



# Orange Public Schools Educator Growth & Support Model 2024-2025

Board of Education Presentation  
September 16, 2024

# Professional Development Evaluation Committee (PDEC) Members

Denise Aquilina - Reading Consultant

Monika Corcoran - Math Specialist

Denise DeRosa - School Psychologist

Mary Edo - Director of Special Services

Sue Geremia - Paraeducator\*

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Sue Keating - Paraeducator\*

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Mimma Locklear - MLL Teacher

Ann Martorana Classroom Teacher - RBS

Evelyn Russo - Director of Curriculum Instruction and Personnel

Ellen Townsend - MLL Teacher

Dana Zottoli - Classroom Teacher - THS

\*paraprofessionals were not a part of the development of this plan



# PDEC Timeline

October 12, 2023 (virtual)

Two day Training with the state: Teams attended

- October 26 and 31, 2023
- November 13 and 16, 2023
- January 25 and 26, 2024

February 21, 2024 (in-person)

February 28, 2024 (independent task)

March 8, 2024 (in-person)

May 15, 2024 (in-person)

Plan submission date Aug. 1, 2024

CSDE response date Sept. 5, 2024

LEA response date: Sept. 16, 2024



# CSDE Vision For New Plan

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



# Shifts

The design elements of the Connecticut Guidelines for Educator & Leader Evaluation (2023) (CT Guidelines 2023) represent several shifts from what has become common practice when implementing the Connecticut Guidelines for Educator Evaluation (2017). These shifts are based on research and best practices from Connecticut educators and from other states and represent changes in the following areas for both educators and leaders:

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



# So What's the Difference?



## **The former Educator Evaluation system**

- Goal - Included a Student Learning Outcome (SLO)
- Based on a rating system that had 4 levels of performance
- Educator and Administrator had separate evaluation systems

## **Growth and Support model**

- Goal - Includes a Professional Growth Goal aligned to standards
- Focused on growth rather than compliance
- Educator and Administrator growth and support plan are aligned, so their expectations are similar

# Timelines

Teacher/Related Service providers:



Administrators:

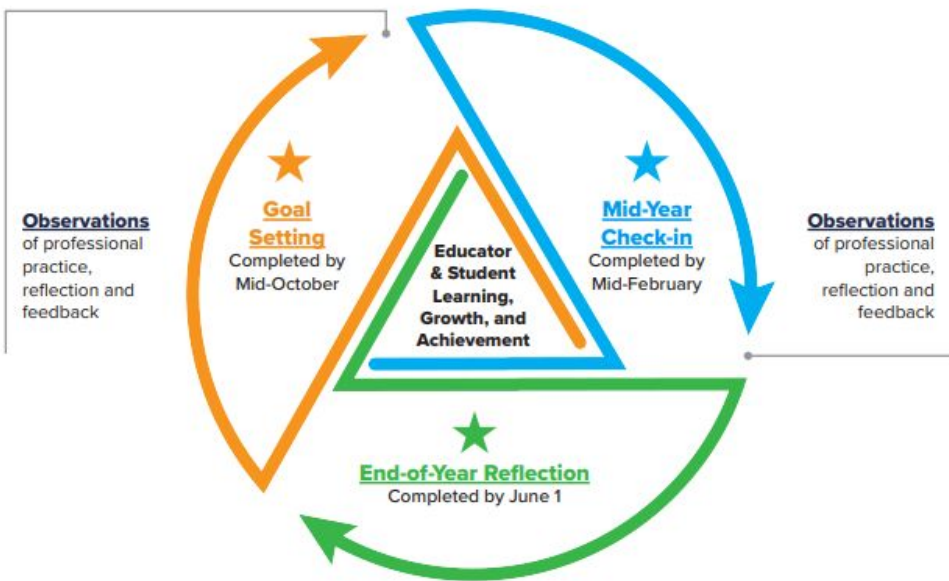


# Continuous Learning Cycle as It Relates to the Plans

## Educator Continuous Learning Process

### Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



## Leader Continuous Learning Process

### Evaluation Orientation

Completed prior to the start of the Continuous Learning Process







# Single Point Competency

A **single point competency** is 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.

# The CT Common Core of Teaching Domains and Indicators (CCT)

## CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p>▶ Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> <li>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</li> <li>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</li> <li>1c. Maximizing instructional time by effectively managing routines and transitions.</li> </ul>	<p>▶ Domain 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> <li>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.</li> <li>2b. Planning instruction to cognitively engage students in the content.</li> <li>2c. Selecting appropriate assessment strategies to monitor student progress.</li> </ul>
<p>▶ Domain 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> <li>3a. Implementing instructional content for learning.</li> <li>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</li> <li>3c. Assessing student learning, providing feedback to students and adjusting instruction.</li> </ul>	<p>▶ Domain 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> <li>4a. Engaging in continuous professional learning to impact instruction and student learning.</li> <li>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</li> <li>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</li> </ul>

# CCT Attributes

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

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:  
**INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs<sup>2</sup> of all students.**

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
<b>ATTRIBUTES</b>	<b> Rapport and positive social interactions</b>	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	Fosters an environment where students proactively demonstrate positive social interactions and conflict-resolution skills.
	<b> Respect for student diversity<sup>3</sup></b>	Establishes a learning environment that disregards students' cultural, social and/or developmental differences and/or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.	Recognizes and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
	<b> Environment supportive of intellectual risk-taking</b>	Creates a learning environment that discourages students from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Creates a learning environment in which some students are willing to attempt tasks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates a learning environment in which most students are willing to take risks <sup>4</sup> and respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates an environment in which students are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
	<b> High expectations for student learning</b>	Establishes expectations for student learning that are too high or too low.	Establishes appropriate expectations for learning for some, but not all students; OR inconsistently reinforces appropriate expectations for student learning.	Establishes and consistently reinforces appropriate expectations for learning for all students.	Creates an environment in which students take responsibility for their own learning.

# Observation Cycle

## Teachers/Related Service

Teachers with an Initial Certificate	Teachers with a Provisional or Professional Certificate	Observation requirements
<p><b>Two</b> Observations of Professional Practice</p> <ul style="list-style-type: none"> <li>• First by 10/15- pre-and-post conferences</li> <li>• Second by 3/15 post conference</li> <li>• Additional observations of professional practice may be scheduled if concerns are documented</li> </ul>	<p><b>One</b> Observation of Professional Practice every 3 years</p> <ul style="list-style-type: none"> <li>• The observation must occur before the midyear conference (mid-Feb.)</li> <li>• Post-conferences are required</li> <li>• Additional observations of professional practice may be scheduled if concerns are documented</li> </ul>	<p><i>Observations of practice</i> are scheduled ahead of time and followed by written feedback within 10 school days.</p> <p><i>Observation of practice</i> may take place in a classroom, concert, art show, review of artifacts, PD facilitation, Data team, PPT, or book club, among other options.</p>
<p><b>Two mini</b> observations</p> <ul style="list-style-type: none"> <li>• Mini #1 prior to midyear conference (mid-Feb)</li> <li>• Mini #2 in the spring</li> </ul>	<p><b>Two mini</b>-observations each year, the number determined and mutually agreed upon by PDEC members, with at least 1 mini prior to the midyear conference.</p>	<p>Mini observations or walk-throughs are approximately 10-20 minutes, followed by "bite-sized" feedback within two school days.</p>



# Observation Cycle

## Administrator

Administrators (years 1-3 )	Administrators (years 4+)
<p><b>Two Observation of Professional Practice (OPP)</b> observations related to agreed-upon goal</p> <ul style="list-style-type: none"><li>• Additional observations of professional practice may be scheduled if concerns are documented</li></ul>	<p><b>One Observation of Professional Practice (OPP)</b> observation related to agreed-upon goal</p> <ul style="list-style-type: none"><li>• Additional observations of professional practice may be scheduled if concerns are documented</li></ul>
<p><b>Two Site Visits</b></p> <ul style="list-style-type: none"><li>• Visit #1 prior to the Mid-Year Conference (Mid-Feb).</li><li>• Visit #2 in the spring.</li></ul>	<p><b>Two Site Visits</b></p> <ul style="list-style-type: none"><li>• Visit #1 prior to the Mid-Year Conference (Mid-Feb).</li><li>• Visit #2 in the spring.</li></ul>



# Feedback and Support

## **Administrators and teachers depend on high-quality feedback and support to:**

- fuel their professional growth and maximize impact on teaching and learning.
- inform rather than evaluative and is timely, specific, growth-oriented, actionable, and provided at a reasonable pace.

**Regular Feedback:** three annual conferences and within ten school days of a site visit or observation of professional practice.

**Supportive:** meaningful support to help guide the administrator and staff's growth.



# Summative Growth Report



The Orange Growth and Support Model includes an annual summary of administrator and educator growth.

- This report includes a self-reflection of the administrator and educator's impact of their growth on teachers, students, and/or the school community and also includes a brief summary of the feedback provided by the evaluator over the course of the year.
- The report should celebrate accomplishments as well as identify two or three specific action steps to guide and support the ongoing growth the following school year.



# Corrective Action Process

Criteria Must Be Met Before Placement on a Support Plan

## Educators and Administrators:

Before a corrective action plan, the following conditions must be met:

- must have a **summative report** from the previous year indicating unsuccessful completion of the regular growth and support process.
- must be a **pattern of specific, ongoing concerns** previously documented in the feedback to the teacher.
- must be **documented attempts to informally help** and support the teacher prior to consideration of a corrective action plan.
- A **collective bargaining or association representative should already be aware of concerns** before consideration of a formal corrective action plan.
- **Non-renewal:**
  - **Before a non-tenured teacher is non-renewed for performance concerns**, an evaluator must meet with the teacher to notify them of the concerns and follow up with a **written notice by January 15**. A corrective action plan should then be collaboratively developed by the teacher, their collective bargaining representative, and the evaluator, detailing the specific areas needing improvement along with support and resources to assist the teacher. A significant lack of improvement toward the plan's criteria of success must be documented **before April 1 to recommend contract non-renewal**.
  - **Before a leader is non-renewed for performance concerns**, an evaluator must meet with the leader to notify them of the concerns and follow up with a written notice by January 15. A corrective action plan should then be collaboratively developed by the leader, their Administrator Association Representative, and the evaluator, detailing the specific areas needing improvement along with support and resources to assist the leader. A significant lack of improvement toward the plan's criteria of success must be documented before April 1 to recommend contract non-renewal.



# Levels of Scaffolded Support

Administrators and Educators

