actions towards goal and growth of leadership practice, educator and student learning, and achievement - Written reflection addresses goal / action plan and CCL Domains - Submit reflection to evaluator 48 hours prior to End-Year Conference <p>End-of-Year Conference/Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> - Discuss reflection and share evidence of impact on organizational growth, educator practice, and student learning. - Discuss feedback from evaluator - Consider future goals - Evaluator provides written summative feedback and guides next steps - Annual Summary approval

<p>action steps, aligned to professional status and goals</p> <ul style="list-style-type: none"> - Discuss multiple measures of evidence of student and educator learning, student, educator, and organizational growth and achievement 		
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Orientation to the New Fairfield Public Schools Leader Evaluation and Growth System process will occur each year in the district by October 15th. The orientation will include an overview of:

- **Goal setting aligned to CCL and related professional learning plans**
- **Use of standards, rubrics, and single-point competencies**
- **Site visits**
- **Review of practice**
- **Growth criteria**
- **Tiered supports**
- **Dispute resolution**

Initial Goal-Setting *(completed by November 1)*

Goal-setting is undertaken each year by the leader in collaboration with an evaluator. The leader and evaluator come to a mutual agreement on a goal aligned to the CCL-CSLS rubric and single-point competencies. This mutually-agreed upon 1-year, 2-year, or 3-year goal is informed by reflection on multiple measures of evidence of organizational health, student and educator learning, student and educator growth and achievement, includes a professional learning plan, and identifies support that is consistent with the educator’s professional status. The goal is informed by reflection on multiple measures of evidence (organizational health, educator and student learning, performance and achievement measures) as well as the leader’s own practice, includes a professional learning plan, and identifies support that is consistent with their professional status. Measurement towards the goal can include qualitative or quantitative evidence that impacts organizational, educator, and student learning and performance. Possible sources of evidence are noted below and also in the **Growth Criteria** section of this plan. The goal is to be submitted using the Leader Goal-Setting Template.

Evidence of Impact

While impact of the leader’s actions and learning from goal plan implementation must be evidenced in some manner, quantitative test scores are only one measure to consider; a range of qualitative tools should also be considered as evidence of impact and evidence for reflection. Below are some possible sources of evidence (not intended to be an exhaustive list).

**Examples of evidence of impact on leadership practice, organizational capacity,
and educator and student learning**

- Strategic plan / School improvement plan outcomes documented
- Classroom walkthroughs / learning walks / instructional rounds (or video clips)
- Journal entries / learning logs
- Artifacts from professional learning sessions developed by the leader
- Data analysis and related action steps
- Operational artifacts that impact systems (schedules, program restructuring, etc.)
- Stakeholder survey feedback
- Performance data of whole child development (academic, social-emotional, behavioral data, etc.)
- Feedback to educators for growth
- Stakeholder / community communication

Mid-Year Reflection and Goal Conference *(completed by March 1)*

The midyear check-in consists of reciprocal dialogue between the leader and evaluator. In preparation for this conference, the leader engages in self-reflection on progress toward their goal and the impact that actions have had on the organizational growth of the school / district, on educator effectiveness, and student learning.

The leader brings to the midyear conference an artifact selected for an Artifact Review. This artifact may be any of the artifacts indicated in the previously-referenced “Evidence of Impact” or another illustration or example of transformational leadership related to domains of the CCL-CSLS. The artifact may be quantitative or qualitative. The mid-year conference provides an opportunity to discuss this artifact specifically and in the broader context of the leader’s goal reflection and any site visit feedback from the evaluator. The conference is intended to provide the leader with an opportunity for further reflection, to receive feedback from their evaluator, and to plan revisions or next steps related to their goal.

End-Year Reflection and Summative Conference *(completed by June 30)*

The end-of-year reflection and summative conference provides an opportunity for discussion between the leader and evaluator to continue the discussion of progress toward the leader's goals, professional learning as it relates to the leader's professional growth and practice, and impact on organizational systems and capacity, educator and student learning and growth, and student performance and achievement as evidenced by multiple and varied qualitative and quantitative indicators. The leader undertakes an end-of-year self-reflection that is to include an analysis of the impact of their continued professional learning on their leadership practice, and an analysis of the evidence of impact on organizational, educator, and student growth, with alignment to the domains / indicators of the CCL-CSLS and connections to district priorities, strategic plan, and school

improvement plans. It can also include reflection on strengths and concerns as well as possible next steps for the goal or another professional learning focus for the upcoming school year. This self-reflection is to be completed in writing using the Leader End-Year Reflection template and should be submitted 48 hours prior to the end-of-year summative conference to ensure time for the evaluator to read the reflection before meeting and to ensure the most effective use of the conference time. The evidence analyzed and discussed in the end-of-year reflection is important for the leader's subsequent self-assessment and goal setting revisions or new goal.

The evaluator provides specific, actionable feedback related to the leader's goal at the summative conference. Discussion of site visits and feedback aligned to the CCL-CSLS rubric and single-point competencies is also provided in the conference. The evaluator then writes a concise summary of the leader's professional practice and growth based on the actions and professional learning undertaken and related impact. This will include reference to CCL-CSLS single-point competencies as appropriate across relevant domains / indicators. The written summary will make a distinction regarding the leader's successful completion of the professional learning process based on the growth criteria articulated in the Leader Evaluation and Growth System. (See the **Growth Criteria** section of this plan for further details.)

Professional Practice and Leader Growth

The New Fairfield Public Schools Leader Evaluation and Support System leverages site visits as a valuable point of contact and opportunity for feedback and dialogue in support of continuous learning and growth for the leader. Site visits are intended to provide an opportunity for observation of leadership undertaken in context. Site visits allow for reflection opportunities and timely, meaningful feedback based on leader goals, CCL-CSLS domains and indicators, and district / school priorities, strategic plans, and school improvement plans. Reflection and dialogue between leader and evaluator following a site visit is to be grounded in the Connecticut Common Core of Leading (CCL) rubrics and related single-point competencies to ensure specific feedback for growth.

Leader Cohort	Observation Framework
Induction (<i>Years 1 & 2 in administration, or new to the district</i>)	Minimum of 3 Site Visits / Observations and 2 Artifact Reviews (verbal / written feedback, not rated)
Professional (<i>Years 3 & beyond as an NFPS administrator</i>)	Minimum of 2 Site Visits / Observations and 1 Artifact Review (verbal / written feedback, not rated)
Leader w/ T2/T3 support or Corrective Support Plan in previous year	Minimum of 3 Site Visits / Observations and 2 Artifact Reviews (verbal / written feedback, not rated)

Definitions for these professional practice structures are provided below. Site visit feedback (verbal and written) is to be provided within five school days. Additional observations of professional practice can be conducted as mutually agreed upon or as deemed necessary.

- **Site Visits / Observations** are for a minimum of 30 minutes; they may be scheduled by the leader, announced by the evaluator, or unannounced. Site visits / observations may be differentiated based on the leader's goal area, domains / indicators to be observed, or areas of focus for district and/or school improvement. Site visits / observations may include such activities as evaluator classroom walkthroughs / learning walks, attending leadership team meetings, faculty meetings, or professional learning sessions, community events being held by the leader, and/or data meetings with the leader or building-based leadership team. Site visits / observations are to be followed with verbal and/or written feedback from the evaluator within 5 school days of the observation, with responsibility shared by both leader and evaluator to initiate the feedback dialogue.

- **Artifact Review** is a point of contact between a leader and evaluator for reflection, sharing, feedback, and professional growth. It is an opportunity for leader-evaluator dialogue that is focused on an artifact of practice selected by the leader for reflection. The artifact review entails the following:
 - The leader **selects an artifact or experience** to share with the evaluator. Examples of an **artifact** include the following (not intended as an exhaustive list): student work samples or video clip of instructional practice related to school improvement or district priorities, data analysis and proposed action steps, stakeholder feedback, leadership team meeting agendas, BOE presentation / report, etc.
 - The leader **describes and reflects on the artifact** at the growth conference. (*Note: One artifact review may be incorporated into the leader's mid-year conference; additional artifact reviews are to be scheduled as a separate meeting.*)
 - The leader and evaluator **meet** to discuss the artifact or experience and engage in professional dialogue about its implications.

To ensure that professional practice structures are relevant and foster professional growth, leaders may schedule site visits (to the extent possible) and request feedback specific to elements of their goal area. Evaluators can bring forward feedback in other areas of the CCL-CSLS domains / indicators as well and may also request that specific observations be scheduled for other areas of focus if needed to support or enhance the professional learning and growth of a leader.

Evaluator/Observer/Stakeholder Feedback and Engagement

Site visits and artifact reviews are intended to occur as components that foster a continuous learning process. The identified high leverage goal of the leader provides a potential (but not exclusive) focus for strategic evidence collection during the site visit and feedback. Evaluators provide leaders with specific feedback based on evidence, standards / CCL-CSLS, and the leader's goal; ensure timely access to professional learning opportunities and support(s) as needed; and continue to collect evidence of leader practice and progress toward goals through multiple sources of evidence, including site visits and artifact reviews. Feedback from site visits is to be provided within five school days. Responsibility is shared by both leader and evaluator to initiate the feedback dialogue in a timely manner.

Quality feedback in the NFPS Leader Evaluation and Growth System:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards / CCL, and articulated goals,
- Is personalized for the leader and context,
- 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 opportunities to rework, refine, and revise knowledge, attitudes, skills, and/ or practices,
- Is timely, specific, frequent, and reciprocal.

Growth Criteria (Leader)

A leader is determined to have successfully met the expectations of growth each year through:

- **Reflection and artifacts of practice that demonstrate new professional learning for the leader and the impact of professional learning and growth on the leader's practice** (related, but not limited, to the educator's goal).
- **Evidence, using multiple measures, of the impact of leader professional learning and growth related to organizational growth, educator growth, and student learning outcomes** (related, but not limited, to the educator's goal).
- **Articulation of next steps for professional growth in support of organizational growth, educator effectiveness, and student learning needs.**

Sample sources of evidence are listed below and intentionally parallel evidence of impact for goals. Leaders may ground their evidence of growth in professional learning and practice related specifically to their goal for the year, but additional organizational, educator, or student data discussed during the year and feedback for growth outside of the goal area shared by the evaluator in conferences may also be considered in relation to a leader's growth. If feedback for growth in other areas has been provided by the evaluator during the year, it is expected that the leader will reflect on and demonstrate progress in these areas at the growth conferences that follow.

Evidence of Impact

Quantitative test scores are only one measure to consider as sources of evidence in support of the growth criteria for educators; a range of qualitative tools, such as student work samples, observation checklists from instructional rounds, learning agendas, video clips from the classroom, stakeholder surveys, community presentations, etc., should also be considered as evidence of impact for reflection.

Examples of evidence of impact on leadership practice, organizational capacity, and educator and student learning

- Strategic plan / School improvement plan outcomes documented
- Classroom walkthroughs / learning walks / instructional rounds (or video clips)
- Journal entries / learning logs
- Artifacts from professional learning sessions developed by the leader
- Data analysis and related action steps
- Operational artifacts that impact systems (schedules, program restructuring, etc.)
- Stakeholder survey feedback
- Performance data of whole child development (academic, social-emotional, behavioral)
- Feedback to educators for growth
- Stakeholder / community communication

Process Elements (Leader)

The following sections outline the procedures and process elements that guide the implementation of the New Fairfield Public Schools Leader Evaluation and Growth System. Note that each leader will have a primary evaluator and, when applicable, a co-evaluator can collaborate to provide specific, expert feedback relevant to aspects of a given role.

- **Timeline**

While dates below appear linear in nature, the continuous learning process is intended to be a cyclical process that allows leaders to build on a professional learning focus and goal from one year to the next. Also, note that these dates are subject to extension when circumstances justify such action, such as leader or evaluator extended absence due to illness or family emergency, disruptions due to weather, etc.

Orientation	Leaders will participate in an orientation by October 15.
Initial Goal Conference	By November 1

	Submit Goal Setting & Reflection (11/1 due date).
Mid Year Reflection & Growth Conference	By March 1 (Includes Artifact Review)
End Year Reflection & Growth Conference	By June 30 Submit EOY Goal Reflection (2 days prior to Growth Conference)

- **Tiered Support (Leader)**

All New Fairfield Public School leaders are to have access to high-quality, relevant professional learning opportunities to improve practice and grow professionally over time. In a plan committed to professional growth, we seek to provide specific, descriptive feedback and differentiated supports for leaders to ensure that they are able to be successful in their practice and their impact on organizational growth, educator effectiveness, and student learning.

Differentiated professional growth opportunities begin in Tier 1 at goal-setting and growth conferences to discuss action steps in support of a leader’s goals. Evaluators can make recommendations in those growth conferences to address areas of growth for a leader. In addition, site visits can be targeted to provide feedback in areas of goal-setting and growth. If evaluators have continued concerns regarding a leader's progress not only related to goals discussed at the start of the year but in any area of practice articulated in the CCL-CSLS and related rubrics and single-point competencies, feedback should be provided promptly verbally and documented for the leader. This feedback should be accompanied by increasing intensities of support in Tier 2 and then Tier 3 (as needed). All three tiers of support must be implemented prior to the development of a Corrective Support Plan. Below are examples of supports of increasing intensity; this list is not exhaustive but provides examples that capture the spirit of tiered support and should be considered:

Examples of Administrator / Leader Tiered Supports	
Tier 1	<i>Tier 1 supports are professional learning experiences available to all leaders, such as:</i> Collegial discourse; site visit feedback; classroom / other school visits; professional texts; webinars; district professional learning opportunities
Tier 2	<i>Following <u>specific, descriptive feedback</u> aligned to the CCL-CSLS single-point competencies from the evaluator (and documented):</i>

	<p>Supports noted above are adapted with increased intensity in focus, frequency, and duration. (For instance, Tier 2 support may include structured observation of specific leadership practices and debrief by the evaluator, leadership coaching sessions by a colleague / mentor, etc. suggested by the leader or recommended by the evaluator.)</p> <p>Also, additional informal / formal observations or site visits may be conducted.</p>
<p>Tier 3</p>	<p><i>Following <u>specific, descriptive feedback</u> aligned to the CCL-CSLS from the evaluator (and documented):</i></p> <p>Clearly articulated areas of focus, duration of time, and criteria for success are outlined. In addition to Tier 2 supports, Tier 3 plans may include such supports as formal mentor assignment and additional informal / formal observations, including an alternate evaluator conducting one or more observations / site visits.</p> <p>Tier 3 plans are to be developed in consultation with the evaluator, leader, and NFAA representative. A start date and duration of time for this level of support should be documented. Tier 3 supports may include a decision to move to a Corrective Support Plan.</p> <p><i>Multiple, significant concerns or a severe lapse of judgment may result in a leader moving to Tier 3 or a Corrective Support Plan directly; this will be communicated explicitly and with NFAA representation present for the educator.</i></p>

Lack of growth and reflection over time, despite tiered supports available, or resistance to growth-oriented feedback leads to the development of a Corrective Support Plan for a leader. The Corrective Support Plan is a process that is separate from the leader growth model.

- **Corrective Support Plan (Leader)**

Lack of growth and reflection over time, despite tiered supports available, or resistance to growth-oriented feedback, leads to the development of a Corrective Support Plan for a leader. The Corrective Support Plan is developed in consultation with the evaluator, leader, and NFAA representative. A template for a Corrective Support Plan is provided in Appendix Q. The plan is to include:

- Clear objectives specific to the well-documented area of concern (aligned to CCL-CSLS single-point competencies);
- Resources, supports, and interventions to address the area of concern;
- Timeframes for implementing supports and monitoring / reviewing progress;

- Supportive actions from the evaluator; and
- Evidence of growth / indicators of success.

A meeting at the conclusion of the Corrective Support Plan period will include the evaluator, leader, and NFAA representative to discuss the outcome. Lack of significant progress in the timeframe of the Corrective Support Plan may result in recommendation of separation from the position for the leader as the outcome. Alternatively, an outcome at the conclusion of the timeframe of a Corrective Support Plan may include a decrease in the level of support if significant progress is demonstrated. The expectation is that the level of performance defined in the plan will be maintained by the leader with consistency beyond the period of corrective support.

Continuation of a Corrective Support plan may be possible in some instances, but it should be noted that this level of support is not intended to be prolonged or extended given its intensity.

A sample Corrective Support Plan is provided in Appendix R. Orientation to the Leader Evaluation and Support System and ongoing training will ensure that all stakeholders understand the tiers of support and process.

• **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 growth system. As our evaluation and growth system is designed to ensure continuous, constructive, and cooperative processes among professional educators, leaders and their evaluators are encouraged to resolve disagreements informally.

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

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 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. Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement.

Process

The leader being evaluated shall be entitled to representation by his/her/their respective collective bargaining unit at all levels of the process.

1. Within three school days of articulating the dispute in writing to 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 educator 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 (see step 1).
3. The Superintendent (or designee) will arbitrate the issue in dispute. In this case, the Superintendent (or designee) will review all applicable documentation and meet with both parties (evaluator and educator being evaluated, with representation from NFAA) as soon as possible, but no longer than five workdays from the date of the written communication to the Superintendent (or designee).

The Superintendent (or designee) 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.

- **Role of PDEC**

The PDEC serves as the collaborative decision maker using a consensus protocol to create, revise, and monitor the New Fairfield Public Schools Evaluation and Growth System, as well as the district professional learning plan each year. Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is critical that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups. The committee seeks balance to the extent possible across the groups of administrators, general education classroom teachers, special education teachers, related service providers, instructional coaches, interventionists, unified arts staff, and paraeducators.

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

- participation in the development or adoption of the New Fairfield Public Schools Educator and Leader Evaluation and Growth System, 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 in collaboration with Human Resources.

The Educator and Leader Evaluation and Growth System shall be mutually agreed upon by the New Fairfield Public Schools Board of Education and the district PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the Connecticut Model Educator and Leader Evaluation and Support program and may, through mutual agreement, adopt that model or a mutually agreed-upon adaptation of the model, provided that the adapted model is consistent with the CT 2023 Guidelines.

- **Local and State Reporting**

The Superintendent shall report:

1. The status of teacher evaluations to the New Fairfield Public Schools Board of Education on or before June 1 of each year; and
2. The status of the implementation of the teacher evaluation and support program,

including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

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

APPENDIX J: CCL-CSLS Single Point Competencies

Appendix J - CCL-CSLS Single Point Competencies and NFPS Performance Standards

Below are the standards and related rubrics, including performance standards and single-point competencies, developed for the New Fairfield Public Schools Leader Evaluation and Growth System. The PDEC plans to continue to engage in analysis of the CCL-CSLS related rubrics and current draft of NFPS single-point competencies in order to further refine and enhance the single-point competencies for future years.

[Connecticut Common Core of Leaders \(CCL\) and Connecticut School Leadership Standards \(CSLS\)](#)
[Corresponding Connecticut Leader Evaluation and Support rubrics](#)

Single-Point Competencies of Effective Leadership

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

Indicator 1.1: Shared Mission, Vision, and Goals - *Leaders collaboratively develop, implement, and sustain the vision, mission, and goals of the district and school to support high expectations for all students and staff.*

Areas of Strength	Effective Leadership Practice (Adapted from the Connecticut Leader Evaluation and Support Rubrics (2017))	Opportunities for Growth / Next Steps
	<p><u>The leader demonstrates instructional leadership that:</u></p> <ul style="list-style-type: none"> ➤ Develops, implements, and sustains shared vision, mission, and goals of high expectations for all students across the years, including life skills and college- and career-readiness . ➤ Creates school and/or district improvement plans that align school and district goals to move forward the broader vision and mission, that can serve as a meaningful guide for educator goals, and that focus resources and instructional practices in a manner to effectively support the vision, mission, and goals. ➤ Engages a range of stakeholders in the development, implementation, and revision of the vision, mission, and goals, including the proactive identification of obstacles to be addressed. <p><u>And where educators and leaders collaboratively build the capacity of stakeholders to:</u></p> <ul style="list-style-type: none"> ➤ Reflect upon, review, and revise regularly the vision, mission, and goals in a cycle of continuous improvement. ➤ Create, implement, and sustain improvement plans to address the vision, mission, and goals, as well as the obstacles or barriers to those goals. 	

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

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

Areas of Strength	Effective Leadership Practice (Adapted from the Connecticut Leader Evaluation and Support Rubrics (2017))	Opportunities for Growth / Next Steps
	<p><u>The leader demonstrates instructional leadership that:</u></p> <ul style="list-style-type: none"> ➤ Consistently collaborates with stakeholders in a curriculum process of development, implementation, and monitoring to ensure written and taught curriculum is aligned to State and national standards and allows for the application of learning in authentic settings and through relevant experiences. ➤ Promotes and models evidence-based instructional strategies and practices that address the diverse learning needs of all students. ➤ Consistently collaborates with staff to ensure the use of formative and summative assessment practices to inform instructional decision-making. <p><u>And where educators and leaders collaboratively build the capacity of staff to:</u></p> <ul style="list-style-type: none"> ➤ Engage in cycles of continuous review and improvement of curriculum that meets or exceeds standards and ensures innovative learning applications. ➤ Research, identify, and implement evidence-based practices to meet students’ diverse needs. ➤ Implement, evaluate, and revise assessments to drive decisions at multiple levels (student instruction, district curriculum, etc.). 	

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

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

Areas of Strength	Effective Leadership Practice (Adapted from the Connecticut Leader Evaluation and Support Rubrics (2017))	Opportunities for Growth / Next Steps
	<p><u>The leader demonstrates instructional leadership that:</u></p> <ul style="list-style-type: none"> ➤ Analyzes multiple and varied sources of data to monitor progress and inform decision-making that addresses student and/or adult learning needs in support of the school or district vision, mission, and goals. ➤ Develops collaborative practices for staff to analyze varied sources of data (including student work) to monitor progress and adjust instruction to meet the diverse needs of all students. ➤ Engages staff in a solutions-oriented process to address challenges related to student success. <p><u>And where educators and leaders collaboratively build the capacity of staff to:</u></p> <ul style="list-style-type: none"> ➤ To use multiple and varied sources of data to monitor progress and inform decision-making to address student and/or adult needs related to the school or district vision, mission, and goals. ➤ Engage in continuous improvement cycles that review data and determine goals for instruction at the district, school, grade, team, or student level. ➤ Develop and implement solutions systemically to district or school challenges related to student success and achievement. 	

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

Indicator 2.1: Recruitment, Selection, and Retention - *Leaders recruit, select, support, or retain effective educators needed to implement the school or district's vision, mission, and goals.*

Areas of Strength	Effective Leadership Practice (Adapted from the Connecticut Leader Evaluation and Support Rubrics (2017))	Opportunities for Growth / Next Steps
	<p><u>The leader demonstrates talent management that:</u></p> <ul style="list-style-type: none"> ➤ Develops and implements a coherent and intentional process to recruit, select, support, and retain staff, aligned with district and school vision, mission, and goals, and following district policies and procedures. ➤ Uses multiple sources of evidence and considers student and staff needs when making recruitment, selection, and retention decisions. ➤ Develops and maintains positive relationships to retain highly-qualified and diverse staff. ➤ Identifies and responds consistently to support the needs of early-career staff. <p><u>And where educators and leaders collaboratively build the capacity of staff to:</u></p> <ul style="list-style-type: none"> ➤ Develop and implement strategies to recruit, select, support, and retain staff, aligned with the district and school vision, mission, and goals, and influencing district policies and procedures. ➤ Utilize multiple sources of evidence when making collaborative hiring or retention decisions. ➤ Empower others to build supportive and positive relationships to retain staff. ➤ Provide high-quality, differentiated support to early-career staff teachers. 	

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

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

Areas of Strength	Effective Leadership Practice (Adapted from the Connecticut Leader Evaluation and Support Rubrics (2017))	Opportunities for Growth / Next Steps
	<p><u>The leader demonstrates talent management that:</u></p> <ul style="list-style-type: none"> ➤ Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission, and goals. ➤ Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities. ➤ Creates the conditions, including support, time, and/or resources for professional learning, that lead to improved practice. ➤ Fosters leadership opportunities for staff for improved instruction and organizational capacity. <p><u>And where educators and leaders collaboratively build the capacity of staff to:</u></p> <ul style="list-style-type: none"> ➤ Promote collaborative practices and foster leadership opportunities for a professional learning system that promotes continuous improvement. ➤ Lead others to reflect on and analyze multiple sources of data to identify and develop their own professional learning. ➤ Collaboratively develop the conditions, including support, time and resources based on a comprehensive professional learning plan, that leads to improved instruction. 	

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

Indicator 2.3: Observation and Performance Evaluation - *Leaders ensure high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.*

Areas of Strength	Effective Leadership Practice (Adapted from the Connecticut Leader Evaluation and Support Rubrics (2017))	Opportunities for Growth / Next Steps
	<p><u>The leader demonstrates talent management that:</u></p> <ul style="list-style-type: none"> ➤ Evaluates staff using multiple sources of evidence (observations, review of practice, student learning data, growth conferences) aligned to educator performance standards to improve teaching and learning. ➤ Regularly provides timely, clear, specific, and actionable feedback based on evidence. ➤ Proactively engages in difficult conversations with staff about performance or growth to strengthen teaching and enhance student learning. <p><u>And where educators and leaders collaboratively build the capacity of staff to:</u></p> <ul style="list-style-type: none"> ➤ Engage in peer-to-peer collaboration and discourse based on multiple sources of evidence (including peer-to-peer observation) to improve teaching and learning. ➤ Create a culture of collaborative professional discourse to strengthen teaching and enhance student learning. 	

Domain 3: Organizational Systems

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

Indicator 3.1: Operational Management - *Leaders strategically align organizational systems and resources to support student achievement and school improvement.*

Areas of Strength	Effective Leadership Practice (Adapted from the Connecticut Leader Evaluation and Support Rubrics (2017))	Opportunities for Growth / Next Steps
	<p><u>The leader demonstrates organizational leadership that:</u></p> <ul style="list-style-type: none"> ➤ Establishes, implements, and monitors organizational systems (ie. schedules) that consistently support the vision, mission, and goals of the school and/or district and its orderly operation. ➤ Designs and implements a comprehensive school site safety and security plan. ➤ Ensures safe operations (including advocating for facilities) and proactively identifies and addresses issues and concerns that support a positive learning environment. ➤ Develops or implements communication and data systems that assure the accurate and timely exchange of information. ➤ Develops capacity of staff to document and access student learning progress over time. <p><u>And where educators and leaders collaboratively build the capacity of staff to:</u></p> <ul style="list-style-type: none"> ➤ Make or inform decisions regarding the organizational structures and systems. ➤ Identify, address, and/or resolve any identified safety issues and concerns in a timely manner. ➤ Inform decisions regarding continuously improving the data and communication systems. ➤ Collaboratively document and access student learning progress over time and continually seek input on improving information and data systems. 	

Domain 3: Organizational Systems

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

Indicator 3.2: Resource Management - *Leaders establish a system for fiscal, educational, and technological resources that operate in support of teaching and learning.*

Areas of Strength	Effective Leadership Practice (Adapted from the Connecticut Leader Evaluation and Support Rubrics (2017))	Opportunities for Growth / Next Steps
	<p><u>The leader demonstrates organizational leadership that:</u></p> <ul style="list-style-type: none"> ➤ Develops, implements, and monitors a transparent and fiscally-responsible budget aligned to the school and district improvement plans and district, state, and federal regulations. ➤ Advocates for and works to secure school or program financial/educational resources that support achievement of the district / school’s vision, mission and goals. ➤ Allocates resources to ensure educational equity for all diverse student, family, and staff needs. <p><u>And where educators and leaders collaboratively build the capacity of staff to:</u></p> <ul style="list-style-type: none"> ➤ Play an important role in developing, monitoring, and advocating for the budget in their respective areas. ➤ Practice responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts. ➤ Engage relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs. 	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

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

Areas of Strength	Effective Leadership Practice (Adapted from the Connecticut Leader Evaluation and Support Rubrics (2017))	Opportunities for Growth / Next Steps
	<p><u>The leader demonstrates professional influence on culture and climate that:</u></p> <ul style="list-style-type: none"> ➤ Communicates and advocates for the vision, mission, and goals of the school and/or district so that families, community partners, and other stakeholders understand and support equitable and effective learning opportunities for all students. ➤ Promotes and provides opportunities for families and members of community to be actively engaged in decision-making in support of schoolwide or districtwide student achievement or student-specific learning improvement. ➤ Maintains and promotes relationships with a wide range of families, community partners and other stakeholders, viewing diversity in the community as an asset, to discuss, respond to, and influence educational issues. <p><u>And where educators and leaders collaboratively build the capacity of staff to:</u></p> <ul style="list-style-type: none"> ➤ Create a school-wide or district-wide culture in which staff make themselves accessible and approachable to all families and stakeholders in a collaborative manner. ➤ Engages with local stakeholders and in broader contexts (regional, State, etc.) to grow the mission, vision, and goals of the school or district. ➤ Integrates the diverse assets and needs of the community into the educational program to meet the learning needs of all students. 	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

Indicator 4.2: School Culture and Climate - *Leaders establish a positive climate for student achievement, as well as high expectations for adult and student conduct.*

Areas of Strength	Effective Leadership Practice (Adapted from the Connecticut Leader Evaluation and Support Rubrics (2017))	Opportunities for Growth / Next Steps
	<p><u>The leader demonstrates professional influence on culture and climate that:</u></p> <ul style="list-style-type: none"> ➤ Establishes, monitors, and implements standards for student behavior and conduct aligned to school and district values and ensures training for staff and students to uphold these expectations. ➤ Communicates and holds themselves and other adults responsible for behaviors that align with the CT Code of Professional Responsibility. ➤ Maintains and promotes a positive and inclusive climate focused on student learning, high expectations, and the wellness of staff and students. <p><u>And where educators and leaders collaboratively build the capacity of staff to:</u></p> <ul style="list-style-type: none"> ➤ Establish a culture in which students self-monitor themselves and others in expectations of conduct. ➤ Foster a culture in which staff self-monitor and provide feedback to peers aligned with the CT Code of Professional Responsibility. ➤ Sustain ongoing collaboration with the community to strengthen school/district culture. 	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

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

Areas of Strength	Effective Leadership Practice (Adapted from the Connecticut Leader Evaluation and Support Rubrics (2017))	Opportunities for Growth / Next Steps
	<p><u>The leader demonstrates professional influence on culture and climate that:</u></p> <ul style="list-style-type: none"> ➤ Maintains the highest standards of professional conduct and holds high expectations of ethics, integrity, and professionalism for themselves and others. ➤ Promotes reflection, dialogue, and actions that foster educational equity in access, opportunity, and outcomes across the school culture and climate. ➤ Holds self and others responsible for the ethical, legal, and socially-responsible use of technology in support of school and district goals, mission, and vision. <p><u>And where educators and leaders collaboratively build the capacity of staff to:</u></p> <ul style="list-style-type: none"> ➤ Sustain the highest standards of professional conduct, ethics, and integrity as a school or district community. ➤ Collaborate across all stakeholders in fostering equitable outcomes for each student. ➤ Proactively address the benefits and challenges of technology and social media in the context of the school or district goals, mission, and vision. ➤ Demonstrate and model the legal, ethical, and social use of technology across the community. 	

APPENDIX K: Reflection Prompts (Leader)

Self-Reflection Sample Questions / Conversation Prompts - Leader

- 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 Vision of the Learner 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 - Leader

Indicators of success

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

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- How would you like 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 the 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 professional learning would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix L: Definition of Cohorts (Leader)

Leader Cohort	Observation Framework
Induction (<i>Years 1 & 2 in administration, or new to the district</i>)	Minimum of 3 Site Visits / Observations and 2 Artifact Reviews (verbal / written feedback, not rated)
Professional (<i>Years 3 & beyond as an NFPS administrator</i>)	Minimum of 2 Site Visits / Observations and 1 Artifact Review (verbal / written feedback, not rated)
Leader w/ T2/T3 support or Corrective Support Plan in previous year	Minimum of 3 Site Visits / Observations and 2 Artifact Reviews (verbal / written feedback, not rated)

Appendix M: Growth Criteria and Evidence of Impact / Sources of Evidence (Leader)

Growth Criteria

A leader is determined to have successfully met the expectations of growth each year through:

- **Reflection and artifacts of practice that demonstrate new professional learning for the leader and the impact of professional learning and growth on the leader’s practice** (related, but not limited, to the educator’s goal).
- **Evidence, using multiple measures, of the impact of leader professional learning and growth related to organizational growth, educator growth, and student learning outcomes** (related, but not limited, to the educator’s goal).
- **Articulation of next steps for professional growth in support of organizational growth, educator effectiveness, and student learning needs.**

Sample sources of evidence of impact are listed below.

Evidence of Impact

Quantitative test scores are only one measure to consider as sources of evidence in support of the growth criteria for educators; a range of qualitative tools, such as student work samples, observation checklists from instructional rounds, learning agendas, video clips from the classroom, stakeholder surveys, community presentations, etc., should also be considered as evidence of impact for reflection.

Examples of evidence of impact on leadership practice, organizational capacity, and educator and student learning

- Strategic plan / School improvement plan outcomes documented
- Classroom walkthroughs / learning walks / instructional rounds (or video clips)
- Journal entries / learning logs
- Artifacts from professional learning sessions developed by the leader
- Data analysis and related action steps
- Operational artifacts that impact systems (schedules, program restructuring, etc.)
- Stakeholder survey feedback
- Performance data of whole child development (academic, social-emotional, behavioral)
- Feedback to educators for growth
- Stakeholder / community communication

APPENDIX N: General Glossary (Leader)

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

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

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

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

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

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations / site visits (peers or evaluators), and a collection of and reflection on multiple measures of evidence. This process is embedded into the goal-setting conference, mid-year check-in, and end-year conference for leaders each year, in addition to points of contact for feedback based on observations/site visits and artifacts of review.

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

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

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

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

Quality feedback:

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

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

formal observations: A formal observation (minimum of 30 minutes) is a structured and planned process of watching, assessing, and evaluating a leader’s performance. This typically includes a pre-conference and post-conference meeting and results in a written evaluation within five school days.

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

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

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

informal observations: An informal observation is typically an unplanned / unannounced visit no

less than 15 minutes intended to evaluate leader performance. This typically includes either verbal or written feedback provided to the educator within five school days.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include superintendent, assistant superintendent, principal, assistant principal, pupil services director, or special education coordinator. This is not an exhaustive list, but rather serves to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

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

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

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

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

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

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

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

single-point competency: A description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

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

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

tiered support: Increasing levels of support for educators in their professional growth.

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 the district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

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

Tier 3

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

APPENDIX O: Glossary of Professional Learning Opportunities (Leader)

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

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further leader skills and/or provide professional training. Coursework undertaken individually by a leader may be cited in reflections and shared at check-ins, with evidence of impact on professional learning, practice, and student growth noted.

case study: A longitudinal review of school / organizational-based data (quantitative and qualitative) to examine and document growth over time for the purpose of deepening understanding and informing next steps.

coaching: A process based on trust in which professional colleagues work together to reflect on current practices and problems of practice; expand, refine, and build new skills; share, implement, and reflect on evidence-based practice; examine data to develop action plans; teach one another; conduct action research; and/or solve problems.

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

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

May include, but is not limited to:

- Examining student data
- Mentoring / coaching
- Book study
- Co-planning
- Investigating print and online resources
- Lesson study
- Learning walks / Visitations/observations within a school

learning walks: Groups of educators (or leaders) visiting classrooms with a specific curricular or instructional focus as the lens for collection of evidence, reflection, and debrief. These are non-evaluative classroom or site-based visits to build shared vision for effective practice and leadership.

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards to revise, enhance, and (ideally) implement again with the same students or in a different classroom.

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

peer observation: An opportunity for educators to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures. Leaders may want to observe peers facilitating a data team meeting, engaging in a difficult

conversation, or facilitating a professional learning experience.

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

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

protocols: A learning tool that is structured and rule-based. Often implemented to aid in new learning for groups or individuals; for instance, protocols are also used in the review of data or tuning of curriculum documents to ensure an objective, systematic approach to the work. Protocols may also be used for article discussions, case studies, book reviews, and other procedures in workshops and other learning designs.

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

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

walkthroughs: A team of leaders visiting classrooms with a specific curricular or instructional focus as the lens for collection of evidence, reflection, and debrief. This evidence is reviewed, and next steps are determined as a result of this practice.

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

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

APPENDIX P: NFPS Leader Continuous Learning Process Forms

Goal-Setting & Reflection
Mid-Year Reflection
End-of-Year Reflection
Lesson Planning Template
Observation Feedback
End-of-Year Evaluation

*Orientation to NFPS Leader Evaluation and Growth System to be completed by
October 15th. Non-negotiable Process Element of the CT Guidelines (2023).*

Date of Completion: _____



New Fairfield Public Schools Goal Setting & Reflection

Administrator:

Goal Setting (complete by 11/1)

Educators develop one rich goal that is tied to one of the three indicators of either Domain 1 (Instructional Leadership) or Domain 4 (Culture and Climate) as well as their school or department goals. Goals can be developed collaboratively.

Administrator Goal: (What is your learning goal?)

Administrator Action Plan: (What actions will you take to achieve your goal?)

Impact on Administrator Practice: (How will your learning impact your practice?)

Impact on Student Learning: (How will your learning impact students' learning?)



End-of-Year Reflection
(completed by 2 days prior to your EoY conference)

Administrator Action Plan: (What actions did you take to achieve your goal?)

Impact on Administrator Practice: (How did your learning impact your practice?)

Impact on Student Learning: (How did your learning impact students' learning?)

Reflection on the Year: (What challenges did you face this year? What successes did you have? What are you proud of from this year?)

Future Focus: (What do you see as a likely area of focus for your development, in the coming year?)



**New Fairfield Public Schools
End-of-Year Evaluation**

Administrator / Leader:

Evaluator:

Commendations and Recommendations:

Growth Criteria Met (*yes / no*):

Administrator / Leader Signature _____ Date _____

Evaluator Signature _____ Date _____

APPENDIX Q: Corrective Support Plan Template (Leader)

NFPS CORRECTIVE SUPPORT PLAN		
Leader	Evaluator	Date
School	Grades / Program (if applicable)	
<p>Objective</p> <p>Area(s) of concern (noting CCL-CSLS Standard)</p>		
<p>Resources, Supports, Strategies, and Intervention</p>		
<p>Timeframe for implementation and monitoring / review of progress</p>		
<p>Supportive Evaluator Actions:</p>		
<p>Evidence of Growth / Indicators of Success</p> <p><i>The expectation is that the level of performance defined in the plan will be maintained with consistency beyond the period of structured assistance.</i></p>		
Signature (Leader)	Signature (Evaluator)	

APPENDIX R: Sample Corrective Support Plan (Leader)

NFPS CORRECTIVE SUPPORT PLAN		
Leader: C. Hutchins	Evaluator: B. Jones	Date:
School: NFMS	Grade / Program: Middle School (gr 6-8)	
<p>Objective: To improve leadership that builds cycles of continuous improvement in the building through the monitoring and use of student learning data.</p> <p>Area(s) of concern (noting CCL Standard)</p> <p>Leadership has focused on relationships with and across staff members. While this has built a pleasurable climate in the building, student performance has declined over the past year and there has been little response from the leader. Growth in this plan includes establishing a structure for the analysis of data to inform feedback to staff, engaging staff in the use of protocols for data analysis on a regular basis to inform instruction, and actively monitoring student performance measures with staff to build high expectations, efficacy, and an ongoing solutions-oriented approach to improvement.</p> <p>CCL Domain 1, Indicator 3: Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps (Continuous Improvement).</p> <p>Single-Point Competency, CCL Domain 1, Indicator 3:</p> <p><u>The leader demonstrates instructional leadership that:</u></p> <ul style="list-style-type: none"> ➤ Analyzes multiple and varied sources of data to monitor progress and inform decision-making that addresses student and/or adult learning needs in support of the school or district vision, mission, and goals. ➤ Develops collaborative practices for staff to analyze varied sources of data (including student work) to monitor progress and adjust instruction to meet the diverse needs of all students. ➤ Engages staff in a solutions-oriented process to address challenges related to student success. <p><u>And where educators and leaders collaboratively build the capacity of staff to:</u></p> <ul style="list-style-type: none"> ➤ To use multiple and varied sources of data to monitor progress and inform decision-making to address student and/or adult needs related to the school or district vision, mission, and goals. ➤ Engage in continuous improvement cycles that review data and determine goals for instruction at the district, school, grade, team, or student level. 		

- Develop and implement solutions to district or school challenges related to student success and achievement.

Resources, Supports, Strategies, and Intervention

- Professional text: *Datawise (2013)*
- Meet with colleague at ES who has implemented data protocols for universal screenings (sample data protocols provided).
- Observe data meeting at ES with Assistant Superintendent of Curriculum and Instruction.
- CSDE Webinar re: use of interim assessments (IAB/ FIAB)

Timeframe for implementation and monitoring / review of progress

6 weeks (*Insert dates*)

Review of Progress: _____(DATE)_____

Supportive Evaluator Actions

- Resources noted above made available.
- Administrator mentor assigned and provided time for planning and meeting.
- Data review meetings biweekly with Assistant Superintendent to model perspectives on data.

Evidence of Growth / Indicators of Success

- Analysis of data at biweekly meetings demonstrates insights into student learning and curricular / instructional needs.
- Data protocol to be used with grade-level teams to analyze tier 1 data and set goals.
- Grade-level staff engage in review of benchmark data and inquiry-based problem solving, and application of skills and knowledge.
- Student progress monitoring demonstrates improved learning outcomes for students.

The expectation is that the level of performance defined in the plan will be maintained with consistency beyond the period of structured assistance.

Signature (Leader)

Signature (Evaluator)

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