

Professional Development and Evaluation Committee (PDEC)

An effective PDEC is composed of certified teachers, administrators and other appropriate school personnel including representatives selected by the respective bargaining units. Members of a PDEC collaboratively define a shared vision and establish collective responsibility for the development, evaluation and updating of a local comprehensive professional learning plan and participation in the development or adoption of the district educator evaluation and support program. The PDEC designs and regularly updates a comprehensive plan that clearly describes how professional learning is developed, implemented, monitored and evaluated within a district.

A district-level PDEC is required by statute; however, school-based PDECs may also exist. Those educators who sit on the PDEC have and/or gain a fundamental knowledge base about good practice that helps develop and implement their professional learning plan as aligned with the *Connecticut Standards for Professional Learning*. Members are expected to understand Connecticut’s definition and standards for professional learning. Figure 4 describes what a district and school-based PDEC should know and be able to do when designing and implementing a professional learning plan.

NOTE: This chart should be used as guidance *only*. This is a tool that provides an opportunity for valuable professional learning as PDEC members work with one another to enhance their district’s professional learning system. PDECs can reference the descriptions below to this to identify clear short-term and long-term goals as a committee. While all items in the chart are important, every district is in a different place and PDECs must identify their current practices based on their district’s context to identify focus areas for the committee’s growth and development.

Figure 4: Guidance for an Effective PDEC

The PDEC understands/has an awareness of...	In developing the plan, the PDEC...	In implementing the plan, the PDEC...
the district’s strategic plan and the key needs and issues in the areas of student and educator growth, curriculum and instruction, and leadership at the district and school level.	analyzes and synthesizes key needs and issues that contribute to professional learning, educator and student growth, and district and/or school development, inclusive of available resources - funding, people, time, technology and materials.	monitors to determine if the comprehensive plan addresses needs and issues as identified at the district and school level.
how professional learning supports district and school level strategic planning in areas including, but not limited to: curricular change, new initiatives, instructional practices, content-specific knowledge and skills, and leadership growth for teachers and administrators.	aligns educator professional learning to student growth and development needs and district and school goals.	identifies representatives, at the district and school level, to facilitate discussion with educators focused on how the plan will support district and school goals.



High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Figure 4:, Guidance for an Effective PDEC, continued

The PDEC understands/has an awareness of...	In developing the plan, the PDEC...	In implementing the plan, the PDEC...
<p>the areas in which, and the degree to which, the PDEC makes decisions regarding how resources – funding, people, time, technology and materials – are identified, accessed, used and evaluated for professional learning.</p>	<p>identifies the available and appropriate resources that support what is outlined in the plan.</p>	<p>makes decisions regarding how identified available and appropriate resources – funding, people, time, technology and materials – are used so that professional learning that is planned can be implemented.</p> <p>helps educators access available/appropriate resources and evaluates the effectiveness of resources and their use.</p>
<p>the <i>Connecticut Standards for Professional Learning</i> and how to align them with relevant Connecticut standards and other agreed-upon standards for educator practice and student growth.</p>	<p>ensures alignment to the <i>Connecticut Standards for Professional Learning</i>, relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth.</p> <p>develops avenues through which district and school staff will become familiar with the <i>Connecticut Standards for Professional Learning</i> and how they align with agreed-upon standards for educator practice and student growth.</p>	<p>identifies representatives, at the district and school level, to facilitate discussion with educators focused on how they will build their awareness of the <i>Connecticut Standards for Professional Learning</i>, relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth.</p>
<p>the principles and developmental stages of change and how professional learning leads to building district capacity and long-lasting change.</p>	<p>plans implementation of professional learning so as to support long-lasting change that leads to educator and student success.</p>	<p>identifies and uses tools to support the professional learning needed to implement change and to monitor change efforts.</p>



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Figure 4: Guidance for an Effective PDEC, continued

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<p>professional learning as a series of varied learning experiences, not single events or a one-size-fits-all approach to learning.</p>	<p>models, advocates for, and supports relevant, job-embedded learning that enhances practices, facilitates skill development and builds capacity of educators throughout the district.</p>	<p>ensures that the resources and learning designs educators can choose to use are flexible and appropriate for helping them meet their individual and/or collective learning goals.</p>
<p>how adults learn.</p>	<p>ensures that the plan has the flexibility to enable educators to self-direct their learning and connect it to practice, so the context in and methods by which they learn meet their learning styles and needs.</p>	<p>actively works with educators at the district and school level to learn how to develop, implement and assess learning plans that connect district and school goals, student learning needs, and their individual and/or collective learning needs.</p>
<p>how to appropriately include all educators in planning professional learning that takes place on the district, school and individual level, and is highly self-directed, intensive, sustained and connected to their practice.</p>	<p>collaborates with teachers, administrators, and representative groups to determine what professional learning is needed at the district level</p> <p>determines how to support collaboration at the school, small group, and individual level to plan professional learning activities.</p>	<p>ensures that district-wide professional learning is planned for representative groups of educators and is appropriate for district level professional learning objectives.</p> <p>ensures that planning at the school, small group and individual level is done collaboratively to best meet educator learning needs</p>
<p>what professional learning practices used in the district and school(s) are successful, and why they are successful, based on qualitative and quantitative data.</p> <p>how monitoring and evaluation of professional learning are used to continuously review and refine practice.</p>	<p>uses needs assessments and qualitative and quantitative data throughout the stages of planning/designing, implementing, monitoring and assessing a high-quality professional learning plan.</p> <p>develops a method for monitoring professional learning processes and evaluating the impact of professional learning.</p>	<p>gathers data to monitor implementation, oversees the evaluation of the plan, and shares that information with the appropriate audience.</p>



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Figure 4: Guidance for an Effective PDEC, continued

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<p>how cultural competency involves self-examination of one’s own cultural background and biases, and the similarities and differences in culture among students, communities and families.</p>	<p>intentionally include processes that prompt educators to examine their beliefs and practices around cultural competence.</p> <p>maintains a commitment to support multicultural education at the district and school level.</p>	<p>gathers data to monitor that culturally-responsive strategies are embedded in professional learning at the district and school level.</p>



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