

CT Guidelines for Educator and Leader Evaluation and Support 2023

(CT Guidelines 2023)

Nonnegotiables & Best Practices Preferences	Current District Practices	Next Steps
Standards and Criteria		
Standards and Criteria Nonnegotiables <i>(Your new plan must...)</i>		
<ul style="list-style-type: none"> ● 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. A representative PDEC works to mutually agree upon a standard-based best practice observation model. ● The teacher 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 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 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 a teacher evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education. ● While a district may create their own rubrics for use in this process, the district must demonstrate that those rubrics are aligned with or tied to an externally referenced standard. 		
Nonnegotiables & Best Practices Preferences	Current District Practices	Next Steps

<ul style="list-style-type: none"> ● Evaluation and support will be an ongoing, cyclical progress monitoring process with evaluator and educator/leader/team conferences in the fall/winter/spring. <ul style="list-style-type: none"> – Educators and leaders will meet with their supervisor three times a year (at minimum, fall goal setting, midyear review, end of year reflection). The meetings should be approached in a spirit of continuous improvement, reflection, and collaboration. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education. – The first meeting will be focused on goal setting, which can be completed either as an individual or as a collaborative group depending on the goal. – In this process, the end-of-year meeting should be used as a time 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 the provision of a platform to consider future work will be provided by the evaluator on an annual basis. This summary should be tied to the agreed on standards and goals upon which the process was based and will make a distinction regarding the educator’s/leader’s successful completion of the evaluative cycle. ● Multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process. 		
<p>Nonnegotiables & Best Practices Preferences</p>	<p>Current District Practices</p>	<p>Next Steps</p>

Standards and Criteria Best Practices Preferences <i>(Your new plan should ...)</i>		
<ul style="list-style-type: none"> ● Single point competencies are preferred as they focus the discussion and feedback on the desired practice rather than a rating outcome. This will allow: <ul style="list-style-type: none"> ● The promotion of clear, research-based expectations tied to standards. ● Current rubrics could 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 and avoiding the trap of ratings and past practice. This can be completed by the PDEC or by adoption of an external, standards-based model. ● The goal is to establish a clearly articulated vision of effective practice that focuses on growth (celebrations/next steps) and not a final rating. ● Goals and standards should be 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. <ul style="list-style-type: none"> ● This will encourage individual educators and leaders to reflect on how they are contributing to the goals, mission, vision of the district, whether they will be developing individual, department, or grade-level team-based goals. ● The goal-setting process should encourage consideration of growth of the whole child—considering growth indicators in a variety of areas critical to the overall well-being of students. 		

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Goal Setting Process

Goal Setting Process		
Goal Setting Process Nonnegotiables <i>(Your new plan must...)</i>		
<ul style="list-style-type: none"> • Goal-setting processes must follow the timelines and frameworks created by the PDEC consistent with the standards established during this process. • Goals and feedback will be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed upon standards. • Educators and their evaluators mutually agree upon a one-, two- or three-year goal and develop a plan for professional development and support that is consistent with their professional status and goals. <ul style="list-style-type: none"> – All educators are assigned a primary evaluator (092). • PDECs 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.) 		
Nonnegotiables & Best Practices Preferences	Current District Practices	Next Steps
Standards and Criteria Best Practices Preferences <i>(Your new plan should ...)</i>		

<ul style="list-style-type: none"> • Goal setting should allow for differentiated timelines (one, two, or three years) and differentiated partnerships (perhaps in teams or in collaboration with another educator), depending on the role of the educator and aligned with a plan for professional learning and growth. • There should be 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. 		
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Professional Practice and Student Growth		
Professional Practice and Student Growth Nonnegotiables <i>(Your new plan must...)</i>		
<ul style="list-style-type: none"> • Feedback to educators must consider multiple and varied quantitative and qualitative indicators of evidence. • Dialogue through the professional growth process should begin with educator self- reflection/self-assessment of impact of professional learning and educator practice on student growth, as well as the identification of next steps. • Within the required process structure, the local PDEC may identify a minimum or recommended number of observations aligned with the current professional needs of the educator (novice, provisional, professional). <ul style="list-style-type: none"> o The PDEC must create the district’s plan for the nature and number of observations and/or reviews of practice and artifacts that are required. • 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.		
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Evaluator/Observer/Stakeholder Feedback and Engagement		
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Evaluator/Observer/Stakeholder Feedback and Engagement Nonnegotiables <i>(Your new plan must...)</i>		
<ul style="list-style-type: none"> • Feedback, tied to standards, identifies strengths and areas of focus for advancement. <ul style="list-style-type: none"> – PDECs determine clear timelines for both written and verbal feedback. – PDECs determine a process to determine appropriate feedback and how to use informal and formal feedback from stakeholders. • In person beginning of the year, midyear, end-of-year check-in for all educators (timelines determined by PDEC). • Cycle of check-ins to discuss what is happening in the classroom/school or district—identify additional needs (mutually agreed upon). Dialogue is important, however, there must be a balance of written and verbal feedback, as required by the district plan, which must be provided periodically. 		

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Process Elements		
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Process Elements Nonnegotiables
(Your new plan must...)

- PDECs articulate agreed upon processes for both formal and informal observations.
- At a minimum, an initial goal-setting meeting, midyear, and end-of-year reflective progress review 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 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.
 - PDECs should establish a clearly articulated corrective support model that is separate from the normal educator growth model.
 - Corrective support models 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 samples of tier 1, 2, and 3 supports and be responsive to educator needs.
 - Utilize and document all three tiers prior to movement to a corrective support plan.

<ul style="list-style-type: none"> – 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). • PDEC agrees upon orientation, training, and support elements for evaluators and educators on the critical components for success. 		
<p style="text-align: center;">Process Elements Best Practices Preferences <i>(Your new plan should...)</i></p>		
<ul style="list-style-type: none"> • Intermediate support should be in place prior to getting to a point where an educator is on a corrective support plan. • Corrective support should not be initiated without appropriate evidence of concern. <ul style="list-style-type: none"> – Educators involved in a formal induction process should have an evaluation pathway that is aligned (but separate) with their induction process to reduce the work burden on beginning educators and support their transition to provisional and professional educator status. » The intention of redesign should be to reduce the burden of evaluation on beginning educators without compromising the hard separation between induction and evaluation. » There should be regular check-ins/interactions with evaluators and mentors for beginning educators. – Establish policy for PDEC operations that includes membership, quorum, and consensus criteria. – PDECs should create a reflective process either through PDEC, survey, etc., that reviews the TEVAL plan and process, reflects, assesses, and revises it as needed. 		
<p>Dispute Resolution</p>		
<p style="text-align: center;">Dispute Resolution Nonnegotiables <i>(Your new plan must...)</i></p>		

<ul style="list-style-type: none">● Each local or regional board of education shall, in mutual agreement with the professional development and evaluation committee, 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 teacher evaluation and support program shall be subject to the grievance procedures set forth in the then- current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.		
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