

Educator and Leader Evaluation and Support

The Board recognizes the critical role an effective professional evaluation and support system plays in ensuring student growth and success and promoting reflective practice through job-embedded professional learning and goal setting. The Board empowers the superintendent to ensure that each educator and leader has the opportunity for continuous learning and feedback, to develop and grow, individually and collectively, through the educator and leader evaluation and support system so that all of the district's students experience growth and success. Connecticut General Statutes 10-151b requires that the superintendent shall annually evaluate or cause to be evaluated each teacher.

Educator and leader practice discussions shall be based on a set of national or state performance standards set by professional organizations agreed upon by the district's Professional Development and Evaluation Committee (PDEC). The district's PDEC shall work to mutually agree upon a standard-based best practice observation model.

On or before July 1, 2024, the Board of Education shall adopt and implement an Evaluation Program consistent with the Evaluation Guidelines adopted by the State Board of Education. The teacher evaluation and support program shall be developed through mutual agreement between the (local and regional) Board of Education and the district's PDEC. If the Board of Education and the PDEC are unable to come to a mutual agreement, they shall consider the model teacher evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model teacher evaluation and support program.

If the 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 Board shall adopt and implement a teacher evaluation and support program developed by the Board, provided the program is consistent with the guidelines adopted by the State Board of Education.

While the District may create its own rubrics for use in this process, it must demonstrate that those rubrics are aligned with or tied to an externally referenced standard.

Definitions:

Educator includes teachers and student and educator support specialists who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role providing support services hold a valid certificate or permit issued by the State Board of Education.

Leader includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.

Single Point Competency is a description of a standard of behavior or performance, framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance, similar to a traditional rubric. The primary reason for using this approach is that it supports a focus on understanding the goal and the performance's strengths and weaknesses without the complication of interpreting those elements into a rating. This shift in practice is designed to make it easier for the participants to focus the energy of the process on the evidence, why that evidence looks the way it does, and what can be done to support improvement rather than a debate or negotiation on the rating.

The **PDEC** (Professional Development and Evaluation Committee's) responsibilities include its participation in the development and adoption of a teacher evaluation and support plan for the district. The district's representative PDEC shall be composed of at least one representative from the teachers', administrators', and paraeducators' bargaining units, and other appropriate school personnel, and shall ensure educator and leader practice discussions are based on a set of national or state performance standards set by professional organizations and agreed upon by the Committee. PDEC shall work to mutually agree upon a state or national standard-based best practice observation model, which will require Board approval. Any district-created rubric used in this process must demonstrate alignment or be tied to an externally referenced standard.

Guiding Principles:

Educator and leader practice discussions are based on a set of national or state performance standards set by professional organizations agreed upon by the PDEC, which will mutually agree upon a standards-based best practice observation model.

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth, and achievement and will need to:

- Be consistent with emerging research and best practices in the field of education;
- Include a focus on professional learning to develop systems of continuous improvement for educator and leader practice and student outcomes; and
- Address the continued impact of global and social situations (e.g. the COVID-19 pandemic) on all members of the educational community and families;
- Allow for differentiation of roles (teachers, counselors, instructional coaches...);
- Focus on things that matter (identify high leverage, mainstream goal focus areas);
- Connect to best practices aimed at the development of the whole child;
- Focus on educator growth and agency, meaningfully engaging professionals by focusing on growth and practice in partnership with others aligned to a strategic focus;
- Provide multiple pathways for participation to improve educator practice in a way that is meaningful and impactful;
- Provide specific, timely, accurate, actionable, and reciprocal feedback.

Vision:

All of the district's educators and leaders have the opportunity for *continuous learning* and *feedback* to develop and grow individually and collectively, through the educator and leader evaluation and support system to ensure all students experience growth and success.

Process:

Evaluation and support shall be an ongoing, cyclical progress monitoring process and shall include references to standards and criteria, a process for goal setting, a focus on professional practice and student growth, and an environment that nurtures feedback and engagement. Minimally evaluator and educator/leader/team conference shall occur in the fall, winter, and spring of each school year:

- Educators and leaders will meet with their supervisor no fewer than three times a year (fall goal setting, mid-year review, end of the year reflection). The meetings shall be approached in a spirit of continuous improvement, reflection, and collaboration. In addition, meetings shall provide opportunities for evaluator and evaluatee constructive feedback. Goals should always be connected to standards recommended by PDEC and approved by the Board.
- The first meeting shall focus on goal setting, which can be proposed either by an individual or by a collaborative group, depending on the goal.
- The mid-year review shall provide the educator(s) and supervisor the opportunity to review the extent to which the established goal is being reached and reflect on ways additional attention and support may be provided to adjust the goal or support its successful attainment.
- The end-of-the-year meeting shall be used to reflect on the current year and how it might inform/launch the next evaluation cycle.
- An appropriate summary of the educator/leader growth achieved through the process and considerations for future work shall be provided by the evaluator annually. This summary should be tied to the agreed-upon standards and goals determined through this process.

Multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process may include but not be limited to:

- **For the Educator:** Considering additional evidence relevant to one or more competencies related to student learning and growth may be part of the process and discussion. Multiple measures should be adjusted and be appropriate to the role of the educator in the process (educator, counselor, instructional coach, etc.).
- **For the Leader:** Considering additional evidence relevant to one or more competencies including but not limited to promoting a positive, safe, and equitable learning culture, engaging in instructional-focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically may be part of the process and discussion. Multiple measures should be adjusted and be appropriate per the role of the leader in the process (assistant superintendent, principal, department chair, etc.).

To ensure participants focus the discussion and feedback on the desired practice rather than a rating outcome, **Single Point Competencies** will be preferred. This will allow for the promotion of clear, research-based expectations while ensuring a tie to standards

- Current rubrics may be used as talking points for feedback and deepening reflection on practice – but are encouraged to be framed or converted as single points for increased clarity. PDEC will be responsible for developing or adopting external, state, or national standards-based models for district use.
- The district will establish a clearly articulated vision of highly effective instruction and educational practice focusing on growth.

Best practice should allow for goals and standards to be consistent with the goals of the district with clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations). Coherence improves the collective effectiveness of practice.

- This will encourage individual educators and leaders to reflect on how they are contributing to the goals, mission, and vision of the district, whether developing individual, departmental, or grade-level team-based goals.
- The goals-setting process should encourage consideration of the growth of the whole child – considering growth indicators in a variety of areas critical to the overall well-being of students.

Goal-Setting Process

Requirements for Goal Setting – *Educators*

- The goal-setting process must follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.
- Goals and feedback must be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed-upon standards.
- Educators and their evaluators must mutually agree upon a one, two, or three-year goal and develop a plan for professional development and support consistent with the educator’s professional status and goals. All educators must be assigned a primary evaluator, who holds a #092 certificate.
- The district’s PDEC shall determine protocols for each level of educator (novice, provisional, professional, transfers to the district, part-time or partial year, educator or leader in need of support, etc.)
- Goals setting may allow for differentiated timelines (1, 2, or 3 years) and differentiated partnerships (perhaps in teams or collaboration with another educator) depending upon the role of the educator and aligned with a plan for professional learning and growth.
- The plan allows for discussion and exploration of how goals may/should be aligned with district-wide and individual professional development, professional learning communities, and other integrated efforts to support the goals, mission, and vision established within the district.

Requirements for Goal Setting Process – *Leaders*

- The goal-setting process shall follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.
- Goals and feedback shall be based on evidence, observations and artifacts of professional practice as aligned to the lens of the agreed upon standards.
- Mutually agree upon a one, two, or three-year goal and develop a plan for professional development and support that is consistent with the leader’s professional status and goals. All leaders shall be assigned a primary evaluator who holds either a #092 or #093 certificate.

- The district PDEC shall determine protocols for each level of leader (level of experience, role, transfers to the district, part-time or partial year, leader in need of support, etc.)
- Goal setting may allow for differentiated timelines (1, 2, or 3 years) and differentiated partnerships (perhaps in teams or collaboration with another leader) depending upon the role of the leaders and aligned with a plan for professional learning and growth.
- There may be discussion and exploration of how goals may/should be aligned with district-wide and individual professional development, a theory of action, PLC work, and other integrated efforts to support the goals, mission, and vision established within the district.

Professional Practice and Educator Growth

- Feedback to the educator shall consider multiple and varied quantitative and qualitative evidence indicators.
- Dialogue through the professional growth process should begin with educator self-reflection/self-assessment of the impact of professional learning and educator practice on student growth and identifying the next steps.
- Within the required process structure, the district's PDEC may identify a minimum or recommend the number of observations aligned with the current professional needs of the educator (novice, provisional, professional).
 - PDEC shall create the district's plan for the nature and number of observations and/or reviews of practice and required artifacts.
- There should be multiple pieces of evidence, which may include artifacts, observations of practice, student feedback, and reflections of the educator on student growth as part of the educator feedback process.

Professional Practice and Leader Growth

- Feedback to leaders must consider multiple and varied quantitative and qualitative indicators of evidence.
- Dialogue through the professional growth process should begin with leader self-reflection/self-assessment of impact of professional learning and leadership practice on organizational health as well as the identification of next steps.
- Within the required process structure, the district's PDEC may identify a minimum or recommend the number of observations aligned with the current professional needs of the leader (new or experienced).
 - PDEC shall create the district's plan for the nature and number of observations and/or reviews of practice and required artifacts.
- There should be multiple pieces of evidence, which may include artifacts, observations of practice, teacher, leader and staff feedback, and reflections of the leader on organizational growth as part of the leader feedback process.

Evaluator/Observer/Stakeholder Feedback and Engagement

- Feedback, tied to standards, identifies strengths and areas of focus for advancement.

- PDEC will determine clear timelines for both written and verbal feedback.
- PDEC will determine a process for appropriate feedback and how to use informal and formal feedback from stakeholders.
- In-person beginning-of-the-year, mid-year, and end-of-year check-in is required for all educators with a timeline determined by PDEC.
- A check-in cycle for the purpose of discussing what is occurring in the classroom/school or district and to identify additional mutually agreed upon needs is required. It is required that a balance of written and verbal feedback be provided periodically.
- For the Educator, the cycle of check-ins should provide opportunities for discussion linking student growth and development with observations of practice and performance.
- For the Leader, the cycle of check-ins should provide opportunities for discussion linking organizational growth and development with observations of practice and performance.

Process Elements – Educator

- PDEC shall articulate agreed-upon processes for both formal and informal observations.
- At a minimum, initial goal-setting meetings, and mid and end-of-year reflective progress reviews must be held for all educators.
- 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**. The corrective support plan must include indicators of success for transitioning out of the plan.
 - PDEC shall establish a clearly articulated corrective support model, which will be distinct from the typical educator growth model;
 - The corrective support model shall include:
 - Clear objectives specific to the well-documented area of concern;
 - Resources, support, and interventions to address the area of concern;
 - Timelines for implementing the resources, support, and interventions; and
 - Supportive actions from the evaluator.
- The district PDEC plan should include differentiated supports and be responsive to educator needs.
 - Utilize and document differentiated support prior to movement to a corrective support plan.
 - Ongoing training to ensure all stakeholders understand tiers, supports, and process (model of a corrective structure with tier 1, 2, and 3 supports should be provided in the appendix).
- The PDEC agrees upon orientation, training, and support elements for evaluators and educators on the critical components of success.

In addition to these required elements, PDEC should consider the following best practices as additional process elements:

- Intermediate support should be in place prior to an educator having to be placed on a corrective support plan.
- Corrective support should not be initiated without appropriate evidence of concern
- Ensure coaching/mentoring is available for new educators.
- Educators involved in a formal induction process should have an evaluation pathway that is aligned but separate from their induction process to reduce the work burden on the beginning educator and support their transition to provisional and professional educator status.
 - The intention of the Educator and Leader Evaluation Plan should be to reduce the burden of evaluation on beginning educators without compromising the distinct separation between induction and evaluation.
 - o There should be regular check-ins/interactions with evaluators and mentors for beginning educators.
- Establish procedures and guidelines for PDEC operations, which include membership, quorum, and consensus criteria.
- PDEC should create a reflective process through surveys, etc. that reviews the TEVAL plan and process and provides for constructive feedback, reflection, assessment, and revision as needed.

Process Elements – Leader

- At a minimum, an initial goal-setting meeting, mid-year, and end-of-year reflective progress should be held for all leaders.
- There should be ongoing, on-site, evidence-driven visits or reviews of practice for each leader whose purpose/focus is aligned with the leader's goals in this process. PDEC should determine the minimum number of visits as appropriate.
- PDEC shall agree upon orientation, training, and support elements for evaluators and leaders on the critical components for success.
- A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback shall 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 the plan.
- The corrective support plan shall be developed in consultation with the leader and their exclusive bargaining unit representative for administrators chosen pursuant to C.G.S. §10-153b.
 - The district PDEC should establish a clearly articulated corrective support model that is separate from the normal educator growth model.
 - The corrective support model 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.

- The district PDEC plan should include differentiated supports and be responsive to leader needs.
- Utilize and document differentiated supports prior to movement to a corrective support plan.
- Ongoing training to ensure all stakeholders understand differentiated supports and process (model of a corrective structure should be provided in the appendix).
- Support models should always include clear objectives specific to the well documented area of concern, timeframes, interventions, supportive actions from the evaluator.
- In addition to these required elements, PDEC should consider the following best practices as additional process elements:
- Coaching and/or mentoring should be strongly considered an option for a new leader.
- Intermediate supports should be in place before placing a leader on a corrective action plan.
- A support plan should not be initiated without appropriate evidence of concern.
- PDEC should create a reflective process, either through surveys, etc. that reviews the TEVAL plan and process and provides for reflection, assessment, and revision as needed.
- Establish policy or procedures and guidelines for PDEC operations that includes membership, quorum, and consensus criteria.

Dispute Resolution

- The Board of Education shall, in mutual agreement with the PDEC, include a process for resolving disputes in cases where the evaluator and educator/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan.
- Any claims that the district has failed to follow the established procedures of the educator/leader evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the Board of Education and the relevant bargaining unit.

Local and State Reporting

- The superintendent shall report:
 - The status of teacher evaluations to the Board of Education on or before June first of each year; and
 - The status of the implementation of the educator/leader 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 on or before September 15 of each year.

The term “teacher”, “educator” or “leader” shall include each professional employee of the Board of Education, below the rank of superintendent, who holds a certificate or permit issued by the State Department of Education.

Appendix: (PDF File)

[Connecticut Guidelines for Educator and Leader Evaluation and Support 2023](#)

Legal Reference: Connecticut General Statutes
 10-145b Teaching certificates.
 10-151a Access of teacher to supervisory records and reports in personnel file.
 10-151b Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, P.A. 10-111, P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session)
 10-151c Records of teacher performance and evaluation not public records.
 10-220a(b) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.
 PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.
 PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)
 Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.
 Connecticut General Statutes (continued)
 Connecticut’s System for Educator Evaluation and Development (SEED) state model evaluation system.
 “Flexibility to Guidelines for Educator Evaluation” adopted by Connecticut State Board of Education, February 6, 2014
 34 C.F.R. 200.55 Federal Regulations.
 PL 114-95 – Every Student Succeeds Act §9213
 Public Act 23-159 (An Act Concerning Teachers and Paraeducators)

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NORTH CANAAN BOARD OF EDUCATION
 North Canaan, Connecticut