# Regular Meeting

Tuesday, June 18, 2024 7:00 PM
BOE Regular Meeting - Hybrid via Zoom and In-Person Please click the link below to join the webinar: https://us06web.zoom.us/j/84521120249 Or Telephone: +1 646 558 8656 +1 301 715 8592 Webinar ID: 845 2112 0249, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag, Moment of Silence**
2. **Recognitions/Acknowledgements**

a. Recognition--WHS Juried Art Show, Board of Education Purchase Prize to Aron Kiehne for "Treehouse"; Superintendent's Purchase Prizes to Chay Williams for "Holders of Life" and to Aiden McGraw for "Breaking Free"; WHS Purchase Prize to Briana Martinez for "Overthinking"

b. Announcement–Windsor Educator of the Year, Christina McCann, and Paraeducator of the Year, Susan Lyons

3. **Audience to Visitors**
4. **Consent Agenda**

a. Financial Report
b. Enrollment Report
c. Food Service Report
d. Human Resources Report

5. **Approval of Minutes**

a. May 21, 2024 Special Meeting
b. May 21, 2024 Regular Meeting
c. June 4, 2024 Policy Committee Meeting

6. **Board of Education**

a. President's Report
b. School Liaison Reports
1. Windsor High School
2. Sage Park Middle School
3. Clover Street School
4. John F. Kennedy School
5. Oliver Ellsworth School
6. Poquonock School

c. Discussion and Possible Action to Extend the Current Hybrid Format for Board of Education Meetings

7. **Superintendent's Report**

a. 2023-2024 Academics Update
b. CT Leaders and Educators' Evaluation and Support Plan

8. **Committee Reports**
9. **Other Matters/Announcements/BOE Meetings**

a. BOE Special Meeting, Tuesday, June 25, 2024, 7:00 PM, LPW, Board Room
b. Next BOE Regular Meeting is Tuesday, September 17, 2024, 7:00 PM, LPW, Board Room

10. **Audience to Visitors**
11. **Adjournment**

# WINDSOR BOARD OF EDUCATION
# AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of**: June 18, 2024

**Prepared By:** Dr. Terrell Hill **Presented By:** David Furie, Dr. Terrell Hill

**Attachments:** N/A

**Subject:** WHS Juried Art Show Awards

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**Background:**

The Windsor High School Art Department held their art show this past May in the Windsor High School library which included Art, CTE and Fashion students. As part of the awards, BOE Vice President Ayana Taylor, Dr. Hill, and Dr. Parker, Principal of Windsor High School, selected individual student work which will be professionally framed (if appropriate) and displayed as part of our permanent collection. Here are the 2024 Purchase Prizes:

**Board of Education Purchase Prize: Aron Kiehne**

For the Board of Education Purchase Prize, Vice President Ayana Taylor selected the work Treehouse, a sculpture by Aron Kiehne. *Treehouse* represents a deep personal significance, becoming an exploration into Aron's social experience and the process of growing up. It signifies one step in a long journey of growth, discovery, and acceptance. Aron is attending University of Minnesota Twin Cities majoring in Fisheries, Wildlife, and Conservation Biology.

**Superintendent's Purchase Prizes: Chay Williams and Aiden McGraw**

This year, Dr. Hill selected two Purchase Prize winners: Chay Williams and Aiden McGraw

Chay Williams' ceramic fountain entitled "Holders of Life" with its two figures straining to support the all-knowing face represent the sacrifices we must make to support a beautiful life. Chay would like their work to evoke a response, good or bad, they believe art should engage the viewer in feeling and acknowledging emotion. They are drawn to ceramics because they feel they can create their visions more directly, as opposed to 2D fields where ideas must be translated onto a flat surface. Chay hopes to continue working in ceramics while they pursue a career in Art Education.

Aiden McGraw's sculpture entitled "Breaking Free," is a sculpture within his AP investigation which focuses on the topic of freedom, restraints, and breaking free. A personal goal Aiden has is to make sure he acts in his own best interest at all times with nothing weighing him down or taking away freedom. His selected work is one of many metaphors represented throughout the body of work. Aiden plans to attend a Technical school to pursue a career as a lineman.

**Windsor High School Purchase Prize: Briana Martinez**

This year's Windsor High School Purchase Prize selected by Mr. Parker goes to Briana Martinez for her scratchboard drawing titled, "Overthinking," a piece from her AP Art and Design sustained investigation of "How can the use of symbolism be used to capture the essence of social anxiety?" Briana's work is intended to show the feelings of a figure dealing with these emotions that can happen on a day to day basis. Briana will be studying Criminal Justice at Manchester Community College this fall.

**Recommendation:**

Recognize Aron Kiehne, Chay Williams, Aiden McGraw and Briana Martinez and their selected art pieces.

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Reviewed by:_____ **Recommended by the Superintendent:** TH/RD

**Agenda Item #** 2.a.

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: June 18, 2024

**PREPARED BY**: Danielle Batchelder
Director of Business Services
& Human Resources

**PRESENTED BY:** Danielle Batchelder

**ATTACHMENTS:** Christina McCann - BIO

**SUBJECT:** Educator of the Year for 2024-2025

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**BACKGROUND:**

Christina McCann is from Poquonock Elementary School

**RECOMMENDATION:** This is for information only.

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**Reviewed by:** _____

**Recommended by the Superintendent:** TH/RD

**Agenda Item #** 2.b.

# Windsor Public Schools
# 2024-2025 Teacher of the Year

Windsor Public Schools proudly announces Mrs. Christina McCann as the distinguished recipient of the 2024-2025 Teacher of the Year accolade. With an illustrious career spanning 22 years in Windsor Public Schools, Mrs. McCann's commitment to educational excellence and community engagement exemplifies the core values of exceptional teaching.

Mrs. McCann's journey in Windsor commenced in 2002 as a reading recovery/reading teacher at Oliver Ellsworth Elementary School. Over the years, she transitioned to Poquonock School, where she served as a dedicated Kindergarten educator from 2012 until 2019, and presently, she shines as a 1st-grade teacher. Her steadfast dedication to fostering an enriching learning environment has left an indelible mark on countless students and families throughout the district.

Armed with a Bachelor of Science in Business Administration from King's College, Wilkes-Barre, PA, and a Master of Arts in Teaching from Sacred Heart University, Fairfield, CT, Mrs. McCann brings a wealth of knowledge and expertise to her role. Beyond the confines of the classroom, her passion for empowering families transcends conventional teaching boundaries. Through voluntary parent meetings and extensive home visits, she cultivates deep, collaborative relationships that amplify student success.

Mrs. McCann's teaching philosophy revolves around nurturing holistic growth and fostering a sense of responsibility within her students. By creating a safe, supportive learning environment, she instills essential life skills and values, empowering students to realize their full potential. Her dedication to each child's individual journey, coupled with her unwavering belief in the power of collaboration, embodies the essence of exceptional teaching.

Reflecting on her career, Mrs. McCann remarked, "I expect nothing from my students that I do not expect of myself." Her classroom ethos emphasizes teamwork, resilience, and mutual respect, laying a strong foundation for students to become active, engaged members of their community.

As the esteemed recipient of the Windsor Public Schools Teacher of the Year honor, Mrs. Christina McCann will proudly represent the district in the State of Connecticut Teacher of the Year program. The official announcement will be made by the Windsor Board of Education at their upcoming June meeting.

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: June 18, 2024

**PREPARED BY**: Danielle Batchelder
Director of Business Services
& Human Resources

**PRESENTED BY:** Danielle Batchelder

**ATTACHMENTS:** Susan Lyons - BIO

**SUBJECT:** Paraeducator of the Year for 2024-2025

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**BACKGROUND:**

Susan Lyons is from John F. Kennedy School

**RECOMMENDATION:** This is for information only.

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**Reviewed by:** NOB

**Recommended by the Superintendent:** TH/RD

**Agenda Item #** 2.b.

# Windsor Public Schools
# 2024-2025 Paraeducator of the Year

We are thrilled to announce that Susan Lyons, a dedicated member of the JFK family, has been honored as our District Paraeducator of the Year! This prestigious recognition celebrates Sue's unwavering commitment to her students, her colleagues, and the entire Windsor community.

Sue Lyons exemplifies the true spirit of a paraeducator, going above and beyond to build exceptional bonds with each and every student she interacts with. Her genuine care and support create a nurturing environment where students feel valued, understood, and empowered to thrive.

Sue's impact doesn't stop there. She radiates positivity and light, brightening the days of all who have the privilege of working alongside her. Her infectious enthusiasm and dedication to her craft inspire those around her to reach new heights and make a difference in the lives of others.

The celebration of Sue's achievement was truly special. Escorted by two of her JFK students, she was greeted by the uplifting melodies of the Windsor High School band as she was announced as the District Paraeducator of the Year. It was a heartwarming moment that underscored the profound impact Sue has had on her students and the entire school community.

As we extend our heartfelt congratulations to Susan Lyons, we also extend our gratitude for her dedication, passion, and unwavering commitment to excellence. She is a shining example of the incredible individuals who make our school district such a special place to learn and grow.

Join us in celebrating Sue Lyons, our District Paraeducator of the Year, and in thanking her for the profound difference she makes in the lives of our students each and every day! Congratulations, Sue!

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: June 18, 2024

**PREPARED BY**: Danielle Batchelder

**PRESENTED BY:** Danielle Batchelder, Director of Business Services & Human Resources

**ATTACHMENTS:** May 31, 2024 Financial Report

**SUBJECT: Financial Report**

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**BACKGROUND:**

A report of operating expenditures is prepared monthly for the Board of Education. The report details monthly and year-to-date expenditures for each site within Windsor Public Schools.

**STATUS:**

The attached report is for the month of May 2024

There were no inter-site transfers during the month.

**RECOMMENDATION:**

No action is necessary. The report is for information only.

The Secretary of the Board of Education should include the following in the minutes of this Board of Education meeting:

| | |
|---|---|
| Expenditures for May 31, 2024 | $10,940,533 |
| Expenditures & Encumbrances through May 31, 2024 | $74,740,403 |

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**Reviewed by:** _____ **Recommended by the Superintendent:** TH/RD

**Agenda Item #** 4.a.

Windsor Public Schools
Financial Report
May 31, 2024

| | 2023-2024 Budget | Expenditures YTD 5/31/24 | Encumbrance | Balance 6/30/2024 | % Balance |
|---|---|---|---|---|---|
| **Instructional Services** | | | | | |
| Clover Street School | 63,170 | 50,851 | 2,688 | 9,631 | **15%** |
| John F. Kennedy School | 84,950 | 73,939 | 590 | 10,421 | **12%** |
| Oliver Ellsworth School | 86,730 | 79,317 | 1,056 | 6,357 | **7%** |
| Poquonock School | 69,300 | 55,587 | 5,771 | 7,942 | **11%** |
| Sage Park Middle School | 210,935 | 172,520 | 9,862 | 28,553 | **14%** |
| Windsor High School | 380,644 | 301,012 | 28,069 | 51,563 | **14%** |
| Windsor High School Interscholastic Sports | 207,000 | 205,862 | 856 | 282 | **0%** |
| Athletic Coaches | 299,000 | 223,147 | 0 | 75,853 | **25%** |
| WHS Career & Technical Education | 59,745 | 61,661 | 1,939 | (3,855) | **-6%** |
| Continuing Education | 70,400 | 67,685 | 2,560 | 155 | **0%** |
| Instructional Mgt. & Curriculum Development | 181,985 | 165,280 | 5,968 | 10,737 | **6%** |
| Magnet School Tuition* | 1,660,600 | 1,362,367 | 0 | 298,233 | **18%** |
| Technology | 1,773,660 | 1,758,960 | 17,956 | (3,256) | **0%** |
| **Total Instructional Services** | **5,148,119** | **4,578,188** | **77,315** | **492,616** | **10%** |
| **Education Support Services** | | | | | |
| Pupil Personnel Services | 410,350 | 381,549 | 3,786 | 25,015 | **6%** |
| Special Education | 97,200 | 53,356 | 13,785 | 30,059 | **31%** |
| Special Education Tuition | 6,779,140 | 5,471,911 | 39,721 | 1,267,508 | **19%** |
| Policy & Planning | 136,386 | 123,695 | 3,502 | 9,189 | **7%** |
| Employee Personnel Services | 148,400 | 147,560 | 550 | 290 | **0%** |
| Financial Management | 268,340 | 186,808 | 37,472 | 44,060 | **16%** |
| Financial Services | 38,500 | 36,059 | 1,641 | 800 | **2%** |
| Pupil Transportation & Safety | 3,289,198 | 2,229,225 | 275,772 | 784,201 | **24%** |
| Special Education Transportation | 2,519,650 | 2,628,053 | 363,159 | (471,562) | **-19%** |
| Physical Plant Services | 2,486,800 | 2,216,399 | 334,358 | (63,957) | **-3%** |
| Major Maintenance | 486,000 | 341,776 | 142,049 | 2,175 | **0%** |
| L.P. Wilson Center | 254,800 | 189,560 | 42,398 | 22,842 | **9%** |
| Benefits | 11,919,971 | 11,142,348 | 54,854 | 722,769 | **6%** |
| Certified Salaries | 34,319,520 | 32,090,026 | 0 | 2,229,494 | **6%** |
| Non-Certified Salaries | 10,449,816 | 10,017,728 | 0 | 432,088 | **4%** |
| Regular Ed Tutor Salaries | 362,737 | 343,505 | 0 | 19,232 | **5%** |
| Special Ed Tutor Salaries | 298,370 | 370,776 | 0 | (72,406) | **-24%** |
| Substitute Salaries | 770,714 | 670,519 | 0 | 100,195 | **13%** |
| ***Treehouse Subsidy | 0 | 131,000 | | (131,000) | |
| **Total Education Support Services** | **75,035,892** | **68,771,853** | **1,313,047** | **4,950,992** | **7%** |
| **Total All Sites** | **$80,184,011** | **$73,350,041** | **$1,390,362** | **$5,443,608** | **7%** |

*The district received the LP3 - Magnet Schools grant on 5/23/2024 in the amount of $674,795

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: June 18, 2024

**PREPARED BY**: Danielle Batchelder
Director of Business Services
& Human Resources

**PRESENTED BY:** Danielle Batchelder

**ATTACHMENTS: Student Enrollment Report & Recap**

**SUBJECT: Student Enrollment as of June 1, 2024**

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**BACKGROUND:**

Attached are the enrollment figures as of June 1, 2024. Mrs. Batchelder will answer any questions.

**STATUS:**

In prior BOE enrollment reports, the enrollment report grouped all students into one category labeled "Outside Placement/Private Placement (SPED)". Beginning in September 2016, the Out Placement/Private Placement (SPED) line was separated into two categories:

1. *Out of District Placement-Special Education students*
2. *Private Placement Special Education students*

**Out of District - Special Education:** Those students who are placed at a Connecticut State Department of Education (CSDE) approved private special education program as recommended by a planning and placement team (PPT) as part of a student's individualized education program (IEP). Additionally, this category may include a family who moves into Windsor with a child who has a disability who has already been placed in a private special education program and/or children who are placed in Windsor foster home(s) by the Department of Children and Families (DCF) and are already enrolled in a private special education program.

**Private Placement - Special Education:** Those students who have been identified special education through the planning and placement team (PPT) process that have been parentally placed at a non-public school located in Windsor (i.e., St. Gabriel, Trinity Christian, Madina Academy, Praise Power & Prayer, etc.).

**RECOMMENDATION:**

Informational

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**Reviewed by:** _____ **Recommended by the Superintendent:** TH/RD

**Agenda Item #** 4.b.

# Windsor Public Schools
# Student Enrollment Report
# June 1, 2024

## Enrollment in Windsor Public Schools

| | |
|---|---|
| Grades PreK - 5 | 1,503 |
| Grades 6-8 | 710 |
| Grades 9-12 | 1,145 |
| **Total District Enrollment** | **3,358** |

## Windsor Students not in District Schools

| | |
|---|---|
| Out of District Placements (SPED) | 32 |
| Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer) | 54 |
| CREC Montessori Hartford | 3 |
| CREC Metropolitan Learning Center (MLC) | 56 |
| CREC Miscellaneous Magnet Schools | 229 |
| Hartford Host Magnet Schools | 194 |
| Miscellaneous Magnet Schools (LEARN, Goodwin College & Global Experience) | 31 |
| A.I. Prince Technical High School | 18 |
| Howard Cheney Technical High School | 15 |
| | **632** |
| **Total Students** | **3,990** |

# Windsor Public Schools
# Student Enrollment Report
# June 1, 2024

| GRADE | Poquonock School | Clover Street School | Oliver Ellsworth School | John F. Kennedy School | Total |
|---|---|---|---|---|---|
| PreK | 101 | | 46 | | 147 |
| K | 84 | | 131 | | 215 |
| 1 | 103 | | 116 | | 219 |
| 2 | 108 | | 140 | | 248 |
| 3 | | 79 | | 138 | 217 |
| 4 | | 88 | | 137 | 225 |
| 5 | | 108 | | 124 | 232 |
| Subtotal K-5 | | | | | 1,356 |
| **Total** | **396** | **275** | **433** | **399** | **1,503** |

| GRADE | Sage Park Middle School |
|---|---|
| 6 | 237 |
| 7 | 235 |
| 8 | 238 |
| | |
| **Total** | **710** |

| GRADE | Windsor High School |
|---|---|
| 9 | 287 |
| 10 | 291 |
| 11 | 267 |
| 12 | 300 |
| **Total** | **1,145** |

| **District Wide Enrollment** | **3,358** |
|---|---|

**ENROLLMENT REPORT 2023-2024**
**POQUONOCK SCHOOL**

| Room # | Teacher | Grade | Projected | 1-Sept | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Kindergarten** | | | | | | | | | | | |
| 23 | B. Brown | | | | 13 | 15 | 14 | 14 | 14 | 14 | 15 | 15 | 15 |
| 2 | R. Brown | | | | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| 24 | Eskenazi | | | | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| 22 | Roche | | | | 13 | 13 | 13 | 13 | 14 | 14 | 14 | 14 | 14 |
| 3 | Scott | | | | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 13 | 13 |
| 26 | Scerra | | | | 14 | 14 | 13 | 13 | 14 | 14 | 14 | 14 | 14 |
| | | **Total** | **81** | | **82** | **84** | **82** | **82** | **84** | **84** | **85** | **84** | **84** |
| | | **Grade 1** | | | | | | | | | | | |
| 1 | Kowalski | | | | 20 | 20 | 20 | 20 | 21 | 21 | 21 | 21 | 21 |
| 12 | Alzamora | | | | 19 | 19 | 20 | 20 | 20 | 21 | 21 | 21 | 21 |
| 15 | McCann | | | | 19 | 19 | 20 | 20 | 20 | 20 | 20 | 21 | 21 |
| 16 | Harrison | | | | 19 | 19 | 20 | 20 | 20 | 20 | 19 | 20 | 20 |
| 18 | Velez | | | | 20 | 20 | 20 | 20 | 21 | 21 | 20 | 20 | 20 |
| | | **Total** | **102** | | **97** | **97** | **100** | **100** | **102** | **103** | **101** | **103** | **103** |
| | | **Grade 2** | | | | | | | | | | | |
| 14 | Achim | | | | 22 | 22 | 23 | 23 | 21 | 21 | 21 | 21 | 21 |
| 11 | Delskey | | | | 22 | 21 | 21 | 21 | 21 | 21 | 20 | 20 | 20 |
| 8 | Parker | | | | 23 | 23 | 22 | 22 | 22 | 22 | 23 | 23 | 23 |
| 4 | Stoll | | | | 23 | 23 | 22 | 22 | 22 | 22 | 22 | 22 | 22 |
| 9 | Tweeddale | | | | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 |
| | | **Total** | **100** | | **112** | **111** | **110** | **110** | **108** | **108** | **108** | **108** | **108** |
| | **PK Smart Start** | | | | 64 | 64 | 64 | 65 | 65 | 65 | 66 | 65 | 65 |
| | **Sped & Peer** | | | | 38 | 38 | 39 | 38 | 38 | 37 | 36 | 36 | 36 |
| | | **Total** | **70** | | **102** | **102** | **103** | **103** | **103** | **102** | **102** | **101** | **101** |
| | **Poqunonock** | **Totals** | **353** | **0** | **393** | **394** | **395** | **395** | **397** | **397** | **396** | **396** | **396** |

**ENROLLMENT REPORT 2023-2024**
**OLIVER ELLSWORTH SCHOOL**

| Room # | Teacher | Grade | Projected | 1-Sept | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Kindergarten** | | | | | | | | | | | |
| 19 | Allen | | | | 13 | 13 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| 20 | Klescezeski | | | | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 17 | 17 |
| 21 | Moreno | | | | 15 | 15 | 15 | 15 | 15 | 15 | 16 | 16 | 16 |
| 22 | Bishop | | | | 15 | 16 | 16 | 17 | 17 | 17 | 17 | 17 | 17 |
| 23 | Heacock | | | | 16 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| 24 | Stevens | | | | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 17 | 16 |
| 25 | Chapple | | | | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 17 | 17 |
| 26 | Nash | | | | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 17 |
| | | **Total** | **130** | | **123** | **125** | **126** | **127** | **127** | **127** | **128** | **131** | **131** |
| | | **Grade 1** | | | | | | | | | | | |
| 10 | Strickland | | | | 17 | 17 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| 12 | Butterick | | | | 16 | 16 | 16 | 16 | 16 | 16 | 18 | 16 | 16 |
| 13 | Fleury Barton | | | | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| 14 | Och | | | | 16 | 15 | 15 | 14 | 14 | 14 | 15 | 16 | 16 |
| 15 | Adamski | | | | 17 | 17 | 17 | 16 | 16 | 16 | 16 | 17 | 17 |
| 16 | Miller | | | | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 16 | 17 |
| 17 | Cook | | | | 16 | 16 | 16 | 16 | 16 | 15 | 15 | 15 | 15 |
| | | **Total** | **135** | | **116** | **115** | **116** | **114** | **114** | **113** | **116** | **115** | **116** |
| | | **Grade 2** | | | | | | | | | | | |
| 1 | Mayo | | | | 21 | 21 | 21 | 21 | 20 | 20 | 21 | 21 | 21 |
| 2 | Billington | | | | 19 | 19 | 18 | 19 | 19 | 18 | 20 | 18 | 18 |
| 3 | McDonald | | | | 22 | 21 | 21 | 21 | 21 | 21 | 21 | 22 | 22 |
| 6 | Verdone | | | | 20 | 20 | 21 | 21 | 21 | 21 | 22 | 22 | 22 |
| 7 | Gonzalez | | | | 19 | 19 | 18 | 18 | 19 | 19 | 19 | 19 | 19 |
| 8 | Ozenne | | | | 18 | 18 | 19 | 20 | 20 | 20 | 21 | 19 | 19 |
| 11 | Montesione | | | | 15 | 16 | 18 | 19 | 19 | 20 | 18 | 19 | 19 |
| | | **Total** | **123** | | **134** | **134** | **136** | **139** | **139** | **139** | **142** | **140** | **140** |
| | PK Smart Start | | | | | | | | | | | | |
| | Sped & Peers | | | | 36 | 37 | 38 | 38 | 40 | 41 | 43 | 46 | 46 |
| | | **Total** | **63** | | **36** | **37** | **38** | **38** | **40** | **41** | **43** | **46** | **46** |
| **Oliver Ellsworth** | | **Totals** | **451** | **0** | **409** | **411** | **416** | **418** | **420** | **420** | **429** | **432** | **433** |

**ENROLLMENT REPORT 2023-2024**
**Clover Street School**

| Room # | Teacher | Grade | Projected | 1-Sept | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Grade 3** | | | | | | | | | | | |
| 25 | Darrell | | | | 18 | 18 | 18 | 18 | 20 | 20 | 17 | 18 | 18 |
| 8 | Voronchak | | | | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 |
| 27 | Rivers | | | | 18 | 18 | 19 | 19 | 20 | 20 | 19 | 20 | 20 |
| 8 | Driscoll | | | | 20 | 20 | 20 | 21 | 20 | 20 | 20 | 20 | 20 |
| | | **Total** | **82** | | **77** | **77** | **78** | **79** | **81** | **81** | **77** | **79** | **79** |
| | | **Grade 4** | | | | | | | | | | | |
| 24 | Comer | | | | 16 | 17 | 17 | 17 | 18 | 17 | 17 | 17 | 17 |
| 18 | Sumner | | | | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| 16 | Murray | | | | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| 11 | Sanchez | | | | 18 | 18 | 18 | 18 | 18 | 19 | 18 | 18 | 18 |
| 26 | Junious | | | | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| | | **Total** | **105** | | **87** | **88** | **88** | **88** | **89** | **89** | **88** | **88** | **88** |
| | | **Grade 5** | | | | | | | | | | | |
| 15 | Grimes | | | | 18 | 18 | 16 | 16 | 17 | 17 | 17 | 17 | 17 |
| 13 | Steele | | | | 19 | 19 | 20 | 19 | 20 | 20 | 20 | 20 | 20 |
| 17 | Nowsch | | | | 17 | 16 | 16 | 16 | 15 | 15 | 16 | 16 | 16 |
| 18 | Michalic | | | | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| 19 | Williams | | | | 18 | 18 | 19 | 19 | 19 | 19 | 19 | 18 | 19 |
| 12 | Burnham | | | | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| | | **Total** | **90** | | **108** | **107** | **107** | **106** | **107** | **107** | **108** | **107** | **108** |
| | **Clover** | **Totals** | **277** | **0** | **272** | **272** | **273** | **273** | **277** | **277** | **273** | **274** | **275** |

**ENROLLMENT REPORT 2023-2024**
**JF KENNEDY SCHOOL**

| Room # | Teacher | Grade | Projected | 1-Sept | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Grade 3** | | | | | | | | | | | |
| 1 | Stout | | | | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| 2 | Nguyen | | | | 19 | 19 | 19 | 19 | 18 | 19 | 19 | 19 | 19 |
| 3 | Lamoureux | | | | 19 | 19 | 20 | 19 | 19 | 20 | 20 | 20 | 20 |
| 4 | Filomeno | | | | 20 | 20 | 20 | 20 | 21 | 21 | 21 | 21 | 21 |
| 5 | May | | | | 19 | 19 | 19 | 20 | 20 | 20 | 20 | 20 | 20 |
| 6 | Schultz | | | | 18 | 19 | 19 | 19 | 19 | 18 | 19 | 19 | 19 |
| 8 | Estelle | | | | 20 | 19 | 19 | 19 | 19 | 20 | 20 | 20 | 20 |
| | | **Total** | **130** | | **134** | **134** | **135** | **135** | **135** | **137** | **138** | **138** | **138** |
| | | **Grade 4** | | | | | | | | | | | |
| 7 | Gilligan | | | | 21 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 |
| 9 | Jones | | | | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 |
| 10 | Bell | | | | 22 | 22 | 22 | 22 | 21 | 22 | 22 | 24 | 24 |
| 12 | Kasavage | | | | 22 | 20 | 20 | 22 | 21 | 21 | 21 | 21 | 21 |
| 14 | Feliciano | | | | 22 | 23 | 23 | 22 | 23 | 23 | 23 | 23 | 23 |
| 16 | DaCosta | | | | 22 | 22 | 22 | 22 | 23 | 23 | 23 | 23 | 23 |
| | | **Total** | **120** | | **132** | **133** | **133** | **134** | **134** | **135** | **135** | **137** | **137** |
| | | **Grade 5** | | | | | | | | | | | |
| 19 | Johnson | | | | 19 | 20 | 20 | 20 | 21 | 21 | 20 | 20 | 20 |
| 20 | Carpenter | | | | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 |
| 24 | Lam | | | | 20 | 20 | 20 | 20 | 20 | 20 | 21 | 21 | 21 |
| 25 | Mitchell | | | | 21 | 21 | 21 | 21 | 20 | 20 | 20 | 20 | 21 |
| 27 | Kingsley | | | | 19 | 19 | 19 | 19 | 19 | 20 | 20 | 20 | 20 |
| 28 | Everett | | | | 20 | 20 | 20 | 20 | 21 | 21 | 21 | 21 | 21 |
| | | **Total** | **121** | | **120** | **121** | **121** | **121** | **122** | **123** | **123** | **123** | **124** |
| **John F. Kennedy** | | **Totals** | **371** | **0** | **386** | **388** | **389** | **390** | **391** | **395** | **396** | **398** | **399** |

**ENROLLMENT REPORT 2023-2024**
**Sage Park Middle School**

| | | Projected | 1-Sept | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade 6** | | | | | | | | | | | | |
| House 1 | | | | 114 | 115 | 115 | 116 | 117 | 118 | 120 | 117 | 117 |
| House 2 | | | | 110 | 110 | 111 | 112 | 114 | 114 | 115 | 120 | 120 |
| | **Total** | **210** | | **224** | **225** | **226** | **228** | **231** | **232** | **235** | **237** | **237** |
| **Grade 7** | | | | | | | | | | | | |
| House 3 | | | | 132 | 121 | 121 | 119 | 119 | 120 | 121 | 118 | 117 |
| House 4 | | | | 102 | 117 | 118 | 117 | 117 | 117 | 118 | 119 | 118 |
| | **Total** | **228** | | **234** | **238** | **239** | **236** | **236** | **237** | **239** | **237** | **235** |
| **Grade 8** | | | | | | | | | | | | |
| House 5 | | | | 121 | 122 | 122 | 123 | 124 | 124 | 123 | 119 | 119 |
| House 6 | | | | 120 | 120 | 121 | 121 | 122 | 123 | 123 | 124 | 119 |
| | **Total** | **261** | | **241** | **242** | **243** | **244** | **246** | **247** | **246** | **243** | **238** |
| **Sage Park** | **Totals** | **699** | **0** | **699** | **705** | **708** | **708** | **713** | **716** | **720** | **717** | **710** |

**ENROLLMENT REPORT 2023-2024**
**Windsor High School**

| | Projected | 1-Sept | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade 9** | **302** | | 299 | 300 | 300 | 300 | 282 | 282 | 284 | 286 | 287 |
| **Grade 10** | **283** | | 291 | 291 | 289 | 292 | 293 | 294 | 293 | 291 | 291 |
| **Grade 11** | **292** | | 270 | 269 | 269 | 270 | 264 | 266 | 266 | 267 | 267 |
| **Grade 12** | **270** | | 286 | 283 | 285 | 283 | 306 | 303 | 303 | 300 | 300 |
| **Windsor High Total** | **1,147** | **1,138** | **1,146** | **1,143** | **1,143** | **1,145** | **1,145** | **1,145** | **1,146** | **1,144** | **1,145** |

# WINDSOR BOARD OF EDUCATION
# AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of**: Tuesday, June 18, 2024

**Prepared By:** Patricia Patton

**Presented By:** Danielle Batchelder

**Attachments:** Cafeteria Operations – May 2024

**Subject:** Food Service Financial Report

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**Background:** The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School and Windsor High School. We operated our Summer Food Service Program at John Fitch Park and Sharshon Park during summer break serving lunch. We are complying with the Healthy Food Certification again this year to send a consistent message to our students in keeping with our wellness policies.

Our annual goal is to operate with a small reserve account to offset unanticipated needs and to increase participation from students and staff in all our programs.

A monthly financial report is presented to the Board of Education. This report includes sales and financial information for the current period.

**Status:** Financial Report for May

**Recommendation:** Informational Only

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**Reviewed by:** NOB **Recommended by the Superintendent:** TH | RD

**Agenda Item #** 4.C.

Windsor School Food Service
Financial
May 2024

| REVENUE | May 2024 | 7/1/23 - YTD | May 2023 | 7/1/22-YTD |
|---|---|---|---|---|
| SALES | $41,928.26 | $390,511.20 | $20,722.00 | $296,970.05 |
| REIMBURSEMENTS - STATE | 0.00 | 9,291.15 | 17,033.00 | 328,453.61 |
| FEDERAL REIMBURSEMENT | 152,159.49 | 1,151,228.19 | 169,557.87 | 1,426,452.05 |
| CLOC | 0.00 | 105,865.00 | 0.00 | 234,103.00 |
| MISC. (Rebates)(Grants) | 399.71 | 132,433.68 | 0.00 | 20.00 |
| 8 Cents Certification | 3,738.72 | 28,633.92 | 4,124.72 | 30,054.08 |
| **REVENUE TOTALS** | **$198,226.18** | **$1,817,963.14** | **$211,437.59** | **$2,316,052.79** |
| REFUND | | 2,949.43 | | |
| TOTAL REVENUE | | $1,815,013.71 | | |
| **EXPENSES** | | | | |
| WAGES | $76,098.43 | $690,320.75 | $67,030.32 | $651,991.73 |
| PAYROLL TAXES | 5,821.53 | 53,048.41 | 5,127.82 | 50,342.08 |
| BENEFITS | 6,689.84 | 73,403.03 | 9,240.53 | 110,239.05 |
| FOOD/MILK | 124,002.72 | $1,167,730.50 | 132,125.69 | $1,010,407.34 |
| PAPER | 7,620.06 | 48,797.38 | 7,853.30 | 56,896.48 |
| TRUCK | 150.12 | 2,957.05 | 211.98 | 3,920.52 |
| SUPPLIES | 0.00 | 22,659.20 | 2,808.65 | 16,036.60 |
| EQUIPMENT | 30,398.45 | 314,694.15 | 6,120.10 | 347,333.78 |
| SERVICES | 154.74 | 2,335.85 | 20.00 | 220.00 |
| **EXPENSE TOTALS** | **$250,935.89** | **$2,375,946.32** | **$230,538.39** | **$2,247,387.58** |
| **NET INCOME** | **($52,709.71)** | **($560,932.61)** | **($19,100.80)** | **$68,665.21** |
| **INVENTORY** | $10,234.88 | | | **$22,378.24** |
| **OPENING BALANCE 7/1** | | **$1,995,808.62** | | **$209,503.15** |
| **COMPUTED OPERATING POSITION** | | **$1,434,876.01** | | **$300,546.60** |

# WINDSOR BOARD OF EDUCATION
# AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of:** June 18, 2024

**Prepared By:** Katherine Zager. HR Manager **Presented By:** Danielle Batchelder, Director of Business Services & Human Resources

**Attachments:** Human Resources Report

**Subject:** Human Resources Report for May 1, 2024 – May 31, 2024

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## NEW HIRES/REAPPOINTMENTS

| First Name | Last Name | Position | Location |
|---|---|---|---|
| Emma | McCarthy | English Teacher | Windsor High |
| Shannon | Kammerer | Nurse | Sage Park |
| Gabriella | Saavedra | P/T Special Ed. Tutor | Windsor High |

## REASSIGNMENTS/TRANSFERS

| First Name | Last Name | Position | Location |
|---|---|---|---|
| Marcus | Hudson | TAP Para | Poquonock/Clover |
| Christen | Turcotte | Cook | John F. Kennedy |
| Gabriela | Lopez | ABA Para (Temporary) | JFK |
| Nichole | Edwards | ABA Para (Temporary) | Oliver Ellsworth |

## RESIGNATIONS/SEPARATIONS

| First Name | Last Name | Position | Location |
|---|---|---|---|
| Kayla | McLean | ELA Teacher | Sage Park |
| Barbara | Barry | Alternative Ed. Facilitator | L.P. Wilson (SPARK) |
| Nancy | Dagenhart | Tutor/Job Coach | Clover |
| Andrea | Lewis | Nurse | John F. Kennedy |
| Chanelle | Chong | Paraprofessional | John F. Kennedy |
| Chandler | Davis | P/T Special Ed. Tutor | Poquonock |
| Jared | Carroll | Treehouse Group Leader | Poquonock |
| Jack | Waterfield | Custodian II | Sage Park |
| Chekesha | Manson | Paraprofessional | Sage Park |
| Juan | Ruiz-Felix | Custodian II | Windsor High |
| Erik | Brown | Substitute Custodian | Districtwide |
| Sarah | LeDuc | Admin. Assistant for PSES | Districtwide |

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**Reviewed by:** _____ **Recommended by the Superintendent:** TH 6/20

**Agenda Item #** 4.d.

# Windsor Board of Education
# Special Meeting – Hybrid via Zoom and In-Person
# Unapproved Minutes

Tuesday, May 21, 2024 6:00 PM
L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, May 21, 2024 Special Meeting. Any additions or corrections will be made at a future meeting.

| | |
|---|---|
| Ms. Jill Canter: | Present |
| Mr. David Furie: | Present |
| Mr. Jeremy Halek: | Present |
| Mr. Anthony King: | Present |
| Mr. Leonard Lockhart: | Present |
| Mr. James Madison: | Present |
| Mr. Paul Panos: | Present |
| Ms. Ayana Taylor: | Present |
| Mr. Nathan Wolliston: | Present |

All board members were present in the board room.

1. Call to Order, Pledge to the Flag, Moment of Silence
   Mr. Furie called the meeting to order with a Pledge to the Flag and a Moment of Silence. Also in attendance were Superintendent Dr. Terrell Hill, Assistant Superintendent of Instructional Services Dr. Noha Abdel-Hady, and Director of Buusiness Services and Human Resources Ms. Danielle Batchelder.

2. Audience to Visitors
   There were no speakers.

3. Interview Candidate-John F. Kennedy School Principal--Dr. Hill will present a candidate for this position. Prior to possible motion in the public portion of the meeting, it is proposed that the Board of Education go into Executive Session to interview the candidate.

   Motion to move to executive session for the purpose of interviewing the candidate for the John F. Kennedy School Principal, inviting Superintendent Dr. Terrell Hill, Assistant Superintendent of Instructional Services Dr. Noha Abdel-Hady, and Director of Business Services and Human Resources Ms. Danielle Batchelder to attend the executive session. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

   Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

   Yes: 9, No: 0

   The board entered into executive session at 6:05 PM. They returned to open session at 7:08 PM.

   Move to offer Dana Gagne the position of John F. Kennedy School Principal. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

   Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

   Yes: 9, No: 0

During the vote, each board member offered their congratulations or spoke positively regarding the selection.

4. Announcement
   There were no announcements.

5. Adjournment
   Move to adjourn at 7:12 PM. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

   Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

   Yes: 9, No: 0

   The meeting adjourned at 7:12 PM.

_____

Leonard O. Lockhart, Secretary
Windsor Board of Education

# Windsor Board of Education
# Regular Meeting – Hybrid via Zoom and In-Person
# Unapproved Minutes

Tuesday, May 21, 2024 7:00 PM
LP Wilson Community Center, Board room
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, May 21, 2024 Regular Meeting. Any additions or corrections will be made at a future meeting.

| | |
|---|---|
| Ms. Jill Canter: | Present |
| Mr. David Furie: | Present |
| Mr. Jeremy Halek: | Present |
| Mr. Anthony King: | Present |
| Mr. Leonard Lockhart: | Present |
| Mr. James Madison: | Present |
| Mr. Paul Panos: | Present |
| Ms. Ayana Taylor: | Present |
| Mr. Nathan Wolliston: | Present |

All board members were present in the board room.

1. Call to Order, Pledge to the Flag, Moment of Silence
   Mr. Furie called the meeting to order at 7:13 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance were Superintendent of Schools Dr. Terrell Hill, Director of Business Services and Human Resources Danielle Batchelder, Assistant Superintendent for Instructional Services Dr. Noha Abdel-Hady, and Director of Pupil and Special Education Services Mary Cristofaro.

2. Recognitions/Acknowledgements

a. Recognition—CABE Student Leadership Awards: WHS—Kayla Cameron, Marcelus Brown; SPMS—Jazmin Schroeder, Luke Giacomazzi
   Assistant Principal Balnis introduced the CABE Student Leadership Award winners from Sage Park Middle School, Jazmin Schroeder and Luke Giacomazzi. She spoke highly of their achievements at school and their extracurricular activities.

   Dr. Parker, Principal of Windsor High School, introduced Kayla Cameron and Marcelus Brown, speaking about their commitment to excellence within the school and their drive to succeed in the community.

b. Recognition—Sophia DiFelici, BOE Student Representative
   The board recognized and thanked the current Student Representative, Sophia DiFelici for her service to the board this semester.

c. Recognition--CABE Communication Award
   Mr. Lockhart, as CABE President, presented Dr. Hill, District Communications and Corporate Partnerships Coordinator Ms. Gianna Gill, and the board with two CABE Communication Awards. The first award was presented for Dr. Hill's Coffee Talk events and the second was for the Chat and Chill with Dr. Hill podcast, hosted by Ms. Gill.

   Dr. Hill took an opportunity to thank Ms. Gill for directing and producing the podcast.

3. Audience to Visitors
   Dr. Monica Brase, 11 Eastview Street, Hartford - provided her disappointment and opinion of the "dismantling" of the Alternative Education program.

   Julie Leroux, WHS - She read statements from WHS students regarding the benefits of the Alt. Ed. program.

Alexandria Torres, WHS - She read students' statements reflecting the importance of the Alt. Ed. program.

Cameron, Class of 2022 - He explained how the Alt. Ed. program impacted him.

Zhyon Benjamin, WHS - He spoke in support of the Alt. Ed. program.

Natalya Campbell, WHS - She spoke about the benefits of the Alt. Ed. program.

LeighAnn Tyson, 141 Giddings Avenue - She shared her frustration with the lack of voter turn-out for the budget referendum.

Athena MacDonald, WHS - She spoke about the challenges that students face and the importance of Alt. Ed.

At this time, there was a motion to extend Audience to Visitors for an additional 15 minutes.

Move to extend Audience to Visitors for an additional 15 minutes. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

Selena Wilczak, WHS - She read the statements of three students and the impact of the Alt. Ed. program.

Josi Cook, 25 Intown Terrace - She gave insight into her son's progress by transferring to Windsor Public Schools and the benefits of a Windsor education.

Laiyhanna Davis, Class of 2023 - She stated that she graduated due to the Alt. Ed. program.

Andrea Chudzik, 19 Evergreen Avenue, Hartford - As a WHS teacher, she spoke in support of the Alt. Ed. Program.

4. Consent Agenda

a. Financial Report
Expenditures for April 30, 2024 $8,120,702

Expenditures and encumbrances through April 30, 2024 $63,799,870
b. Enrollment Report
c. Food Service Report
d. Human Resources Report

Move the Board of Education approve consent agenda items 4.a. Financial Report, 4.b. Enrollment Report, 4.c. Food Service Report, 4.d. Human Resources Report. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

5. Approval of Minutes
   a. April 16, 2024 Regular Meeting
   b. May 1, 2024 Special Meeting

Move the Board of Education approve the minutes of the April 16, 2024 Regular Meeting and the May 1, 2024 Special Meeting. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

6. Student Representative Report
Ms. DiFelici brought to the board's attention that some bathrooms are closed during class time, impacting learning or causing tardiness. Her classmates were very happy to see feminine hygiene products available in restrooms, but requested a larger selection. After the Town Council vote supporting a ceasefire in the Middle East, students wore arms bands to show their support for this decision. Upcoming events include the art show, Hartford's Got Talent, AP testing, junior prom, senior outing, sports awards, JROTC awards, honor cord and scholarship announcements, and senior prom and gown pick-up. She wanted to give special recognition to Hannah Donzella for breaking the school record in the 3200m track event.

7. Board of Education
a. President's Report
Mr. Furie attended the RHO Kappa and NHS induction ceremonies. He also visited schools for their teacher appreciation events. He went to the volunteer appreciation event hosted by the Office of Family and Community Partnership.

b. Revisions to 2024-2025 School Calendar

Mr. King left the board room from 8:30 PM to 8:35 PM, missing the vote on this agenda item.

Ms. Batchelder explained the need to revise the 24-25 school calendar. The last day of school for next year will be Friday, June 6, 2025.

Move that the Board of Education accept the revised 2024-2025 calendar. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

c. Program Enhancement Project (PEP) Grants for Adult Education

Ms. Batchelder reviewed the scope of the Adult Education grant, "Program Enhancement Project." This is a four-year grant and will match and exceed district funds that are already being spent.

Move the Board of Education approve the submission of the Program Enhancement Project (PEP) Grants for Adult Education. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

d. School Liaison Reports
1. Windsor High School
Ms. Taylor congratulated the National Honor Society inductees. Recent concerts have been great. She also congratulated all students continuing beyond high school.

Mr. Wolliston agreed with her sentiments.

Ms. Canter praised the Debate Club, CAD, and TSA on recent First Place awards.

2. Sage Park Middle School
Mr. King congratulated those continuing past middle school. He suggested the community reach out to student leadership award winner Luke Giacomazzi and his company Yard Monsters for any work needing to be done.

Mr. Panos said that testing was done both last and this week. There are upcoming field trips to be aware of and the promotion ceremony will be 6/7.

3. Clover Street School
Mr. Madison thanked the BOE, on behalf of Ms. Lee, for the Teacher Appreciation Breakfast. There was an author visit this month when each student received an autographed book. Students walked in the Shad Derby Parade last weekend. A Free Little Library was installed on school grounds recently. On May 31st, graduating seniors will walk the building and there will be a 5th grade promotion ceremony.

4. John F. Kennedy School
Ms. Canter said that the running club ends this week. Last week's art show was a huge success. The step-up ceremony is on 5/22, there is a Coffee Talk with Principal Gagne and a music concert on 5/23, and field day is 5/24. She congratulated Ms. Wood on her retirement.

5. Oliver Ellsworth School
Mr. Lockhart suggested visiting the website for upcoming events. He said that, in the upcoming months, he would be a constant figure overseeing the improvement work being done on the building.

6. Poquonock School
Mr. Halek said that field day would be 5/22. There is no school on 5/27, and from 5/28-31, there will be a Scholastic Bookfair. The last PTO meeting of the year will be 6/3. The 2nd grade promotion ceremony would be 6/7. He congratulated Ms. McCann, District Educator of the Year.

8. Superintendent's Report
Dr. Hill announced that work had begun on Oliver Ellsworth School with work being done during the day and evening, but not in areas where children were present. The WHS Juried Art and Fashion show will be 5/22, the next Coffee Talk will be 5/29, and Honor Cord and Scholarship awards will be 5/30. Dr. Hill congratulated students who placed at several competitions held recently in music and STEM.

Mr. Halek left the room from 8:53 PM to 8:59 PM.

Ms. Canter left the room from 8:54 PM to 8:57 PM.

a. Multilingual Learner (MLL) Program
Secondary Curriculum Director Bonnie Fineman and Assistant Principal Cynthia Romero presented the Multilingual Learner Program. Ms. Fineman began by explaining the terminology and acronyms used in the program. They also spoke about the demographics of the families who participate. The board had provided questions prior to the meeting which were answered by Ms. Fineman and Ms. Romero.

Mr. Lockhart left the room from 9:05 PM to 9:11 PM.

Mr. Madison left the room from 9:09 PM to 9:12 PM.

b. Increasing Educator Diversity Plan

Ms. Batchelder said that there have been no substantial changes to the plan since last month. Adjustments were made, as suggested by the board and included in the document.

Mr. Lockhart stated he would abstain from the vote as he is currently CABE President and oversees these submissions and does not want to give the impression of not being impartial.

Move that the Board of Education accept the WPS Increasing Educator Diversity Plan. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Mr. Leonard Lockhart: Abstain (With Conflict), Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0, Abstain (With Conflict): 1

9. Committee Reports
   There were no committee reports.

10. Other Matters/Announcements/Regular BOE Meetings
    a. Next BOE Regular Meeting is Tuesday, June 18, 2024, 7:00 PM, LPW, Board Room

    Mr. King had no comment.

    Mr. Madison stated that community members should not be required to provide their residential addresses to speak. He also asked the community if they voted on the budget and urged civic involvement.

    Mr. Wolliston thanked the teachers and students for speaking, and he supported their sentiments.

    Ms. Canter congratulated the graduating class.

    Mr. Lockhart said that the legislative session had just ended, and he recommended reading about the impact of Bills 5437 and 5524 and how they could impact the district.

    Mr. Halek wished a belated Happy Mother's Day to the community. He also announced that the National Stuttering Association is looking for participants. Reach out for details.

    Ms. Taylor congratulated the graduates. She announced that the WHS Gospel Choir would be performing at Hartford's Got Talent and tickets were available for purchase. They will be the first act performing.

    Mr. Panos congratulated the graduates. He said that Sage Park PTO recently held their meeting at Jim's Family Restaurant.

    Mr. Furie suggested a policy committee meeting regarding the policy on public comment requiring addresses and as well as any policy regarding returning unused budget funds to the Town of Windsor at the end of the fiscal year. He congratulated the graduates and thanked the speakers.

    Motion to move to the policy committee, the topics of addresses in public comment and the agreement to return funds to the town. This motion, made by Mr. Nathan Wolliston and seconded by Mr. Anthony King, Passed.

    Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

    Yes: 9, No: 0

11. Audience to Visitors
    There were no speakers.

12. Adjournment
    Move to adjourn at 9:46 PM. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

    Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

    Yes: 9, No: 0

    The meeting adjourned at 9:46 PM.

_____

Leonard O. Lockhart, Secretary
Windsor Board of Education

# Windsor Board of Education
# Policy Committee Meeting – Virtual Only
# Unapproved Minutes
Tuesday, June 4, 2024 5:30 PM

The following are the unapproved minutes of the Tuesday, June 4, 2024 Policy Committee Meeting. Any additions or corrections will be made at a future meeting.

| | |
|---|---|
| Mr. Leonard Lockhart: | Present |
| Mr. James Madison: | Present |
| Mr. Nathan Wolliston: | Present |

1. Call to Order, Pledge to the Flag, Moment of Silence
   Mr. Wolliston called the meeting to order at 5:30 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance were Superintendent of Schools Dr. Terrell Hill, Director of Business Services and Human Resources Danielle Batchelder, Assistant Superintendent for Instructional Services Dr. Noha Abdel-Hady, and Director of Pupil and Special Education Services Mary Cristofaro.

2. Audience to Visitors
   There were no speakers.

3. Revised P 1120 Public Participation at Board of Education Meetings and BL 9325 Meeting Conduct

   Mr. Madison suggested that, in the best interest of the community, addresses should not be required, or at least not audibly recorded, due to the potential for violence. He said that name and affiliation should be stated and would eliminate the possibility of suppression of speech.

   Mr. Lockhart said that freedom of speech has a price, but he would like to determine what other districts require.

   Mr. Furie offered examples of how other districts conduct their audience to visitors agenda items.

   Mr. Wolliston determined that there would need to be additional research done through CABE and other boards of education to determine how this topic is handled. The policy committee would then reconvene to discuss the research.

4. Discussion on extending the Current Hybrid Format for Board of Education Meetings, including Special Meetings and Committee Meetings

   Mr. Lockhart stated that he supports the current structure, but still believes the board members need to be in their seats.

   Mr. Furie explained how the board would need to proceed at the June Regular Meeting. He said that changing a bylaw requires a 2/3 majority, while confirming current procedures only requires a majority vote.

   Mr. Wolliston said that, with the consensus of the committee, the topic would be brought to a vote by the board at the regular meeting, stating that the virtual format would continue until the policy committee is able to rewrite the bylaw to reflect the acceptance of this procedure indefinitely.

5. Adjournment
   Move to adjourn at 6:11 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. James Madison, Passed.

   Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Nathan Wolliston: Yes

   Yes: 3, No: 0

   The committee meeting adjourned at 6:11 PM.

_____
Leonard O. Lockhart, Secretary
Windsor Board of Education

# WINDSOR BOARD OF EDUCATION
# AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of**: June 18, 2024

**Prepared By:** Terrell Hill, PhD **Presented By:** David Furie

**Attachments:** N/A

**Subject:** Discussion and Possible Action to Extend the Current Hybrid Format for Board of Education Meetings.

---

**Background:**

A discussion and possible vote to extend the current hybrid format for the 2024-2025 school year for board members and the public for regular board meetings, including special meetings and leaving finance committee as hybrid and policy, curriculum and long range planning committee meetings as virtual. Executive committee meetings would be decided by the BOE President.

**Recommendation:**

For discussion and possible action.

Recommended motion: Move to extend the current hybrid meeting format for the 2024-2025 school year for board members and the public for regular board meetings, including special meetings and leaving finance committee as hybrid and policy, curriculum and long range planning committee meetings as virtual. Executive committee meetings would be decided by the BOE President.

---

**Recommended by the Superintendent:** TH/BS

**Agenda Item #** 6.C.

# WINDSOR BOARD OF EDUCATION
# AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of**: June 18, 2024

**Prepared By:** Dr. Noha Abdel-Hady **Presented By:** Dr. Noha Abdel-Hady

**Attachments: 2023-2024 June BOE Academic Update**

**Subject:** 2023-2024 Academics Update

---

**BACKGROUND:**

Upon request of the BOE, Dr. Hady will be presenting a 2023-2024 academic update based on the available internal data (I-ready, dibels, and SAT scores).

**RECOMMENDATION:**

For information only.

---

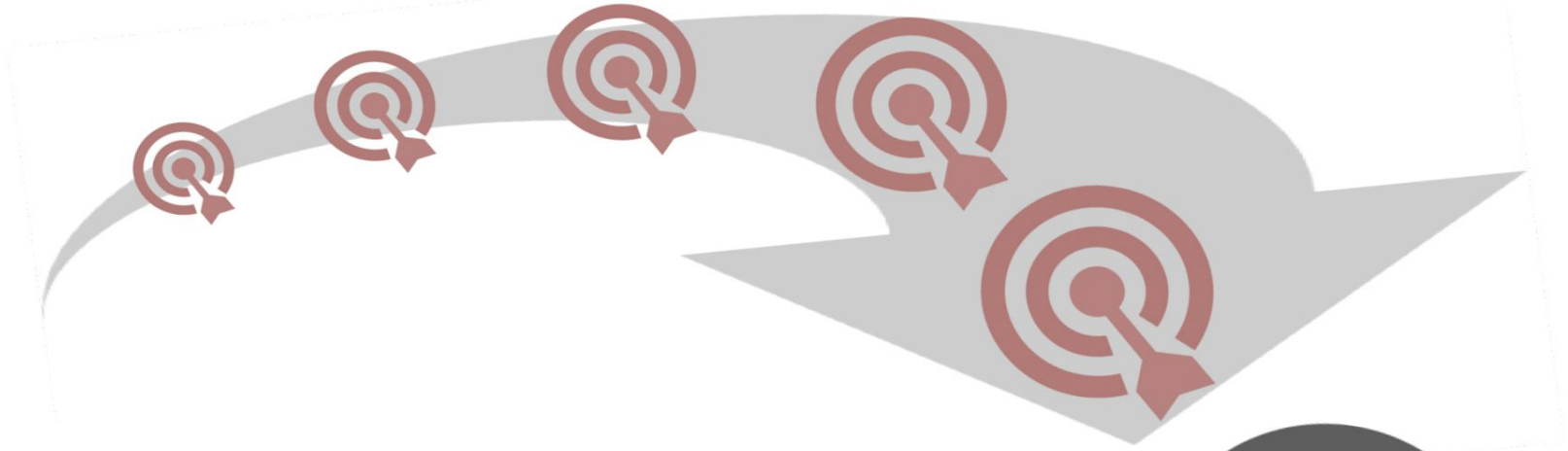
**Reviewed by:** Nhady **Recommended by the Superintendent:** TH/RD

**Agenda Item #** 7.a.


WINDSOR
PUBLIC SCHOOLS

CONTINUOUS GROWTH & DEVELOPMENT

WINDSOR PUBLIC SCHOOLS



# BOE
# Academic Update
# for 2023-2024 School Year

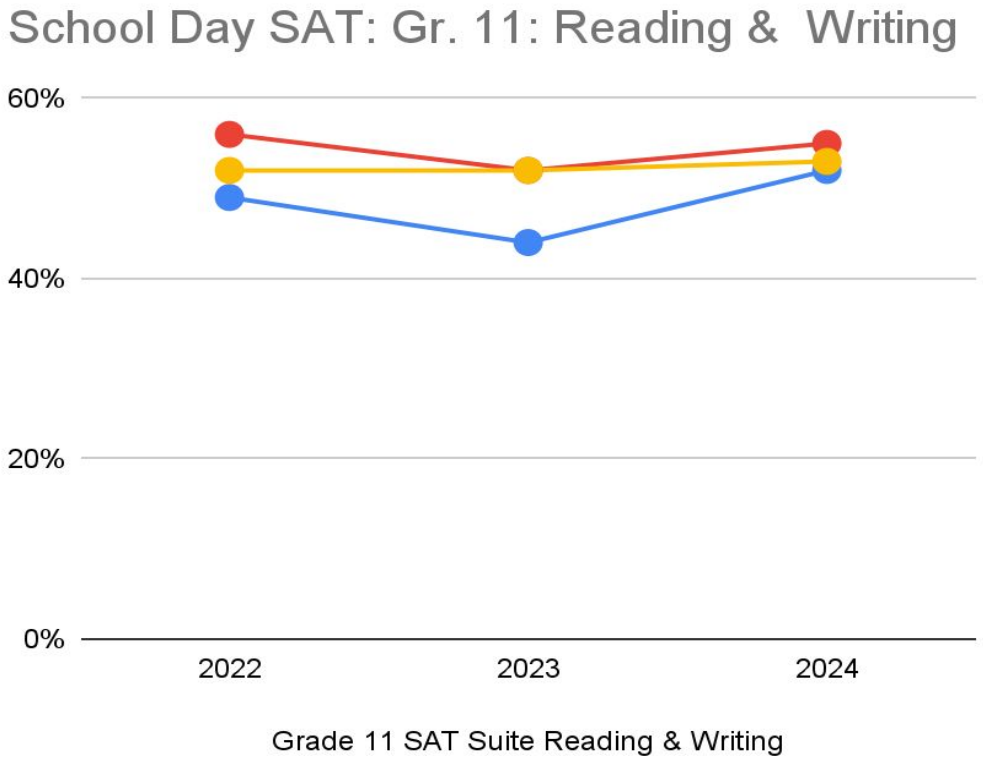


WINDSOR PUBLIC SCHOOLS

# Presentation Overview

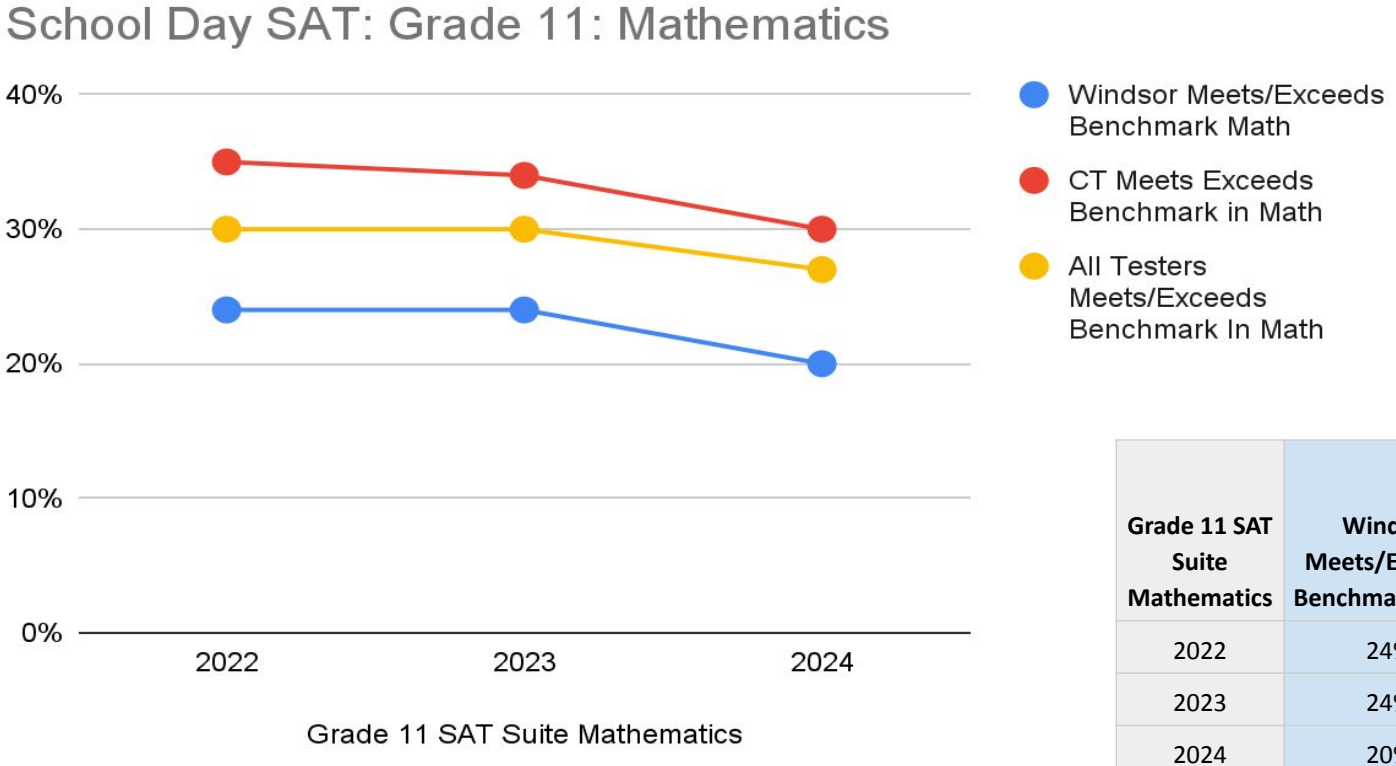
- K-3 Dibels updates
- K-8 I-ready (Math and Reading
- SAT and PSAT
- Chronic Absenteeism

# SAT ELA Spring 2022-2024 Scores



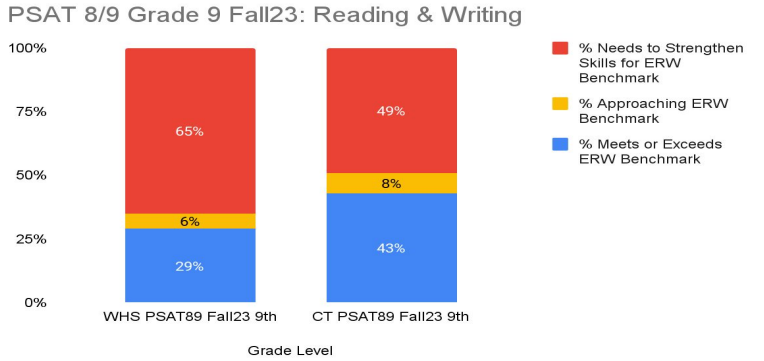

| Grade 11 SAT Suite Reading & Writing | Windsor Meets/Exceeds Benchmark Reading & Writing | CT Meets/Exceeds Benchmark in Reading & Writing | All Testers Meets/Exceeds Benchmark In Reading & Writing |
|---|---|---|---|
| 2022 | 49% | 56% | 52% |
| 2023 | 44% | 52% | 52% |
| 2024 | 52% | 55% | 53% |

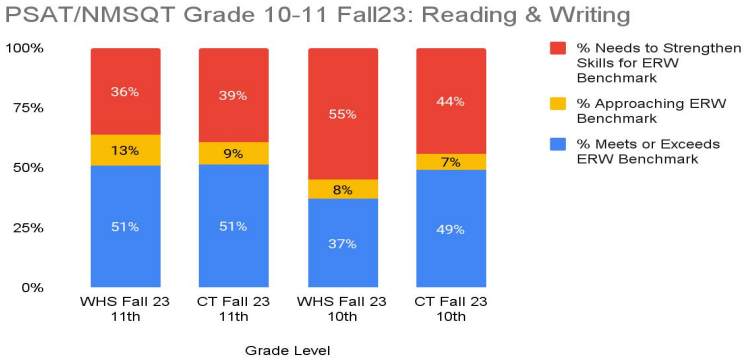
# SAT Math Spring 2022-2024 Scores

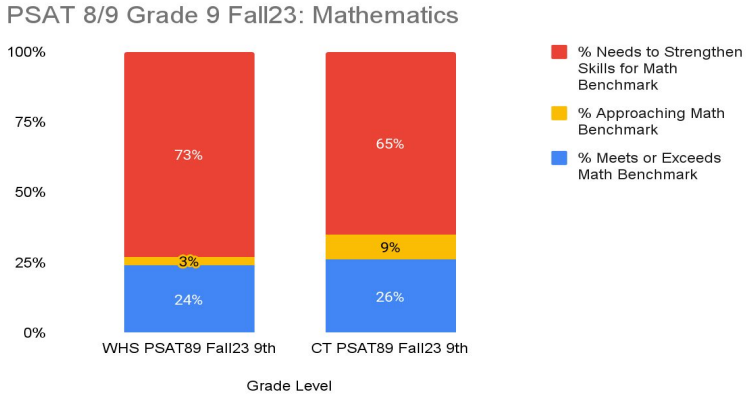


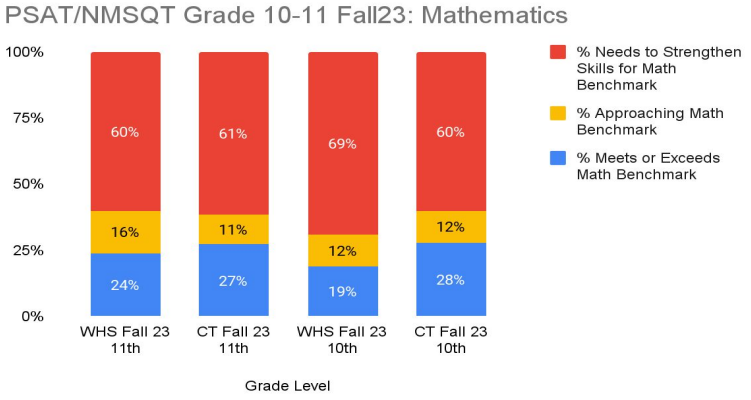

| Grade 11 SAT Suite Mathematics | Windsor Meets/Exceeds Benchmark Math | CT Meets Exceeds Benchmark in Math | All Testers Meets/Exceeds Benchmark In Math |
|---|---|---|---|
| 2022 | 24% | 35% | 30% |
| 2023 | 24% | 34% | 30% |
| 2024 | 20% | 30% | 27% |

# PSAT Grades 9, 10, 11 in Fall 2023



# i-Ready Math Assessment: % at or Above Benchmark

| Grade | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| | STAR *End of Year* | STAR/i-Ready *End of Year* | i-Ready *End of Year* | i-Ready *End of Year* | i-Ready ***End of year*** | i-Ready ***End of year*** |
| K | **N/A** | **No Data** | **63** | **65** | **88** | **→ 88** |
| 1 | **65.5** | | **42** | **60** | **62** | **↗ 71** |
| 2 | **61** | | **35** | **45.5** | **58** | **↗ 72** |
| 3 | **49** | | **44** | **47** | **44** | **↗ 50** |
| 4 | **64.5** | | **43** | **55** | **54** | **↘ 44** |
| 5 | **56** | | **35** | **38** | **48** | **↗ 51** |
| 6 | **41** | | **47** | **37** | **45** | **↗ 49** |
| 7 | **48** | | **32** | **38** | **34** | **↗ 43** |
| 8 | **36** | | **40** | **30** | **38** | **↘ 34** |

*STAR Test Highlighted

# i-Ready Reading Assessment: % at or above benchmark

*STAR Test Highlighted

| Grade | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| | STAR *End of Year* | STAR *End of Year* | i-Ready *End of Year* | STAR/i-Ready *End of Year* | i-Ready ***End of year*** | i-Ready ***End of year*** |
| K | **75** | **No Data** | **N/A** | **65** | **90** | **N/A** |
| 1 | **71** | | | **75** | **74** | |
| 2 | **65** | | | **47** | **69** | **↗ 82** |
| 3 | **43** | | **69** | **62** | **61** | **↗ 70** |
| 4 | **43** | | **49** | **51** | **49** | **↘ 46** |
| 5 | **35** | | **31** | **41** | **44** | **↗ 49** |
| 6 | **37** | | **38** | **41** | **50** | **↗ 51** |
| 7 | **33** | | **39** | **43** | **42** | **↗ 52** |
| 8 | **30** | | **49** | **35** | **49** | **→ 49** |

# I-Ready ELA Spring 2024 End of Year Data

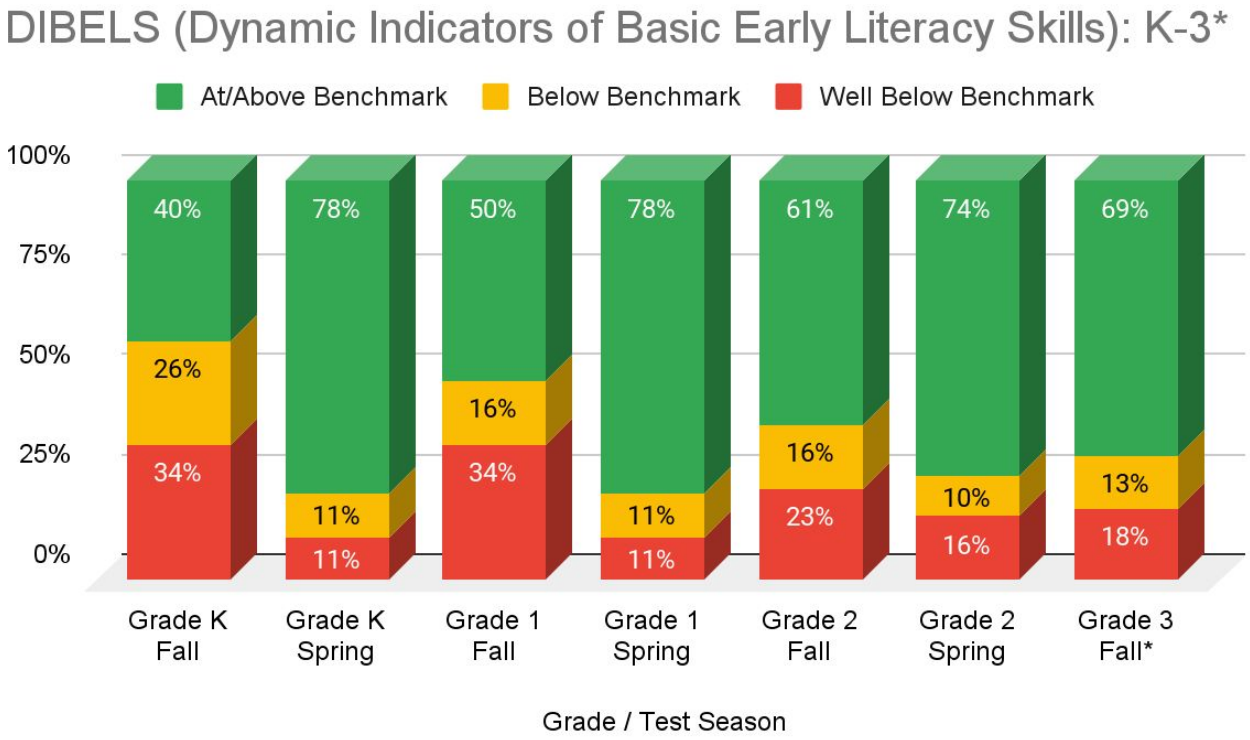
| Grade Level | % at/above | %One Grade Level below | %2 or more grade level below | %increase at/above from Fall to Spring |
|---|---|---|---|---|
| KG | | | | |
| Grade 1 | | | | |
| Grade 2 | 82% | 14% | 5% | ↗ 49% |
| Grade 3 | 70% | 16% | 14% | ↗ 19% |
| Grade 4 | 46% | 38% | 16% | ↗ 15% |
| Grade 5 | 49% | 28% | 23% | ↗ 17% |
| Grade 6 | 51% | 19% | 30% | ↗ 23% |
| Grade 7 | 52% | 15% | 34% | ↗ 12% |
| Grade 8 | 49% | 21% | 30% | ↗ 11% |

WINDSOR PUBLIC SCHOOLS

# I-Ready MATH Spring 2024 End of Year Data

| Grade Level | % at/above | %One Grade Level below | %2 or more grade level below | %increase at/above from Fall to Spring |
|---|---|---|---|---|
| KG | 88% | 12% | 0% | ↗ 64% |
| Grade 1 | 71% | 28% | 1% | ↗ 59% |
| Grade 2 | 72% | 24% | 5% | ↗ 59% |
| Grade 3 | 50% | 41% | 9% | ↗ 35% |
| Grade 4 | 44% | 39% | 17% | ↗ 25% |
| Grade 5 | 51% | 31% | 18% | ↗ 27% |
| Grade 6 | 49% | 27% | 24% | ↗ 27% |
| Grade 7 | 43% | 27% | 30% | ↗ 19% |
| Grade 8 | 34% | 29% | 37% | ↗ 13% |

# Dibels K-3* Fall-Spring 2024

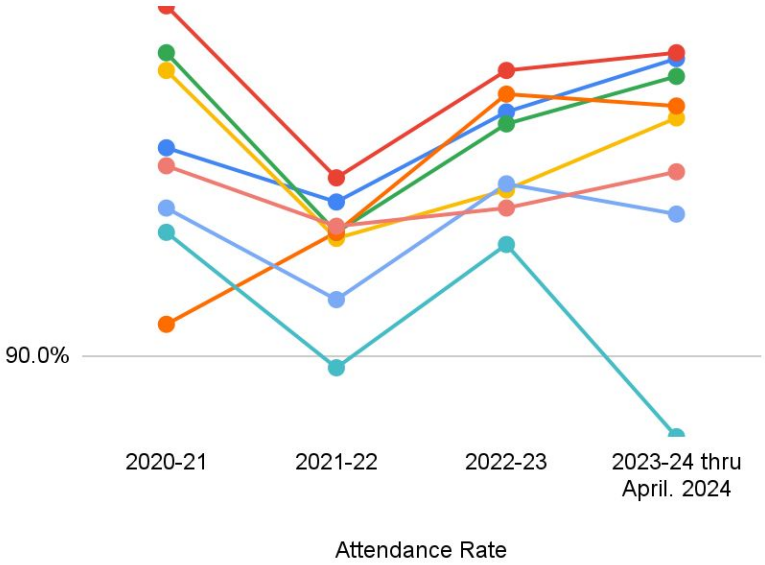



*All Grade 3 students take DIBELS in the Fall.

Only at-risk Grade 3 students take DIBELS in Spring.

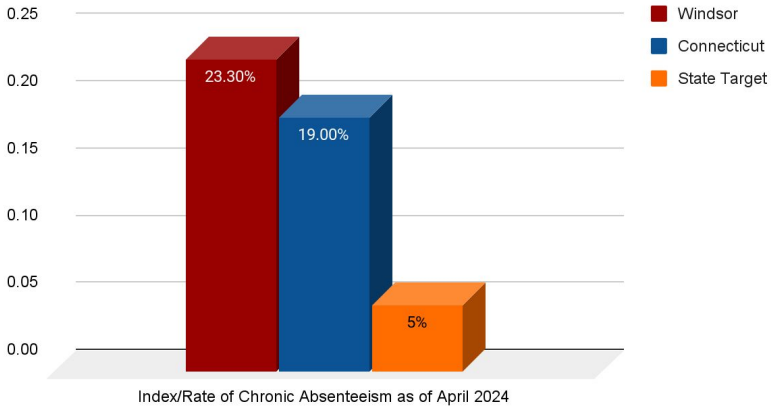
# Chronic Absenteeism through April 2024

## Attendance Rate by School, District, CT April 2020- 2024




- Clover Street School
- John F. Kennedy School
- Oliver Ellsworth School
- Poquonock Elementary School
- Sage Park Middle School
- Windsor High School
- Windsor School District
- Connecticut

## Index/Rate of Chronic Absenteeism as of April 2024





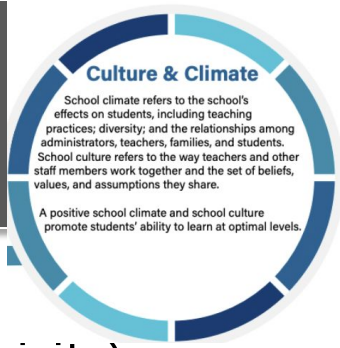

# What Worked?

# Academics




- Explicit Teaching (Going back to the basics)
- Paper-Pencil
- Limited use of technology
- Strategic roll out of BTC (Building thinking classroom)
- Frequency of walkthrough with feedback and follow up
- Pushing teachers outside of their comfort zone
- District wide alignment of PLC, Data talks, School development plans
- Consistent district wide expectations and messaging (Windsor Nation)

# Culture




- SEL tier 1 and 2 (Push in support)
- Building teachers' leadership (PLCs and teacher to teacher visits)
- Accountability (Teachers holding each other accountable)
- Self Efficacy (Trusted Teachers Team)


NOW WHAT?

# Instructional Priorities

- Tier 1 **(Back to the Basics)**
- Data Focus
- SEL
- School to Home Connection

# Instructional Purpose

I. **Why** (Highest Aspiration): Develop the Genius in Every Child.

II. **What** (Desired Qualities): Portrait of the Graduate Attributes

1. Critical Thinker
2. Problem Solver
3. Effective Communicator
4. Socially Responsible
5. Self Aware

**III.** **How** (Daily practices, programs and Strategies)

**Shared understanding of High Quality Instruction:** High Quality Instruction results in **students thinking critically** through acts of solving problems, communicating effectively, being socially responsible and self aware.

**Expectations for Daily Practices**

1. **Get students thinking**
2. **Thinking Tasks**
3. **Thinking Groups**

**Accountability System:** Are we moving towards our highest aspirations?If not, what are we doing about it?

WINDSOR PUBLIC SCHOOLS

# Next Steps

- Continue to share student performance data with teachers and administrators to create a sense of accountability, transparency, and urgency
- Continue the use of the data talks structures district wide
- Continue our focus on instructional accountability by conducting frequent walkthroughs with feedback, and providing teachers with professional development aligned to areas of needs
- Communicate with families and share resources that can be used at home to support students
- Roll out our Phase 1 Instructional Purpose to faculty and staff for the 24-25 school year
- Use our accountability system to hold everyone accountable and celebrate successes along the way

# Thank YOU…












# WINDSOR BOARD OF EDUCATION
# AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of**: June 18, 2024

**Prepared By:** Dr. Noha Abdel-Hady **Presented By:** Dr. Noha Abdel-Hady

**Attachments: Overview of Changes**

**Subject:** CT Leaders and Educators' Evaluation and Support Plan

**BACKGROUND:**

On February 14th, 2024, the State of CT approved a new evaluation and support plan for teachers and leaders that begins at the start of the 2024-2025 school year. WPS PDEC committee has adopted the state model plan and made minor revisions to fit the district needs.
Upcoming Changes to Evaluation and Support Plan:

1. The new plan is still based on evaluation rubrics, but there are no numeric ratings. Staff will either meet or not meet their goal(s).
2. Staff can choose a 1-, 2-, or 3-year goal.
3. There is the option to select an individual or group goal.
4. There is no obligation to have different types of goals, i.e., student learning, whole school, performance and practice, etc.
5. There is a unique process for beginning educators (in their first two years in the district).
6. There is a much more specific process for support plans and dispute resolution.

The biggest shift is that the new evaluation plan is strongly centered on professional learning, professional growth, and actionable feedback.

**PDEC Members**

Bonnie Fineman (PDEC Co- Chairs)
Michelle Williams (PDEC Co- Chairs)
Dr. Noha Abdel-Hady
Jennifer Balnis
Lacresha Barnes
Kristin Blume
Lauren Canoni
Mary Cristofaro
Jennifer Delskey
Gillian Flynn
Dana Gagne
Taran Gruber
Melissa Herman
Lindsey Jardine
Carey Klingel
Tricia Lee
Natalie Luiso
Jay Mihalko
Stacey Paley
Dr. Paul Pierce - Lead Teacher Representative
Darry Thomas
Katrina Wicks
Dr. Stacey Williams

**RECOMMENDATION:**

For information only.

**Reviewed by:** **Recommended by the Superintendent:** TH/RD
**Agenda Item #** 7.b.

## OVERVIEW OF CHANGES

# NEW EVALUATION AND SUPPORT PLAN



**No Numeric Ratings**

Receive feedback, not a rating. Feedback is related to a single-point competency.

1

2

**Multi-year Goals**

Select the option for a one-, two-, or three-year goal.

**Single or Group Goals**

Select to pursue goals individually or with a group.

3

4

**Support Plans**

Plans with specific timelines and guidelines are available on two levels.

**Single-Point Competency**

Meet or not meet goal(s) based on a single streamlined indicator.

5

WINDSOR PUBLIC SCHOOLS

**FEEDBACK, SUPPORT, & DEVELOPMENT**

# Connecticut Leader and Educator Evaluation and Support Plans 2024

**By the Connecticut State Department of Education and adapted for use by Windsor Public Schools, May 2024**



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Connecticut Leader and Educator Evaluation and Support Plans 2024


### State of Connecticut

Ned Lamont, Governor

### Connecticut State Department of Education

Charlene Russell-Tucker, Commissioner
Charles Hewes, Deputy Commissioner
Sinthia Sone-Moyano, Deputy Commissioner

### State Board of Education

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Erin D. Benham, Vice Chair
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Terrence Cheng, Ex Officio
Erik M. Clemons
Connor Cowan, Student Member
Elwood Exley, Jr.
Yasmeen Galal, Student Member
Donald F. Harris, Jr.
Patricia Keavney-Maruca, Ex Officio
Martha Paluch Prou
Malia K. Sieve
Allan B. Taylor
Kelli-Marie Vallieres, Ex Officio
Seth D. Zimmerman



### Acknowledgments

### Educator Evaluation and Support Council:

American Association of Colleges for Teacher Education of Connecticut (AACTE-CT)

American Federation of Teachers of Connecticut (AFT-CT)

Connecticut Association of Boards of Education (CABE)

Connecticut Association of Public School Superintendents (CAPSS)

Connecticut Association of Schools (CAS)

Connecticut Education Association (CEA)

Connecticut Association of School Administrators (CASA)

Connecticut Federation of School Administrators (CFSA)

Increasing Educator Diversity (IED) Policy Oversight Council

Regional Educational Service Center (RESC) Alliance

Special recognition to the Connecticut State Department of Education Talent Office staff for their work with the Educator Evaluation and Support Council in the development of these plans.



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# Leader Evaluation and Support Plan



# Windsor Public Schools Leader and Educator Evaluation and Support Plans 2024

**Superintendent of Schools**
Terrell M. Hill, PhD

**District Administration**
Noha Abdel-Hady
*Assistant Superintendent for Instructional Services*

Danielle Batchelder
*Director of Business Services and Human Resources*

Mary Cristofaro
*Director of Pupil and Special Education Services*

**Windsor Board of Education**
David J. Furie, President
Ayana K. Taylor, Vice President
Leonard O. Lockhart, Secretary
Paul J. Panos, Minority Leader
Jill A. Canter
Jeremy C. Halek
Anthony King
James A. Madison
Nathan G. Wolliston

**District Professional Development and Evaluation Committee (PDEC)**

Noha Abdel-Hady, *Asst Superintendent for Instruct Services*
Christopher Bailey, *Intermed Special Ed Supervisor*
Jennifer Balnis, *SPMS, Asst. Principal*
Lacresha Barnes, *CLO, Paraeducator*
Danielle Batchelder, *Dir. of Business Services & HR*
Kristin Blume, *POQ, Math Intervention Teacher*
Lauren Canoni, *WHS, Math Teacher*
Mary Cristofaro, *Dir. of Pupil & Special Ed Services*
Jennifer Delskey, *WEA / POQ Grade 2 Teacher*
Bonnie Fineman, *Dir of Secondary Curriculum*
Gillian Flynn, *CLO, Paraeducator*
Dana Gagne, *JFK, Principal*
Gay Gardner-Wilson, *POQ, Paraeducator*
Taran Gruber, *OE, Principal*
Melissa Herman, *SPMS, Grade 6 Teacher*
Lindsey Jardine, *Secondary Special Ed Supervisor*
Carey Klingel, *JFK, Paraeducator*
Karen Lawson, *Primary Special Ed Supervisor*
Tricia Lee, *CLO, Principal*
Natalie Luiso, *WHS, Paraeducator*
Jay Mihalko, *POQ, Principal*
Stacey Paley, *WEA / JFK Math Intervention Teacher*
Paul Pierce, *JFK/WHS Music Teacher*
John Scanlon, *WEA / SPMS School Counselor*
Darry Thomas, *WHS Asst Principal*
Lindsey Verdone, *OE, Grade 2 Teacher*
Katrina Wicks, *Instructional Tech Specialist, Teacher*
Michelle Williams, *Dir. of Elementary Curriculum*
Stacey Williams, *CLO, STEM Coach, Teacher*

## Vision

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

## The Purpose of this Model Guide

The Connecticut (CT) Model Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that "the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher."

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

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

## Guiding Principles

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

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

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

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

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

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

## Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards.

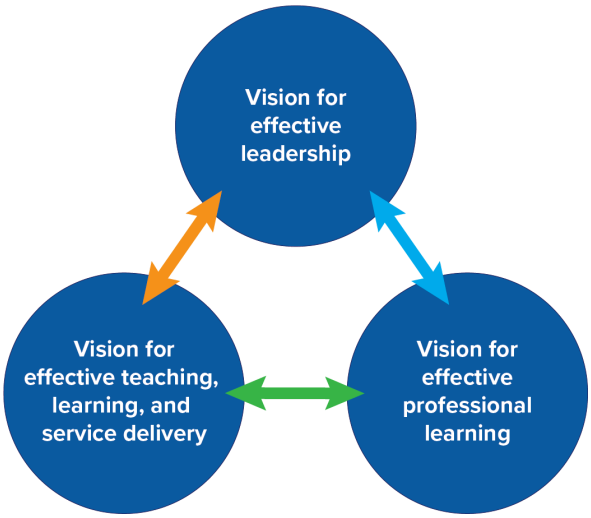
While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

## Leader Standards

1. Professional Standards for School Leaders (PSEL)
2. Learning Forward's Professional Learning Standards (2022)
3. Common Core of Leading: CT School Leadership Standards 2012
4. CT Leader Evaluation and Support Rubric 2017

## Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.



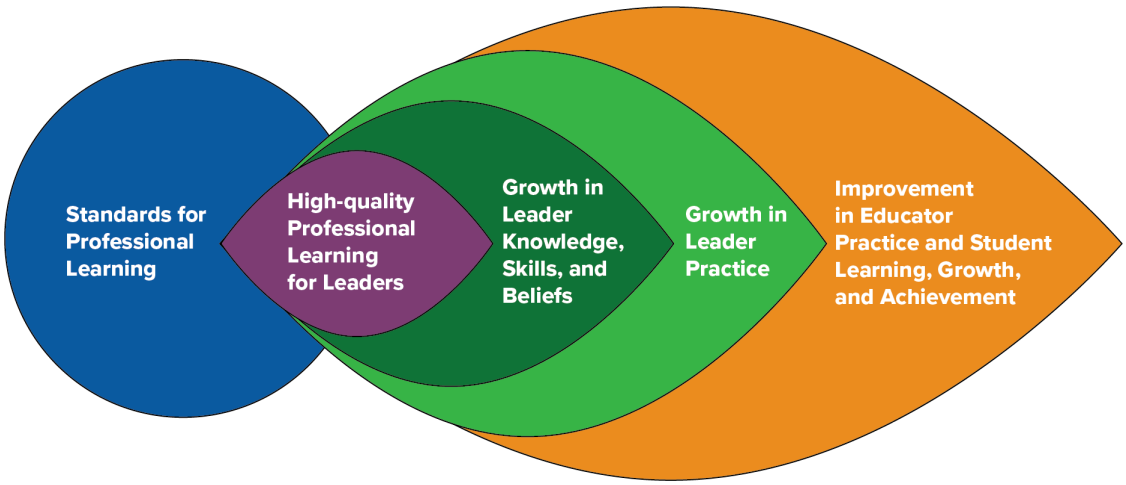

## The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

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

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

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

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



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

# Leader Continuous Learning Process

**Evaluation Orientation no later than October 15**
Completed prior to the start of the Continuous Learning Process




## Goal Setting
## Completed by November 1

**Beginning of the Year Goal(s) and Planning**

- Self reflect
- Review evidence

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

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

**Goal Setting Conference**

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

## Mid-year Check-in
## Completed by March 1

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

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

**Mid-Year Conference**

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

## End-of-Year Reflection
## Completed by June 30

**End-of-Year Reflection and Feedback Process**

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

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

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

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than **October 15.** The orientation shall include:

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

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

## Goal(s) Setting (Completed by November 1)

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

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

The leader will:

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

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

## Midyear Check-in (Completed by March 1):

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

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

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

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

## Professional Practice and Leader Growth

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

## Observation of Professional Practice/Site Visits and Feedback

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

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

Quality feedback:

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

| **Definition of Cohorts** | |
|---|---|
| **Cohort 1**<br>**Who:**<br>● New to leadership role (e.g. principal from assistant principal, etc.; first three years)<br>● New to LEA (first three years)<br>**What:**<br>● Three observations of professional practice and/or site visits<br>● Verbal feedback within 5 school days and written feedback within 10 school days.<br>● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary | **Cohort 2**<br>**Who:**<br>● Leaders who have successfully completed Cohort 1 in their current LEA<br>**What:**<br>● Two observations of professional practice and/or site visits<br>● Verbal feedback within 5 school days and written feedback within 10 school days.<br>● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary. |

## Growth Criteria

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

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

See Appendix C for further detail.

## Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. Tiers 1 and 2 must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document both Tier 1 and 2 supports prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

### Tier 1 (Includes all leaders)

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

### Tier 2 (Intermediate Support Plan)

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. The leader will have up to 35 school days to complete their Intermediate Support Plan. See Appendix P for the required template for Tier 2 (Intermediate Support Plan)

### Tier 3 (Corrective Support Plan)

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and are developed in collaboration with the leader and may be assigned by the evaluator. Evaluators must utilize and document both Tier 1 and 2 supports prior to the development of a Corrective Support Plan. Tier 3 support has a clearly articulated area of focus, duration of time, and criteria for success. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented. See Appendix H for the required template for Tier 3 (Corrective Support Plan). The leader will have up to 20 days to complete their Corrective Support Plan. At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

## Dispute Resolution

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

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

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

### Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process and must inform their evaluator of a dispute within 10 school days of receiving feedback.

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

The required dispute meeting agenda template (See Appendix R) should be completed by the evaluator, PDEC committee, neutral party, or superintendent prior to the meeting.

#### Option 1:

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

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

#### Option 2:

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

### Time Limits

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 10 workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within 10 workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

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

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

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

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

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

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

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

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

## Local and State Reporting

The superintendent shall report:

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

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

# Technical Assistance and Professional Learning

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

# Appendices — Leader:

## Information and Resources to Support Effective Implementation

# Appendix A: Sample Reflection Questions – Leader

## Self-Reflection Sample Questions

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

## Professional Learning and Action Questions

### Indicators of success

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

### Determine Evidence

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

## Analysis of Evidence

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

## Learning Reflection and Next Steps

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

## Reflect on the Feedback Process

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

# Appendix B: Definition of Cohorts – Leader

| Definition of Cohorts | |
|---|---|
| **Cohort 1**<br>**Who:**<br>● New to leadership role (e.g. principal from assistant principal, etc.; first three years)<br>● New to LEA (first three years)<br>**What:**<br>● Three (3) observations of professional practice and/or site visits<br>● Verbal feedback within 5 school days and written feedback within 10 school days.<br>● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary | **Cohort 2**<br>**Who:**<br>● Leaders who have successfully completed Cohort 1 in their current LEA<br>**What:**<br>● Two (2) observations of professional practice and/or site visits<br>● Verbal feedback within 5 school days and written feedback within 10 school days.<br>● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary. |

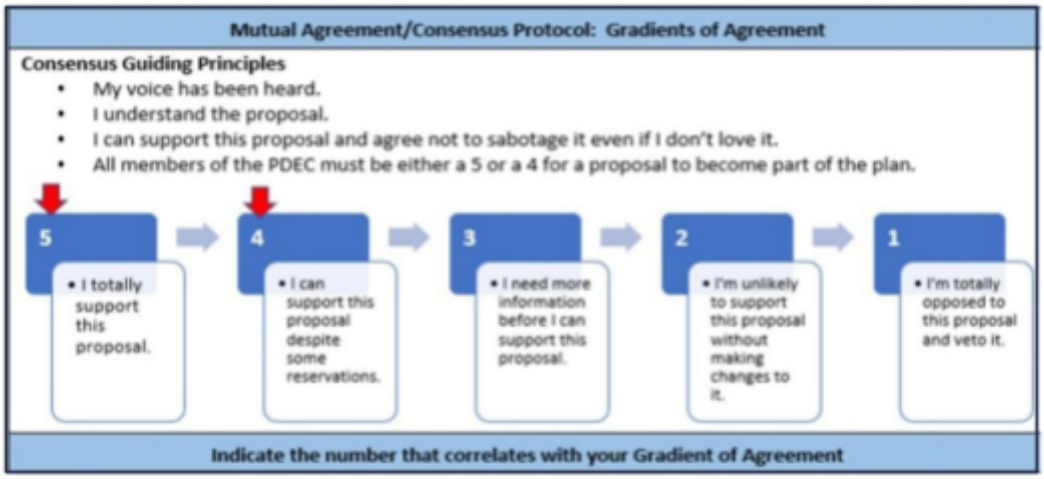
# Appendix C: Growth Criteria and Sources of Evidence – Leader

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

# Appendix D: General Glossary – Leader

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

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




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

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

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

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

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

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

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

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

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

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

Quality feedback:

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

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

**formal observations**: A formal observation is a structured and planned process of watching, assessing, and evaluating a leader's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within 10 school days.

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

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

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

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

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

Superintendents will confirm district leaders with evaluation roles.

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

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

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

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

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

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

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

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

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

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

**tiered supports:**

- Tier 1 (Includes all leaders): It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.
- Tier 2 (Intermediate Support Plan): 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 (Corrective Support Plan): 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.

# Appendix E: Glossary of Professional Learning Opportunities – Leader

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Appendix F: Continuous Learning Process – Leader

**Evaluation Orientation**

**Orientation to Leader Evaluation was Completed on:**

***Date No later than October 15th***

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

All forms below are available to be completed in the Vector Evaluation platform.

- Leader Evaluation Orientation and Goal-Setting Form
- Leader Observation/Site Visit Form
- Leader Mid-Year Check-In Form
- Leader End-of-Year Self-Reflection Form
- Leader End-of-Year Conference Form

# 1. TASK: Leader Goal Setting Form

| Leader Name: | Leader School: | | |
|---|---|---|---|
| Leader Role: | | | |
| **1. Select One:**<br>• Cohort 1<br>*New to leader role or first three years in LEA<br>• Cohort 2<br>*Years 4 (in LEA) | **2. Select One:**<br>• Individual goal<br>• Collaborative goal<br>**Was this decided upon mutual agreement?** | **3. Select One:**<br>• 1-year goal<br>• 2-year goal<br>• 3-year goal<br>**Was this decided upon mutual agreement?** | 4. **Select One**:<br>• PSEL Rubric (Professional Standards for Educational Leaders 2015)<br>• Common Core of Leading: CT School Leadership Standards 2012<br>• CT Leader Evaluation and Support Rubric 2017 |
| **Beginning of the Year Goals & Planning** | | | |
| **Self-Reflection**<br>*Completed by Leader*: *See Self-Reflection sample reflection questions (Appendix A: Sample Reflection Questions-Leader)* | | | |
| 5. Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking.<br>*See Examples of Evidence Types (Appendix C: Growth Criteria and Sources of Evidence)* | | | |
| **Goal, Rationale, Alignment and Professional Learning Plan**<br>*Completed by Leader* | | | |
| 6. Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year). | | | |
| 7. What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?<br>See Professional Learning & Action Questions to guide your plan. *(Appendix A: Sample Reflection Questions - Leader)* | | | |
| 8. For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)? | | | |
| 9. In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals? | | | |
| **Goal Setting Conference** **Date _____**<br>*Completed by Evaluator by November 1.* | | | |
| 10. Notes | Supports Required/Suggested<br>☐ Tier 1 ☐ Tier 2 ☐ Tier 3 | | |

Workflow:

1. Direct Report completes steps 1-9;
2. Evaluator schedules goal setting conference and completes 10 and signature (Eval Approve w/ Date)
3. Direct Report Sign w/Date

# 2. TASK: Leader Observation/Site Visit #1

| Leader Evaluation Observation/Site Visit #1 – Required | |
|---|---|
| **Leader Name:** Populate from Goal setting form | **Leader Location:** Populate from Goal setting form |
| **Leader Role:** Populate from Goal setting form | **Leader Goal/Observation Focus:** Populate from #5 on Goal setting form |
| 1. Choose one (Drop down).<br>• Cohort 1 (Pre-/Post-Conference Required)<br>• Cohort 2 (Post-Conference Required)<br>• Additional Site Visit (Pre-/Post-Conference Optional) | |
| **Pre-Observation/Visit (if necessary) Date _____**<br>*Completed by Leader (as needed/required)* | |
| 2. Meeting Plan and/or Context | *Upload and provide hyperlink here, as appropriate* |
| 3. Pre-Conference Notes | |
| **4. Observation/Site Visit Evidence Date _____**<br>*Completed by the Evaluator* | |
| Type evidence here | |
| **Post-Observation/Visit Reflection**<br>*Completed by the Leader* | |
| 5. What does today's evidence tell you? | |
| 6. Are there patterns, trends, or outliers? | |
| 7. How will our collaborative reflection help you move forward and apply your learning in your next steps? | |
| **8. Post-Observation/Visit Conference Feedback Date _____**<br>*Completed by the Evaluator* | |
| Type feedback here | |

| 9. Areas of Strengths | 10. Single-Point Competencies<br>*Completed by the Evaluator* | 11. Areas for Growth and/or Next Steps |
|---|---|---|
| | *Insert competencies indicated on #4. Of Goal Setting form.* | |
| | | |

Workflow:

1. Direct Report completes steps 1-3;
2. Evaluator schedules site visit pre-conf (if necessary) and site visit, and completes #4.
3. Direct Report completes Post Observation/Site Visit #5-7
4. Evaluator schedules and holds Post Conf and completes #8-11 and signature (Eval Approve w/ Date)
5. Direct Report Sign w/Date

# 3. TASK: Leader MidYear Form

| | |
|---|---|
| **Leader Name:** Populate from Goal setting form | **Leader Location:** Populate from Goal setting form |
| **Leader Role:** Populate from Goal setting form | **Leader Goal/Observation Focus:** Populate from #5 on Goal setting form |

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

*Completed by Leader*

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

*See Self-Reflection sample reflection questions (Appendix A: Sample Reflection Questions - Leader)*

| | |
|---|---|
| What has been your progress to date on your professional learning plan and your goal(s), and how do you know? What are your next steps (including any adjustments) and why? | **1. Self-Reflection:** |

**2. Links to Evidence:**

## Midyear Conference Date _____

*Completed by Evaluator (by March 1)*

3. **Feedback to Leader** (Feedback regarding progress on professional learning and progress toward goal(s) as well as any adjustments to focus areas result from the discussion. Include change in tiered supports, if recommended.):

Workflow:

1. Direct Report completes steps 1-2;
2. Evaluator schedules Midyear Conf and completes 3 and signature (Eval Approve w/ Date)
3. Direct Report Sign w/Date

# 4. TASK: Leader Observation/Site Visit #2

## Leader Evaluation Observation/Site Visit #2 – Required

| | |
|---|---|
| **Leader Name:** Populate from Goal setting form | **Leader Location:** Populate from Goal setting form |
| **Leader Role:** Populate from Goal setting form | **Leader Goal/Observation Focus:** Populate from #5 on Goal setting form |

1. Choose one (Drop down).

- Cohort 1 (Pre-/Post-Conference Required)
- Cohort 2 (Post-Conference Required)
- Additional Site Visit (Pre-/Post-Conference Optional)

| | |
|---|---|
| **Pre-Observation/Visit (if necessary) Date** _____<br>*Completed by Leader (as needed/required)* | |
| 2. Meeting Plan and/or Context | *Upload and provide hyperlink here, as appropriate* |
| 3. Pre-Conference Notes | |
| **4. Observation/Site Visit Evidence Date** _____<br>*Completed by the Evaluator* | |
| Type evidence here | |
| **Post-Observation/Visit Reflection**<br>*Completed by the Leader* | |
| 5. What does today's evidence tell you? | |
| 6. Are there patterns, trends, or outliers? | |
| 7. How will our collaborative reflection help you move forward and apply your learning in your next steps? | |
| **8. Post-Observation/Visit Conference Feedback Date** _____<br>*Completed by the Evaluator* | |
| Type feedback here | |

| **9. Areas of Strengths** | **10. Single-Point Competencies**<br>*Completed by the Evaluator* | **11. Areas for Growth and/or Next Steps** |
|---|---|---|
| | *Insert competencies indicated on #4. Of Goal Setting form.* | |
| | | |

Workflow:

1. Direct Report completes steps 1-3;
2. Evaluator schedules site visit pre-conf (if necessary) and site visit, and completes #4.
3. Direct Report completes Post Observation/Site Visit #5-7
4. Evaluator schedules and holds Post Conf and completes #8-11 and signature (Eval Approve w/ Date)
5. Direct Report Sign w/Date

# 5. TASK: Leader End of Year Form

| | |
|---|---|
| **Leader Name:** Populate from Goal setting form | **Leader Location:** Populate from Goal setting form |
| **Leader Role:** Populate from Goal setting form | **Leader Goal/Observation Focus:** Populate from #5 on Goal setting form |

## End-of-Year Reflection and Feedback Process

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

### Self-Reflection

*Completed by Leader: See Self-Reflection sample reflection questions (Appendix A: Sample Reflection Questions - Leader)*

| | |
|---|---|
| • What impact did your new learning have on your practice/goal(s), and how do you know?<br>• What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/ or achievement, and/or on organizational health, and how do you know?<br>• What challenges did you encounter and what are your next steps with your professional learning? | **1. Self-Reflection:** |
| **2. Links to Evidence:** | |

## End-of-Year Conference Date _____

*Completed by Evaluator (by June 30)*

### Summative Feedback and Growth Criteria

*Completed by Evaluator (Appendix C: Growth Criteria and Sources of Evidence)*

| | |
|---|---|
| 3. Summative Feedback | |
| 4. Development of new learning and impact on leadership practice related to goal(s). | |
| 5. Impact of new learning and leadership practice on key partners and or organizational outcomes. | |
| 6. Impact of new learning on greater community. | |
| **7. Successful Completion of the Evaluative Cycle** | • Yes • No |
| **8. Supports Required/Suggested**<br>***Are tiered supports required above and beyond tier 1 (included in feedback above)?***<br>Not applicable, Tier 2 (Pls Specify), Tier 3 (Pls Specify) | If Tier 2 and/or Tier 3, please specify strategies: |
| **9. For multi-year goals only:**<br>• What adjustments are needed to the goal(s)?<br>• Why?<br>• How might adjustments impact the timing of the goal(s)? | **10. Choose one (if multi-year goal)**<br>• Leader will continue multi-year goal.<br>• Leader will adjust multi-year goal.<br>• Leader completed multi-year goal.<br>• Notes: |

Workflow:

1. Direct Report completes steps 1-2;
2. Evaluator schedules End of Year Conf and completes 3-10 and signature (Eval Approve w/ Date)
3. Direct Report Sign w/Date

# Appendix G: Observation/Site Visit Form – Leader

## Leader Evaluation Observation/Site

| | |
|---|---|
| **Leader Name:** Populate from Goal setting form | **Leader Location:** Populate from Goal setting form |

| **Leader Role:** Populate from Goal setting form | **Leader Goal/Observation Focus:** Populate from #5 on Goal setting form |
|---|---|

1. Choose one (Drop down).

- Cohort 1 (Pre-/Post-Conference Required)
- Cohort 2 (Post-Conference Required)
- Additional Site Visit (Pre-/Post-Conference Optional)

| **Pre-Observation/Visit (if necessary) Date** _____<br>*Completed by Leader (as needed/required)* | |
|---|---|
| 2. Meeting Plan and/or Context | *Upload and provide hyperlink here, as appropriate* |
| 3. Pre-Conference Notes | |

| **4. Observation/Site Visit Evidence Date** _____<br>*Completed by the Evaluator* |
|---|
| Type evidence here |

| **Post-Observation/Visit Reflection**<br>*Completed by the Leader* | |
|---|---|
| 5. What does today's evidence tell you? | |
| 6. Are there patterns, trends, or outliers? | |
| 7. How will our collaborative reflection help you move forward and apply your learning in your next steps? | |

| **8. Post-Observation/Visit Conference Feedback Date** _____<br>*Completed by the Evaluator* |
|---|
| Type feedback here |

| **9. Areas of Strengths** | **10. Single-Point Competencies**<br>*Completed by the Evaluator* | **11. Areas for Growth and/or Next Steps** |
|---|---|---|
| | *Insert competencies indicated on #4. Of Goal Setting form.* | |
| | | |

Workflow:

6. Direct Report completes steps 1-3;
7. Evaluator schedules site visit pre-conf (if necessary) and site visit, and completes #4.
8. Direct Report completes Post Observation/Site Visit #5-7
9. Evaluator schedules and holds Post Conf and completes #8-11 and signature (Eval Approve w/ Date)
10. Direct Report Sign w/Date

# Appendix H Part 1: Tier 3 Corrective Support Plan Template – Leader

Name of Staff Member:

Name of Evaluator:

Names of Supporting Staff (Other Than Evaluator):

Name of WSASA Representative:

Tier 2 (Intermediate Support) was provided on the following dates: _____ Despite Tiered Supports _____ has demonstrated a lack of growth/improvement, which has led _____ to assign a Corrective Support Plan.

The staff member received intermediate support and has shown a persistent lack of growth and/or reflection in the area of:

Select One from PSEL Standards

Describe the objective for the corrective support plan below. What is the staff member's main area of improvement?

Describe the success criteria for completion of the plan.

Complete the table below to indicate actions steps, timeline, and who will be responsible. Note: Tier 3 (Corrective Support) Plans have a maximum duration of 20 school days.

| Action Step | When will it occur? | Who is responsible? |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

Progress Monitoring Log: The evaluator should indicate below when they met with the staff member for progress monitoring and describe (briefly) what was discussed.

| Meeting # | Date | Notes/ Feedback |
|---|---|---|
| | | |
| | | |
| | | |

What resources will the evaluator, support personnel, and WSASA representative provide?

Signatures below indicate knowledge of this plan: Staff Member, Evaluator, WSASA, and Support/Mentor Personnel

# Appendix H Part 2: Tier 3 Corrective Support Plan Sample – Leader

Name of Staff Member:

Principal Ed Rooney

Name of Evaluator:Names of Supporting Staff (Other Than Evaluator):

Superintendent Albus Dumbledore

Name of WSASA Representative:

Mr. Feeny

Tier 2 (Intermediate Support) was provided on the following dates: March 1-28, 2024. Despite Tiered Supports, Mr. Ed Rooney has demonstrated a lack of growth/improvement, which has led Superintendent Dumbledore to assign a Corrective Support Plan.

The staff member received intermediate support and has shown a persistent lack of growth and/or reflection in the area of:

Standard 8: Meaningful Engagement of Families & Community

Describe the objective for the corrective support plan below. What is the staff member's main area of improvement?

Mr. Rooney has consistently struggled with communicating appropriately with a variety of constituents

Describe the success criteria for completion of the plan.

Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Complete the table below to indicate actions steps, timeline, and who will be responsible. Note: Tier 3 (Corrective Support) Plans have a maximum duration of **20 school days**.

| Action Step | When will it occur? | Who is responsible? |
|---|---|---|
| Progress Reporting & Weekly Feedback on progress | Weekly | Rooney & Dumbledore |
| Modeling of effective communication practices | Weekly | Feeney |
| Collaboration with district leaders for exemplars of communication | Weekly | District Leaders, as assigned by Dumbledore |

Progress Monitoring Log: The evaluator should indicate below when they met with the staff member for progress monitoring and describe (briefly) what was discussed.

| Meeting # | Date | Notes/ Feedback |
|---|---|---|
| Meeting#1 | May 1 | |
| Meeting#2 | May 8 | |
| Meeting#3 | May 15 | |
| Meeting#4 | May 22 | |

What resources will the evaluator, support personnel, and WSASA representative provide?

Mr. Feeny and district leaders

Signatures below indicate knowledge of this plan: Staff Member, Evaluator, WSASA, and Support/Mentor Personnel

# Educator Evaluation and Support Plan



## Vision

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

## The Purpose of this Model Guide

The Connecticut (CT) Model Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that "the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher."

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

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

## Guiding Principles

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

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

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

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

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

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

## Standards and Criteria for Educators

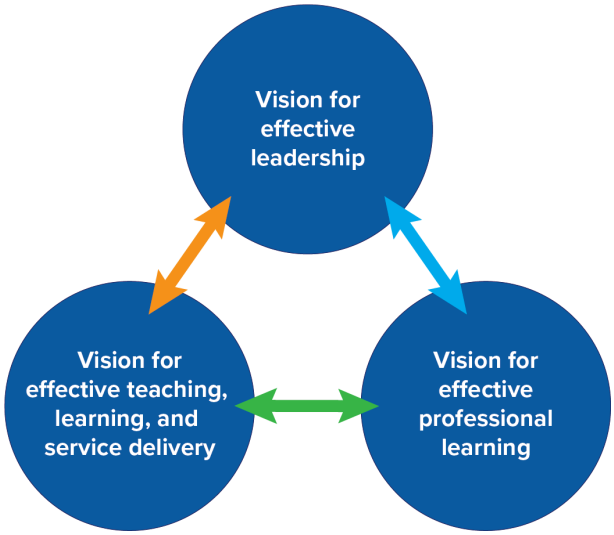
The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self-evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

## Educator Standards

1. CCT Rubric for Effective Teaching 2017
2. CCT Rubric for Effective Service Delivery 2017
3. Learning Forward's Professional Learning Standards (2022)
4. Teacher Leader Model Standards (2008)

## Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

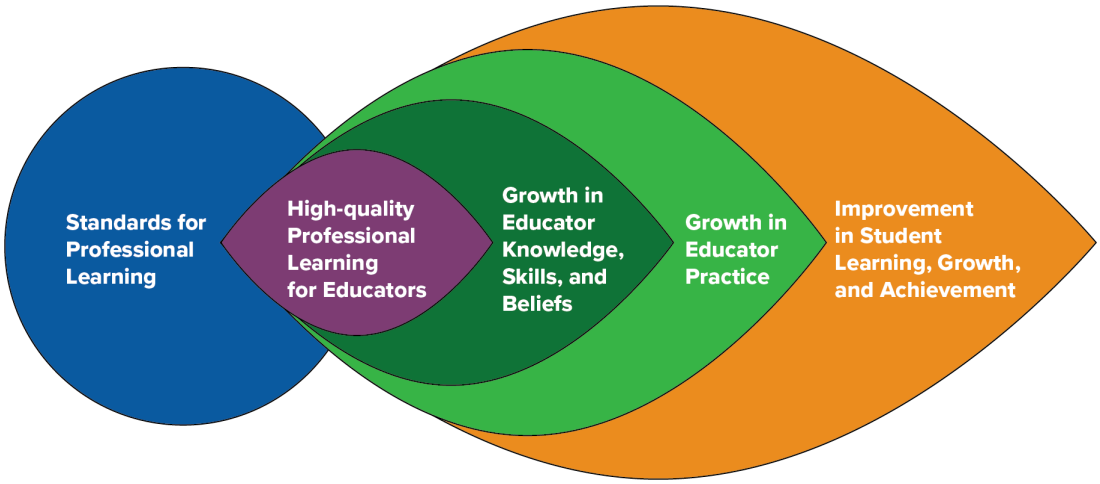



## The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

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

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

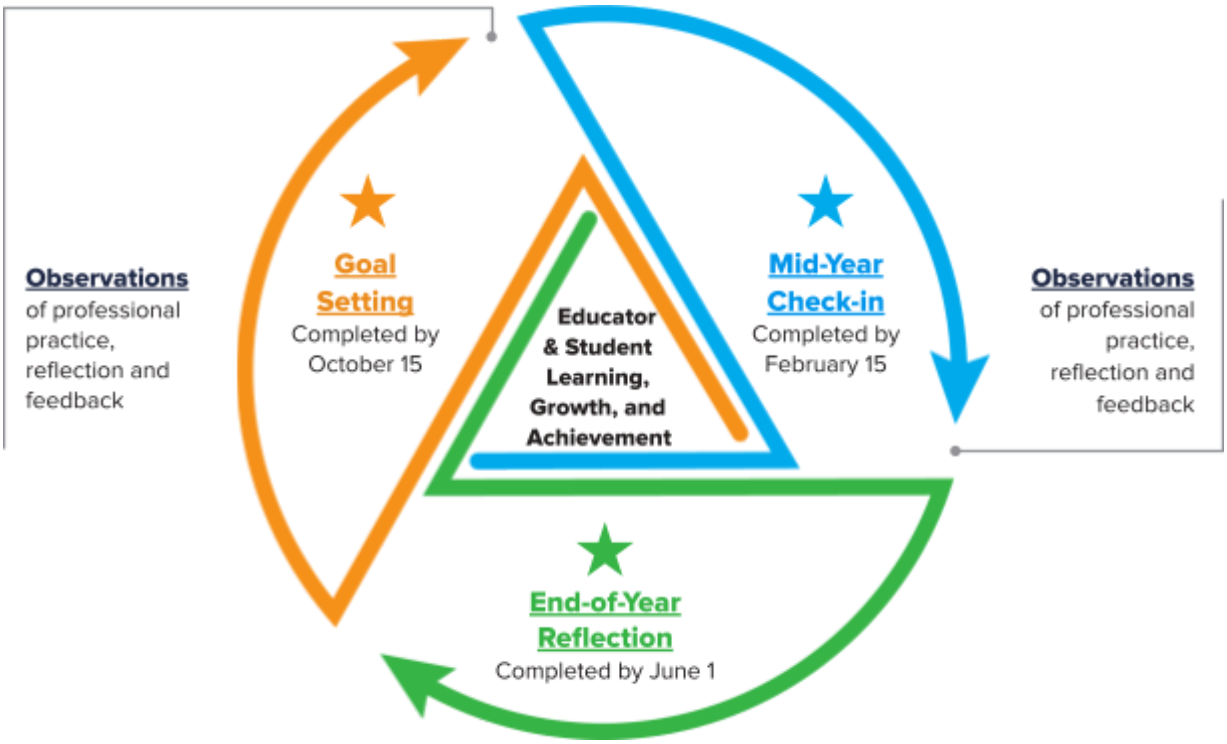
The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.



Below is a graphic with the associated steps, reflections, and resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

# Educator Continuous Learning Process

**Evaluation Orientation no later than September 30**
Completed prior to the start of the Continuous Learning Process




## Goal Setting
**Completed by October 15th**

**Beginning of the Year Goal(s) and Planning**
- Self reflect
- Review evidence

**Goal(s), Rationale, Alignment, and Professional Learning Plan**
- Draft goal(s), rationale, alignment, professional learning plan

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

## Mid-year Check-in
**Completed by February 15th**

**Mid-Year Check-in: Reflection, Adjustments, and Next Steps**
- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

**Mid-Year Conference**
- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

## End-of-Year Reflection
**Completed by June 1st**

**End-of-Year Reflection and Feedback Process**
- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

**End-of-Year Conference/ Summative Feedback and Growth Criteria**
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

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

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

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

Appendix T contains an evaluation timeline that shows the deadlines for goal setting, the midyear check-in, and end-of-year reflection portions of the evaluation process.

## Goal(s) Setting (Completed by October 15)

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

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

## Midyear Check-in (Completed by February 15):

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

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence are aligned to the single point rubric. (See Appendix S for Template: WPS Single Point Competency* Feedback Form and Sample). *A single point competency is defined in the glossary as **"***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***."
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

## End-of-Year Reflection/Summative Review (Completed by June 1)

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

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

## Professional Practice and Educator Growth

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

## Observation of Professional Practice and Feedback

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

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

Quality feedback:

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

| **Definition of Cohorts** | |
|---|---|
| **Cohort 1**<br>**Who:**<br>● New to profession (first four years)<br>● New to LEA (first two years)<br>**What:**<br>● A minimum of 3 observations of professional practice (minimum of 30 minutes in length) with pre- and post- meetings.<br>○ One observation of professional practice may be substituted with a review of practice.<br>● Verbal feedback within 5 school days and written feedback within 10 school days.<br>● Additional observations of professional practice as mutually agreed upon or deemed necessary | **Cohort 2**<br>**Who:**<br>● Educators who have successfully completed Cohort 1 in their current LEA<br>**What:**<br>● A minimum of 2 observations of professional practice (minimum of 20 minutes in length) with post- meetings.<br>○ One observation of professional practice may be substituted with a review of practice.<br>● Verbal feedback within 5 school days and written feedback within 10 school days.<br>● Additional observations of professional practice as mutually agreed upon or deemed necessary |

## Growth Criteria

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

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

(See Appendix K)

## Tiered Support and Corrective Support Planning

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. Tiers 1 and 2 support must be implemented prior to the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document both Tiers 1 and 2 of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

### Tier 1 (Includes All Educators)

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

### Tier 2 (Intermediate Support Plan)

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. The teacher will have up to 35 school days to complete their Intermediate Support Plan. See Appendix P for the required template for Tier 2 (Intermediate Support Plan).

### Tier 3 (Corrective Support Plan)

In addition to Tier 1 and Tier 2, a Tier 3 corrective support plan is a response to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Evaluators must utilize and document both Tier 1 and 2 supports prior to the development of a Corrective Support Plan. Tier 3 support has a clearly articulated area of focus, duration of time, and criteria for success. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented. See Appendix Q for the required template for Tier 3 (Corrective Support Plan). The teacher will have up to 20 school days to complete their Corrective Support Plan. At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. .

## Dispute Resolution

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

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

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

### Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process and must inform their evaluator of a dispute within 10 school days of receiving feedback.

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

The required dispute meeting agenda template (See Appendix R) should be completed by the evaluator, PDEC committee, neutral party, or superintendent prior to the meeting.

#### Option 1:

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

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

### Option 2:

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

### Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within 10 workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within 10 workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

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

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

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

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

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

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

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

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

## Local and State Reporting

The superintendent shall report:

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

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

# Technical Assistance and Professional Learning

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

# Appendices — Educator:

## Information and Resources to Support Effective Implementation

# Appendix I: Sample Reflection Questions – Educator

## Self-Reflection Sample Questions

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

## Professional Learning and Action Questions

### Indicators of Success

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

### Determine Evidence

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

## Analysis of Evidence

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

## Learning Reflection and Next Steps

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

## Reflect on the Feedback Process

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

# Appendix J: Definition of Cohorts – Educator

| Definition of Cohorts | |
|---|---|
| **Cohort 1**<br>**Who:**<br>● New to profession (first four years)<br>● New to LEA (first two years)<br>**What:**<br>● A minimum of 3 observations of professional practice (minimum of 30 minutes in length) with pre- and post- meetings.<br>○ One observation of professional practice may be substituted with a review of practice.<br>● Verbal feedback within 5 school days and written feedback within 10 school days.<br>● Additional observations of professional practice as mutually agreed upon or deemed necessary | **Cohort 2**<br>**Who:**<br>● Educators who have successfully completed Cohort 1 in their current LEA<br>**What:**<br>● A minimum of 2 observations of professional practice (minimum of 20 minutes in length) with post- meetings.<br>○ One observation of professional practice may be substituted with a review of practice.<br>● Verbal feedback within 5 school days and written feedback within 10 school days.<br>● Additional observations of professional practice as mutually agreed upon or deemed necessary |

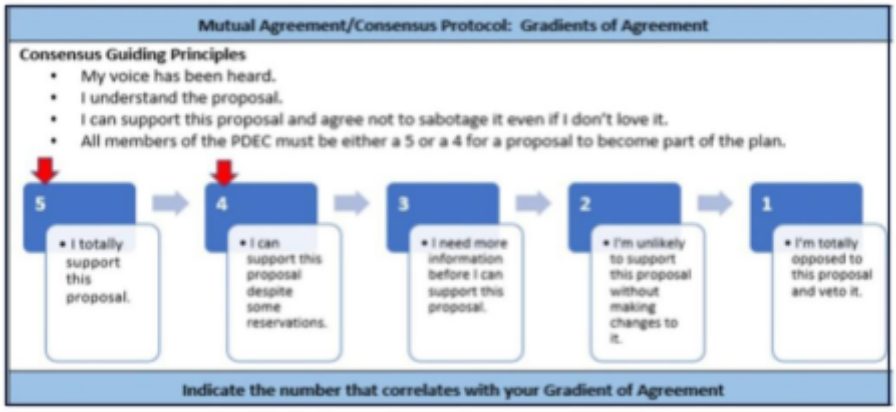
# Appendix K: Growth Criteria and Sources of Evidence – Educator

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

# Appendix L: General Glossary – Educator

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

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




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

*https://www.seedsforchange.org.uk/consensus*

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

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

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

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

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

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

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

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

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

Quality Feedback:

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

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

**formal observations**: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within 10 school days.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**tiered support:**

- Tier 1 (Includes all educators)

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

- Tier 2 (Intermediate Support Plan)

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

- Tier 3 (Corrective Support Plan)

  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.

# Appendix M: Glossary of Professional Learning Opportunities – Educator

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Appendix N: Continuous Learning Process – Educator

**Evaluation Orientation**

**Orientation to Educator Evaluation was completed on:**

***Date No later than September 30th***

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

All forms below are available to be completed in the Vector Evaluation platform.

- Educator Goal-Setting Form
- Educator Observation Form
- Educator Mid-Year Check-In Form
- Educator End-of-Year Self-Reflection and Conference Form

# 1. TASK: Educator Goal Setting Form

| Educator Name: | Educator School: | | |
|---|---|---|---|
| Educator Role: | | | |
| • **1. Select One:**<br>◦ Cohort 1<br>*New to profession (first four years<br>*New to LEA (first two years)<br>◦ Cohort 2<br>*Educators who have successfully completed Cohort 1 | • **2. Select One:**<br>◦ Individual goal<br>◦ Collaborative goal<br>**Was this decided upon mutual agreement?** | • **3. Select One:**<br>◦ 1-year goal<br>◦ 2-year goal<br>◦ 3-year goal<br>**Was this decided upon mutual agreement?** | • **4. Select One**:<br>• CCT Rubric for Effective Teaching 2017<br>• CCT Rubric for Effective Service Delivery 2017<br>• Learning Forward's Professional Learning Standards (2022)<br>• Teacher Leader Model Standards (2008) |
| **Beginning of the Year Goals & Planning** | | | |
| **Self-Reflection**<br>*Completed by Educator*: See Self-Reflection sample reflection questions (Appendix I: Sample Reflection Questions-Educator) | | | |
| • 5. Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking.<br>*See Examples of Evidence Types (Appendix K: Growth Criteria and Sources of Evidence-Educator)* | | | |
| **Goal, Rationale, Alignment and Professional Learning Plan**<br>*Completed by Educator* | | | |
| • 6. Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year). | | | |
| • 7. What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?<br>See Professional Learning & Action Questions to guide your plan. *(Appendix I: Sample Reflection Questions - Educator)* | | | |
| • 8. For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)? | | | |
| • 9. In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals? | | | |
| **Goal Setting Conference** **Date** _____<br>*Completed by Evaluator by October 15.* | | | |
| • 10. Notes | Supports Required/Suggested<br>☐ Tier 1 ☐ Tier 2 ☐ Tier 3 | | |

Workflow

1. Direct Report completes steps 1-9
2. Evaluator schedules goal setting conference and completes 10 and signature (Eval approve w/Date)
3. Direct Report sign with date

# 2. TASK: Educator Observation Form#1

| Educator Evaluation Observation #1 – Required | |
|---|---|
| **Educator Name:** Populate from Goal setting form | **Educator Location:** Populate from Goal setting form |
| **Educator Role:** Populate from Goal setting form | **Educator Goal/Observation Focus:** Populate from #5 on Goal setting form |

1. Choose one (Drop down).

- Cohort 1 (Pre-/Post-Conference Required) Observation minimum is 30 minutes.
- Cohort 2 (Post-Conference Required) Observation minimum is 20 minutes.
- Additional Site Visit (Pre-/Post-Conference Optional)

| | |
|---|---|
| **Pre-Observation (if necessary) Date** _____<br>*Completed by Educator (as needed/required)* | |
| 2. Meeting Plan and/or Context | *Upload and provide hyperlink here, as appropriate* |
| 3. Pre-Conference Notes including identified competency focus for the observation | |
| **4. Observation Evidence Date** _____<br>*Completed by the Evaluator* | |
| Type evidence here | |
| **Post-Observation Reflection**<br>*Completed by the Educator* | |
| 5. What worked and how do you know? | |
| 6. What didn't work and how do you know? | |
| 7. What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future? | |
| **8. Post-Observation Conference Feedback Date** _____<br>*Completed by the Evaluator* | |
| Type feedback here | |

| **9. Evidence of Strengths** | **10. Single-Point Competencies**<br>*Completed by the Evaluator* | **11. Areas for Growth and/or Next Steps** |
|---|---|---|
| | *Insert competencies indicated on #4. Of Goal Setting form.* | |
| | | |

Workflow:

1. Direct Report completes steps 1-3
2. Evaluator schedules site visit pre-conf (if necessary) and Observation, and completes #4.
3. Direct Report completes Post Observation #5-7
4. Evaluator schedules and holds Post Conf and completes #8-11 and signature (Eval Approve w/ Date)
5. Direct Report Sign w/Date

# 3. TASK: Educator MidYear Form

| | |
|---|---|
| **Leader Name:** Populate from Goal setting form | **Leader Location:** Populate from Goal setting form |
| **Leader Role:** Populate from Goal setting form | **Leader Goal/Observation Focus:** Populate from #5 on Goal setting form |

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

*Completed by Leader*

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

*See Self-Reflection sample reflection questions (Appendix I: Sample Reflection Questions - Educator) and Professional Learning and Action Questions (Appendix I: Sample Reflection Questions - Educator)*

| | |
|---|---|
| What has been your progress to date on your professional learning plan and your goal(s), and how do you know? What are your next steps (including any adjustments) and why? | **1. Self-Reflection:** |

**2. Links to Evidence:**

## Midyear Conference Date _____

*Completed by Evaluator (By February 15)*

3. **Feedback to Educator** (Feedback regarding progress on professional learning and progress toward goal(s) as well as any adjustments to focus areas result from the discussion. Include change in tiered supports, if recommended.):

Workflow:

1. Direct Report completes steps 1-2;
2. Evaluator schedules Midyear Conf and completes 3 and signature (Eval Approve w/ Date)
3. Direct Report Sign w/Date

# 4. TASK: Educator Observation Form#2

| Educator Evaluation Observation #2 | |
|---|---|
| **Educator Name:** Populate from Goal setting form | **Educator Location:** Populate from Goal setting form |
| **Educator Role:** Populate from Goal setting form | **Educator Goal/Observation Focus:** Populate from #5 on Goal setting form |

1. Choose one (Drop down).

- Cohort 1 (Pre-/Post-Conference Required) Observation minimum is 30 minutes.
- Cohort 2 (Post-Conference Required) Observation minimum is 20 minutes.
- Additional Site Visit (Pre-/Post-Conference Optional)

| | |
|---|---|
| **Pre-Observation (if necessary) Date** _____<br>*Completed by Educator (as needed/required)* | |
| 2. Meeting Plan and/or Context | *Upload and provide hyperlink here, as appropriate* |
| 3. Pre-Conference Notes including identified competency focus for the observation | |
| **4. Observation Evidence Date** _____<br>*Completed by the Evaluator* | |
| Type evidence here | |
| **Post-Observation Reflection**<br>*Completed by the Educator* | |
| 5. What worked and how do you know? | |
| 6. What didn't work and how do you know? | |
| 7. What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future? | |
| **8. Post-Observation Conference Feedback Date** _____<br>*Completed by the Evaluator* | |
| Type feedback here | |

| **9. Evidence of Strengths** | **10. Single-Point Competencies**<br>*Completed by the Evaluator* | **11. Areas for Growth and/or Next Steps** |
|---|---|---|
| | *Insert competencies indicated on #4. Of Goal Setting form.* | |
| | | |

1. Direct Report completes steps 1-3;
2. Evaluator schedules site visit pre-conf (if necessary) and Observationt, and completes #4.
3. Direct Report completes Post Observation #5-7
4. Evaluator schedules and holds Post Conf and completes #8-11 and signature (Eval Approve w/ Date)
5. Direct Report Sign w/Date

# 5. TASK: Educator End of Year Form

| | |
|---|---|
| **Educator Name:** Populate from Goal setting form | **Educator Location:** Populate from Goal setting form |
| **Educator Role:** Populate from Goal setting form | **Educator Goal/Observation Focus:** Populate from #5 on Goal setting form |

## End-of-Year Reflection and Feedback Process

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

### Self-Reflection

*Completed by Educator: See Self-Reflection sample reflection questions (Appendix I: Sample Reflection Questions - Educator) and Professional Learning and Action Questions (Appendix I: Sample Reflection Questions - Educator)*

| | |
|---|---|
| • What impact did your new learning have on your practice/goal(s), and how do you know?<br>• What impact did your new learning and practice have on your student learning, growth, and/ or achievement, and how do you know?<br>• What challenges did you encounter and what are your next steps with your professional learning? | **1. Self-Reflection:** |
| **2. Links to Evidence:** | |

## End-of-Year Conference Date _____

*Completed by Evaluator (by June 1)*

### Summative Feedback and Growth Criteria

*Completed by Evaluator (Appendix K: Growth Criteria and Sources of Evidence-Educator)*

| | |
|---|---|
| 3. Summative Feedback | |
| 4. Development of new learning and impact on practice related to goal(s). | |
| 5. Impact on student learning, growth, and achievement | |
| **6. Successful Completion of the Evaluative Cycle** | • Yes • No |
| **7. Supports Required/Suggested**<br>***Are tiered supports required above and beyond tier 1 (included in feedback above)?***<br>Not applicable, Tier 2 (Pls Specify), Tier 3 (Pls Specify) | If Tier 2 and/or Tier 3, please specify strategies: |
| **8. For multi-year goals only:**<br>• What adjustments are needed to the goal(s)?<br>• Why?<br>• How might adjustments impact the timing of the goal(s)? | **9. Choose one (if multi-year goal)**<br>• Educator will continue multi-year goal.<br>• Educator will adjust multi-year goal.<br>• Educator completed multi-year goal.<br>• Notes: |

1. Direct Report completes steps 1-2;
2. Evaluator schedules End of Year Conf and completes 3-9 and signature (Eval Approve w/ Date)
3. Direct Report Sign w/Date

# Appendix O: Observation Forms – Educator

## Educator Evaluation Observation

| | |
|---|---|
| **Educator Name:** Populate from Goal setting form | **Educator Location:** Populate from Goal setting form |
| **Educator Role:** Populate from Goal setting form | **Educator Goal/Observation Focus:** Populate from #5 on Goal setting form |

1. Choose one (Drop down).

- Cohort 1 (Pre-/Post-Conference Required) Observation minimum is 30 minutes.
- Cohort 2 (Post-Conference Required) Observation minimum is 20 minutes.
- Additional Site Visit (Pre-/Post-Conference Optional)

| | |
|---|---|
| **Pre-Observation (if necessary) Date** _____<br>*Completed by Educator (as needed/required)* | |
| 2. Meeting Plan and/or Context | *Upload and provide hyperlink here, as appropriate* |
| 3. Pre-Conference Notes including identified competency focus for the observation | |
| **4. Observation Evidence Date** _____<br>*Completed by the Evaluator* | |
| Type evidence here | |
| **Post-Observation Reflection**<br>*Completed by the Educator* | |
| 5. What worked and how do you know? | |
| 6. What didn't work and how do you know? | |
| 7. What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future? | |
| **8. Post-Observation Conference Feedback Date** _____<br>*Completed by the Evaluator* | |
| Type feedback here | |

| **9. Evidence of Strengths** | **10. Single-Point Competencies**<br>*Completed by the Evaluator* | **11. Areas for Growth and/or Next Steps** |
|---|---|---|
| | *Insert competencies indicated on #4. Of Goal Setting form.* | |
| | | |

## Appendix P: Tier 2 (Intermediate) Support Plan

| Name of Staff Member: | Name of Evaluator: |
|---|---|

| Names of Supporting Staff (Other Than Evaluator): | Name of WEA Representative: |
|---|---|

The staff member has shown a persistent lack of growth and/or reflection in the area of:

Select One

Describe the objective for the support plan below. What is the staff member's main area of improvement?

Describe the success criteria for completion of the plan.

Complete the table below to indicate actions steps, timeline, and who will be responsible. Note: Tier 2 (Intermediate Support) Plans have a maximum duration of 35 school days.

| Action Step | When will it occur? | Who is responsible? |
|---|---|---|
| | | |
| | | |
| | | |

Progress Monitoring Log: The evaluator should indicate below when they met with the staff member for progress monitoring and describe (briefly) what was discussed.

| Meeting # | Date | Notes/ Feedback |
|---|---|---|
| | | |
| | | |
| | | |

What resources will the evaluator, support personnel, and WEA representative provide?

Signatures below indicate knowledge of this plan. Staff member name (Printed) and Signature; Evaluator member name (Printed) and Signature; WEA Representative name (Printed) and Signature; Support personnel name (Printed) and Signature and dates.

# Appendix Q Part 1: Tier 3 (Corrective Support) Plan Template – Educator

Name of Staff Member:

Name of Evaluator:

Names of Supporting Staff (Other Than Evaluator):

Name of WEA Representative:

Tier 2 (Intermediate Support) was provided on the following dates: _____Despite Tiered Supports, this Staff Member has demonstrated a lack of growth/improvement, which has led the Evaluator to assign a Corrective Support Plan.

The staff member received intermediate support and has shown a persistent lack of growth and/or reflection in the area of:

Select One

Describe the objective for the corrective support plan below. What is the staff member's main area of improvement?

Describe the success criteria for completion of the plan.

Complete the table below to indicate actions steps, timeline, and who will be responsible. Note: Tier 3 (Corrective Support) Plans have a maximum duration of 20 school days.

| *Action Step* | *When will it occur?* | *Who is responsible?* |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Progress Monitoring Log: The evaluator should indicate below when they met with the staff member for progress monitoring and describe (briefly) what was discussed.

| Meeting # | Date | Notes/ Feedback |
|---|---|---|

| | | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

What resources will the evaluator, support personnel, and WEA representative provide?

| |
|---|
| |

Signatures below indicate knowledge of this plan. Staff member name (Printed) and Signature; Evaluator member name (Printed) and Signature; WEA Representative name (Printed) and Signature; Support personnel name (Printed) and Signature and dates.

# Appendix Q Part 2: Tier 3 (Corrective Support) Plan Sample – Educator

Name of Staff Member:

Prof. Valerie Felicity Frizzle

Name of Evaluator:

Mr. Joseph Clark

Names of Supporting Staff (Other Than Evaluator):

Mr. Neil deGrasse Tyson

Name of WEA Representative:

Dolores Huerta

Tier 2 (Intermediate Support) was provided on the following dates: 03/01/24-3/29/24.

The staff member received intermediate support and has shown a persistent lack of growth and/or reflection in the area of:

Planning

Describe the objective for the corrective support plan below. What is the staff member's main area of improvement?

Prof. Frizzle flies by the seat of her pants! She must work on planning instruction that is aligned with grade-level NGSS content standards in 4th grade science.

Describe the success criteria for completion of the plan.

Prof. Frizzle will complete and submit a one-week lesson plan sequence and a one-month long-term lesson plan sequence on the topic of fossil formation and how fossils change over time. The lesson plans will align with the curriculum, and include appropriate NGSS content standards in 4th grade. Additionally, Mr. Clark will see implementation of such plans when he informally visits her classroom.

Complete the table below to indicate actions steps, timeline, and who will be responsible. Note: Tier 3 (Corrective Support) Plans have a maximum duration of 20 school days.

| Action Step | When will it occur? | Who is responsible? |
|---|---|---|
| Mrs. Frizzle will undergo a coaching cycle with the instructional coach, with the purpose of reviewing the Unit 4.3 science curriculum. | Monday, March 4 | Mrs. Frizzle<br>Mrs. deGrasse Tyson |
| During the coaching cycle, Mrs. Frizzle will read the ASCD Quick Guide on high-quality lesson planning. | Monday, March 4 | Mrs. Frizzle |

| | | |
|---|---|---|
| With her instructional coach, she will write a one-week lesson sequence, using the WPS lesson planning template. | Monday, March 4 | Mrs. Frizzle<br>Mr. deGrasse Tyson |
| Mrs. Frizzle and Mr. Clark will meet to see the results of her one-week sequence. | Thursday, March 7 | Mrs. Frizzle<br>Mr. Clark |
| Mr. Clark will informally observe Mrs. Frizzle on 3 occasions, checking for implementation and will conduct debrief sessions after each visit. | Wednesday, March 13<br>Wednesday, March 20<br>Monday, March 25 | Mr. Clark |
| Mrs. Frizzle will create a one-month lesson planning sequence, obtaining help from her instructional coach, as needed. | Monday, March 18 | Mrs. Frizzle<br>Mr. deGrasse Tyson |
| Mr. Clark and Mrs. Frizzle will meet to discuss progress and determine next steps. | Monday, March 25 | Mrs. Frizzle<br>Mr. deGrasse Tyson<br>Mrs. Dolores Huerta |

Progress Monitoring Log: The evaluator should indicate below when they met with the staff member for progress monitoring and describe (briefly) what was discussed.

| Meeting # | Date | Notes/ Feedback |
|---|---|---|
| 1 | March 7 | ● Lesson plans aligned well with Standards<br>● Lessons need to move in a logical sequence<br>● Use Mr. Bill Nye's lesson plans as a model |
| 2 | March 14 | ● Reduce time of mini-lesson/ direct instruction<br>● Students engaged in hands-on activity |
| 3 | March 19 | ● Review assessment practices within one-month planning cycle<br>● Effective integration of NGSS standards<br>● Improved progression of lessons |
| 4 | March 21 | ● Increase amount of small group instruction<br>● Good evidence of scaffolding of skills within the standards |
| 5 | March 25 | ● Students highly engaged in "fossil dig" activity |

| | | |
|---|---|---|
| | | ● Success criteria met<br>● Will be asked to provide lesson plans for a review of practice<br>● Should expect additional informal classroom visits |

What resources will the evaluator, support personnel, and WEA representative provide?

- Professional texts/documents: ASCD's lesson planning guide, WPS lesson planning template
- Instructional coaching: Mr. deGrasse Tyson
- Release time, if needed
- Informal observation feedback
- Applicable outside professional learning

Signatures below indicate knowledge of this plan. Staff member name (Printed) and Signature; Evaluator member name (Printed) and Signature; WEA Representative name (Printed) and Signature; Support personnel name (Printed) and Signature and dates.

## Appendix R: Dispute Meeting Agenda Template – Educator

### *DISPUTE MEETING AGENDA / MINUTES*

| DATE | | ATTENDEES |
|---|---|---|
| TIME | | ☐ Evaluator:<br>☐ Educator:<br>☐ PDEC Members:<br>☐ Neutral Party Members:<br>☐ Superintendent of Schools: |
| LOCATION | | |
| MEETING AGENDA | • Review of Timelines<br>• Statement of Dispute<br>• Identification of Process<br>• Proposed Solutions<br>• Resolution Status<br>• Next Steps | |

| DISCUSSION TOPICS | COMMENTS |
|---|---|
| Review of Timelines | • According to Windsor's Evaluation and Support Plan, the educator must notify their evaluator of a dispute within ten days of receiving written feedback.<br>• According to Windsor's Evaluation and Support Plan, the educator and evaluator must meet within three days after an articulated dispute to try to resolve the matter.<br>• If the educator and evaluator did not resolve the matter, the educator chooses to continue the dispute in writing to the superintendent within three workdays of the meeting. The educator has two options: (1) meet with a PDEC subcommittee to resolve the matter, or (2) meet with the superintendent of schools. |
| Identification of Process | ☐ Evaluator-educator meeting<br>☐ Option 1 (above)<br>☐ Option 2 (above) |
| Statement of Dispute | |
| Proposed Solutions | |
| Resolution Status | ☐ Resolved<br>☐ Not Resolved |

| Next Steps | RESPONSIBLE | DATE DUE |
|---|---|---|
| • | | |
| • | | |
| • | | |

# Appendix S: WPS Single Point Competency Feedback

Download Template

| **Select Standards**: CCT | | | |
|---|---|---|---|
| **Standard # 3a**: Implement instruction to engage students in rigorous and relevant learning and to promote their curiosity at large. | | | |
| Teacher's Evidence (Teacher) | Strengths (Evaluator) | Language of Standard (Fill In by the Teacher) | Opportunities for Growth (Evaluator) |
| • Attended three professional learning workshops on the Building Thinking Classrooms instructional model.<br>• Focused on using "hints and extensions" as the primary instructional practice.<br>• During PLC time, I rehearsed hints and extensions with colleagues; received feedback on my practices.<br>• Used hints and extensions during opening thinking tasks.<br>• Asked supervisor/evaluator for specific feedback on my use of hints and extensions. | • Engaged in professional learning related to goal<br>• During informal observations, recorded 17 examples of hints and extensions<br>• Observed rehearsal of hints and extensions practice during PLC time<br>• Identified 12% growth in student problem solving capabilities during data talks presentation<br>• Sought feedback from evaluator and supervisor about instructional practice | Lead students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. | • Present to colleagues to teach them the hints and extensions strategy<br>• Begin working on another BTC strategy of your choice<br>• Seek opportunities for BTC training within and outside the district |

## Appendix T: Quick Reference Leader/Educator Continuous Learning Timeline

# Quick Reference Leader/Educator Continuous Learning Timeline Summary

**Evaluation Orientation for Leaders by October 15th and Evaluation Orientation for Educators by September 30th**

Completed prior to the start of the Continuous Learning Process

**Leader Standards for 24-25**

- Common Core of Leading: CT School Leadership Standards 2012
- CT Leader Evaluation and Support Rubric 2017

**Educator Standards for 24-25**

- CCT Rubric for Effective Teaching 2017
- CCT Rubric for Effective Service Delivery 2017

**Cohort 1**

Who: **Leaders**
New to leadership role (first three years)
New to LEA (first three years)

Who: **Educators**
New to profession (first four years)
New to LEA (first two years)

What: **Leaders/Educators**
A minimum of 3 observations of professional practice

For **Educators:** Observations are a minimum of 30 minutes in length and include pre- and post- meetings.

For **Educators**: One observation of professional practice may be substituted with a review of practice.

**Cohort 2**

Who: **Leaders/Educators**
Leaders/Educators who have successfully completed Cohort 1 in their current LEA

What: **Leaders/Educators**
A minimum of 2 observations of professional practice

For **Educators**: Observations are a minimum of 20 minutes in length with post- meetings.

For **Educators**: One observation of professional practice may be substituted with a review of practice.




**Site Visit/ Observation** of professional practice, reflection and feedback.
5 days - verbal feedback
10 days - written feedback

**Site Visit/ Observation** of professional practice, reflection and feedback

**Tiered Supports** to improve practice over time.
Tier 1 - Includes all certified educators
Tier 2 - More intensive support in duration, frequency and focus. Can be suggested by direct report or evaluator. Up to 35 school days to complete a Tier 2 plan.
Tier 3 - Support responds to previously discussed concerns and are assigned by an evaluator. Has a clear area of focus, duration, and criteria of success to be completed within a maximum of 20 days.

**Local and State Reporting**

The Superintendent shall report:

- by the last Board of Education meeting of each school year, the status of evaluations to the Board of Education.
- by 9/15 of each year, the status of the implementation of the certified staff evaluation and support program, including frequency of evaluations, number of certified staff not evaluated, and any other CSDE requirements.

**Dispute Resolution** if a direct report disagrees with evaluator's assessment and feedback.

- 30 days - Entire dispute resolution process will not exceed 30 days from the date of process initiation.
- 10 days - Dispute is articulated to evaluator in writing within 10 days of the feedback presented.
- 3 days - Direct report and evaluator meet within 3 days of dispute being articulated by direct report.
- 3 days - If no resolution from the meeting between Direct Report and Evaluator, direct report may choose to continue dispute resolution process in writing to Superintendent within 3 work days indicating preference for Option 1 or Option 2 resolution process.

### Goal Setting

**Educators 10/15, Leaders 11/1**

**Beginning of the Year Goal(s) and Planning**

- Self reflect
- Review evidence

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

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

**Goal Setting Conference**

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

### Mid-year Check-In

**Educators 2/15, Leaders 3/1**

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

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

**Mid-Year Conference**

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

### End-of-Year Reflection

**Educators 6/1, Leaders 6/30**

**End-of-Year Reflection and Feedback Process**

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

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

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

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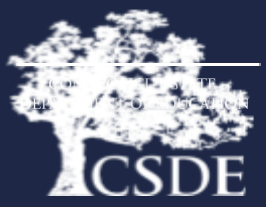
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