

# Educator and Leader Evaluation and Support Plan (ESP)

September 17, 2024

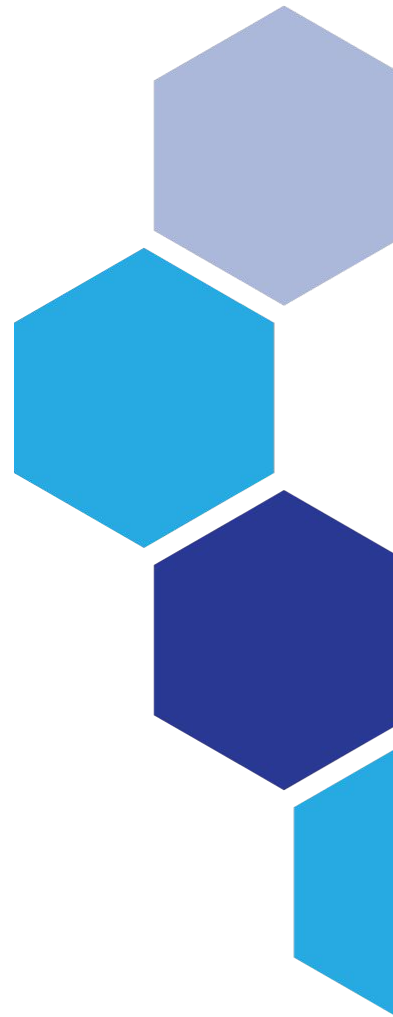



Middletown Public Schools  
*Cultivating the Brilliance in Each Student*



# Objectives

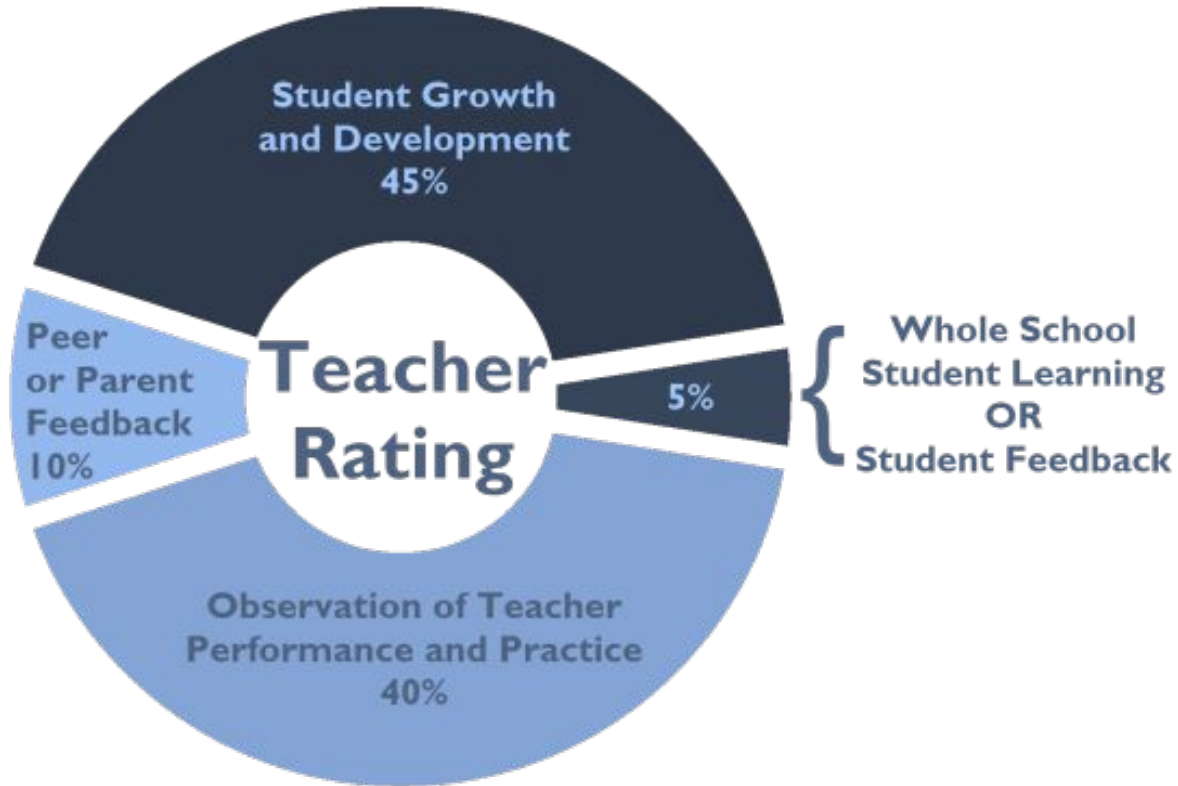
- Understand the major shifts in educator and leader evaluation
- Understand the ESP process
- Understand the role of Professional Learning Communities (PLCs) in the ESP
- Understand how the ESP will enhance professional practice, as well as school and district performance





# CT Guidelines for Educator Evaluation and Support

# SEED/MEED, 2012-2023



# SEED/MEED, 2012-2023



**DOMAIN 1: PLANNING**

1a. Demonstrating Knowledge of Content  
☐ Knowledge of content  
☐ Knowledge of prerequisite knowledge  
☐ Knowledge of context

1b. Demonstrating Knowledge of Learners  
☐ Knowledge of characteristics of learners  
☐ Knowledge of learning styles  
☐ Knowledge of social and cultural contexts  
☐ Knowledge of individual differences  
☐ Knowledge of prior learning

1c. Setting Instructional Goals  
☐ Value, sequence  
☐ Clarity  
☐ Balance  
☐ Suitability

1d. Demonstrating Knowledge of Resources  
☐ Resource availability  
☐ Resource selection  
☐ Resource use

1e. Designing Instruction  
☐ Learning objectives  
☐ Instructional strategies  
☐ Instructional materials  
☐ Lesson plans

1f. Designing Assessment  
☐ Content validity  
☐ Construct validity  
☐ Design of formative assessment  
☐ Use for planning

**DOMAIN 2: CLASSROOM MANAGEMENT**

2a. Creating an Environment for Learning  
☐ Teacher interactions with students  
☐ Student interactions with teacher

2b. Establishing a Culture of Learning  
☐ Importance of content  
☐ Expectations for learning  
☐ Student pride in work

2c. Managing Classroom Procedures  
☐ Management of instructional time  
☐ Management of transitions  
☐ Management of materials  
☐ Performance of non-instructional tasks  
☐ Supervision of voluntary activities

2d. Managing Student Behavior  
☐ Expectations  
☐ Monitoring behavior  
☐ Response to student behavior

2e. Organizing Physical Space  
☐ Safety & accessibility  
☐ Arrangement of materials

**DOMAIN 3: INSTRUCTION**

3a. Communicating  
☐ Expectations  
☐ Directions & instructions  
☐ Explanation  
☐ Use of oral language

3b. Using Questioning  
☐ Quality of questions  
☐ Discussion  
☐ Student participation

3c. Engaging Learners  
☐ Activities  
☐ Grouping  
☐ Instructional materials  
☐ Structure

3d. Using Assessment  
☐ Assessment for learning  
☐ Monitoring student progress  
☐ Student self-assessment  
☐ Feedback

3e. Differentiating Instruction  
☐ Learning objectives  
☐ Instructional strategies  
☐ Instructional materials  
☐ Lesson plans

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

4a. Reflecting on Teaching  
☐ Accuracy  
☐ Use in future teaching

4b. Maintaining Accurate Records  
☐ Student completion of assessments  
☐ Student progress in learning  
☐ Non-instructional records

4c. Communicating with Families  
☐ Information about instructional program  
☐ Information about individual students  
☐ Engagement of families in the instructional program

4d. Participating in a Professional Community  
☐ Relationships with colleagues  
☐ Involvement in a culture of professional inquiry  
☐ Service to the school  
☐ Participation in school and district projects

4e. Growing and Developing Professionally  
☐ Enhancement of continual knowledge and pedagogical skills  
☐ Receptivity to feedback from colleagues  
☐ Service to the profession

4f. Showing Professionalism  
☐ Integrity & ethical conduct  
☐ Service to students  
☐ Advocacy  
☐ Decision making  
☐ Compliance with school & district regulations

# SEED/MEED, 2012-2023

		<i>Teacher Practice Related Indicators Rating</i>			
		4	3	2	1
<i>Student Outcomes Related Indicators Rating</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard



# CT Guidelines, 2023

## Connecticut Guidelines for Educator and Leader Evaluation and Support 2023

(CT GUIDELINES 2023)

Initially Proposed to the State Board of Education – June 14, 2023

Updated August 31, 2023



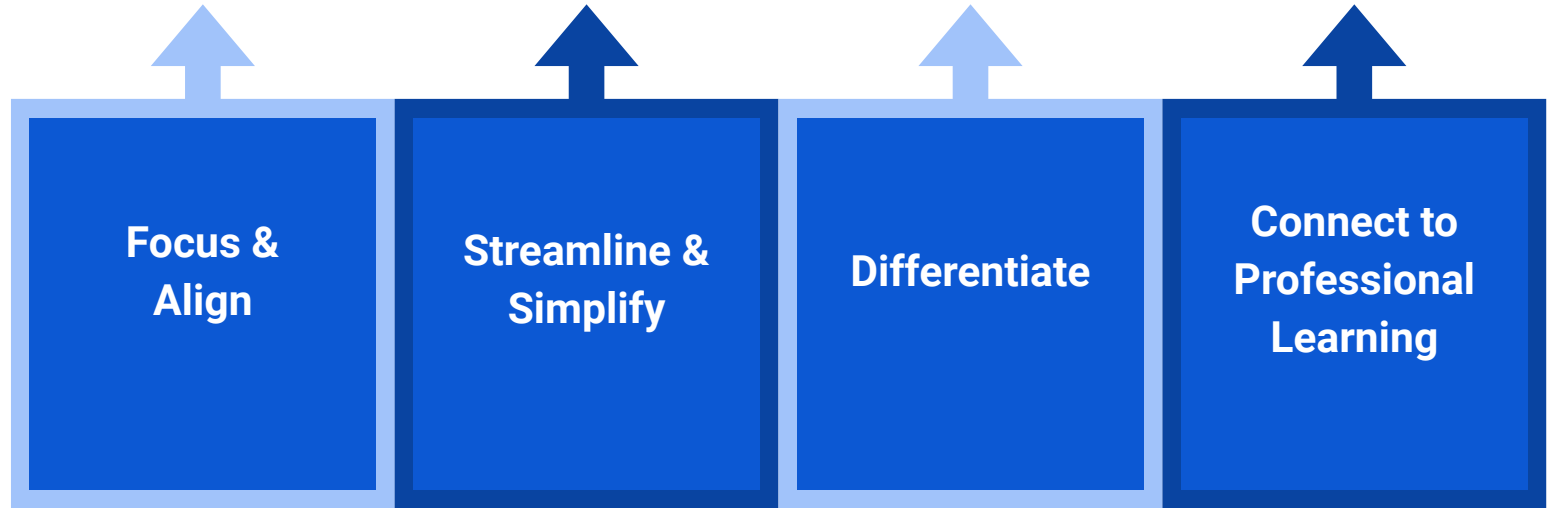
Connecticut State Department of Education

## **Educator Evaluation and Support (EES) Council Vision**

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



# CT Guidelines' Priorities



# Design Process, by Committee

## PDEC Members

Paul Griswold, Director of Assessment,

Professional Development and Instruction

Jennifer Cannata, Assistant Superintendent

Stacey McCann, Assistant Superintendent of  
Teaching and Learning

Cynthia Barone, Special Education Teacher

Colleen Fitzpatrick, K-5 ELA Supervisor

Ronny Fuhrmann, Social Worker

James Gaudreau, Principal, MSAA President

Anthony Kydd, Speech & Language Pathologist

Kimberly Lane, School Counselor

Janice Pawlak, Teacher, MFT President

Ashley Pettinato, School Psychologist

Dan Raucci, 6-12 ELA Supervisor

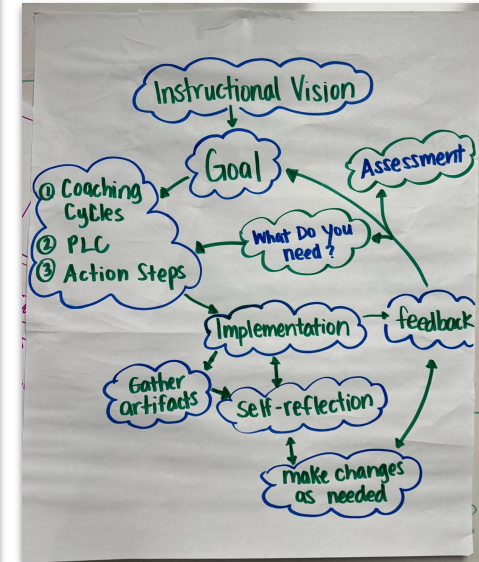
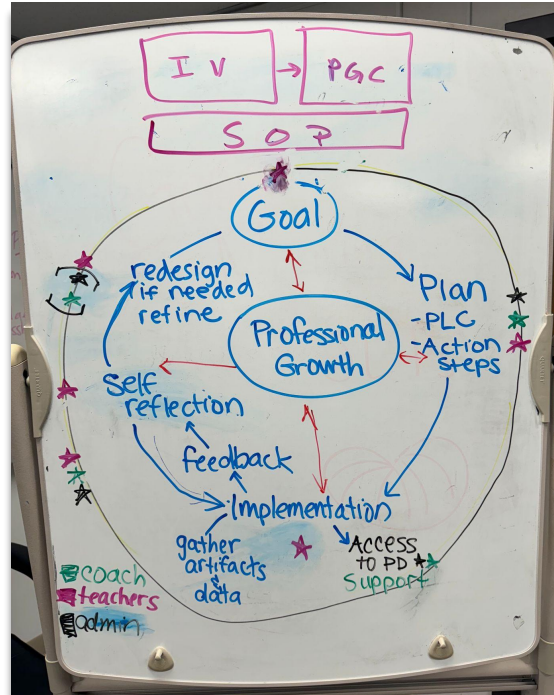
Amy Senna, Library Media Specialist

Harry Snyder, Human Resources Manager

Michelle Solis, Elementary Instructional Support  
Teacher


Vacianna Spaulding, Director of Pupil Services  
and Special Education

John Tucker, Teacher



# The Middletown ESP





The diagram consists of five hexagons arranged in two rows. The top row has three large hexagons, and the bottom row has two smaller hexagons. The top-left hexagon is labeled 'Instructional Vision (IV)'. The top-middle hexagon is labeled 'Portrait of a Global Citizen (PGC)'. The top-right hexagon is labeled 'Strategic Operating Plan (SOP)'. The bottom-left hexagon is labeled 'Evaluation Support Plan (ESP)'. The bottom-right hexagon is labeled 'Standards Based Grading (SBG)'. The hexagons are outlined in blue and have a light blue background. The text is in a dark blue, sans-serif font.

**Instructional  
Vision**  
(IV)

**Portrait of  
a Global  
Citizen**  
(PGC)

**Strategic  
Operating  
Plan**  
(SOP)

**Evaluation  
Support  
Plan**  
(ESP)

**Standards  
Based  
Grading**  
(SBG)

Our **Foundational** Frameworks



A decorative pattern of blue and dark blue hexagons of various sizes, arranged in a cluster at the bottom right of the page.

# Instructional Vision (IV)

## Evaluation Support Plan (ESP)

Job Type	Professional Standards
Administrator	<u>National Policy Board for Educational Administration Professional Standards for Educational Leaders</u>
Instructional Specialist	<u>Danielson Framework for Instructional Specialists (DFIS), Learning Forward Standards (LF), Illinois Standards for Instructional Coaching Practice (ISICP)</u>
Library Media Specialist	American Association of School Libraries National Standards (AASL), <u>ISTE Standards for Educators (ISTE)</u>
School Counselor	<u>American School Counselor Association (ASCA) School Counselor Professional Standards &amp; Competencies</u>
School Psychologist	<u>National Association of School Psychologists (NASP) Professional Standards</u>
Social Worker	<u>National Association of Social Workers Standards for School Social Work Services (NASW), Practice Guidelines for Delivery of School Social Work Services (SSSW)</u>
Special Education Teacher	<u>The Connecticut Common Core of Teaching Rubric for Effective Service Delivery 2017</u>
Speech & Language Pathologist	<u>American Speech-Language-Hearing Association Scope of Practice in Speech-Language Pathology</u>
Teacher	<u>The Connecticut Common Core of Teaching Rubric for Effective Teaching 2017</u>

# The Goal: Shift #1

## Success =

Attaining proficient scores in:

- Observations of Practice
- Measures of student achievement
- Parent feedback, and
- Whole-school measures

## Success =

Meaningfully participating in and reflecting on professional growth and continuous improvement.



# The Goal: Shift #1



# PLCs: Shift #2

## Individualized

- Individual goals and measures of success (could be aligned to grade-level, department, etc.)
- Individualized feedback on observations of practice
- Individual meetings

## Professional Learning Communities (PLCs)

- Professional learning with job-alike groups
- Monthly meetings, including BOY, MOY, and EOY
- Individual goals aligned with PLC goals





# Middletown Public Schools Academic Calendar

2024-25

August 2024 (2)					September 2024 (20)					October 2024 (22)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2 LR	3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9 MCO	10 MCO	11 MCO
12	13	14	15	16	16	17 PD	18	19 HCO	20 HCO	14 ID	15	16	17	18
19	20	21	22 NT	23	23	24	25	26	27	21	22 PD	23	24	25
26 PD	27 PD	28 PD	29 FD	30	30					28	29	30	31	

November 2024 (17)					December 2024 (15)					January 2025 (21)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	2	3	4 ECO	5 ECO	6 ECO			1 HR	2	3
4	5 FV/PD	6	7	8	9	10 PD	11	12	13	6	7	8	9	10
11 VD	12	13	14	15	16	17	18	19	20 *	13	14	15	16	17
18	19	20	21	22	23 HR	24 HR	25 HR	26 HR	27 HR	20 MK	21 PD	22	23	24
25	26	27 *	28 TR	29 TR	30 HR	31 HR				27	28	29	30	31

February 2025 (17)					March 2025 (21)					April 2025 (17)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7	3	4	5 MCO	6 MCO	7 MCO		1	2	3	4
10	11	12	13	14	10	11	12 ECO	13 ECO	14 ECO	7	8 PD	9	10	11
17 PR	18 WR	19 WR	20	21	17	18 PD	19	20	21	14 SB	15 SB	16 SB	17 SB	18 GF
24	25 PD	26	27	28	24	25	26	27	28	21	22	23	24 HCO	25 HCO
					31					28	29	30		

May 2025 (21)					June 2025 (7)				
M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4 EX	5 EX	6 8P/EX
5	6	7	8	9	9	10 LD/EX	11	12	13
12	13	14	15	16	16	17	18	19 JT	20
19	20 PD	21	22	23	23	24	25	26	27
26 MD	27	28	29	30	30				

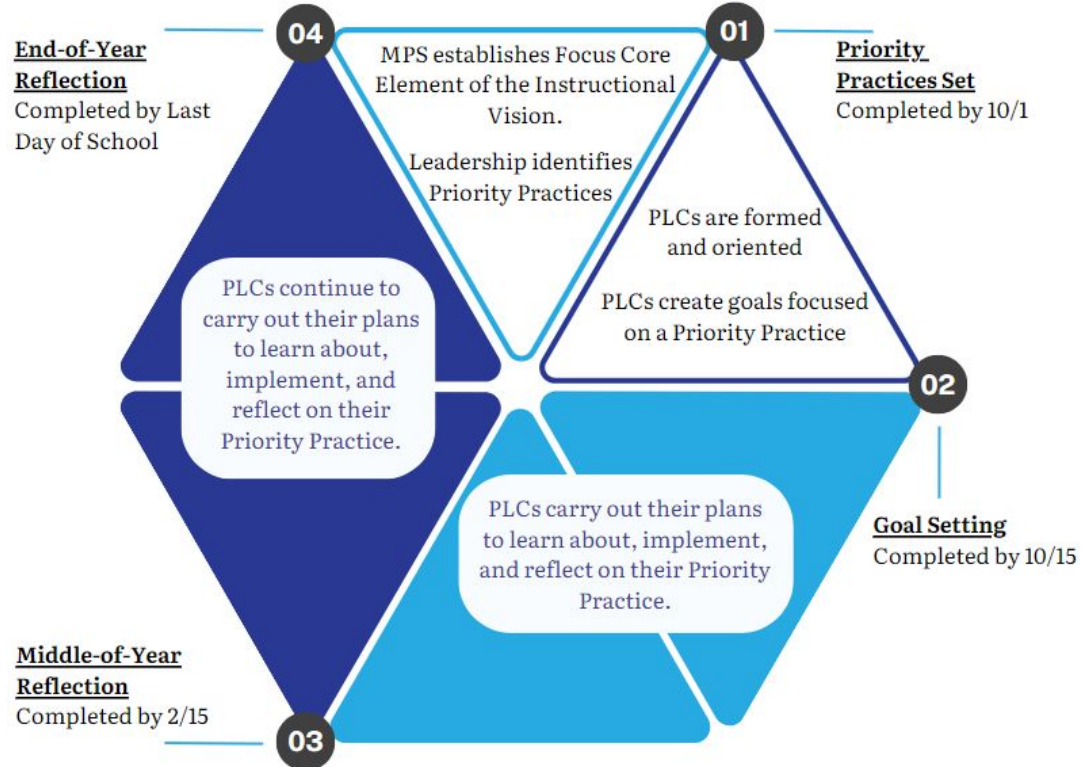
Student & Staff Holidays/Vacation <i>No School for Students &amp; Staff</i>
Student Holidays/Full PD Days <i>No School for Students; Staff Reports</i>
Early Release PD Days <i>Early Release for Students; Staff Reports</i>
Early Release Day <i>Early Release for Students &amp; Staff</i>
Special Schedule Day <i>See Reverse Side For Details</i>

## PLC Meetings

# Evaluation Process Overview



# Continuous Improvement Cycle



### July-Early September

- District establishes Focus Core Element of the Instructional Vision.
- Leaders delineate limited set of Priority Practices to support Focus Core Element.
- Evaluators establish PLCs.

### Mid October-Mid February

- PLCs implement plans for learning, trying, and reflecting on practices
- PLC Meetings #3-5- PLCs reflect on evidence of learning and/or implementation of practice.
- Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.
- Evaluators may decide individual educators are in need of tiered support.
- PLC Meeting #6- Midyear Meeting. PLCs reflect on evidence of impact.
- Evaluators conduct midyear walkthroughs.

### Early September-Mid October

- PLC Meeting #1- Evaluation orientation and building of group dynamics.
- PLC Meeting #2- Goal Setting Meeting. Evaluators introduce goal setting expectations and PLCs document goals.
- Evaluators conduct baseline walkthroughs.

### Mid February-End of Year

- PLCs implement plans for learning, trying, and reflecting on practices
- PLC Meetings #7-8- PLCs reflect on evidence of learning and/or implementation of practice.
- Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.
- Evaluators may decide individual educators are in need of tiered support.
- PLC Meeting #9- End-of-Year Meeting. PLCs reflect on evidence of impact.
- Individual educators complete End-of-Year Reflection to be rated by Evaluator.

# ESP Timeline



# Goal Setting Process

The Superintendent determines the Focus Core Element of the Instructional Vision

School and department leaders collaborate to identify a limited set of Priority Practices.

Each PLC determines, by consensus, one Prioritized Practice for which to set a year-long goal.

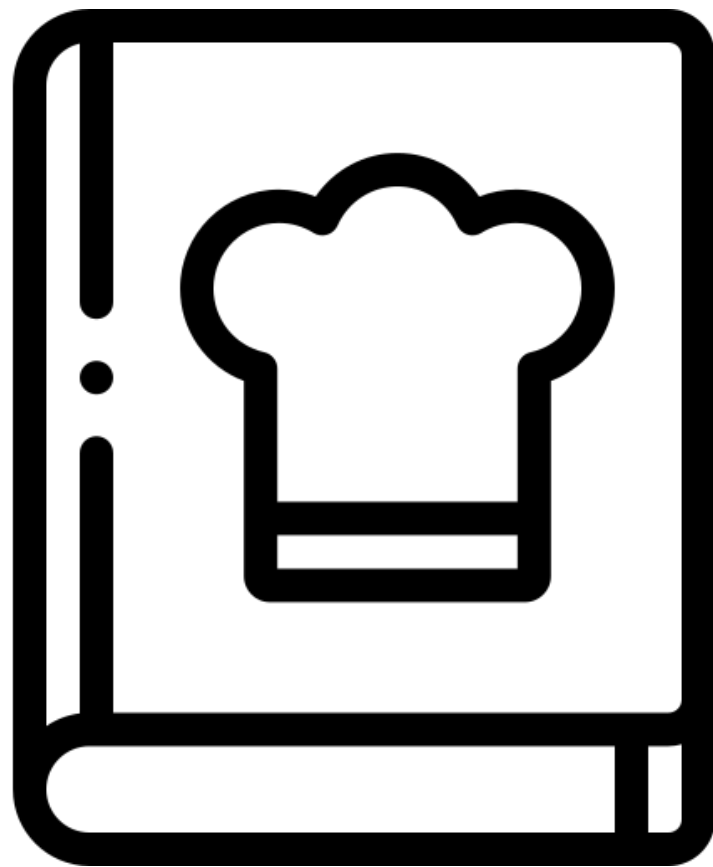
Individual educators within each PLC document their learning plan using the Beginning-of-Year Goals and Planning Form.



Critical Thinking

- Socratic Seminar
- QFT
- Interactive Worksheets

- **Socratic Seminar**
- QFT
- Interactive Worksheets



# Support and Feedback Mechanisms





# Observations and Feedback

## Shift #3

- Semi-regular observations
- Rubric-based feedback on lesson observed
- Task-level feedback
  - “You did this, so this is what I think you should keep doing or do differently”
- Regular walkthroughs to identify patterns
- Feedback used to consider systemic adjustments
- Valuing peer observations and feedback

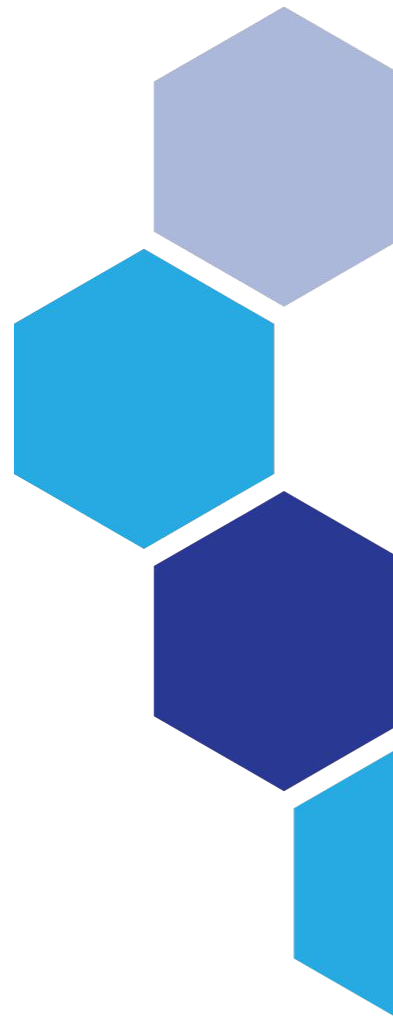




# Tiered Support

1. **Tier 1** support is accessible to all educators and includes resources like professional learning opportunities and instructional coaching.
2. **Tier 2** support is more intensive and is recommended when an educator needs targeted assistance in specific areas.
3. **Tier 3** support is the most intensive, reserved for educators who need significant help to meet the required standards.

If an educator does not respond to Tier 3 support, a **Corrective Support Plan** with clear objectives and additional resources to support growth will be employed





# Dispute Resolution



# Conclusion





# Takeaways

The ESP is designed to foster **continuous improvement** in educators, students, and the system.

**Collaboration** is at the heart of this process—working with your PLC, you'll have the chance to learn from colleagues and refine your practice.

The evaluation process is meant to support your professional growth, not to be punitive. Use the feedback and resources available to you to make **meaningful progress** toward your goals.