

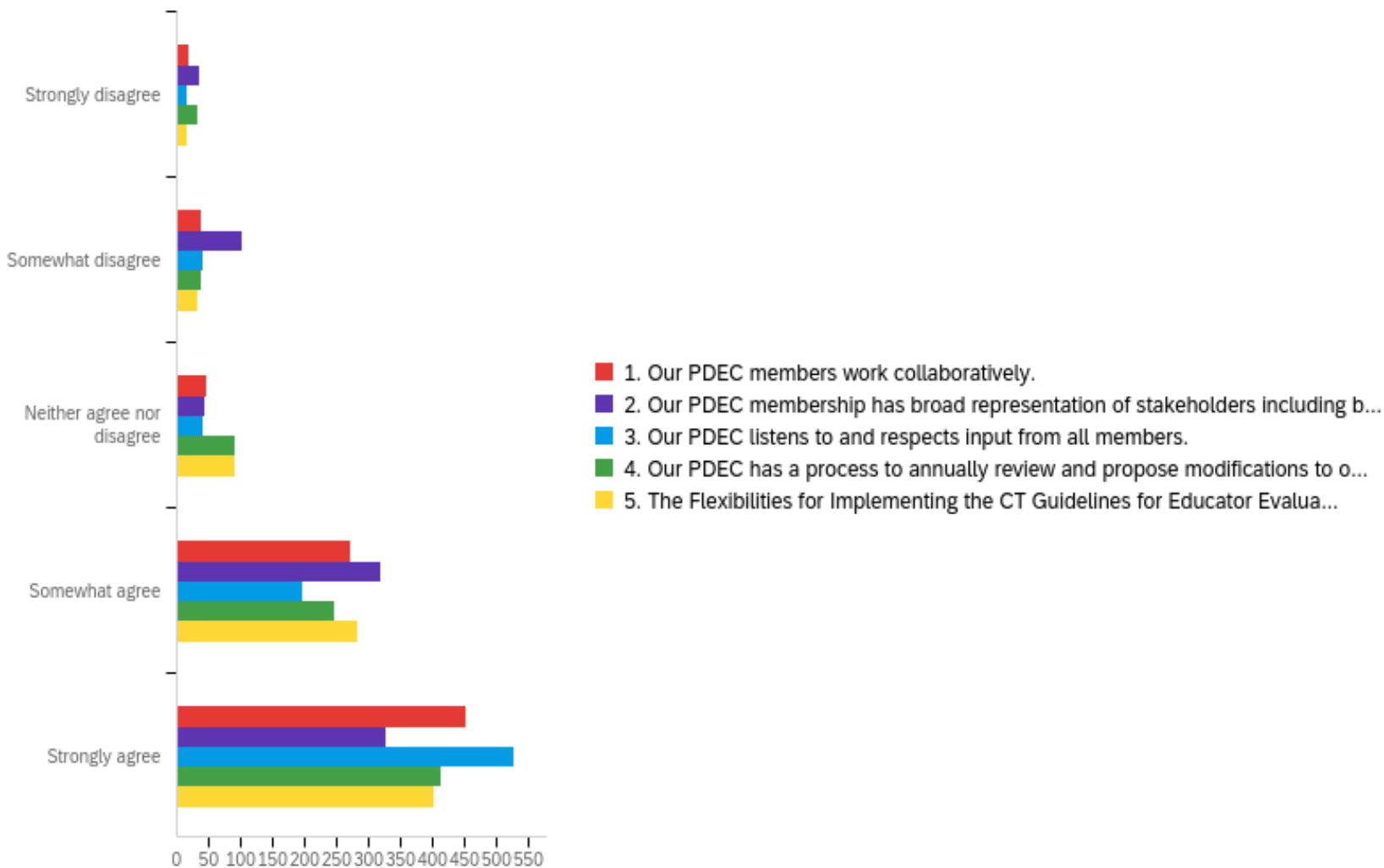
EES 2022: Fall 2021 PDEC Survey

Full Results

January 6th 2022, 8:12 am EST

Q1-5 - Section 1: Functionality

Directions: Please indicate the level of your agreement with the statements below.



Q1-5 - Section 1: Functionality Directions: Please indicate the level of your agreement with the statements below.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. Our PDEC members work collaboratively.	1.00	5.00	4.34	0.92	0.85	825
2	2. Our PDEC membership has broad representation of stakeholders including but not limited to educators, service providers	1.00	5.00	3.97	1.15	1.32	825

Q1-5 - Section 1: Functionality and propose modifications to our evaluation and support plan, as needed. Directions: Please indicate the level of your agreement with the statements below.

5	5. The Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2021-2022 School Year are clear.	1.00	5.00	4.24	0.93	0.87	824
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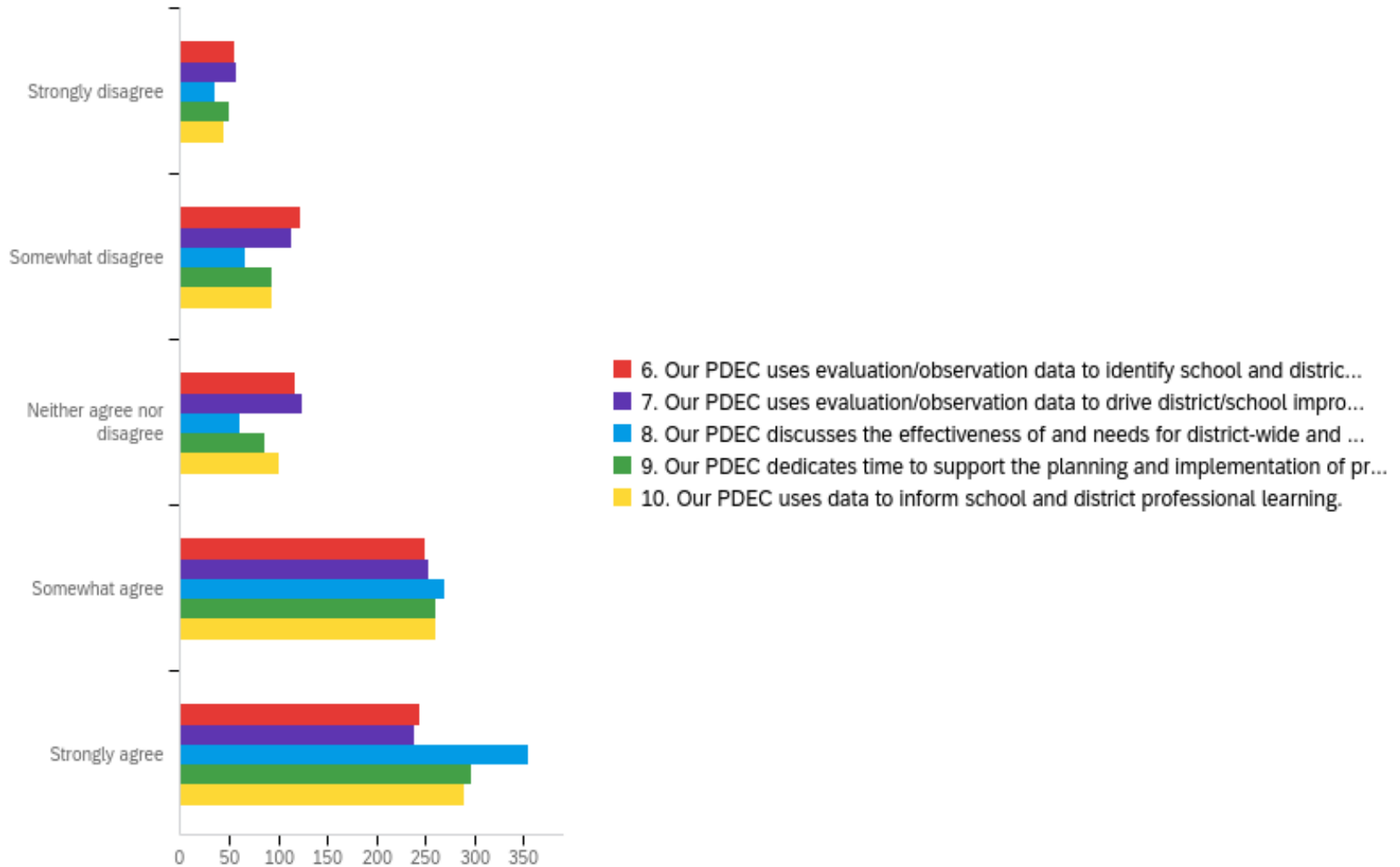
Q1-5 - Section 1: Functionality Directions: Please indicate the level of your agreement with the statements below.

#	Question	Strongly disagree		Somewh at disagree		Neither agree nor disagree		Somewh at agree
1	1. Our PDEC members work collaboratively.	2.06%	17	4.48%	37	5.45%	45	33.09%
2	2. Our PDEC membership has broad representation of stakeholders including but not limited to educators, service	4.24%	35	12.24%	101	5.09%	42	38.67%

Q1-5 - Section 1: Functionality Directions: Please indicate the level of your agreement with the statements below.

#	Question	Strongly disagree		Somewh at disagree		Neither agree nor disagree		Somewh at agree
3	3. Our PDEC listens to and respects input from all members .	1.83%	15	4.99%	41	4.87%	40	24.00%
4	4. Our PDEC has a process to annually review and propose modifications to our	4.00%	33	4.73%	39	11.04%	91	29.85%

Q6-10 - Directions: Please indicate the level of your agreement with the statements below.



Q6-10 - Directions: Please indicate the level of your agreement with the statements below.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	6. Our PDEC uses evaluation/observation data to identify school and district strengths and needs.	1.00	5.00	3.64	1.26	1.58	789
2	7. Our PDEC uses evaluation/observation data to drive district/school improvement	1.00	5.00	3.64	1.25	1.56	787

Q6-10 - Directions: Please indicate the level of your agreement with the statements below.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	9. Our PDEC dedicates time to support the planning and implementation of professional learning based on needs identified by stakeholders.	1.00	5.00	3.84	1.23	1.51	787
5	10. Our PDEC uses data to	1.00	5.00	3.83	1.20	1.45	788

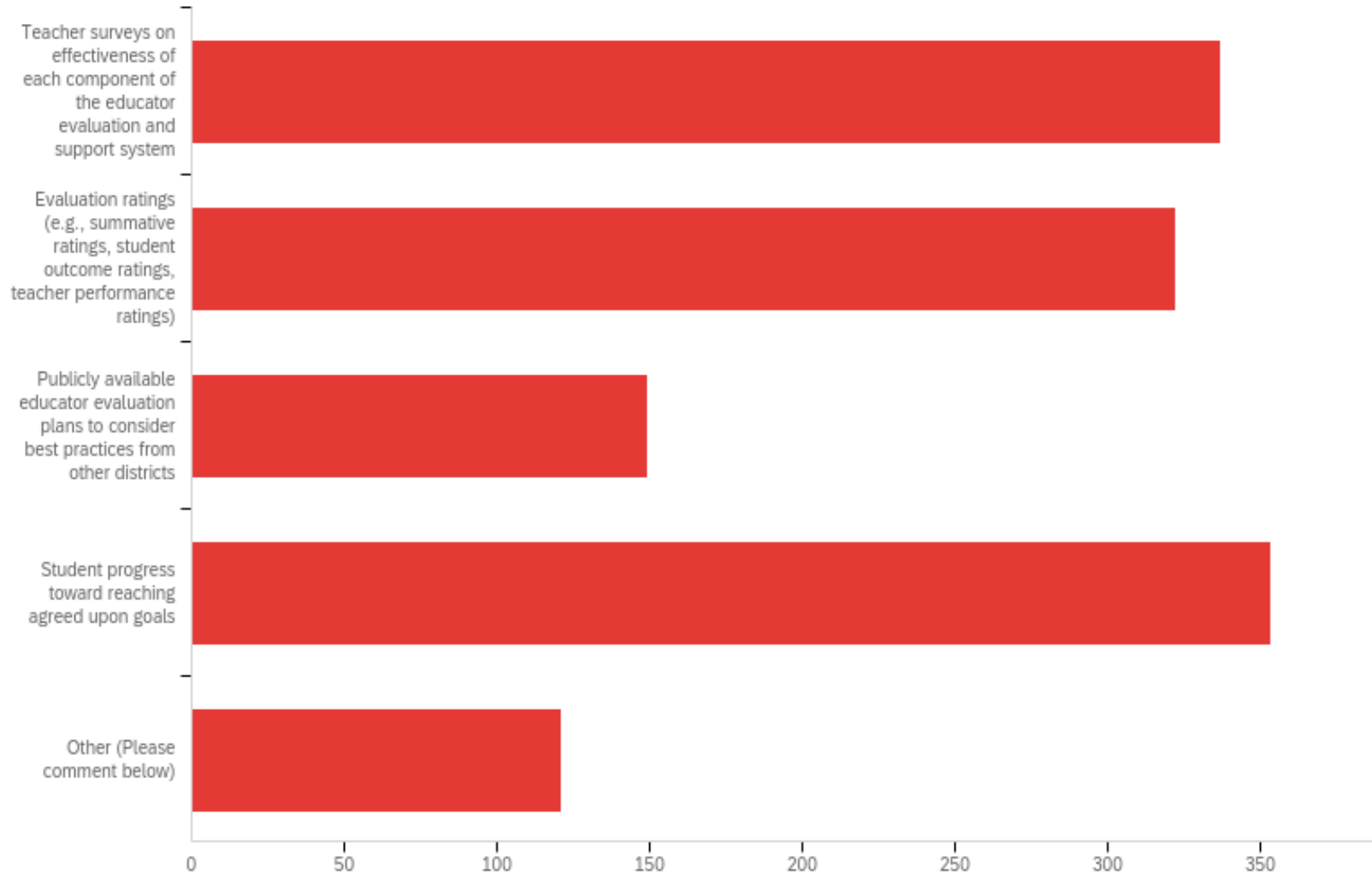
Q6-10 - Directions: Please indicate the level of your agreement with the statements below.

#	Question	Strongly disagree		Somewh at disagree		Neither agree nor disagree		Somewh at agree
1	6. Our PDEC uses evaluation/observation data to identify school and district strengths and needs.	7.10%	56	15.46%	122	14.96%	118	31.56%
2	7. Our PDEC uses evaluation/observ	7.24%	57	14.36%	113	15.88%	125	32.15%

Q6-10 - Directions: Please indicate the level of your agreement with the statements below.

#	Question	Strongly disagree		Somewh at disagree		Neither agree nor disagree		Somewh at agree	
4	9. Our PDEC dedicates time to support the planning and implementation of professional learning based on needs identified by stakeholders.	6.35%	50	11.82%	93	11.05%	87	33.04%	

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)



Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

#	Answer	%	Count
1	Teacher surveys on effectiveness of each component of the educator evaluation and support system	26.29%	337
2	Evaluation ratings (e.g., summative ratings, student outcome ratings, teacher performance ratings)	25.12%	322
3	Publicly available educator evaluation plans to consider best practices from other districts	11.62%	149
4	Student progress toward reaching agreed upon goals	27.54%	353

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

#	Answer	%	Count
5	Other (Please comment below)	9.44%	121
	Total	100%	1282

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

Q11_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Survey Data

Admin oversees educator's evaluations

We don't review this as a team.

We currently do not review the impact of the educator evaluation system within a formal structure

None

anecdotal data

I'm not sure what informs some of the mandated PD other than mandated trainings on new curriculum.

Student Climate Data and Getting to Know You Data

District buys programs and then the companies gives 'PD' on how to use the products.

Feedback from teachers, administrators, and other stakeholders.

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

Q11_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

None

Qualitative feedback from teachers

none

Many PDEC members have asked to use data to drive the following year's PD (such as identified SLOs and goals to offer support via PD.) Teacher surveys on PD offerings are used, but are not explicitly linked to teacher growth and need for support.

Teacher surveys on past PD

not sure

We NEVER look at data prior to planning or approving PD or changes to evaluation

None of the above

None

Member input

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

Q11_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Covid and the TEVAL Flexibilities has impacted our ability to do this

I don't think we have ever seen any of this data.

We have taken informal feedback from staff

Parent Surveys

none

Administration tells us

Feedback from certified staff

Student surveys and benchmark data

antidotal data from members

None of the above

Teacher surveys about PD

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

Q11_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

uncertain

Classroom walk throughs

none

none

None of these, that I have seen.

Walkthrough data

We have not looked at data

As a member, I am not aware of what data is uses. I am a teacher. It is not shared.

not clear

Unfortunately our PDEC doesn't use data to determine the impact of our educator evaluation and support system.

This is a new committee so this information is unknown at this time

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

Q11_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

as a new committee, we haven't reviewed any data

Unkown to me

none

Our PDEC does not review quantitative data relative to teacher evaluation.

I don't know

N/A

We do not find the TEVAL system helpful with out using student data to drive evaluations

Surveys

I don't think this is a step we take.

none

None

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

Q11_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

PDEC and staff feedback

none

observations

Our PDEC does not have these discussions. Our district acts as though PDEC is an obligation rather than an actual active committee.

We don't do this. Our PDEC is primarily a union function so they halt many of these things; it's very unfortunate.

Survey Feedback from staff and teachers

No data is reviewed

new administrator is making changes

new administration

New to district, not sure

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

Q11_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Previous admin made all decisions.

Working on creating one

none

demographic, discipline

District Accountability Plan

I'm new to the committee. Unsure.

Our PDEC doesn't meet after the beginning of the year. PD is determined by admin before the start of the school year.

none

Don't know

Our PDEC does not review the impact of its educator evaluation and support system

Administrators at their Administration Council meeting determine the impact of its educator evaluation/support system

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

Q11_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

None of the above are being used

Whatever parents/guardians want

none

I'm not sure what data is reviewed to determine the impacts of its educator evaluation system.

CSDE Surveys

Survey of teacher needs

none of the above

our subcommittee does not review annual data. We are only allowed to deal with the plan.

Teacher needs assessment surveys

N/a

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

Q11_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

District priorities

none

We didn't review any data TEVAL related

individual feedback in supervision targeted to caseload/students in classroom

Unfunded mandates

Not sure our PDEC reviews any of this data.

This is not done

Teacher feedback through representatives

Commentary/Feedback from Educators

we do not do this

evaluation of administration by staff, both certified and non-certified

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

Q11_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

none - no time - we don't even have enough people to teach, drive buses, and feed kids, let alone do this work; teacher eval is yet another drain on our limited resources

We have never evaluated the effectiveness of our plan

review of the flexibilities and our own plan

none of the above

None of these apply in the past 18 months

Admin tells us the plan

NA

Feedback from professional development offerings; walkthrough data, etc.

Teacher feedback and input to representatives on PDEC, bringing this input back to PDEC meetings for discussion.

The team does not review data. The team gathers input from the building/area they represent to share needs with the committee.

Q11 - Section 2: Decision Making 11. What data does your PDEC review to determine the impact of its educator evaluation and support system? (choose all that apply)

Q11_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Input from certified teachers and service providers

Learning Walks

no data reviewed

None of the above

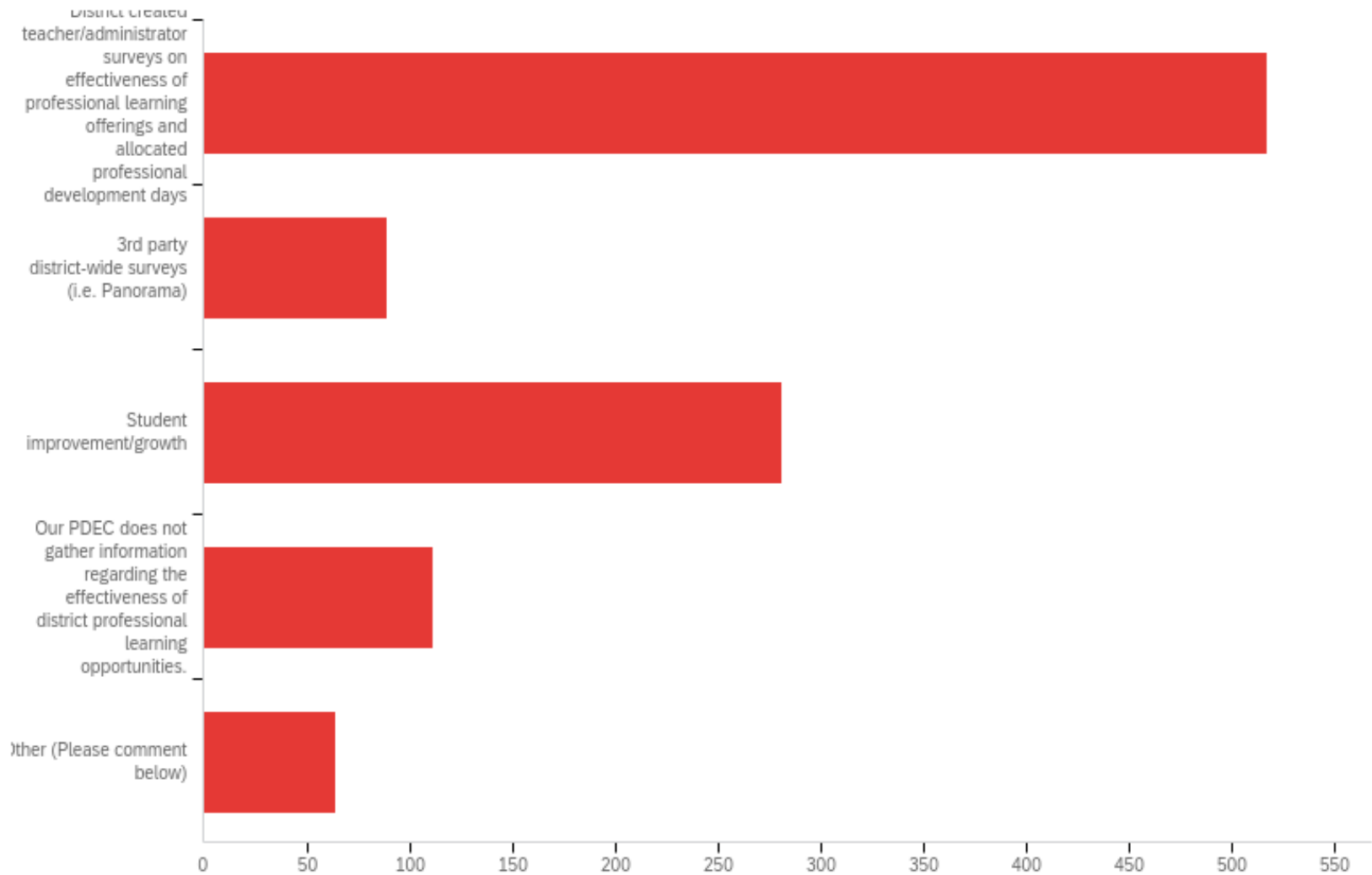
PDEC classroom walkthroughs

N/a

Not sure we do any of these.

We have not reviewed data.

Q12 - 12. What data does your PDEC review to determine the impact of district professional learning opportunities? (choose all that apply)



Q12 - 12. What data does your PDEC review to determine the impact of district professional learning opportunities? (choose all that apply)

#	Answer	%	Count
1	District created teacher/administrator surveys on effectiveness of professional learning offerings and allocated professional development days	48.64%	517
2	3rd party district-wide surveys (i.e. Panorama)	8.37%	89
3	Student improvement/growth	26.43%	281
4	Our PDEC does not gather information regarding the effectiveness of district professional learning opportunities.	10.54%	112

Q12 - 12. What data does your PDEC review to determine the impact of district professional learning opportunities? (choose all that apply)

#	Answer	%	Count
5	Other (Please comment below)	6.02%	64
	Total	100%	1063

Q12 - 12. What data does your PDEC review to determine the impact of district professional learning opportunities? (choose all that apply)

Q12_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

anecdotal evidence but nothing formal

Nothing

Qualitative feedback from teachers

Unsure- brand new to committee

Feedback surveys following all PL sessions.

staff surveys

It is more of a questionnaire about each session, but not specifically or explicitly linked to teacher goals

None

In past years we have had surveys, but we have not as yet in 2021.

none

needs based on conversations with admin and teachers

Q12 - 12. What data does your PDEC review to determine the impact of district professional learning opportunities? (choose all that apply)

Q12_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

antidotal data from members

I'm new to the committee, so I am not really sure.

Comprehensive PDEC committee solicits input from certified staff per building.

informal forums

none

As a teacher member, we are not involved in the process of choosing or creating PD opportunities in our district. That is left to administration

no review

Survey Monkey

program created teacher/staff surveys on effectiveness of professional learning offerings

none

Q12 - 12. What data does your PDEC review to determine the impact of district professional learning opportunities? (choose all that apply)

Q12_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

None

none

District created surveys

Our district administration rarely asks for feedback on PD. They plan PD without consulting PDEC for the most part. PDEC recently pushed to have a voice in the process. What was decided at our PDEC meeting in Sept was not what was fully presented to teachers in November.

just started surveys

Decisions are made from the top down

Just beginning to establish a reset of PDEC Committee

dk

Principal and teacher feedback

I'm new to the committee. Unsure.

Q12 - 12. What data does your PDEC review to determine the impact of district professional learning opportunities? (choose all that apply)

Q12_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Survey of PDEC experience

none

Superintendent, Asst. Superintendent, Administrators determine impact

none

I chose the above response because , I'm not sure what data is gathered.

The survey results are rarely shared with the PDEC. Central admin share with building admin

Anecdotal feedback

Verbal Feedback also to PDEC Members

In the process of revamping surveys. Previous surveys ineffective to drive PD or surveys NOT given at all.

Staff collaborate to have a professional development committee to get feedback from multiple disciplines and plan future opportunities; Staff surveys on effectiveness of offered opportunities and professional development topics, future topics and interests from in-house and outside presenters

Q12 - 12. What data does your PDEC review to determine the impact of district professional learning opportunities? (choose all that apply)

Q12_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Student engagement data as measured by external consultants.

Our district gathers this data but does not review it with PDEC

PDEC does not review the surveys - admins/CO does

we are not part of a district

a small group speaks up and sometimes they are heard

Our PDEC does not typically discuss teacher feedback from professional development.

I'm not sure

Again, good idea with no grounding in the reality of how tapped out schools are right now. These are impractical ideas about how schools should work without any basis in the harsh reality of competing priorities and limited resources.

We have no say in the professional learning opportunities. All decisions are top down.

Teacher conferences

Q12 - 12. What data does your PDEC review to determine the impact of district professional learning opportunities? (choose all that apply)

Q12_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

none. PD is one size fits all and whole group much of the time

Observations of implementation of practice

Again, Admin decides..Committee in name only

Panorama is new this year.

anecdotal

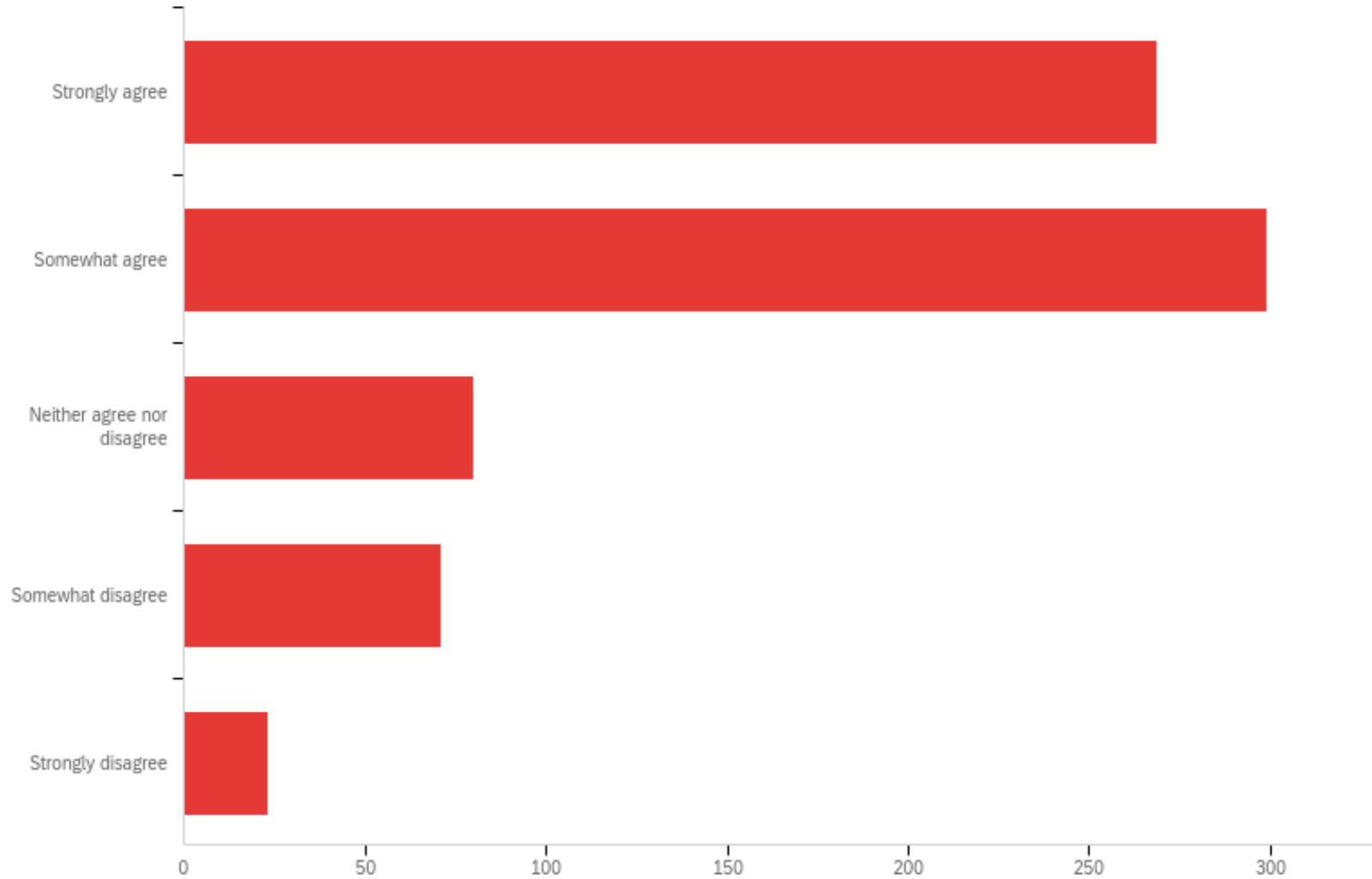
Dialogue with certified staff

PD Reflection forms (open ended questions)

PDEC walkthroughs

Not sure we do any of these.

Q13 - 13. My PDEC operates effectively.



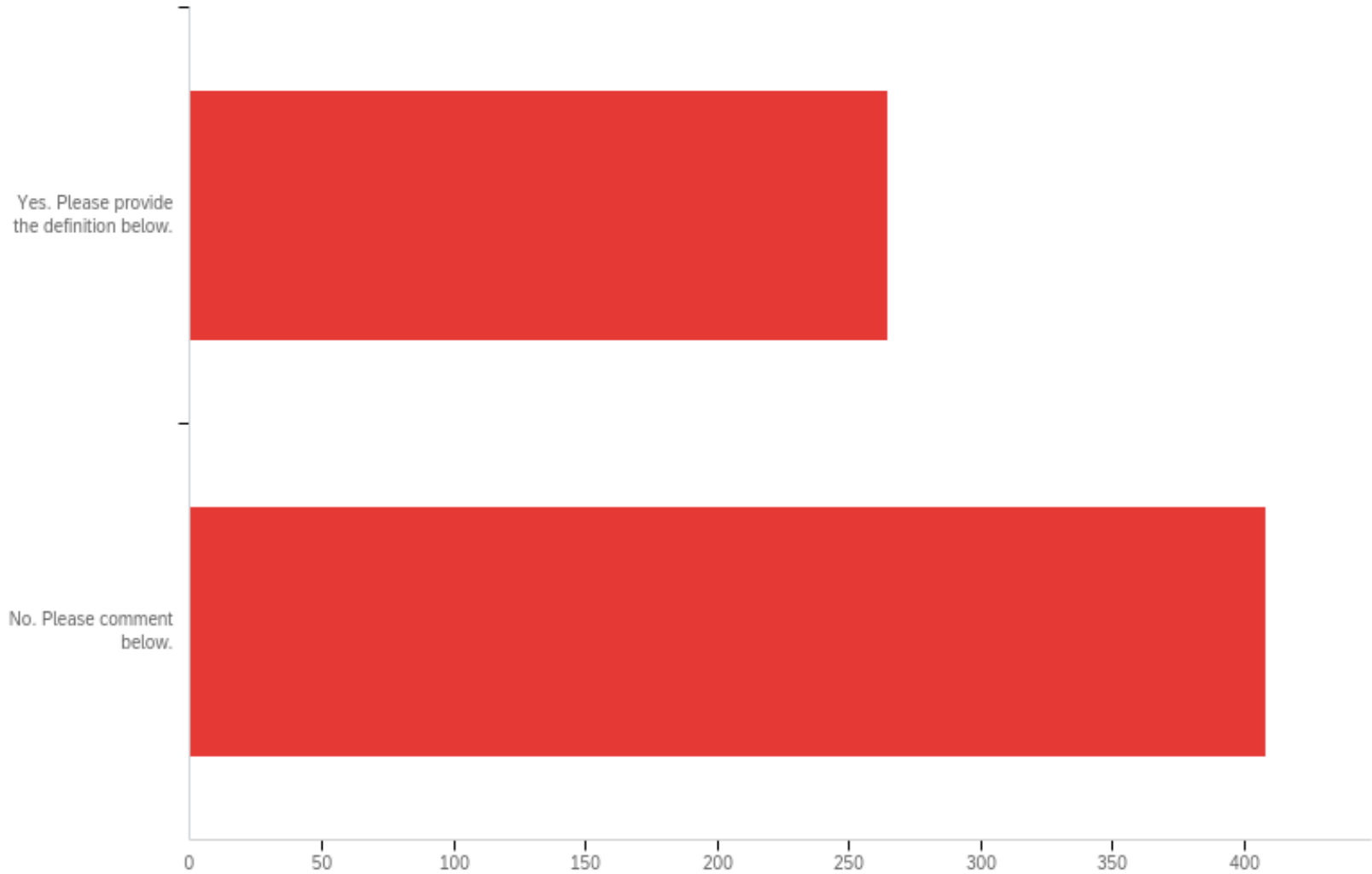
Q13 - 13. My PDEC operates effectively.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	13. My PDEC operates effectively .	1.00	5.00	2.03	1.06	1.13	742

Q13 - 13. My PDEC operates effectively.

#	Answer	%	Count
1	Strongly agree	36.25%	269
2	Somewhat agree	40.30%	299
3	Neither agree nor disagree	10.78%	80
4	Somewhat disagree	9.57%	71
5	Strongly disagree	3.10%	23
	Total	100%	742

Q14 - 14. Does your PDEC define 'Mutual Agreement'?



Q14 - 14. Does your PDEC define 'Mutual Agreement'?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	14. Does your PDEC define 'Mutual Agreement' - Selected Choice	1.00	2.00	1.61	0.49	0.24	673

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

#	Answer	%	Count
1	Yes. Please provide the definition below.	39.38%	265
2	No. Please comment below.	60.62%	408
	Total	100%	673

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

Between teacher and evaluator in regards to goals.

where all participants agree upon something

Respect for all responses, everyone's ideas matter and are heard, through collaborative conversations we reach a common understanding and agreement that is acceptable by all members

Everyone agrees

Goals and corresponding indicators must be reached through mutual agreement between the educator and evaluator. Goals should be informed by a thorough review of available data including but not limited to baseline performance data, district and/or school based goals, climate survey results, family and/or community feedback or SEL needs. When the evaluator and the educator cannot agree on goal/objective, evaluation period, feedback or the professional development plan, follow the dispute resolution steps of the district's most recently approved CSDE-EESP.

Mutually agreed upon SLO's

We have established a process whereby all members must approve a major decision and consensus must be reached on minor decisions.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

working with the board of education

referring to anything in which both parties have reciprocal understanding and agreement

Consensus

Disagree respectfully; Assume Positive Intentions;

when both parties reach agreement even if through compromise and revision

An agreement made between and among central office administration, building level administration, and the teachers' bargaining unit.

both teachers and administrators work together to both come to an decision

agreement among members and both unions

Mutually agreed upon or third party involvement to settle the decision

a binding contract between two or more parties and can cover any contingency

These terms are defined as follows:

- Fair to students - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.
- Fair to teachers - The use of an indicator of academic growth and development is fair when a teacher has the professional resources and opportunity to show that his/her students have made growth and

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

These terms are defined as follows:

- Fair to students - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.
- Fair to teachers - The use of an indicator of academic growth and development is fair when a teacher has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.
- Reliable - Use of the indicator is consistent among those using the indicators and over time.
- Valid - The indicator measures what it is intended to measure.
- Useful - The indicator may be used to provide the teacher with meaningful feedback about student knowledge, skills, perspective and classroom experience that may be used to enhance student learning and provide opportunities for teacher professional growth and development.

The Dispute Resolution Process says: A panel composed of a mutually agreed upon administrative designee, a union representative, and an educator member of the Professional Development Committee shall resolve disputes where the evaluator and educator cannot agree on objectives/goal, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.

both educator and administrator must agree

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

I believe it is a "contract" between two or more people.

Agreement between evaluator and person being evaluated

Mutual Agreement Goals and corresponding indicators must be reached through mutual agreement between the educator and evaluator. Goals should be informed by a thorough review of available data including but not limited to baseline performance data, district and/or school based goals, climate survey results, family and/or community feedback or SEL needs. When the evaluator and educator cannot agree on the goal/objective, evaluation period, feedback or the professional development plan, follow the dispute resolution steps of the district most recently approved TVAL Plan.

Goals are approved by both the teacher AND the evaluator.

consensus

unanimous

We work with a 100% agreement policy in our PDEC.

Mutually agreed between teacher and administrator.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

Consensus

educators and administrators agree

both parties are in agreement

Shared leadership through consensus

evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement about them

consensus

All parties are in agreement

A process between the teacher and supervisor/evaluator where they arrive at a rigorous but attainable goal.

Everyone has a voice but once a decision is made everyone leaves with a good understanding of it and with supporting the decision that the group made together.

We also define meeting norms. I would say it is understood however not explicitly defined.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

Agreed and voted on by all members

reaching a concensus

Goals and corresponding indicators must be reached through mutual agreement between the educator and evaluator. Goals should be informed by a thorough review of available data including but not limited to baseline performance data, district and/or school-based goals, climate survey results, family and/or community feedback or SEL needs. When an evaluator and educator cannot agree, the district will follow the dispute resolution steps of the Teacher Effectiveness and Performance Evaluation Handbook- revised May 2018.

All agreeing after discussion

Work collaboratively between teachers and administrators to determine SLOs/IAGDs

consensus

We use the SDE flexibilities definition.

Parties agree on decisions

Each department has representation to determine PDEC needs.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

Agreement between district stakeholder groups

all input is listen to and valued

We present problems and they are solved or an idea is recommended. We discuss as a team if we agree or not.

We share information and work that each groupdoes and then comes to consensus

All participants have a voice however not all may agree

Both administration and teachers both agree to the goal or action steps

This is my first year on the committee so I am still learning the process.

intended for situations when two or more parties are working towards consensus

All members in full agreement

The team makes decisions together. All stakeholders have a say in decisions being made.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

Agreement between all parties

We discuss components and work towards an agreement.

agreed upon by teacher and administrator

both teacher and admin are in agreement

Agreement between evaluator and teacher being evaluated.

Mutual agreement is an agreement between an evaluator and evaluatee

Mutual agreement between administrator and teacher.

An agreement made by both the educator and the administrator.

An agreement made by both the educator and the administrator.

Agreed upon by all parties

collaborations and consensus

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

Yes, both parties come to an agreement, but our superintendent will not listen to us

Agreed upon by all parties.

Agreed upon by both parties.

A joint decision amongst stakeholders.

An understanding or agreement between two or more parties

All parties agree to the terms

consensus

our district uses the TRIBES definition for mutual agreement

an understanding or agreement between two or more groups.

Discussion on matters to come to an agreement

We have clear procedures in place to vote and come forward with mutual agreed upon discussions

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

After discussions, what most people are leaning toward

Both parties contribute, collaborate and agree

As "mutually agreed upon."

We must agree to changes in the plan.

Administration and teachers agree on the definitions defined by the contract.

We agree together

all parties express support.

all parties agree to terms/plans

Agree/Disagree with ideas not people

We all have an opportunity or say in the decisions that are brought to us

Consensus is at the forefront of what we do. We work towards consensus

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

We can disagree during a meeting but when the work is done we have to mutually agree on what we agreed on.

Agree/disagree with ideas, not people.

Goals and corresponding indicators must be reached through mutual agreement between the educator and evaluator. Goals should be informed by a thorough review of available data including, but not limited to, baseline performance data, district and/or school-based goals, climate survey results, family and/or community feedback or SEL needs. When the evaluator and the educator cannot agree on goal/objective, evaluation period, feedback or the professional development plan, follow the dispute resolution steps of the district's most recently approved CSDE-EESP.

The admin and educator come to an agreement on what he/she will be evaluated on

We listen to each other and mutually agree on decisions

.

Agreement between evaluator and evaluatee

Coming to a consensus as a team.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

an agreement between 2 or more groups of people

We all talk over an issue and a change before enacting it.

Make decisions together

We agree that an effective Teacher Development and Evaluation System must support teacher(certified staff) development, growth and performance and must enhance student learning. This evaluation system must be fair, accurate, reliable, and transparent. The effective implementation of the evaluation system can only occur in an atmosphere of trust that promotes collaborative dialogue and enhanced professional practice of all educators in our schools.

tons of MOUs when necessary

In our meeting norms we all agree to "Make decisions together"

Consensus

I'm not certain if we do

basically both sides agreeing to something

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

Decides together

What's expected of each staff member as well as their execution

Discussion and collaborate input to decision making

Both teacher and administrator agree.

Consensus by vote

Members must be in agreement about the finalized plan.

All members are in agreement in our PDEC group.

all members agree

collaboration of vision and related goals between evaluator and teacher (partnership)

Among evaluator and evaluatee

defined in agreement

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

goals that are collaboratively created

both/all parties in agreement

consensus and voting on different pieces of the evaluation plan. We have not been discussing professional developmentto

Both the teacher and evaluator have an opportunity to agree on the goals and learning outcomes for evaluation

teacher and supervisor must agree. If they do not, a new goal is made. If admin insists, conflict resolution takes place if a teacher is brave enough to move forward. Non-tenured are scared to do that.

when two or more people come to a clear understanding/agreement on an issue, policy, etc

Build consensus

Both the administrator and teacher need to agree on goals for the teacher.

Administrators and staff come to an agreement together

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

agreement between the administrator and teacher on their goals and plans

consensus

This has been discussed with teachers

common understanding between two or more parties to do or not do something

Everyone has a voice.

District Norms

The evaluator and teacher affirm that they have a shared commitment to work together on the goals and professional growth plans documented in the teacher's Goal Setting Form, with the understanding that revisions can be proposed at the mid-year conference based on additional information.

Yes.

when all parties agree

In TEVAL, M.A. between teacher and supervisor

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

An agreement between administrators and teachers

We continue to discuss until we reach an agreement.

All participants agree on a topic.

Contract language

Fist to five consensus

to accept or not the flexibility offered by the state

Mutual agreement is coming to a consensus that all parties are in favor of.

We define mutual agreement as the conclusion or decision that has been arrived at after all opinions have been heard, evidence has been presented, and discussion has occurred.

Stakeholders have been represented in the process and have collaborated on the final product

Both parties must agree to the goals and action plans

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

Mutual Agreement: Goals and corresponding indicators must be reached through mutual agreement between the educator and evaluator. Goals should be informed by a thorough review of available data including but not limited to baseline performance data, district and/or school based goals, climate survey results, family and/or community feedback or SEL needs. When the evaluator and the educator cannot agree on goal/objective, evaluation period, feedback or the professional development plan, follow the dispute resolution steps of the district's most recently approved CSDE-EESP.

all agree

Cooperative goals of the team

acceptable to the committee

All parties mutually agree upon the decisions after all voices are heard.

all stakeholders involved

Members agree to plan.

all staff agrees

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

everyone who has a stake in the process agrees

agreement by both parties to do something

I dont have it available to me

agreement by consensus by all PDEC members present for the meeting where the item is discussed

A common understanding of goals for district learning.

Consensus

Professional Development Plans are expected to be mutually agreed upon by teacher and evaluator/administrator.

Teacher and evaluator must both agree

The committee has met and the agreement is based upon input to committee with certified staff.

After discussion making sure everyone is in agreement

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_1_TEXT - Yes. Please provide the definition below.

Yes. Please provide the definition below. - Text

Consensus

We use the whole school goal as our guide

Work collaboratively to make decisions.

Discuss, reach consensus

That both parties are coming to consensus

Both the evaluator and evaluatee reach consensus.

Both evaluator and evaluatee agree, and if not, decision is made through appeal process

The teacher and administrator will agree on the goals that area created for evaluation.

That the parties must reach consensus on items to move forward

between members of PDEC, administration, and the board

The ability to agree on a common belief or practice

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

unfamiliar with this term in the context of this group

We have not defined this term at this point, however I have only been in the district for a year.

As a PDEC member, I don't know

I'm not sure what it means.

We are a very small group and work together where Mutual Agreement is understood.

This hasn't been discussed to my knowledge.

I am unsure as to how this phrase is used in the PDEC context.

I'm not sure what this question is asking.

If it does, I do not recall it.

There is minimal ACTUAL collaboration amongst the members of our PDEC. The administrators simply use this as a forum to SAY there is a PDEC in place, but generally make decisions in a bubble only including themselves.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

Not that I know of

Not 100% sure if they do.

unsure

It is not a formal definition. However, information is given to school leaders and discussed at the school level. Leaders bring school discussion points back to the committee for final decision making.

Not sure

I have not been in attendance at a meeting where this term was defined.

I would need to investigate this.

It is listed, but Admins end up making the final decisions. They have the final voice in the room.

never discussed

not sure

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

I can't find it

It is implied that both parties would agree. No need to define

Have not been a part of this group long enough to know.

We do not have a designated definition

Not sure - just joined PDEC this year.

We vote in meetings, but the meetings generally have more administrators than teachers/PPS staff

District administrators take charge of our meetings and agenda; make their goals and needs priority; admins do not acknowledge/implement input from teacher leaders on the committee

Not sure

Not sure.

This may have been discussed prior to me joining the committee.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

I don't know what that term means. Perhaps our PDEC uses a different (but synonymous) term to mean the same thing?

not sure if we have

my district is not mutual but central driven

I don't believe It is formally defined, but my understanding is that it can be achieved through compromise on both sides.

We have had opportunities to “litigate” or “adjudicate” the meaning of “mutual agreement,” but we do not have a working definition.

We did not discuss this as I recall.

not yet.

Don't feel like this has been explained

Pretty much get told what we are doing

NA

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

We have discussed this as being an important piece of goal setting however a clear, common definition has not been recorded.

I'm not sure I've heard this definition.

Not sure

I'm not sure of an exact definition but we work together to come to agreements that we all feel comfortable implementing.

No definition is provided. Consensus is reach among group members.

No official definition by our PDEC to my knowledge.

I don't recall having this conversation.

not explicitly but implied in decisions

It was defined previously.

This could easily be added to the PDEC grid for reference/clarification

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

We have no specific definition

They get the consensus of everyone in the room, but I don't know if there is a definition per say.

Unsure of definition

I am not aware of a formal agreement.

I know what those words mean but we don't have the term defined in relation to the PDEC.

Some goals are prescribed by the district/administrator

I have not seen our PDEC definition of 'Mutual Agreement'.

mutual agreement between the teacher and his/her evaluator is the only mention of it, not sure this is exactly a definition.

Our PDEC might, but I am not aware of the definition.

We just come to consensus. It is not formally defined.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

I am unsure.

I do not know

This is left open to the various building admin across the district

A majority of decisions are made by administrators, not the committee

We did not discuss what mutually agreed upon means with respect to goals

Unkown to me

I don't remember seeing this.

no

I am new to the committee this year and have not heard this, yet.

I do not believe we have discussed this but I may have missed it at the beginning.

I don't think so

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

I don't know of a clear definition developed by our PDEC

It's more that we come to consensus. We have not had a discussion, that I can recall, where we have defined "Mutual Agreement"

I selected this option because I am relatively new to this committee ... Mutual Agreement may have been discussed/reviewed/defined prior to my attending.

I don't know how that phrase applies to PDEC

I have not been on the PDEC long enough to know if we have a set definition

not sure

I don't think I've heard this term used at a PDEC meeting

unsure

We may have at an earlier meeting but I don't remember.

I am not aware. This has not been a discussion I have participated in.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

My answer is actually "I'm not sure."

I have not been part of this conversation

In what context?

I do not know

I'm not sure if this has been discussed in our meetings

No discussion about this in the past 3 years

Nothing officially defined

unsure

N/A

Not specifically

I am a new ish member and have not heard this before

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

not sure, haven't heard this defined explicitly

I'm not really sure if we have definition of mutual agreement.

Mutual agreement is not fully understood in our district. Teachers/staff are "bullied" into SLOs and IAGDs.

This feels like a union term

administration makes changes after agreement has been made

To my knowledge we have not formally defined this term as a PDEC group

Are supposed to vote on decisions ?

We did not specifically define it in the past.

never had that conversation

While we discuss "Mutual Agreement" as a PDEC we have not seemed to resolve issues in that way.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

I'm not sure.

I am not sure

I'm new to the committee. Unsure.

there is no definition, but conversations take place around the issues and we come to consensus

Most of our work is done by administrators without input from staff members of the committee.

We discussed this in our PDEC meeting but the full plan is not presented to faculty.

First year - unsure if this is an aspect

Not sure

Not yet

PDEC members told what the district focus will be.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

don't know as I'm a new admin

I am unsure

While we agree about mutual agreement, there is no specific definition.

I am not aware of a specific definition of "Mutual Agreement" within my PDEC.

PDEC is an advisory committee and district/building administration create the PD schedule

We don't even have an union rep on the committee

All are listened to and heard and a consensus is reached

After a rather dark period for professional learning, our committee has been reborn. We enjoy vibrant collaborative conversations around both student needs and the needs of teachers to be supported to meet said needs. We have, over the last 6 months, found consistent agreement in decision making.

We do not have a definition but will add this to our agenda!

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

idk

they simply state it in the parameters

This may be defined some place, however it is not transparent or communicated effectively across building and schools.

not that I am aware of

I don't think we have defined that

I'm not sure

I do not recall

I believe we operate under mutual agreement, but we have not formally defined it.

I am unsure

unsure.

I honestly don't know, they may have recently. i have had conflicts for the last few meetings.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

If we do define this term I am unaware of our agreed upon definition

?

We have a definition for "mutually agreed upon" but I do not have it in front of me as I complete this.

We utilize this language, have identified mediation process, but I don't know that there is an additional definition of mutual agreement.

it doesn't define it

Not to my knowledge

I don't recall every seeing it formally defined in writing. Not sure what is meant here.

I tried to get our group to discuss and define but we did not have effective participation.

Has not been a topic of conversation

I am not familiar with this term and do not recall hearing it at any PDEC meetings.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

the larger group meets and comes to consensus. I don't believe there is a formal definition.

If it does, I do not know the definition.

not familiar with that term in this context

The evaluation document uses the words "Mutual Agreement" but doesn;t define it...Please note the following agenda for tomorrow 10/27 (we will also have lunch in the cafeteria together after dismissal). 1:00-2:00-SEL for Adults Module 1: Unit 2, Microlearnings 1-4 and Small Group Discussion (in the same groups as with Dina). I will share the listing and locations today. 2:00-3:00- Certified Teachers/ Special Education Teachers- i-Ready Diagnostics (in your classroom by yourself with the virtual trainer) I will send additional information with the links to access. 2:00-3:00- Paraeducators - Independent On-line Paraeducator Training 3:00-3:30- Certified Teachers/Staff- Prep/Collab Time

The term "mutual agreement" is stated in our plan, but not defined.

Not that I am aware of but we have not met yet this school year

Not sure.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

no sure

I don't believe I have heard this term before in PDEC

needs to be reviewed

Unaware of this requirement

Relatively new to PDEC - not sure

It is admin selected materials to agree on

In the 21-22 school year we are using the definition provided by the CSDE

We discussed the term as defined and are using that - evaluator and evaluatee must agree or the issue at hand is not mutually agreed upon.

Decisions about professional development are usually made by administrators. We do talk about teacher evaluation.

Maybe we do? I'm new to the district this year, so there is a chance that this has been defined in the past.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

It was defined by PDEC prior to me joining the committee.

We will

Unsure

Seriously? This survey shows just how out of touch you are with what school is like right now.

I don't recall ever discussing this.

I've just never heard anyone define this term.

It is a top down approach.

We allow others to give input and modify things according to all the input but we do not directly define Mutual Agreement

.

Not sure where to find this definition

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

No. Please comment below. - Text

I have never seen it.

Don't think this term is defined in any of our work

I don't remember having a discussion about this phrase at any PDEC meeting.

We have a definition but we don't have a say.

I am new to the PDEC Committee this year so I may have missed this

I am new to the PDEC Committee this year so I may have missed this

not sure

It is not defined within the Teacher Evaluation document

nothing beyond supporting "mutual agreement between the teacher & evaluator

None other than the common definition of mutual agreement. Consensus is made through discussion.

Q14 - 14. Does your PDEC define 'Mutual Agreement'?

Q14_2_TEXT - No. Please comment below.

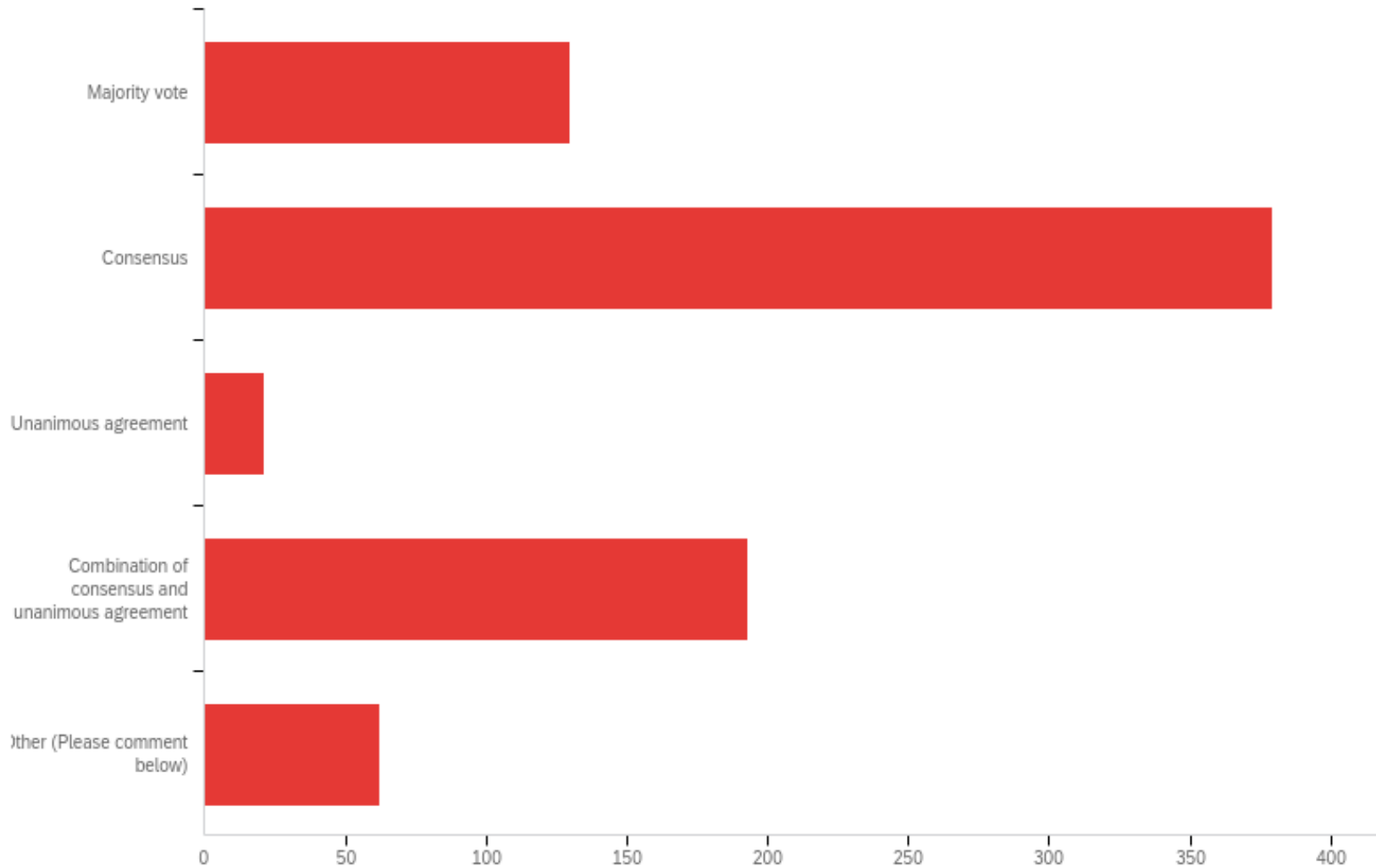
No. Please comment below. - Text

This has not been defined on the team.

we havent officially defined it however we work collaboratively to come to agreement

The term hasn't needed to be explicitly defined as it's understood that both parties must agree.

Q15 - 15. How does your PDEC typically make decisions?



Q15 - 15. How does your PDEC typically make decisions?

#	Answer	%	Count
1	Majority vote	16.56%	130
2	Consensus	48.28%	379
3	Unanimous agreement	2.68%	21
4	Combination of consensus and unanimous agreement	24.59%	193
5	Other (Please comment below)	7.90%	62
	Total	100%	785

Q15 - 15. How does your PDEC typically make decisions?

Q15_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Recommendations are made top down and brought to the team for approval with implied "this is what we're doing"

Generally, the information is presented to us, we discuss, some input is considered, but ultimately, the decisions have already been made by our admin team.

The administrators explain the required training for upcoming PD and the committee locates resources to share with the staff not involved in mandated trainings.

Driven by Administration

district administrator driven

We are told most things...

Unsure- I am a new member of this group.

Discussion

Not sure

too new to PDEC to comment

Q15 - 15. How does your PDEC typically make decisions?

Q15_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Currently have not been part of decision made by PDEC, so I cannot comment.

unsure

combination of majority vote and consensus

we have never been allowed to make a decision

not sure

not sure

admin makes the decision

Assistant Superintendent

admins have final say

Administration

Administrative Agendas

Q15 - 15. How does your PDEC typically make decisions?

Q15_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

central office administrator makes final decisions

Consensus and approval by Director of Teaching and Learning

I'm not sure

There seems to be some agreement among the group. However, when the PDEC is presented with professional development/teacher evaluation, only some input is considered

I'm not sure. This is my first year and we have only had one meeting. No decisions were made at this meeting.

Admin decision.

No votes- decisions are dictated

District leaders set agenda.

dk

District level administrators make the decisions.

Q15 - 15. How does your PDEC typically make decisions?

Q15_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Most decisions made by central office administrators and staff.

Admin determines PD before the start of the school year. No input is taken from teachers.

Consider that we lack teacher representation

Decisions are made by Superintendent/Asst. Superintendent then told to PDEC

District/building level

The administration makes all decisions.

It depends on the decisions. When it comes to new initiatives and Professional Development , there is no vote. Upper administration determines this .

Administrative choice

depends on the agenda item; however, partnership and collaboration remain at the forefront

Perform more functionally

Q15 - 15. How does your PDEC typically make decisions?

Q15_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

For PD we don't vote. Eval we use consensus.

Usually from district initiatives

Central Office dictates

Usually top down

Combination plus informing the decision-making of the decision-maker(s).

Fist to five consensus

we vote and admin make the decision

not sure

Administration decides.

Not sure.

Told the plan, then we discuss

Q15 - 15. How does your PDEC typically make decisions?

Q15_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

unsure

I don't feel like major decisions are made during our meetings, however admin takes our input into serious consideration when making decisions that affect our district.

Our admins make decisions regardless of teacher input.

Our PDEC doesn't get to make decisions.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

more time to plan.

Time

More autonomy in evaluating teachers within our DERG.

Continued guidance around the flexibilities and changes to the teacher evaluation system.

I think any tools or resources other PDEC committees use would be VERY helpful! This is our second year running a PDEC group and we are really excited to continue building on our work.

Coaches (literacy/math) to support all teachers in each building

question 11

Greater connection between assessing the needs of the district from an instructional standpoint and efficacious professional learning to address those needs.

What other state/region opportunities are available and easily available/navigate

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Resources at a reasonable price to support/enhance PD (speakers; materials, etc.)

I think building level admin./evaluators need to spend time calibrating evaluation practice. Only then will observation data be meaningful, as we currently have a variety of observational practices and aren't always comparing apples to apples.

More planning time across all schools

A strong leader. The current leader does not even hold meetings. The previous leader was organized and consistent. She delegated tasks and gave PDEC members leadership roles within their buildings.

An entirely new group of teachers with actual teacher feedback and input.

Sample PDEC protocols, steps, timelines, and guidelines on how it should function to effectively propose, plan, and evaluate professional development. What are sample teacher proposal templates for professional development? Perhaps a district sample of what an effective process may look like and sound like.

NA

guidelines for what data should be reviewed before determining the content of PD.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Funds to hire professionals who have led PD sessions in other districts.

The commitment that PD time is not the time to do mandated trainings.

Funds to pay teachers to complete mandated trainings during the summer...or substitute coverage so teachers can complete training during the school day.

Funds to pay teachers to create and run an Edcamp session during PD day.

We are finding it difficult to bring presenters to our schools who will meet teachers' curriculum needs and wants. A list of presenters that the state could share with us would be helpful for districts to draw from.

Sharing plans for evaluation processes from the districts for different districts to draw from may help us improve our practices.

resources from the SDE for PD days

Any up to date recent information on Teacher Evaluation procedures?

More flexibility

n/a

Information about how other districts are supporting individualized professional development with their teachers.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

A collaborative area where districts can share PD plans and materials used in the sessions.

n/a

Focusing on supporting beginning teachers separately from veteran teachers. Providing resources that support both without grouping those needs together

Direction from the SDE on revisions being considered to the Teval system

Collaboration with RESC resources to provide high-quality experiences.

any

I feel we need guidelines on how to run PDEC effectively. We need support and the resources from the State Board of Education.

Guiding administrators to value and include all member input prior to making decisions

To see what other districts are participating in for PD

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

I'd like to better understand how much of a role teachers should have in DRIVING the planning of professional development. Currently, the leadership plans and proposes PD to PDEC and the group discusses and approves what they propose. How can this be more teacher-driven?

Maybe information on how to evaluate the PD plan for the year.

PDEC needs total restructuring. Representation from grade level and non classroom teachers. List of workshops available at no or low cost. Examples of how effective PDEC's were built from the ground up.

not always planning for the next PD but forward thinking and planning in advance

More resources to develop an evaluation plan that promotes professional learning and growth

A model to show how professional development and evaluation are explicitly linked in a model district. I am trying very hard to show the connection between the 2, but I do not have access to the information I need as a PDEC member. I would like for our PDEC committee to plan for the coming year in advance based on district needs. I have made many suggestions to my district PDEC on how to relabel a variety of offerings, or how to "market" them to our staff and faculty, but none of these suggestions have been implemented.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

We need resources to be able to bring people in to run effective PD sessions for teachers

Timely feedback from district representatives who make the ultimate decisions.

N/A

Examples of how other PDECs collect and use data to make decisions, since we do not do this at all. It's obvious there isn't enough oversight from the CSDE of district PDECs because we have not ever engaged in some of these practices but yet we've been allowed to continue this way with no objection from the state.

Guidance on how much teacher choice needs to be given

Training to implement new initiatives.

professional journals and books

Grade level and subject specific professional development resources.

Info about how other District's plan and provide effective PD.

We never have enough time to do a thorough job, but we do not want to be pulled from the classroom.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

A shift from SLOs/IAGDs (output-based, to something more input-based, for teacher evaluation.

Ongoing opportunities at the state and RES level.

Nothing right now.

have central administration value the stakeholders opinions

More access to a variety of surveys to help in crafting our own
These could be parent surveys regarding school climate and/or effectiveness, teacher surveys regarding the evaluation plan, and surveys regarding professional opportunities.

Training of members

Guidance toward evaluation indicators, how are the indicators measured?

More frequent meetings.

including more teacher input to discuss student needs and professional development needs

How to collect data to support Professional Learning at all grade levels.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Some oversight so it is not a rubber stamp for admin decided ideas.

The state usually provides one template. Perhaps examples which show two or three different ways to meet the same state requirement might allow districts to be able to see how their PDEC committee can make the best decisions for their specific district and still meet the state requirements.

More time and funds to pay stakeholders to attend meetings regularly before or after school.

Time

resources regarding adult learning, professional development models, protocols for how to use sources of data to evaluate and reflect on PD effectiveness,

Sharing models of best practices or sample PDEC plans that are effective.

Lists of available free resources for curriculum

I can't think of anything that isn't already provided.

none that I can think of at this time.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Resource people in different subject areas who could be presenters

resources to help plan PD days that support a wide range of needs

I would personally like to see how other PDEC's are organized, how they make decisions, and what the process of implementing professional development and providing evaluation support looks like. This would be especially helpful from other school districts in our DRG.

Data to generate decisions from

A shift toward multi-year professional learning goals - developing staff capacity in key areas over time, with a monitoring plan to determine successful completion of goals or needs for adjustments.

More information about what level of input the PDEC should have in planning/approving PD at the building and district level. For example: Does the district need to provide PDEC with access to budget lines related to PD? Do building level admins need to share specific plans for use of PD time for PDEC input/approval?

Current videos of teachers teaching lessons hitting multiple grades/subjects that are current.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Stakeholder feedback

More time and opportunities to look at student data to see the effectiveness of students achieving the goals. We could use them to evaluate the effectiveness of the tool. More time would be great to support the work that needs to be done.

Flexibility to craft an evaluation and support plan that embodies what the district values.
A move away from the four rating system.

We need opportunity to convene more regularly together. Oftentimes, the time is difficult to find that allows all members to meet. It often feels rushed and not purposeful.

State or region wide professional development so we can connect with teachers in other districts.
A region wide calendar would also help with this.

Information gathered via surveys through the state to review priorities in school districts across the state

Fewer state mandated training--these take up a lion's share of the PD time available to our teachers. Instead of annual in-person trainings, make cycles that include reviews of policies that can easily be done outside of professional development days.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

A statewide model that is mandatory for all districts.

Clear guidelines from the state

Recognizing that teachers fill out enormous amounts of paperwork, so streamlining the paperwork process to make it more manageable for teachers would be helpful.

released time for collaboration

Meeting outlines and protocol for addressing data and making decisions.

Ways to gather data to help support teacher evaluation and professional development. Less of a one size fits all model, and more individualized based on staff needs.

clear examples of SLOs for all teaching departments - classroom teachers, counselors, speech/language, PE, etc...

We need to follow the rules that have been set by the State. There needs to be an equal distribution of power on the committee and Administration alone should not be driving the PD choices for the district for the year.

We need more input into district professional development. It would be helpful to hear from administrators who are evaluating teachers what needs the most attention as far as teaching is concerned so that professional development can be planned. Profession Development feels like it favors teaching areas where there is curriculum coordinators and leaves other departments to fend to themselves.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

More teacher representation from multiple and varying disciplines

State support with timelines, process, support and growth plans.

A better evaluation plan to truly capture quality teaching and instruction while providing actionable feedback.

If there isn't one already...perhaps a resource that compiles District plans in one place, so that one could review other district's plans as a means to guide the re-development of ours.

Clear information from the State of CT about the roles and responsibilities of PDEC.

Unknown at this time

This is a brand new committee so we are just getting started. We need to meet to discuss a direction for the future.

Our superintendent did not set up a PDEC committee. Our union took matters into their own hands, and asked for volunteers to serve. We invited the principal to attend. We voted to adopt the flexibilities, but the Superintendent disagreed and over rode our vote. We are still attempting to come to an agreement, but she has gone ahead and had the principal schedule formal observations. She also recommended at a BOE meeting that the flexibilities not be adopted.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Guidelines on how a PDEC should operate, requirements, etc.

Effective ways to deliver and support adult learning (based on research)

Seeing models of what other districts are doing.

Further information on the CSDE website about PDEC responsibilities; i.e., using data to inform evaluation and professional learning

How about a bank of effective/well written CT teacher evaluation plans from districts across the state.

To see other plans on the different positions (i.e. teacher, related service, admin)

Out-of-district opportunities. The ability to have access to speakers and guests with knowledge that extends beyond our district.

PDEC needs to meet at a better time of the day and have more time to work together. Starting a meeting at 3:30 in the afternoon is too late to be very productive. Time needs to be allocated during the school day to have meetings.

I think our committee is working well. I do believe that more communication from SDE regarding their plans and vision will help our committee better keep our evaluation plan up to date.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Streamlined core requirements for TEVAL plan

Being new, I don't know. We have only met once so far this year.

A simplified evaluation plan. Update and simplified rubrics. Evaluation systems that have "off" years that focus on teacher self-reflection instead of labor intensive observations and write up.

Examples of how other districts use Teacher evaluation data to inform decisions through PDEC, moving away from an administer led model.

We actively search out resources. Continued opportunity for finding additional resources.

It would be helpful to have representatives from the state and CEA to meet with us to ensure that new guidelines are implemented as intended.

The pandemic has disrupted the way in which our PDEC works. It's a good time to reconsider past practice and chart new goals for the future. I do not want 100 pages of CSDE guidance.

I'm not sure at this time

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Clear definitions of important words

Clear expectations

Clear understandings of how we should best collect data

Clear vision and goal

tying observation and evaluation information and data to professional development needs and plans

examples or models of best practices

Teachers need to release time to contribute more effectively.

If the State would make revisions to the % for teacher evaluations

I'm not sure at this moment.

Additional PD options that will both enhance the students' academic experience and also help us grow as educators. Also including teachers in decision making regarding PD to optimize the experience.

The amount of time that we had to vet out all the aspects of the PDEC process was not enough, but it did balance well with our schedules.

A list of professional development offerings around the state.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Professional Development data to drive our decisions. Available PD's to support teachers

More time for PDEC to meet and have deep conversations on evaluation and professional development.

How to effectively incorporate data into the decision making as well as the importance of having professional development as an essential component of the process.

Reinstitution of our professional learning plan to give choice to teachers on their own professional learning.

Using teacher surveys to help guide the selection of PD topics

Examining how other district's PDECs and/or model PDECs operate.

It will be interesting to see what the updates are for the teacher evaluation. So much time is spent on data and SLOs, which are very important to show student growth, but due to the weight, less emphasis is put on teacher pedagogy.

Less legislative dictates on what Prof. Dev. and teacher eval should be. The laws written are very limiting and do not allow for any real flexibility and really don't improve instruction.

n/a

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Guidelines for the balance of attention on different aspects of PDEC (professional development, vs. evaluation)

Guidance about what kind of resources we should review

Connecting PDEC decisions to student outcomes, prioritizing PD opportunities when there are a number of core issues to be addressed

Information regarding what other district PDEC teams are doing...

Continued clear communication from the state in regards to changes in evaluation and laws in relation to this work.

It would be helpful to have additional guidance from the state about how decisions are made and how to incorporate additional stakeholders in the pdec process.

N/A

Timely input from the state dept of education on proposed changes

meeting times

Time,
Funds,
Open communication
Grant funding

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

examples of best practices regarding how teacher evaluations are used to drive department, school, and district wide improvement

Perhaps including paraprofessionals and teacher assistants. Also surveying (short) on their needs for professional development.

Not sure.

As our evaluation plan is revised, it would be helpful to have someone from the SDE and CEA attend at least the initial meetings. Our district administrators, especially our HR Director, need to understand the requirements, their role, and the importance of the teacher voice. The last time we revised our plan, we were "threatened" that if we didn't agree, the BOE would be told we couldn't come to mutual agreement, and we would put SEED in place.

More time

Would love to have an annual PDEC Chair meeting to share best practices in other school districts and Problems of Practice

The educators need to understand that the PDEC is not a subcommittee of their union. (Torrington School District)

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Not sure at this time

continuing to send out surveys to all teachers to incorporate all voices

We have not had any consistency in leadership for our PDEC. It really needs to be created all over again.

Some clear guidelines for administration that Professional Development should be actual Development of our Profession and not just teacher work time. Often our PD ends up being time teams/departments to meet and work on curriculum and planning, rather than actual PD.

We are looking forward to our new administration and the new changes they are bringing

n/a

We had a gap in our district's PDEC, so we may be in better shape with our new administration. We need time to see how the new team plans and organizes things going forward.

Time to see how new team works going forward.

TIME! We did not have an official PDEC the last two years and we need to see how the new administration works to get this back up and running.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Model districts
Resources
Handbook

Support and resources related to the items listed above that we are not yet discussing in our PDEC meetings.

More tools at hand, exploration of why teachers didn't complete the last survey (small subset) and why so many who did complete the survey chose to remain anonymous. I believe support in reviewing importance of data would be helpful. An objective outlook.

Sample agendas and objectives for the PDEC committee. To be honest, when I read the list of descriptions, I had no idea our PDEC team was supposed to do any of that.

Sample agendas, and assistance with aligning student outcomes to professional learning.

.

A menu of PD offerings from the CSDE that can be provided to districts to select from.

It would be great to see a framework for how to effectively run PDE Committees

I'm new to the committee. Unsure.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Evaluation model impact on student outcomes - which models are most effective?

Danielson, Kim Marshal, Robert Marzano, other?

Which evaluation models make the greatest impact on student learning and instruction?

A committee approach as opposed to an illusional meeting with predetermined PD.

I don't think we need additional resources, we have a climate issue in our district and PDEC is a microcosm of the larger issue. We could use some support/guidelines that come from the State like:

Minimum requirements of a PDEC committee including a Teacher: Administrator ratio or requirements to use data to drive decision-making (teachers have been requesting more of a say in PD for years and the requests go unanswered, we don't collect or use feedback about the TVAL plan to drive change, etc.)

Perhaps a review and reformatting of teacher evaluation tools.

Collaborative time

None

What schools in our area are doing for PD

Outside professional development opportunities

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

State-offered webinars

Clarity on aligning professional learning opportunities with teacher needs based on observations and performance.

I am a new principal and with COVID last year and a lack of a principal PDEC needs to be reinstated.

What would be helpful to our district PDEC is set meeting dates, jointly reviewing data, impact of the educator evaluation and support system, mutually developing district's professional learning opportunities and making decisions together.

Continued emails and notifications.

Sharing of school-wide student achievement and teacher evaluation data.

Somehow having more teacher input.

More funding both to bring in outside experts and to support staff in attending professional conferences and workshops.

Possibly more staff members from each school represented on our committee?

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Training from the state

A district-wide data base to help us evaluate student data by building and then ultimately by our district as a whole. This would help us determine PD needs of teachers in particular buildings and throughout our agency.

It would be helpful if all stake holders had a voice or were able to contribute to the conversation about the needs of each building for professional development. Currently , there is no way for teachers to share what they need for professional development or to communicate directly with upper administration. This is important because teachers are on the front lines working with students and their families. Teachers know what their students need to learn and grow, yet they are not part of the conversations when important decisions are made. .

more time to collaborate face to face.

valued teacher input

More time to work together

Seems like most of our work is predetermined so maybe a process to provide support to us.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

N/A

How we build professional development based on teacher eval

Specific examples and plan for how often the PDEC committee should be meeting, how to better use data to drive PD offerings and support teachers

cannot think of anything

More training for admin and superintendents on the intent of the PDEC. Too much of the PD is directed from the top down. Teachers need a bigger voice.

I think something that is VERY important to review in PDEC is differentiating the way we evaluate teachers. Teachers are expected to differentiate for students every day and in a variety of ways. Not all educators have the same circumstances. For example, some teach one group of students all year. Some teach on a rotational basis, some see every child in the school, some teach by semester, some teach by trimester. Using one evaluation tool does not allow differentiation in teaching circumstances. We cannot expect teachers to differentiate all day every day and then not provide differentiation in the way they are evaluated. There should be multiple variations of how teachers of different disciplines and circumstances are evaluated so that it fits the subject and is meaningful to all parties involved.

The other area of concern is how abruptly we are going back to the expectation of a "normal" school year and being evaluated in the same way as in the past, when the teaching and learning situation is anything but normal right now. We are still required to wear masks, students are re-

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Continued updates on expectations.

Staff surveys to gather feedback after professional development. Time to begin to utilize observation to inform proper professional development.

Professional Learning Networks

na

Data on the most effective forms of PD that include effect size.

Ability to plan more teacher/administrator led professional development and possibly controlling a district wide PD calendar.

New flexibilities from PEAC

A bank of Professional Development offerings that can be accessed by our district.

Details of how to run our meetings, information disseminated not just to central office staff from CSDE, and more information and ideas on how to run our meetings without facilitation from just central office staff.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

It would be helpful to have an annual meeting for the PDEC leadership to help guide practices and expectations of the PDEC Committee.

Money to pay for professional development for staff.

none

More communication from faculty and consideration of a broader range of student work

more money to be able to bring presenters to our district

Annual updates on changes to TEVAL and/ or PD widely distributed to educators at all levels.

Examples of surveys

Meaningful PDEC created surveys where responses are confidential. PD not usually driven by teacher needs/requests. Very top-down approach in our district

Ideas for professional learning

The flexibilities in evaluation seem to be well received by teachers this year.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Feedback/collaboration from other non-public special education schools in the state

Less accountability measures from the state. There is a disconnect between local needs and artificial mechanisms mandated under the guise of school improvement. The system is broken and needs to be reimagined along with teacher/administrator evaluation to result in real instructional improvements.

It would be helpful if district leaders utilized PDEC for all the things listed in this survey. Right now it is more "technical" - no real decision making authority (no looking at data, no input to PD, etc.).... just get the eval plan approved and the climate surveys distributed.
So - clear PD for leaders about the purpose of PDEC.

To help establish that the group decides on agendas and procedures. We tend to be driven by an administrator.

I think financial resources would be helpful to provide professional development that is beyond the district level PD. Finances would allow for substitutes to allow teachers to receive support in the moment rather than during designated days throughout the school year that are based on a school calendar and not need.

not sure

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

N/A
We do not need additional resources or supports.
We need to continue to ensure that all members are equal participants in all decision making.

Less administration controlled

Clear and timely communication from the State regarding evaluation requirements, flexibilities or other things going on that can impact our planning on a local level

Access to other districts goals as IAGDs as a reference point

I can't think of any at the moment. The leadership within the district seems supportive to PDEC and it's teachers.

maybe we need to look at surveys, data more as a committee to drive PD? I know our district looks extensively at that, bur our PDEC does not as much

Using evaluation results to drive decision making.

To see what other districts use or do for professional development in areas where there are common goals.

Sample surveys (perhaps used by other districts) for teachers to be able to evaluate the effectiveness of district-provided professional development.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Private school professional development for PEDAC

use needs assessments and qualitative and quantitative data throughout the stages of planning, designing, implementing, monitoring and assessing a high quality professional learning plan.

Time

We don't have time or human resources to do any of this. This started with the last evaluation mandate that crippled schools with time-wasting forms and protocols. Some really good models of modern instruction and professional learning resources to help us get there would be far more useful than another series of mandates and obstacles to clear. You cannot evaluate someone into excellence. Most teachers want to be excellent and need the professional resources to make that happen.

When constructing the new teacher evaluation system - it should be one that actually supports and evaluates teachers. It should not be about professional development. Having more teacher input is important. The professional development piece should be derived from the needs associated with the teacher evaluation plans - not by what is the latest thing heard at a conference so we all should try that new thing. It is important to recognize, that like students, teachers have different skills, different needs, and different styles - both learning and teaching. It would be nice to have a plan that recognizes this instead of a one size fits all approach.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Examples of best practices; possibly a CSDE meeting to discuss an effective example of a PDEC group

more time to survey staff and more opportunities to meet.

Sources for reasonably priced speakers on a variety of subjects needed by our staff. (very small private school, only 8 teachers)

Teacher surveys would be effective in collecting feedback from teachers directly for feedback on their needs

Teacher surveys for feedback.

n/a

I would like to see a moratorium on PDEC during the COVID-19 pandemic.

Models of delivering PL that teachers want/models of PL in which teachers chose their PL

none

Implementing job-embedded, personalized professional development to meet the needs of all stakeholders.

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Clear guidelines, expectations from the state as with support and resources.

Our administrative team needs to not come in with a plan. We need to be a part of the plan. Maybe training for the admin team?

A specific framework outlining the membership criteria, and specific recommendations based on what successful districts do. Sample district PD plans, and options for TEVAL that are proven to provide the greatest success for student and teacher growth.

None at this time.

None--our group offers an opportunity for all to contribute

Rubrics to support PDEC effectiveness

Retraining on role and responsibility of PDEC.

access to district-wide data from previous years evaluations

Feedback from other districts utilizing similar evaluation methods.

mini workshops PD

Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Time is always a factor. More time built in to analyze and discuss data would be helpful.

None that I can think of.

PD for using data to reflect on our process; continuity between all school levels in evaluation

Michele Mullaly, Director of Instruction and Curriculum is a remarkable leader of this committee and the related work.

Other examples of surveys or tolls begint used to inform goals.

My understanding is that the data we could use on district wide ratings are unavailable to us without being charged more by Edreflect.

Our time seems to be dominated by the TEVAL and we never discuss the administration evaluation plan and never discuss professional development for the district.

We have a well defined team. CSDE PD opportunities sent to PDEC committee members for review

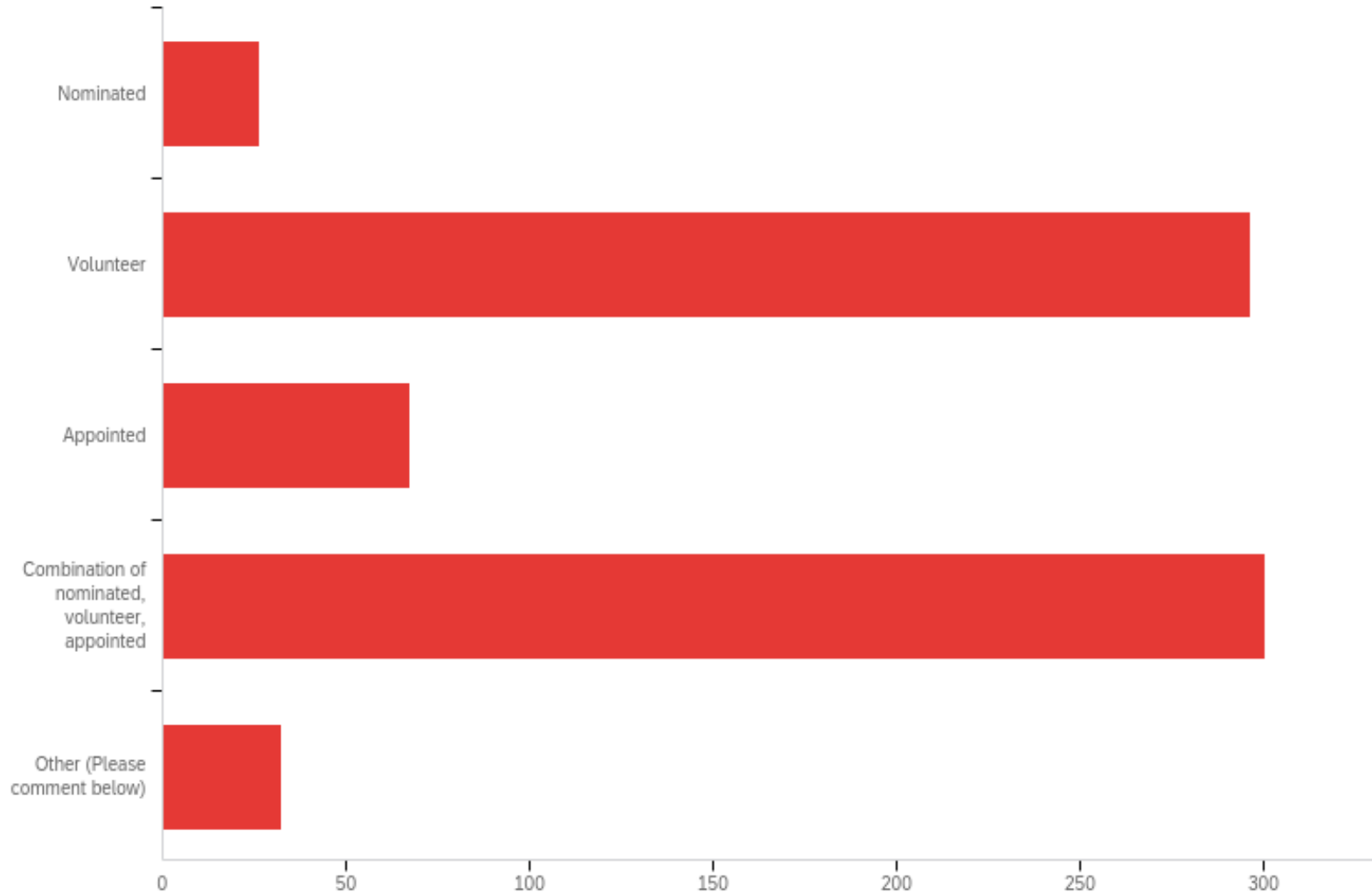
Q16 - 16. What support and/or resources would be helpful to your district's PDEC?

16. What support and/or resources would be helpful to your district's PDEC?

Focus on PD and not evaluation

N/A

Q17a - Section 3: PDEC Composition 17a. How are members selected to serve on the PDEC?



Q17a - Section 3: PDEC Composition 17a. How are members selected to serve on the PDEC?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Section 3: PDEC Compositi on 17a. How are members selected to serve on the PDEC? - Selected Choice	1.00	5.00	3.02	1.07	1.15	721

Q17a - Section 3: PDEC Composition 17a. How are members selected to serve on the PDEC?

#	Answer	%	Count
1	Nominated	3.61%	26
2	Volunteer	41.05%	296
3	Appointed	9.29%	67
4	Combination of nominated, volunteer, appointed	41.61%	300
5	Other (Please comment below)	4.44%	32
	Total	100%	721

Q17a - Section 3: PDEC Composition 17a. How are members selected to serve on the PDEC?

Q17a_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Asked by the administration and then volunteer to do - never forced

NOt sure. I was asked to be one of 2 representatives from my school.

not sure

District leaders like principals, supervisors, coaches, and content facilitators.

Volunteer and appointed

Teacher Volunteer to be elected by the AEA.

teachers are elected, administrators = superintendent, director of curriculum and staff development + building principals

Combination of volunteer and appointed

volunteer and appointed

Recruited

Not sure about others. I was asked.

Q17a - Section 3: PDEC Composition 17a. How are members selected to serve on the PDEC?

Q17a_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

appointed and volunteer

Appointed or Volunteer

Invited

Not sure

Not sure. I know I was appointed.

Diverse sampling of volunteers

The committee used to be a broad and substantial representation of teachers from all buildings (teachers and school counselors) but it has shrunk to less than 10 members.

I think members are chosen based on appointed because you are a facilitator or because you are an administrator. Personally, volunteered 5 years ago as a volunteer representative for the union.

see 17b

Combination of volunteer and appointed

Q17a - Section 3: PDEC Composition 17a. How are members selected to serve on the PDEC?

Q17a_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Invited

Volunteer or asked to participate

Combination of appointed and volunteer

unknown

Appointed by the various union leadership

Representation from all levels (elementary, middle, and high) as well as all buildings.

Some volunteer, some are invited

each building is represented, 2 reps per building-elementary, 4 reps per building-secondary buildings

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

I asked to be considered as representation from primary elementary grades was low, and I work in one of the title 1 schools in our district. I was welcomed on to the committee. I am also on the executive board for our teacher union.

Volunteer based

I was asked to be on this committee.

Individuals from all grade levels/buildings have representatives, including Union, teacher, and administration participants.

Volunteer representation from all levels, teachers, admin. and union

A combination of members including teachers, administrators, and counselors from each of our 3 schools.

PDEC is a district provided committee. Teachers and administrators can choose to join each year.

Any school employee can volunteer to join the PDEC.

Volunteers offer to participate.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Teacher representatives from the middle schools volunteer for the position and are approved by the committee.

Most are long time members with admin, union and central office representation.

It works for us.

Members of other committees volunteered to be the grade level representative for PDECC.

The committee has remained pretty steady since it's creation in 2012/2013ish. For many of us, we volunteered to be on the committee at the start of it. As members have left and new members have joined (either leaving district or other circumstances), new members have been asked specifically to join/

Each grade level/department has one volunteer who serves on the committee.

We were a group of separate committees and we morphed into PDEC. We were asked who would like to be part of PDEC and I volunteered.

Each grade level team is asked to provide a member for the PDEC committee. If no member volunteers, our principal may ask one of us to join. I'm not sure how other stakeholders are selected.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Grade level representatives volunteer.

Principal inquiry and volunteer from each grade level

It is primarily volunteer, and therefore we have more administrators and coaches, but fewer classroom teachers. I have tried to invite other classroom teachers but they have said they don't have time.

All members of the district are encouraged to participate from Admin, to CO members, to staff, coaches, paras, etc.

Educators can volunteer to join or be asked to join by other members.

I was asked to be on PDEC, and I believe all faculty members have the ability if they'd like.

It is voluntary and also asked of certain teachers and support staff.

Some are nominated/selected, and some volunteer. It depends on the school within our district.

volunteer

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Ensures we have equitable and diverse representation

Members from Admin, Central Office, and Federation of Teachers are represented. Many appointed by district leadership and overtime as turn over has occurred new members are asked to volunteer.

Representation from the central office personnel, building level administration and teachers' bargaining unit are part of our PDEC. Teachers at each level (elementary, middle and high school) are represented. Each person on the PDEC team has many years of experience in the classroom.

It works well

Union leadership recommends members for each side

The union and central office choose members based on position, level, and knowledge

Every school and discipline has representation

Volunteer

Jobs are posted and candidates are interviewed.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

The PDEC has been very stable. When a building rep opening comes up, the existing PDEC members and building principal recommend a new member. Administrators volunteer as openings become available.

Cross section of staff are considered

Some members of the PDEC have "inherited" their position through the role they were hired for or promoted into. They typically have large numbers of staff who they oversee across multiple grade levels or are leading high stakes curricular areas.

Members are asked to volunteer, then specific members may be asked by the administration.

Most of the members have been on the team for several years. When member resign or retire new representatives are asked.

Volunteers from all interested groups -- educators, union representatives, administrators

The PDEC has been mostly the same teachers from its inception and we have all volunteered for the task

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Administration is appointed by the Superintendent. (I beleive), Teachers on special assignment are also appointed by the Superintendent. Teachers are appointed by the BEA President. There are more adminstrators than teachers.

n/a

Staff was offered the opportunity to volunteer, if there were multiple volunteers they were then appointed.

Members volunteer then curriculum director approves

Some are nominated some are volunteer

Teachers either volunteer or are invited (not quite appointed) by their administrators. There is no process that I know of.

Probably need to include a paraeducator, but it already a large number of individuals with varying jobs from all four schools

Teachers select representatives from the school which the superintendent approves. Administrators are represented by building principals. PDEC chairs are elected from members of the PDEC.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Volunteer but at this point not representational of the entire school.

Teachers sign up to be part of the committee.

Our TCC and PDEC teams were merged, and members were merged. Volunteer opportunities have been advertised too.

Teachers volunteer to be elected by AEA. Admins who serve are the three building principals, the Supt., and the Director of Curriculum. The presidents for the teacher and admin unions are also members due to their positions. There is a total of 12 committee members.

union presidents are automatic, teacher's volunteer, principals mandatory, no representation of paras or secretaries

It can be difficult to get teacher representation from each school in the district.

Teacher representatives are elected (with representation from each school in the district)

Building principals are members

President of teacher and administrator union are members

Superintendent and director of curriculum and staff development are members

For teachers, it is through an election by bargaining unit members; for administrators, I'm honestly not sure. They are not wholly transparent about this process.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

volunteer

NA

N/A

Both bargaining units have input as well as the district.

Most of the teachers on PDEC were "hand picked" by the administrators in their building; administrators all seem to be volunteers. The committee is co-chaired (1 admin and 1 teacher) but everything is basically run by the admin co-chair.

Needs more diverse representation

They ask if anyone is interested.

Building administrators approach teachers from different content areas and give a background of the purpose of PDEC and ask to consider joining the PDEC Committee.

Instructional Leadership team as well as building facilitators and department heads.

Through the teacher and administrator unions

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

it varies from school to school.

It is a leadership opportunity within the District available to a variety of staff.

It is hard to find anyone willing to serve.

It is my understanding that individuals were selected to join the committee by administrators and recommended by other committee members.

Schools and programs select their members, and have discretion to select, ask for volunteers (preferred), or nominate members.

School personnel are identified/asked by administrator to serve on the committee.

One administrator and one educator.

Volunteer

We invite people to participate based on recommendations from the school, district leaders, and board.

It's not transparent

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

I cannot speak to the selection process. The school's administrator selected the team.

nominated by the school administrator

We were chosen in our building through our position as department leaders.

People on it are administrators and district facilitators. The district facilitators are told to be a part of it. No one else is on it.

admin, facilitators

Members are solicited

Members are appointed based on merit and interest in the team.

Our PDEC is made up of teachers and administrators across the district solely on a volunteer basis.

We try to bring in a wide range of professionals, and that fuels the nomination process.

NA

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

We have district facilitators and admin that must attend and then we invite other teacher leaders from the various buildings.

Based on who are a part of the district leadership team

Most of the current members were asked to join by the previous Assistant Superintendent. The current Assistant Superintendent asked us if we wanted to continue serving on the committee when she joined the district.

I am not sure our member list has been updated in the past few years, and a formal process for inclusion on the PDEC has not been established.

Facilitators are included, admin, boe.

All district facilitators are on PDEC as well as those who volunteer.

Members are selected by what the need of the committee is and are asked to volunteer.

People are approached and asked if they are interested in serving on PDEC.

Members, volunteer when needed, facilitators of departments are automatically on our commiteee, some are assigned and asked by the administrators in the building. Lack of elementary representation.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Staff are given the opportunity to state their interest in being part of PDEC. It works well because the members are people who are interested and committed.

At the end of each school year, administration sends an email asking who would like to be a PDEC member for the following year.

Invitations to join PDEC are offered to all certified staff members. We try to ensure equal representation.

potential members email the principal. admin determine members based on those interested.

For open positions, an email is sent asking for volunteers. For example, I became a member when there was an opening for a teacher in the primary grades. We have 1 primary teacher, 1 upper grades teacher, 1 specialist, 1 related services teachers, etc.

It is made up of building leadership and district leadership. Teachers, BOE members, parents and administrators.

Volunteer-based; representation includes teachers and administrators from elementary, middle and high school.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Volunteers and/or selected by executive board

I was invited to be a member of the district's PDEC by the former Assistant Superintendent. An email was sent out to a number of district participants and we were given the option to accept or decline.

There is no official selection process

We have elementary middle and high school teachers and administrators.

Need clarification on the selection process and term limits to promote teacher leadership opportunities.

Anyone can join. However, building administration invite teachers to join.

It is equitable.

Primarily volunteer. LEO president is provided with a spot. Attempts are made to take a representative sample from those who volunteer. Technically this is an "additional teaching assignment" under our contract and is subject to the same application process as other stipend positions/clubs etc.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

It was good. I sent in an email of interest. They wanted to know who had interest and get a broad range of people representing multiple areas.

I am learning a lot about our Teacher Evaluation Tool.

We changed the makeup of our PDEC (TEPL committee) for this school year. Previously there had been 28 members and it was difficult to get work accomplished. There was not enough teacher representation or diversity of levels and content so this year we have 14 members and they will be on the TEPL committee for 2 or 3 years so we get more opportunities for staff participation yet still have stability. This year, the only people on the committee that were on in the past is the Dept. Supt, HR Director and Consultant.

The teachers' association appoints members from its unit and the administrators association does the same. The superintendent appoints central office staff.

Some people are nominated, some volunteer and others are appointed to provide balance.

People email the superintendent that they are interested and the group was convened.

Currently, PDEC members are volunteers across each building in the district.

Teachers volunteer or are requested to join based on the need to have our PDEC represent all schools and subject areas.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Overall, we have a well-rounded group, however, there are some specialty areas not represented.

The group is great but perhaps a more official selection process that allows for a healthy rotation of members.

Unaware

I was asked to be on the committee. Some volunteer.

Assistant Superintendent makes sure membership is balanced among all schools/roles

In my building it has been volunteered, other members have been asked to serve.

Due to the fact that I just recently joined the PDEC committee, I am not sure of the selection process.

we are a small district. It is a challenge to find volunteers for all of the necessary committees

Those who are in leadership positions and are responsible for supporting the planning of PD are asked to be on the committee. This includes all content team leaders, literacy and math coaches, reading specialist/special education teacher, technology specialist, CO administrator, and 2 building principals

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Union reps, principal select, teacher choice to stay on and continue the work.

n/a

We solicit membership by volunteerism, but then we nominate teachers.

We are asked to volunteer.

I believe that it was fair. The district wanted to ensure that there was representation from as many areas as possible. Elementary, Middle and high school admin and teachers, special education, and the the teacher's union.

I believe most people were asked by building principals or central office.

The committee is primarily made up of central office staff, building administration, instructional coaches, and team leaders across the district. There are a few volunteers, but most members are required to be there because of a leadership role.

Volunteers are approached.

Voluntary

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

It is difficult to get teachers and administrators to volunteer for PDEC meetings

very fair

It doesn't appear that there is a balance between teachers and administrators. Teachers have to complete a posting to get selected. The committee makes sure there are at least two teachers represented per school building.

I was appointed by my supervisor.

I was initially appointed and then asked if I wanted to continue to volunteer to be on it.

Volunteer with union reps on the committee

I believe we have a fair representation from staff from all of our special education programs. If/when a program becomes underrepresented, we solicit interest from staff to determine who might have an interest in participating.

We reach out to all school members to join, with the hopes of having representation of all educators, grade levels, and special services.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

volunteer

Strictly volunteer

We are a very small union, so we always ask for volunteers.

Almost all members have been appointed

I am not really sure. I asked for many years and was not given the answer, then I was asked because I had a skill set that was needed.

Some individuals are automatically on the committee based on their role, or their administrator solicits their participation.

I had personally asked my principal to serve on our district PDEC committee.

We have a small school community and some years we don't have as much representation as we would like; however, this year, members volunteered and we now have adequate representation.

If we don't get volunteers, we ask people to join. We don't appoint.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

A union member is placed on the committee and other members are nominated, appointed or volunteer.

It works well.

People are asked, but ultimately, they volunteer to join.

In my district you are basically told you are going to be placed on this committee. We are a small district so you are appointed to many committees and just do what is asked of you.

We are fortunate to have enough volunteers to run our committee.

One union-appointed member (who is also the co-chair) Other members volunteer to represent their grade level/dept

try to have a representation of all buildings, levels, departments and roles

It is a personal choice to serve on the committee if there is room. If more than one person wants to join they "pull the name out of a hat".

We ask people to volunteer and then people are selected to make sure to get a wide background, grade level,etc

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Selection is based on having fair representation of teachers, administration, union, and of all 4 schools.

Heavy on administrators/coordinators. Not many teachers.

We are a small district but look for representation from all 4 schools.

Teachers are chosen by building administration. Teachers can express interest but selection is not always based on that. Administration representation is rotated through but I'm not sure how they make that selection.

It is a combination of nominated, volunteer, or appointed.

Members serve terms, and rotate off to give others an opportunity to serve and give input. I think we have a good representation of elementary, middle, and high school, and subject area representation.

Our local union asks for volunteers interested in serving on the committee. Central does the same for administrators. We do not have paraprofessional representation.

Our membership roster is designed to guarantee various stakeholder groups (schools, grades, specialties, etc., are included).

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Personally, I was "volentold" ... asked to volunteer by my building administrator.

They are some members that are "lifers" and others that rotate on and off in order to give other teachers an opportunity.

Teachers are asked to volunteer

I'm not 100% sure how it works

n/a

I believe building leadership selects new members when someone rotates off. There is coordination to include representation from a variety of roles, schools and grade levels. Administrators are placed on the committee

I'm not sure what the process is.

Volunteers are on the committee for several years before rotating out

Not sure. I am a teacher. My building principal asked

Teachers are rotated every three years as well as building administration. Curriculum Supervisors are permanent members.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

This is strictly volunteer. Thus, some levels/subjects are not equally represented.

Voluntary with representation from all teams.

was asked to replace a former member who was not able to continue the work.

It is one member per team or grade level per school volunteer.

Volunteer

One person is chosen from each grade level to represent.

A member from each grade level volunteers in addition to other stakeholders

Administrators and/or other PDEC members usually ask members of the school to serve

I received an email from the principal asking me to serve on the committee.

People are also asked to join if there are deficit staff areas that should be part of the process.

Schools choose or nominate a teacher/administrator

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

I was asked to join - I cannot speak to how others became part of the group

One teacher or principal from each building volunteers

I was invited to join by an administrator from our Central office. I accepted the invitation. My voice is heard, and I was invited to return.

I was asked to be part of the PDEC committee because of my pointview as an building leader, knowledge of the CCT rubric, and out of district perspective since I am new to New Britain.

There ensured that they was representation from each school.

My administrator asked if I would volunteer for the PDEC committee.

Combination of above factors and interest.

All schools are represented and there are representatives for all levels except paraprofessionals. Currently, anyone who is interested, can be on the committee. We are talking about have term limits.

We rely on people volunteering to be on the committee, especially on the teacher side.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Membership is mostly volunteer, but if there's a population underrepresented, then they are recruited.

Usually you are asked by an administrator to join.

It was a volunteer process for me as I am on the curriculum leadership team for our district. I am not sure how the selection process was carried out for other stake holders.

n/a

The selection process has found the staff that have the time and energy to support the plan

Most of our small schools only have 1 or 2 people interested in attending PDEC meetings, so they are nominated if they volunteer, because no one else is interested in attending. Each school only has 12-20 teachers, so the pool is small.

Good stakeholder representation

Our selection is based on those who want to be a part of the PDEC committee.

Our PDEC Committee does not include non-certified staff at this time

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

A notification is sent out about the PDEC committee and volunteers sign up to participate.

Discussions with union leaders regarding potential members

Volunteers

Ask for volunteers and then people are selected and asked if they will participate. They try to get a broad representation from the entire district.

Invite from Admin to gauge interest

working collaboratively to grow members

Volunteer basis

I was asked by a colleague if I wanted to volunteer to serve on this committee when an opening was presented. I accepted to gain the experience and was welcomed into the group.

Our building principal tries to have members of the lead team on the PDEC committee.

I'm not certain of the parameters of the process.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Members are nominated by building principals

Our union chooses representatives for the "teacher" side. We have chosen someone from each level, a service provider and a special educator. They were chosen based on past participation in PDEC or because they are knowledgeable about the evaluation process.

Each year, an email comes out asking for volunteers.

All volunteer...no process

Not really a process.

We are not privy to the selection process. Our Asst. Superintendent makes those decisions

a mix of staff from all departments

The group is small, so when there is room for additional members, an email is put out to employees for volunteers.

It's volunteer. We try to have all buildings represented.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

All are welcome

A cross section of staff is on the committee

People volunteer for the committee, however, all members of our staff are invited to attend meetings if they want to.

Volunteer

We were asked to sign up for a number of committees and this was one of the options. Based upon interest.

not sure

An email is sent out at the end of the year soliciting volunteers, of which some are selected.

volunteers first, others are invited when additional space available.

The director of the PDEC committee in the district approaches people who would be interested, and asks for interest throughout the district several times a year.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

I was asked if I'd serve and I agreed.

Initially the union and district selected candidates. The district then decided the unions selections were not representative. So the district disbanded the initial PDEC committee and created a new committee with one union selected rep and the rest selected by the district. An email was sent to staff requesting interest and based on the results, which were never shared, the district chose representatives.

Communication provides overview of PDEC and request for volunteers (indication of role and number).

At the time the committee was set up last year the selection process was changed/revised after the very first meeting.

Asked to serve on the PDEC.

The selection must encompass all stakeholders. While recommendations, nominations, and volunteers are encouraged the selection will review to see balanced committee supports.

A wide range of people from many different schools.

People apply and then are chosen to join. Not sure who chooses based on the applicants.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

All volunteer

We currently have 44 staff listed as members of our PDEC. We average 10-12 participants at each meeting.

We welcome everyone who wants to attend and try to get individuals from all areas.

Teachers were emailed a list of vacancies for PDEC at each school. They ask for volunteers from primary and intermediate grades, specials areas, and special education.

Those who are interested are encouraged to participate. Recruitment practices need improving.

teacher leaders from each building are invited to attend and participate

People were surveyed for interest in participating.

Members were selected to create a diverse, balanced group representing all educator perspectives in the district.

Staff volunteer and most are selected, with a balance of building, grades, disciplines, etc...

Fill out a google form over what committees you would like to join.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

There is no selection process. We have to beg people to be part of the committee every year. Teachers do not feel comfortable sitting on a committee that critiques and exposes the flaws (and different interpretations/implementations) the evaluation system when they are shoulder to shoulder with their direct supervisor.

To the best of my knowledge, members are appointed or asked to participate in PDEC

It is fairly open to all who would like to attend.

Discussion, collaboration, volunteer

District asks for volunteers

All are welcome and faculty volunteers.

It is offered out to all staff

Department leaders, union members voted on

Interest and Availability

Those interested put their name in and then faculty votes

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Members of PDEC are all of the administrators and department coordinators. Teachers are nominated by the union to also be a part of it. There are a few teacher volunteers for the first time this year.

With union representation

Based on the teachers department, grade, and/or related educational fields administrators ask if anyone is interested in serving on the PDEC committee.

Volunteers are solicited by principals to form a representative group.

We include all district professional and union leaders. We then add staff from all backgrounds to ensure input from all stakeholders.

Agree...willing participants only!

Selection is by the Human Resources Director based on volunteer interest.

Selections/nominations are represented from all schools, levels, and support staff.

Administration selects specific educators and leaders who are prone to be agreeable with the decisions that they make. Some other members wanted to be on the committee, so they volunteered to take part.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Essentially, any the meetings are open to all staff, though by surveys and through department meeting communication, we bring teacher and para-educator voices to the meetings. Our contract has a mandate that at least three teachers be elected from the union. After that election, we open it to people who want to be involved and those truly committed attend the meetings. All administrators and department coordinators are on the committee by appointment.

Members generally volunteer to sit on this committee. We try to have representation from all of our schools. There is an administrator on the committee, in addition to the Curriculum Director and Superintendent. All other members are teachers.

Some staff are asked to join, others volunteer, and admin are appointed to attend/join.

Volunteer

unsure

Members represent teachers, admin, union, and central office. Potential members are recommended by current members of the group and central office reaches out when openings occur due to term limits to see if the nominees are interested.

Staff are selected on a volunteer basis. Representation is asked of each part of the agency - all buildings and programs.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

I am not sure. I joined because my school needed a union volunteer to represent teachers. I suggested that other grade levels from my building be represented and just recently, this occurred.

Principals nominate staff from their buildings for selection. The Assistant superintendent who facilitates the group selects from those nominated as well as appointing members of admin so that there is a diverse group of members.

Voluntary if not an administrator

Our PDEC members are also members of our district leadership team which is a compilation of administrators across the district as well as teacher volunteers from each grade level.

Teachers are nominated by principals

I was asked to be one of the representatives from the elementary administrator team.

Most staff do not want to serve on the PDEC team.

I was asked by my building principal.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Nominated

District Leaders are consulted to identify members, ensuring wide representation.

It is an admin rep from each building, at least one teacher rep from each building, teacher's union president, and at least one para, led by the Director of Teaching & Learning.

Principals will recommend staff to be a part of the process. Other staff will volunteer to learn more about the process. Some staff are encouraged to volunteer to ensure we have representation from all areas.

If I recall, some teachers/admin were asked, others were offered a chance to volunteer

PDEC is large for our size district. All building admin, and facilitators for each subject area, and the local teacher union president sit on PDEC. Not everyone attends every meeting, however.

appointed

The members of our PDEC are department curriculum leaders which is a stipend position. Part of their job description is serving on the PDEC committee. the union president, and all building administrators. This comprises the entire PDEC committee for East Granby.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

The union gets to invite and appoint. Same for admin. We have a difficult time getting secondary to be part of the PDEC as they see it more of a top down situation. Elementary has more say in the process.

As far as i understand it is a volunteer process.

Appointed

People are nominated or suggested to assure a proper balance and representation of our school system

Leaders in each building are chosen to be apart of PDEC

na

Volunteers are encouraged to engage.

NA

Unless there is a compelling reason, all volunteers are included in the committee. Principals noiminate representatives of different content areas and specialty areas to ensure all voices are heard.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

PDEC members are generally volunteered/nominated by respective collective bargaining units.

Unions pick

we are asked by our administration if we would like to be on the committee

Voluntary basis; representatives from each school, community, and administration are represented on this committee.

Many of us volunteer, but some may be asked if we need others from different positions in the district. It seems to work out fine for us.

Once I joined my building leadership team, my administrator told me that she recommended me to join the committee.

I was nominated by building administration. I think others on the committee volunteered.

Anyone is welcome to join, but few volunteer

not transparent

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Staff volunteer to be on the committee.

volunteers first then appointed if no volunteers

Unsure

I volunteered after hearing that the group was looking for more participants from the different schools. I believe the administrators were nominated/appointed. The president of the union had to request to participate.

Staff who are interested submit a letter of interest and receive admin. approval.

Teacher leaders are identified in the buildings, administrators and K-12 coordinators are on the team automatically.

The principal just asked me if I would be interested. As far as I know, the vacancy I filled was not made public to the school.

volunteer only for teachers, all admins are required

The president of the union sends an email to all certified staff asking for 2 volunteers per building.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

I really don't know the selection process

Admin picks

The selection used to be by nomination of the local schools but many would decline the nomination so now the committee is made up of volunteers who offer to represent the local school on this committee

I was asked to be a part of this committee and I agreed to join.

I was asked to join by my supervisor and am happy to participate in this role. I am not sure of how other participants were selected before I was offered this opportunity by my supervisor over 3 years ago.

We have trouble soliciting members as it is "another thing to do" and even in pre-pandemic times teachers were stretched. Now it is even more difficult with the fatigue that has set in.

Our PDEC committee is made up of Administrators, Director's and Team Leaders and Coaches from every department.

We strive to be representative, but in the process may be missing people who could better engage in the work.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Individuals have volunteered to serve on the PDEC.

Director of Instruction appoints.

Members are selected by the Curriculum Director

Team and District Leaders are appointed.

Whoever is willing to take the job gets it.

2 volunteers from each of our 2 elementary schools, 2 from middle school, 2 from high school, administrators from each school, and the Asst. Superintendent.

I think our current system for membership works. We have volunteers that are from a variety of stakeholder groups. If a member leaves, then someone might be asked to join in order to fill a void.

Teachers enjoy the choices.

Representatives for each school have volunteered

Opportunity put out to all staff, administration reaches out if portions of staff lack representation

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

depending on topics coming up, administration packs in their administrators and the same educators have been standing up for many years

We've had almost the same membership for a number of years, so there hasn't really been a "selection" of membership in a long time.

Staff volunteer to be on the committee and if there are additional volunteers from each sector, the buildings have a chance to vote as to keep the extra members or have a vote to nominate a single candidate.

The committee put out an email asking if teachers would like to join the team.

It seems to work although there aren't representatives from all the different groups. Some people have decided not to join or have left the committee because they believe administration is making the decisions instead of the committee, especially with professional development.

I was asked to join PDEC from our SEA Union President. I have been to a few PDEC sessions at CEA annual meetings. I enjoy being apart of the process.

I think volunteer basis is the best way to solicit members. If people are forced to join, there will be less buy in from members.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

teachers volunteer

Interested parties volunteer.

The members of the committee were appointed based on the level, content and position they held. Those members were notified and then were able to accept the position on the committee.

It's up to people to volunteer. I think administration is required.

I am not aware of any selection process for our PDEC.

we are very small so it is based on a volunteer basis

We're a small school therefore it's volunteer.

Teachers and administrators who are interested in being on the committee are invited to attend PDEC meetings. Each school has two representatives.

Members volunteer mostly

We can barely get anyone to serve - no time - and we take anyone willing to show up.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

It is not transparent.

We have not had a change in quite a while. I'm not sure if members of the school know they could join this group - or if they could join this group.

As far as I know, it's a volunteer process. If we are lacking representation from a building, the curriculum director or a building administrator may reach out to specific individuals to invite them.

I'm not quite sure, but I think key stakeholders are asked to participate.

Seems random.

try to get representatives from all four schools and mix of admin and teacher

We include an individual from each department to given that we have different roles/responsibilities across the two school programs.

we ask every year if the folks want to stay on or roll off

Very small school, small committee, ask who would like to serve.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

I was nominated

Volunteer, nominated, or appointed- I was appointed.

I volunteered but I think others are asked to be on it.

Teachers volunteer to serve on PDEC.

We were just told we were selected but by whom is not clear.

representation from all levels and stake holders

Usually administrators choose who they feel will have the time and willingness to participate in PDEC.

Combination of administration and teachers within the district.

When people don't volunteer, they are approached to be on the committee.

Our superintendent chooses people and asks them if they would like to serve on the district's committee. His choosing people may come from recommendations from various members in the district.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

not very systematic; doesn't have a lot of power; admin leader respects input, but people are pretty unsure about providing input

volunteers are sought but to ensure that all stakeholders are represented, others are appointed

It seems to be working well.

An assortment of staff across schools and levels.

I was requested to join as part of the union. I do not know how other people were placed/joined committee.

Teachers from each building are appointed. As are administrators and Central Office staff

Principal nominates, asst. superintendent appoints from nomination.

It is a combination of appointed staff and volunteers.

PDEC includes nominated, volunteer, and appointed members to obtain a range of folks that will represent the various teachers and stakeholders, that will give us representation that is experienced as well as "fresh", and that give us folks who are truly interested in the work that PDEC does.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Some are asked to volunteer to ensure representation from all.

any volunteer may serve

unsure

Our district has had volunteers from each level/building in order to represent the most areas.

There are representatives from the administrative team as well as teacher representation from each site.

School Leadership team decides

Administrators are selected. Teachers are asked to join.

Union Leadership selects Participants from Teacher and Admin

First, a variety of people were asked if they would be interested in being on the committee. It is a two year commitment and then new members are selected.

Teachers are provided information about volunteering. To acquire a diverse group, other staff are contacted to see if they want to be part of it.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

I think it is very fair and appropriate. Our PDEC consists of administrators and teacher volunteers that would like to be a part of this process.

We annually solicit for new membership

volunteer basis allows for a variety of people who want to learn more to join

We try to have adequate representation of teachers, admin, from each of our schools. We include union representation and a union rep co-chairs with central office admin

We have representation from all levels.

We try to have folks serve for two years. Teachers primarily volunteer.

Principal selects staff members, and staff members can volunteer if it's an area of interest

I think it is a good representation of leaders throughout the district, each bringing different strengths to the table.

There is no process. Teachers who are on the committee have been on the committee for quite some time.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Individuals volunteer and are appointed. If there are multiple volunteers they are selected by their respective bargaining unit.

members either volunteer or are nominated to serve on the committee

It is difficult to find additional people outside the core of people that have worked on it for years. The lack of decision making power for the group I think undermines its value for current and potential members.

anyone who volunteers is welcome to join

It varies. Sometimes people are asked. If we as though we need more voices we will reach out to that group and ask for volunteers.

We are sure every level is represented

The process has been very open and anyone can join. Usually we have to ask people to join because there isn't enough voluntary interest

The process for selection is based on a combination of those who volunteer as well as those who are required to be a part of the committee (e.g. union representation). The committee is dedicated to having a balance of classroom teachers, administrators, and student service personnel.

Q17b - 17b. Please comment on your PDEC's selection process.

17b. Please comment on your PDEC's selection process.

Email is sent out yearly to ask for volunteers and importance. Shared at faculty meetings; variety of disciplines represented

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

Administration & Teachers' union

Unknown

unsure

Typically members are invited.

NA

N/A

N/A

N/A

Members of the bargaining unit.

Other members of the PDEC committee with the help of the administration of the building in which they work

NA

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

NA

N/A

Current members invite educators to join and they join the meeting.

?

Building Principal

building admin

Could be a peer, a member of the committee and the union

I do not know.

NA

Union, based on academic level and central office based on position

No nominations

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

Building administrators nominate teachers who they think would be a participatory member of the PDEC.

n/a

Admin

Administrators invite teachers. If they agree, they are "in".

N/A

Teachers nominate based on the building.

Administrators ask.

n/a

Self-nomination for teachers.

Usually is the building principal that nominates members

Other members nominate members and you can accept the nomination.

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

n/a

Bargaining units

No one is nominated.

administrators

Admiistrators

A principal or department leader can nominate a member to be part of PDEC.

School Administrators

Other PDEC members nominate a group member and ultimately the administrator of that building decides if that person should be selected.

Nominated by building administration

Adminstrators or other colleagues can nominate.

N/A

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

school based- one teacher and one administrator

N/A

Typically, the nomination comes through a conversation with the possible members to gauge interest level. If there is one, then a discussion is held among the leaders and invitations made after agreement.

combination of appointed and nominated by members, administrators, central office staff

Principals and central office

N/A

building principal and it's a selection of different stake holders- primary teachers, intermediate teachers, special ed. This is the first year that interventionists and building principals are not a part of PDEC.

NA

Anyone on the committee can nominate.

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

NA

Anyone can join if they would like to join. We do limit staff due to the lack of coverage at this time.

Building admin and it is typically based on those entering in an 092 program or those that have exhibited teacher leadership.

Central Office Leadership Team and building administrators

They have not been nominated in the past.

This is directed by district administration.

N/A

The committee chairs decide what area needs to be represented, teacher, specialist, ...and the person is asked.

PDEC members are not nominated.

n/a

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

If they are a department facilitator or admin, they are on the PDEC/

N/a

N/A

There is no official selection process

I don't know.

We have an equitable representation by departments.

N/A

Not sure, I believe last year's committee decided.

Recommendations from administrators and union leadership and people asking to be part of PDEC

District and building-level administrators along with the union. District administration then chooses for balance.

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

n/a

There is no official nomination process, it's more like a suggestion.

principals recruit members

Building admin.

Principals looking for broad representation and willingness to contribute

Administration

Due to the fact that I just recently joined the PDEC committee, I am not sure who nominates members and what the process is.

NA

NA

administrators

Unsure.

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

I was asked ot jin my first year in district declined unitl I had a full year in district

N/A

No nominations in my district

NA

na

Nominations are made by administrators and/or members of the PDEC committee.

Nominations are made by administrators and/or members of the PDEC committee.

Our Special Education and individual program administrators are asked if they have staff that may be interested in working on the committee. I also believe the Teacher's Union is also part of our "recruitment" process.

n/a

N/A

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

N/A

NA

When nominated, it is a discussion amongst current members as to who would be a good representative.

Not sure.

n/a

n/a

Administration and union.

N/A

Not applicable

no

Building principal will ask if you are interested in being a part of the committee.

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

If members are encouraged to participate, it is to strive for equitable representation.

School principal

NA

Administration asks if teachers are interested

curriculum leaders and/or building leaders

n/a

n/a

union and building leadership

District admin nominated/asks teachers to become members.

Members are not nominated at our school, we each choose a committee to join.

NA

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

N/A

Principal or other teachers

I do not know of a formal nomination process in our district

N/A

See above

Invitations were sent to ensure representation from each school.

Principals and school leaders nominate staff with leadership potential and collaborative skills

Anyone on the committee and/or administrators can nominate members. We are looking for teachers who have leadership qualities.

Administrator

n/a

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

discussion between central office staff and the administrators

Central Services, Principals, Union Leadership

Any member of the administrative team

Through union leadership

N/A

building administrators

n/a

Volunteer basis

individuals may be nominated and asked to join by other members of the group, when openings arise or when needs for additional representation are identified

The principal asks you to join the committee.

I think it is the principal's choice.

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

NA

Unsure

various teachers are asked to participate

N/A

NA

n/a

Our members are not nominated.

N/A

N/A

The Chief of Staff asked me. I am unclear how other members are selected.

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

Union nominates some members, some nominated by Chief of Schools, some completed a survey and volunteered.

I don't know

Teachers Federation can nominate up to 3 members.

Members volunteer in a survey.

not sure

Survey respondents self-identify.

No nomination process

NA

Staff

The teachers are nominated by union vote.

unknown

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

no nominations

Nominated and voted on by faculty.

union members

REA (Union)

faculty through a survey

The union. People email the union rep and then everyone votes on the nominees.

N/A

Human Resources Director nominates.

Nominations are made by building administration.

Principals and higher/central office administration

Each department puts forth a name of interested staff.

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

unsure

Any member of our group can nominate potential members. Those nominees are then approached by our district curriculum office to see if they are interested in serving.

Individuals volunteer and then are approved/nominated by supervisors/admin

No nomination process is in place.

not sure

Principals

principals/supervisors

collaboration between Assistant Superintendent for Instruction and Principals

Any leader (administrator)

See above

The Director of Curriculum and Instruction or Building principals nominate teachers for the position

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

NA

I believe administrators nominate members at times.

building level principals

Union nominates

I don't think they are nominated, but it's possible someone asked them if they would be interested in being part of the PDEC committee.

District personnel

Nominations were previously more of an invitation from administration. Teacher could volunteer to participate and would be considered when spaces became available.

na

Administrators nominate members of the faculty from different departments, Town Hall invites leaders from different levels.

Usually a building principal.

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

Administrators nominate based on who has left the committee - teacher/admin/other staff

The principals handle this. I am not sure.

Collective bargaining units

Union pick

Administration.

n/a

Based on who is already serving and trying to provide membership from all groups

Director of Curriculum if no volunteers

Unsure

I'm not sure

not applicable

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

Admin team

Members were nominated by the local membership through a union process.

Our curriculum leader nominated me.

Building leaders and union leaders, we have never turned down anyone interested in serving in this capacity.

Members are selected by the Curriculum Director

The principals

Volunteer

n/a

na

N/A

Administrative team members

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

N/A

They can self-nominate, or be nominated by another staff member (with previous agreement by the nominee)

I don't believe anyone is nominated.

Some members were "nominated" by their administrators or the president of the teacher's union. These members then either accepted and joined the PDEC or chose to not accept.

NA

N/A

Members are not nominated.

Again, you are incredibly out of touch with the situation in virtually every public school right now. We don't have enough people to teach, drive buses, and feed children. PDEC is hardly a priority for anyone at any level.

I believe building principals nominate faculty in good standing. They are then approved by the Asst. Superintendant.

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

n/a

Central Office

PDEC members may nominate/suggest additional individuals

Education Director

Was nominated

By a stakeholder,

N/A

Administration

The committee - There is representation for each school within the district.
Most often, members volunteer.

see above

(Unsure)

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

Principals nominate the teachers

Principal, in my case. I just received an email after requesting to serve on my school's leadership team.

PDEC includes nominated, volunteer, and appointed members to obtain a range of folks that will represent the various teachers and stakeholders, that will give us representation that is experienced as well as "fresh", and that give us folks who are truly interested in the work that PDEC does.

na

Superintendent

admin

n/a

The PDEC committee has, in the past, recommended additional members or sought out new members at the building level.

Union Leadership selects Participants from Teacher and Admin

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

I am unaware of a process.

An administrator of a building may approach a teacher they feel would be a good addition and see if they are willing to participate in this committee.

Principals invite and teachers may choose to be on the committee or decline.

Principals from each building. Principal asks member if they are willing and able to serve and then name is forwarded.

If we are missing a stakeholder we will seek out a staff member to fill that role. We also have a leadership program and that serves as a pool of staff who have expressed interest and received training in leadership roles.

Just needs approval from Principal

we speak with potential candidates about joining PDEC
we have a full committee of teachers, principals, central office staff (30 members)
We also have 3 subcommittees: Professional Learning, Curriculum Council, Teacher Evaluation and Support

Central office and building admin can nominate as can the union

Q17c - 17c. If PDEC members are nominated, who nominates members and what is the process?

17c. If PDEC members are nominated, who nominates members and what is the process?

School administration

In some cases, school leaders nominate members. In others, teachers nominate themselves.

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

Administration & Teachers' union

Administration

unsure - human resources?

NA

N/A

N/A

N/A

It's more like a suggestion and we all agree.

Based on positions within the district.

Committee members and Co-Chairs.

The administration

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

Principal

N/A

N/A

?

I was appointed by my building principal. All members are appointed other than the teacher of the year, who joins.

Building Principal

Appointment by the leadership team or by the Union

leadership

I was appointed by our union president. I do not know how the process works.

Union and administration appoint members

Union leadership

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

The PDEC has been very stable. When a building rep opening comes up, the existing PDEC members and building principal recommend a new member. Administrators volunteer as openings become available.

District and building leaders

Members are asked by the central office or building leaders.

Administration has nominated the replacement members

Administrators and Teachers on special assignment are appointed by Superintendent. BEA President appoints teachers.

n/a

Building administrator along with assistant superintendent

Assistant superintendent and principals

Superintendent appoints administrators.

Superintendent and principals

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

As above, some are appointed based on position

District level personnel appoint some members to ensure appropriate representation.

n/a

District/Superintendent

Teachers are picked by building-level administrators.

administrators

Union leadership appoints teacher members; don't know how admins are appointed

Certain members, such as the District Team coordinator and a Union Rep are appointed to be part of PDEC.

I was approached by my building administrators about being our representative to the committee.

N/A

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

Administrator appoints educator.

N/A

Not appointed

superintendent

combination of members, administrators, central office staff

Teacher and administrative leaders throughout the district.

Job descriptions

Principals and central office

The school administrator appointed the members after asking for volunteers who were willing to serve.

See above

We were appointed by our building administrator through our role as department leaders.

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

The teachers apply to be a facilitator for their department and then the facilitators for the year are told to be on it.

admin, given meeting dates to attend

Appointment is made from volunteers

Members are appointed by district leaders.

The teacher co-chair is appointed by the teacher union.

NA

Building and district admin...and it is typically based on those entering in an 092 program or those that have exhibited teacher leadership.

Assistant Superintendent who is a co-chairperson of the committee

Some members were asked as their position is directly related to evaluation or professional development, such as Principals, district academic coordinators, and instructional coaches.

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

Admin asks identified members (facilitators) to join.

Appointment is based on people with specific roles within the district.

It is an informal process.

N/A

Building or level admin appoints from those who volunteer.

The administration and central office staff appoint members

PDEC members volunteer and are appointed by the principal and curriculum coordinator.

admin

n/a

Central Office

N/a

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

Union leadership

N/A

There is no official selection process

Admin's

Administrators

Administration

N/A

Application approval is technically from the Director of Teaching and Learning, however, to my knowledge no one has ever been denied.

Deputy Superintendent and possibly Chief Human Resources Officer

not Sure

The Dep Supt., HR Director and Sup. reviewed recommendations and invited them to be on the committee. We had more names than open spots.

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

See above.

District and building-level administrators along with the union. District administration then chooses for balance.

Union and administration appoint some members.

principals

Principals (same as above)

Due to the fact that I just recently joined the PDEC committee, I am not sure who appoints members and what the process is. I was appointed by my curriculum director.

NA

Central Office administrator

Principals at each school approach teachers they feel would be great additions to the PDEC committee

admin-conversation with the member

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

administrators

Unsure.

Central Office and building administration

district and building admin

The members that are appointed, are done so because they hold a leadership position such as Team Leader or Grade Level Leader for their building.

some stipend positions require attendance on PDEC committee

Strictly voluntary in my district

NAAa

n/a

Chair persons are appointed but I'm unclear how that process happens.

There appears to be representation across programs and disciplines.

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

There appears to be representation across programs and disciplines.

n/a

N/A

N/A

NA

Not sure.

n/a

n/a

Chair of PDEC, administrators, union.

N/A

Principals at each level ask the teachers that they would like to have on the committee to join.

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

members may be appointed by examining the need of representation, seeking them out and identifying their interest

Principals ask who is interested, then selects based on getting wide representation from different subjects, departments, etc.

It varies depending on who is appointing the member. Some administrators chose who they want and others consider teacher interest. The Union representative is chosen by the union president and they seek interest from members and base selection on that.

Building principals

The assistant superintendent for curriculum and instruction reviews nominees and selects those that fill gaps on our roster.

curriculum leaders and/or building leaders

n/a

I believe building leadership is placing members on the committee

n/a

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

Not exactly sure. My principal asked

Appointed members are appointed by the Assistant Supt for Curriculum.

anyone at anytime.

N/A

Building principal

N/A

I was asked to join - I cannot speak to how others became part of the group.

If appointed, Central office

See above

Central Office

Not appointed.

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

The Asst. Superintendent gives the ok to interested staff. They ensure that the different stakeholders in the district are all represented (admin, teachers, union, curriculum specialists, etc.)

N/A

Assistant superintendent will reach out to the person nominated.

n/a

Principal

Central Services

Any member of the administrative team

NA

A call for volunteers and then people are selected from that list.

Assistant Superintendent

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

administration

Volunteer basis

some PDEC members are district leaders and are appointed to the committee by our superintendent and/or other district leadership

The principal asks you to join the committee.

Same as above-by administration

HR chose the administrators for PDEC. There is an admin from each level with heavy representation from Central Office (Assistant Superintendent, HR Director, K-6 Director of Intervention and Academic Support, and 7-12 Director of Intervention and Academic Support).

NA

Unsure

current PDEC members

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

NA

n/a

Our members are not appointed.

N/A

N/A

See above.

The Chief of Schools appoints members.

The chief of schools appoints to district mandates and after a survey was filled out.

I don't know

Chief of Schools appoints

Administrators

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

I believe building administrators choose a teacher/teachers from their building

District staff, Teacher and Administrator Unions selected their representatives based on those who self-identified as interested.

Appointments when needed, due to too many volunteers from same building, are done by the Assistant Superintendent for Teaching and Learning.

NA

Union president typically appoints the teacher members

Administrators are automatic members.

unknown

na

committee members

Some members are nominated by the teacher's union.

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

na

The department coordinators are required to be a part of PDEC.

Administration

Human Resources Director.

New member is placed on the invite list and shows up at the next meeting.

Central Office administration

Director of Curriculum and Instruction

The appointment is just the standing mandate the administrators and department coordinators sit on the committee.

Superintendent determines some members that must attend.

unsure

N/A

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

This is no appointment to PDEC.

not sure

Admin are appointed by the facilitator.

The principal or administrator designee invites the member in person, who has the opportunity to reflect upon the possibility of joining the group. Teachers view this group as an esteemed one and one in which they want to participate.

The teachers union

the principal appoints and asks who is interested in joining.

The Director of Curriculum and Instruction or Building principals appoint members

Central Office admin decided who would sit on PDEC.

I believe administrators appoint members at times.

Admin appoints

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

I don't think they are appointed

District personnel

PDEC Chairpersons are appointed by the Executive Leadership team.

na

Department Facilitators who are members of the PDEC are posted stipend positions which must be applied for annually.

Administrators also appoint if no one volunteers or wants the nomination.

NA

largely collective bargaining units, sometimes in consultation with district leadership.

Union pick

Building administrators

Unsure.

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

I was asked to be on the committee. The committee does not really change. I have been on the committee for more than 5 years.

building principals. not sure of the process.

Superintendent with input from the group

director hand selects and asks

Unsure

An administrator from each level had to participate. I am not sure how it was decided who it would be.

Building principals

I was assigned to be on PDEC as a member of my buildings leadership team.

The Principal

not applicable

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

Admin team

Members are appointed by central administration

Admin appoints them

Appointed by the building principal

Our curriculum leader appointed me.

See above.

Director of Instruction

Members are selected by the Curriculum Director

The Director of Curriculum, Instruction and Assessment appoints members based on their leadership status in the district.

Volunteer

Administration

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

n/a

na

N/A

Administration or union can appoint

Administrative team members

When PDEC was originally set up, the Asst. Superintendent asked people to be members. The Faculty Associations also appointed members.

The union does appoint some members. We choose a building rep who represents elementary, high school and student service teachers

Each building principal will choose who they want for various reasons.

Members were appointed by their building administration and Superintendent.

Our central office appointed some members, including district leaders.

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

NA

N/A

Members are not appointed.

Again, you are incredibly out of touch with the situation in virtually every public school right now. We don't have enough people to teach, drive buses, and feed children. PDEC is hardly a priority for anyone at any level.

I assume Assistant Superintendent and Superintendent

n/a

I'm not sure but I think admins appoint or ask members to volunteer.

Central Office

superintendent and discussion with SEA

Not appointed, asked to serve or volunteer.

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

I believe it is by building admin was sent a communication

Superintendent and HR send a letter of appointment.

Not clear who appoints but an email is sent informing you of the appointment. You do have the option to decline.

N/A

Members apply and are selected for stipend position on steering committee which has pdec as one of its responsibilities

Appointed by chair

The committee There is representation for each school within the district.
Most often, members volunteer.

Unions appoint their respective members and the Superintendent selected the central office leaders

Curriculum Director

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

The assistant superintendent appoints teachers

Assistant Superintendent appoints the members

District Administration

Leadership from the district and the teacher union

PDEC includes nominated, volunteer, and appointed members to obtain a range of folks that will represent the various teachers and stakeholders, that will give us representation that is experienced as well as "fresh", and that give us folks who are truly interested in the work that PDEC does.

na

Supervisors and district or school administrators. They appoint a person from their building or specific department to be on the committee to the superintendent.

Superintendent

assistant super- notified via email

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

I believe the building administrator determines the representation from the school.

School leadership appoints members: administration team

Union Leadership selects Participants from Teacher and Admin

Usually administration or other members currently serving on the PDEC committee.

No one is appointed unless they want to be a part of this committee.

Principals invite and teachers may choose to be on the committee or decline.

unknown

Administration nominates and asks members to join. We also have the union president always on the committee. Other members are all administration.

Bargaining units make the appointment.

Central office and union each make appointments

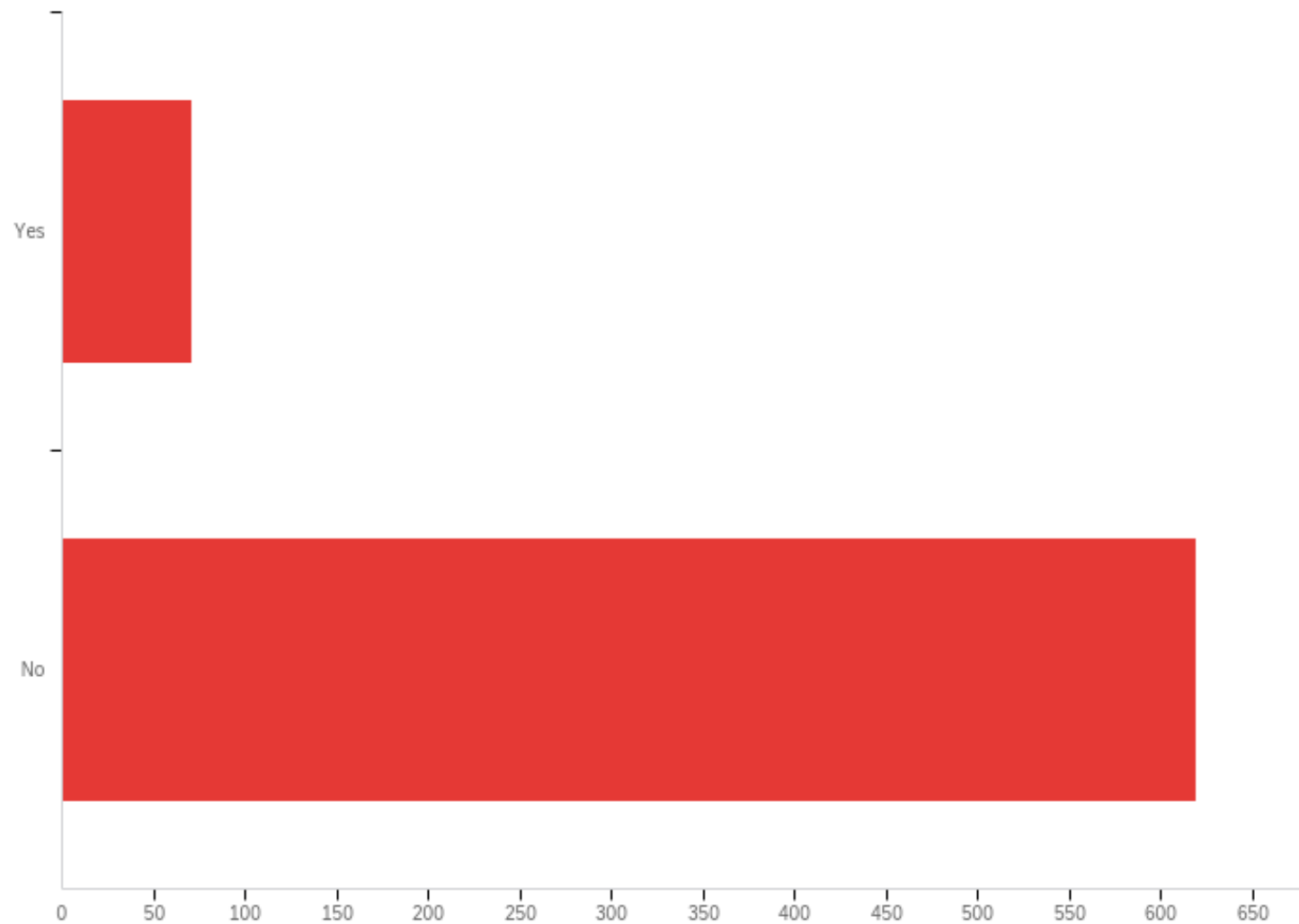
School Administration

Q17d - 17d. If PDEC members are appointed, who appoints members and what is the process?

17d. If PDEC members are appointed, who appoints members and what is the process?

The teacher's union appoints a member.

Q18a - 18a. Is there a term limit for members?



Q18a - 18a. Is there a term limit for members?

#	Answer	%	Count
1	Yes	10.29%	71
2	No	89.71%	619
	Total	100%	690

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

I have not been told of any limit of my time serving on the committee.

Volunteer basis

Three years.

Administrators and teachers can join and stay on PDEC as long a they would like to participate.

Members serve as long as they choose and new members are welcome each year to join.

There is a three year term expectation for teachers on the committee.

Long time members as stated above.

Members from the teachers' union have term limits; all other members are there by function/role.

You can be on the committee for as long as you want to be. We work really well together so most of has have stayed.

But there should be

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

When a person would like to step down, their grade level team will look for a new volunteer.

We are a small district with many committees. There are not enough teachers/staff to fill all of the seats on all of the committees.

Not that I am aware of.

No removal from PDEC

I have been on it since it's inaugural year.

no term limits that I am aware of.

There definitely should be.

Members can remain as long as they wish.

I don't think that there is a term limit for PDEC members.

Every year after being appointed you receive a letter that says it is for a one year term, however membership appears to continue without a set term of length of stay.

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

Not that I know of.

I mean as long as some individuals serve the role of their job

Teachers are limited to serve for 3 years. Administrators are indefinite based on their position.

We currently have insufficient staff representation. People are not volunteering so those on the committee seem to remain.

I do not know.

Three-year term

3 years for teachers all others until they no longer hold the position

teachers serve a three year term.

Teacher members are elected to a 3-year term (limited number of year), but the number of terms are not limited.

There is no predesignated term but it is understood that you would at least serve for a year.

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

I am unaware of it.

The membership has been the same for years with little change.

Not enough people want to do it.

Committee members such as teachers who have sat on the committee can opt out if they want at the end of the year, or volunteer again.

This has never been discussed.

Since it is difficult to find enough people to serve, they keep people as long as they can.

People serve until they cannot

I'm not sure if there is a limit on committee members.

Not that I am aware of.

committee rarely meets

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

unsure of term limit

I don't know.

I don't know.

I'm not sure, but I don't think so.

term limit has never been discussed. Most people on it have been on for years.

Not necessary. Institutional knowledge and memory helps keep the process fair and consistent.

We currently do not have a limit...it is a large group when everyone attends (40 or so)

I do not know if there is a term limit.

Every 2 years the committee is reviewed and some members cycle off.

Members are on until they are asked to leave, or ask to leave.

PDEC members are allowed to serve as long as they continue to be interested in holding the position.

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

We are on as long as we hold certain roles or we ask to step down. We are no locked in for a certain number of years to serve on the committee

1 school year. The process is opened up each year.

We are a very small school, if we had a term limit we may not have enough members.

PDEC is based on a volunteer basis.

No term limit that I know of, though this is my first year as a PDEC member

Each year the standing members of the committee are asked to return.

I am not aware of a term limit.

See 17b - term limits might allow for more teacher leaders to serve on this committee and promote growth

not sure

Members may serve as long as they are interested.

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

They want at least 2 years.

I believe 2 years but you can opt out after year 1.

See 17B

2 years

2-3 years was discussed

Unsure if there is a limit?

There is no term limit. Teachers who join are asked to commit to at least a few years.

We continuously want fresh perspectives brought in and make this committee a shared leadership responsibility.

Unknown.

I believe it is yearly.

But team members can opt out or join, if there is an open spot. (maintaining balance)

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

There is a core group of members since I have served 12+ years, and then many other members ebb and flow.

If you are willing to participate you are on the committee for as long as you want.

We have shifted to district leadership positions as most of them receive a stipend and will stay after school. In addition, they are the ones who support the Director of Curriculum in planning professional learning.

2 year term

I am not aware of a term limit

Not sure, but I don't think there is a term limit.

Most of the people are required to be on the committee, there are no limits to the number of years you can be a member of PDEC.

You can stay on for as long as you are willing to serve.

I have been on this committee for a number of years

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

Members have been on the committee for years. We absolutely need a term limit added.

Not to my knowledge.

I am not aware of a term limit.

We are a small district, if we had term limits, we would not have a good representation of members.

N/A

Members serve as long as they are willing, as it is hard to get anyone to volunteer.

I am unaware of term limits

Not sure.

PDEC members serve for a total of 3 years. 1/3 of the members rotate out each year.

We do not have term limits, as we have a small school and often the same people volunteer every year.

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

no term limit

It is my first year on PDEC. To my knowledge, there is no term limit.

Members stay on for as long as they would like. Our districts believes that this creates a more continuous flow of ideas and initiatives.

It hard to get teachers to volunter

I do not know. I just joined this year.

3 years for members, with membership staggered so there will always be a mix of experience. Co-chair positions are 2 years.

It is three years - however you can come back or extend at times.

Teachers feel overwhelmed and many do not wish to serve on this committee.

2 years

I believe the term limit for our PDEC is supposed to be two years ... however, Covid has kind of skewed that. I also realize some members have been on the committee much longer than two years.

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

for some administrators there is no term limit

Usually a two year term

I think we are suppose to serve for 3 terms. However, sometimes you cycle back on another 3 terms.

for some. for others (district administrators, etc) the placement is permanent

I believe that it is 3 years and then you cycle off, however I could be incorrect.

3 years

unsure

staggered every two years

Term limit for most teachers.

I'm not sure if there is a term limit because it is strictly volunteer.

It is volunteer

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

Same people always on it

Members serve until they decide they no longer want to/can

You are asked if you would like to return and others volunteer as well as gentle asked

I have never been part of a conversation or been made aware of term limits for members

I am not aware of a term limit. This is my second year, and all members were invited to return. New members were also invited, I believe.

We are looking at this to get new voices.

n/a

I'm not sure about the term limits

With such a small pool of teachers to fill many roles in the region, there aren't enough people to do all the jobs. If someone wants to stay on PDEC for many years, that is welcomed.

Based on an annual review of the team membership to ensure there is representation of all major constituents (except non-certified staff at this time), team members nominate staff that may not be fully represented.

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

There is no limit that I am aware of or notified of

As long as PDEC members remain interested in serving, they are allowed to continue

I am not sure if there is a term limit.

As long as you can continue serving on the committee you stay on it. No one is knocking down the door to be on it.

I don't have a problem with term limits. It allows for many different individuals to serve and to hear different opinions.

Each year, PDEC members may step off the committee, and new members may join.

Yes and no. Some people are 2 year terms, others are "lifers"

Staff members are free to leave the group as they need to, with notice to the Curriculum Director.

As of right now we do not have a term limit.

We have new administration so we there may be may be a term coming soon...

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

never been discussed

Not to my understanding.

We began meeting last January after a years long hiatus. Since we only accomplished creating a survey last year (which some teacher members did not feel was the best use of our time), we continued with the same membership so we could select priorities on which to work this year.

I do not know.

I don't know if there is a limit.

2 years

We don't have any information or "rules" about being on the committee. I'm not sure the leaders of our PDEC have even thought about logistics or organization. We find out about meetings 1 or 2 days before the occur.

Not sure- this is my first year on the committee.

There is no time limit. We hope that members who join attend all meetings

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

People come and go as they choose.

Not that I know of. I think the vacancies were from people who left the district. I'm unsure.

Recruitment and retention has been difficult. We are happy to have members for as long as they are willing to serve.

2 years. Committee is reconstituted based on new survey data.

There isn't a term limit. People can be on the committee for as long as they would like.

Teachers are nominated each year, though people can be renominated.

I am not aware of term limits

Strictly volunteer.

3 year appointment

I have no opinion on the matter. I can see both sides.

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

Team leaders, coaches, and administration serve on the committee.

We elect every year and the committee is open to all voices.

Staff filter in and out of the years, usually teachers only serve for a couple years before allowing someone else to join.

Voluntary with annual invitation to join

Three year term limits.

I am not aware of any limit of members, though typically it is not more than one or two from each program.

I'm not sure I don't think so .

3 years

three years

Typically three years

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

Three year cycle

Seems like anyone can join and there seems to be a call for membership every year.

3 years

I think it is two years, with the possibility of renewal.

Three year terms

There used to be and with the pandemic it did not make sense to have a time limit and rotate people who have not been involved with this.

Once you are on, you are on unless you asked to be removed

I am not aware of any

As long as you are an administrator, union president, and curriculum leader, there is no limit.

We do not have a term limit but there tends to be turnover.

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

Members can remain as long as they wish.

Unknown

Annually participants renew their committment or are replaced when they step away.

NA

There isn't a term limit.

Teachers are able to stay on the committee as long as they feel able to make a commitment

Most of us volunteer to be on this committee so we don't have any length of time we need to be on it. At the end of each year admin ask if we want to continue on for the next year.

I was told it was a two year commitment but I am now going into year 5 on the committee. There are 2 new members to replace people who have retired.

I have been on for at least 5 years. The members haven't really changed since I've been on it.

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

I've been on the committee for 8 years

I am not aware of a term for members

Members stay on as long as they like. When a member steps down, a new member takes their spot.

There has never been any discussion of this as far as I know.

As with many districts a small number of the same people volunteer for committees, so if the team is working well, it stays intact. Eventually people drop off the committee, new regulations come into the district or a new curriculum director or superintendent is hired and the process for a committee restarts.

I really have no idea if there are term limits. That was never mentioned at our first meeting

An administrator from each building and central office is on the committee. Then there is one teacher from each school. When one teacher decides to leave, another volunteer is asked for.

it's never been discussed

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

Members can stay for as long as they want

No limit that I am aware of.

No need to formalize...as vacancies occur, we fill them from ideally from the same school.

Members remain on the committee as long as they serve in the role of administrator, director, coach or team leader.

There are no term limits to my knowledge.

At the school year's end, reps are asked if they would like to continue on PDEC for the following year. If they pass, then a new volunteer can fill the spot for their school.

I'm not aware of any term limits. Since it is voluntary, members are asked yearly if they would like to continue or step down.

At the end of each school year members are given the option

Try to bring in members, but small district must utilize volunteers interested

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

Challenging to get volunteers

I don't think this has ever been discussed. It's difficult in our district to get people to participate in these types of committees.

There is a sign up for the committee every year.

There has never been a term limit to my knowledge and we are always asked if we want "out" at the end of the year.

I have been on the committee for many years, to be a voice for our school in the district. Some are only on it briefly.

Not that I know of.

Small school of 20 staff

Each year, members are reminded that being on the committee is voluntarily and they may continue to be on the committee if they choose.

Again, you are incredibly out of touch with the situation in virtually every public school right now

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

There is no term limit and having been on it for years I wish there was!

We have enough turnover that we appoint new members every year

There should always be an opportunity for staff to be involved

I do think there should be a term limit for whenever possible

Very small school, only 8 teachers.

I've been on the committee since it began.

You serve for 1 year, then have the opportunity to reapply

Same people as long as they are still in the district and don't need to be replaced.

On unless you decide to leave.

I don't believe there were terms.

I am not aware of a term limit for members.

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

not that I am aware of; however membership has changed

Progress requires continuity of the committee, but we would be open to term limits for school based members. Central office leaders must remain the same.

I believe it's two years and a member has to give a one year's notice if they desire to no longer serve on our PDEC committee.

Some members have been a part of the committee for many years. I have been on the committee for three years

2-3 years

2-3 year terms

Members rotate on and off but there is no formal term.

na

I have been on the committee through multiple administrations.

It is a 2 year commitment.

Q18b - 18b. Optional: Please explain your response to the question (18a) above.

18b. Optional: Please explain your response to the question (18a) above.

Due to this being voluntary we do not set limits on term.

We often have trouble getting members so there are no limits to the terms

There may be, but I am not aware of it.

We try for two years service to achieve consistency.

It does rotate but there is not a defined term or office. I think the consistency of some members from year to year is essential.

There is a two-year term.

they have to serve at least 2 years

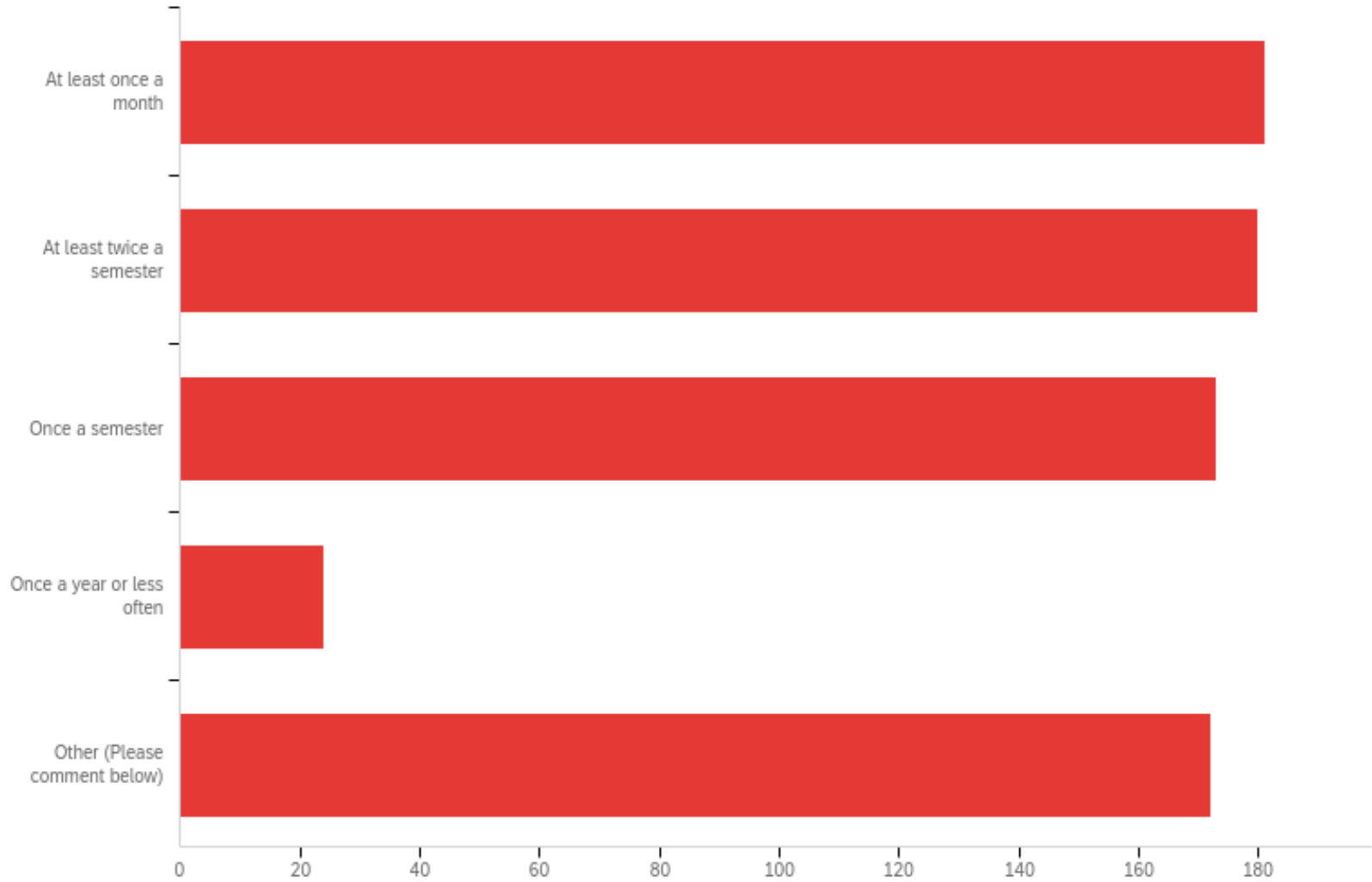
I am new to the committee, but I do not believe there is a term limit.

Folks remain on PDEC to ensure consistency

No sure

It's by mutual commitment

Q19 - 19. How often does the PDEC meet?



Q19 - 19. How often does the PDEC meet?

#	Answer	%	Count
1	At least once a month	24.79%	181
2	At least twice a semester	24.66%	180
3	Once a semester	23.70%	173
4	Once a year or less often	3.29%	24
5	Other (Please comment below)	23.56%	172
	Total	100%	730

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

every other month

Varies year to year

TBD for 2021-2022

We try to meet once a month

Minimally quarterly with a few more meetings at the beginning and end of year.

once every two months

We meet around 5 times a year- before school starts to finalize August PD, then before each PD opportunity and then again at the end of the year.

1-3 times a year

Twice a year - once in the fall and once in the spring.

A few times a year

2-3 x yearly

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Whenever it is remembered that we need to meet.

We used to meet once a month until the new leader took over.

At least quarterly

Meet. More often before professional learning day

3-4 times a year and as needed

Three times per year.

We plan our meetings around our PD Schedule and other PDEC responsibilities. We meet about 7 times per year - so less than once a month, but very frequently.

2-3 times a year

we meet regularly to plan depending on our PD days

Fall and Spring with all members, core members more frequently

meet prior to PD days

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Usually about a month or so before each of our full-day PD days, excluding those at the start of the school year, which are planned by admin and without PDEC's involvement. (Those tend to be organizational, however: Staff meetings, teacher prep time, team-directed meetings, etc. So that's not a major concern.)

Every other month as of a few weeks ago

Maybe 2 or 3 times a year.

4 times a year

Skipped November 2021

a few times a year (3-4)

as needed

Since the pandemic, we have moved from monthly to at least 2x per semester

3-4 times a year

four times a year

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

4 times per year

varies based on needs that year

2 times per year

at least 2-3 times/year, or more depending on need.

Twice/year

3 times a year

we have three meetings scheduled this year.

quarterly

4- 5 times per year

Moving towards every other month

Usually once a month, but some months we do not meet.

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Meetings are sporadic and seemingly need based.

3x/year

not a scheduled process. We did meet in the summer 3x

3X per year

Every couple of months and more as needed based on the work that needs to be done.

a few times a year

4 times a year.

Typically every other month

I would say every few months unless we have issues that need to be addressed. If this occurs, we have more frequent meetings.

Twice a year. More often pre-covid

Not sure. This is my first year on the committee.

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

3 times per year

3-4 times per year

We meet the fourth Monday of each month

2-3 times a year based on needs. We used to meet for a full day and we dropped to a 2 hour meeting.

about 3 times a year

Fall and Spring and when necessary

About 3 times a year

three times a year

Multiple times a year

2-3 times per year

few times during the year 3-4

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

sporadically

Every other month

Every other month

four times a year

we have 4 scheduled meetings for this school year

4 Times during the school year but will add additional meetings if necessary.

about 4 times per year

3-4 times per year

2-3 times a year depending on need.

First meeting was recently.

every other month

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

At least 5 times a year

few times a year

3 or 4 times each year, depending on the year

We meet 5 times per year (September, November, January, March, and May)

Once every 2 months

Randomly chosen dates

Used to be once a month with pandemic once or twice a year

4 times a year

3 times a year

When needed - usually 4-5x year

every other month

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Every other month

Every other month

We meet every other month

Before and After PD Days

Frequently - more than once a month sometimes.

It depends on the needs.

4 x per year, or as needed.

twice a year

When we were a large group, we met 6-8 times a year. We do not meet regularly now.

As needed

Bimonthly

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

3 times a year

3 times a year

It does vary depending on the year.

3 times per year

3-4 times a year

3 times per year

3x a year

once a month

Once a month unless meeting is canceled due to leadership opportunities

Three or four times each year with additional meetings and subcommittee meetings as needed

three to four times per school year

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Once every 1-2 months

4 to 5 times a year

4 x/year currently (pre pandemic-monthly)

2 times per yr

4 times per year

once a trimester

4 x per year

3 times a year

Typically quarterly and more if needed due to changes in the regs.

before covid

3 times per school year

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Three times per year

3-4 times a year

3 times per year

3x a year

Three times per year

First time Member

Every two months or so.

supposed to be once per month, but meetings are frequently canceled

3xs a year.

before each scheduled PD day

Although not put in terms of semester, we meet at least 3 times a year.

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

intermittently as needed

three times/year

4x year

4-6 times a year for 2 hours

every couple of months

At least four times per year

when admin feels it is necessary

About twice a semester, but we also meet on an as-needed basis, especially over the past year with the flexibilities

with other meetings as needed

About 3 times a year

The committee meets once a quarter unless more meetings are needed based on district needs.

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

3-4x a year.

It's been very inconsistent recently, but before the pandemic, it was about once every month or two.

not sure of the exact but my guess is about once a semester

we met monthly pre-covid, but we're meeting on an as-needed basis now

Usually once a trimester

unsure, new committee with new superintendent

Not sure- new to the process

4 times/year

twice a year or as needed

rarely

we are trying to meet every few months.

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

2 x per month

varies

once every quarter

Whole committee meets 4 times per year. Subcommittees meet in between

Subcommittees meet once per month, whole PDEC committee meets a few times per year

As needed

3-4 times per year

Previously, more than once a year, but since pandemic once per year.

3-5x per year

3-4 times/year

3 times a year

Q19 - 19. How often does the PDEC meet?

Q19_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

we meet as a whole committee and subcommittee meet more often

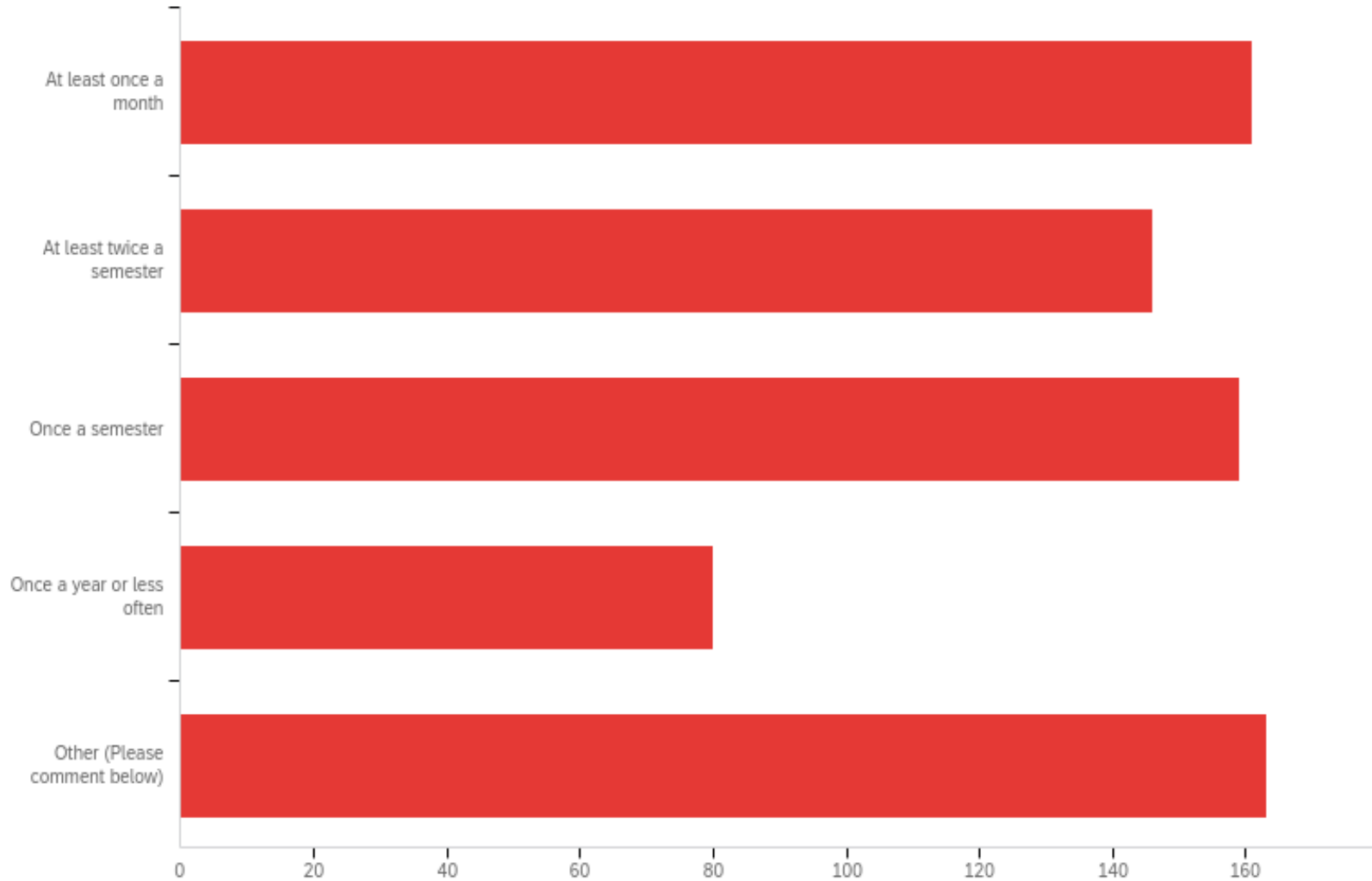
We rarely meet

3 times per year

4x per year

We used to meet more often than we have recently. We met once last fall and once this past summer.

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?



Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

#	Answer	%	Count
5	Other (Please comment below)	22.99%	163
4	Once a year or less often	11.28%	80
3	Once a semester	22.43%	159
2	At least twice a semester	20.59%	146
1	At least once a month	22.71%	161
	Total	100%	709

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

As needed.

Varies

TBD for 2021-2022

Currently we do not have a formal communication system

Information is shared as decisions are made that impact schools or district action plans

ongoing

This is ongoing throughout the year.

Whenever information is necessary for me to share, I do so with my grade level team. Other information may be emailed out by the committee.

When they have info they give it to the others at PLC

2-3x yearly

other than meetings... never

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

As often as warranted

as often as needed

At least 3 times a year

after PDEC meeting info is shared with administrators/teacher union reps

Several times a year

It is ongoing.

After each meeting

2-3 times a year

after every meeting

Regularly when necessary

t meetings once a month. Basically timelines for evaluations.

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Fall & Spring with all members - core members more often

We are not allowed to

Every other month; agenda items and minutes; email

Whenever the committee meets the information is relayed to staff

I don't know. Am new to this this year.

As information is necessary to share and/or inform.

members report out at faculty meetings

depends

as needed

Again, it has changed since the pandemic to at least once a semester.

continually

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

four times per year

On an as needed basis

Most information comes from the top down.

as needed

after each meeting, or as it is shared with them to communicate to colleagues

Twice/year

as meetings are held info is shared

quarterly

During time provided at faculty meetings

after meetings

At all school leadership meetings and then staff meetings

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Sporadically/As Needed

As often as we meet

Throughout the school year

As needed prior to and between meetings.

Information is shared through departments or building administration

It may be more once the documents are completed

Some members report out to their PLCs and or faculty meeting. This is something we need to improve upon.

none yet

intermittently and without predictability

Not sure

not sure

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

as needed

After each meeting.

I don't think there is a communication between PDEC and and teachers not on the committee

Ongoing communication opportunities (Shared Google folders).

ongoing communication opportunities (i.e. email and shared google folder)

Unsure at this time

Usually around professional development which equates to 2-3 times per year

Usually after each meeting and then as needed based on new information/ staff needs.

I haven't been asked to share anything, but I'm a relatively new member and we have had Covid.

I don't know

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

After each meeting

I think after each meeting so about 2-3 times a year

after district meetings

District leaders send out a memo

at next team meeting

2-3 times a year

As needed at monthly staff meetings

when we are asked to

When necessary

Mostly decisions are communicated through administration

multiple times throughout the year

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

As needed. Sometimes often, other times less often

3 or 4 times each year, after meetings occur

At least once a year or more if new info to share

The only information shared at the district level is the actual plan. The union provides a monthly update at their union meetings.

In passing

I think this is a big gap

after each meeting at building staff meetings

Frequently-at monthly faculty meetings, PLC's and with updated emails

After meetings and/or as needed

as needed

As meeting occur

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

As needed

When needed

'Currently working on setting strutures

Unknown

re-establishing the communications

As needed

not sure

I don't know

As often as needed

I'm new to the committee. Unsure.

As needed

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

We get a presentation at the beginning of the school year about the plan; but it comes from our building leadership team NOT PDEC.

As needed

Administration tells school and district colleagues the focus for the year.

As needed

at least 3 times a year

3 times a year

At least following each meeting.

as needed

after each meeting

3 times per year

We don't have a consistent system for all buildings. Sometimes my building administrators don't attend the PDEC meetings for the whole time, so they miss important information and it doesn't get shared out with my staff members.

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

rarely

Information rarely gets dispersed to other colleagues unless they are on the committee.

after each PDEC/PLEC meeting

4 to 5 times a year

unsure

once a trimester

When needed

After each meeting

Quarterly.

not a responsibility of members who are not administrators

none

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

After each meeting.

When needed.

After each meeting

There is never time given for our PDEC members to talk to the whole staff about our meetings. The Assistant Superintendent usually speaks through emails to all staff.

before each scheduled PD day

The curriculum director relays most information when needed

There really hasn't been any district wide communication about the work of PDEC

The information is shared by the local member so it usually occurs before and/or after a PDEC meeting

As needed when impacting practice

There isn't a communication protocol.

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

after each meeting

as often as needed

Random

After meetings

Communication usually comes from the Asst. Superintendent, not from PDEC members

After each meeting the information is shared with the stakeholders in the building.

3-4x a year.

PDEC does not directly communicate any information with school and district colleagues. Information is communicated through the superintendent's office.

annually

as needed

I think this is done on an as-needed basis.

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

unsure

our PDEC reps at each building are expected to share our work at faculty meetings. they have a standing 10 minute block

Sometimes more frequently than monthly

As needed

just the admin communicates

varies

at least once every quarter

This is my first year and we have presented at 1 staff meeting already

As needed

At the beginning of each school year, and as needed going forward.

Annually or as needed.

Q20 - 20. How often do PDEC members communicate information and decisions with school and district colleagues?

Q20_5_TEXT - Other (Please comment below)

Other (Please comment below) - Text

As needed. We have great communication this year so far!

immediately preceding and following meetings for inquiry and update

we communicate PD opportunities and news regularly and meet as a school annually to set goals

3-4 times a year

3 times a year

Following every meeting

they share at staff meetings, meet with building administration

after each meeting- 4x/year

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

what central wants

to update the evaluation process. To plan PD days with offering to support district initiatives.

to provide effective PD for our teachers to promote student learning

to provide PD for employees to better their craft or what they need.

to plan professional learning opportunities for all staff, review data from previous PD days to evaluate effectiveness, to clarify district evaluation plan and discuss any flexibilities or changes

to plan professional development

to plan PD days and make sure no one gets forgotten

this year- to protect as much continuous in-person learning as possible

there are really none but prof development is often the focus

the priorities of the pdec are outlined by the mission and vision of the district. Currentl we focus on Equity, Mastery, and SEL.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

teacher/student growth, instructional improvement

teacher growth that fosters student achievement

teacher evaluation and professional development

teacher evaluation and effectiveness of the plan and PD

teacher evaluation

teacher evaluation

teacher evaluation

teacher eval process

teacher choice PD

survey eval

supporting/advising the director of teaching & learning
connecting with other team mentors

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

supporting teachers with technology, teacher evaluations, curriculum concerns or updates

supporting teachers

support teachers and align with district and state goals and initiatives

student engagement, engaging instruction, productive instructional practices

student engagement and faculty needs

student achievement and growth, providing relevant professional development

staff needs and student needs

revision of our own plan for evaluation

revise and or edit our current teacher evaluation rubric

reviewing the TEVAI plan

providing meaningful PD opportunities for staff; and reviewing the Evaluation process

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

provide quality professional development for staff; review staff feedback and make adjustments; review flexibilities related to educator evaluation;

provide professional learning opportunities to staff.

provide appropriate professional development opportunities
provide an appropriate teacher evaluation for all teachers

professional learning and teacher evaluation

professional learning and an evaluation plan that result in improved student learning

professional development sessions

professional development selection

professional development planning

professional development for staff based on needs of the staff and students.

professional development

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

professional development

planning for professional development days; supporting schoolwide work towards SLOs

not sure

none

new district initiatives

na

meaningful teacher feedback

meaningful professional development for teachers to improve teaching practices, student engagement, technology, etc.

making teacher eval transparent

making sure teachers have enough time to complete professional obligations, meet with grade-level and/or subject matter teachers

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

making sure PD is meaningful

last year our priority was streamlining the evaluation process, including making changes to the platform to make it more user-friendly. This year our focus will be on the effectiveness of professional development opportunities being offered by the district.

improving current evaluation system in our district

implementing flexibilities

growth in teacher practice and related student achievement through collaboration

finding the PD that is most likely to accomplish the administrators needs while making the teachers feel they are in control

explaining the evaluation plan to teachers

evaluation tool

evaluation for certified and non-certified

evaluation and professional learning

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

evaluating and developing quality PD for all teachers

equity in our school district and teacher evaluation

effective communication of teacher evaluation process and procedures to all staff members, decision making that benefit teachers and evaluators collaboratively

district advancement plan

curriculum

currently we are waiting for the teacher survey to be returned to PDEC so future appropriate PD can be created

creating a district wide professional learning calendar, ensuring clarity of flexibilities and general plan, updating platform structures,

common understanding of TEVAL process. reviewing feedback of PD sessions.

clearly defining our district needs and creating a comprehensive PD plan for the school year that aligns with the district goals.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

alignment of profile of a graduate to what evaluation system we are using.

accepting the state's recommendations for evaluation, creating PD to meet the needs of the teachers while satisfying the requirements of the administrators

Whatever the assistant superintendent tells us

What is entailed in the Eval process

Professional Development

Keeping in the loop with the State and when to update our plan

We were working on an over hall of our T-Eval system prior to the announcement that the state is reviewing it's guidelines. That work is now on hold.

We want to make the teval process fair and give teachers the opportunity to follow the state flexibilities this year. We are getting push back from the superintendent.

We spend a lot of time making surveys for the staff.

We seem to primarily focus on the evaluation process, but also consider professional development plans and compliance with state laws as needed.

We seem to be prioritizing feedback forms for PD. Not meeting at all last year has changed our priorities for this year.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

We have been trying to shift to more informal observations in lieu of formal observations prior to covid. Our local board rejected that idea after several years of work.

We adjust to shifting flexibilities offered by the state and communicate them to staff.

We serve as a resource to teachers and administrators regarding the process.

We have a new curriculum director who is very teacher oriented and listens to the committee and individuals and wants the best for both teachers and the district (yes we are lucky).

She and committee want PD that is effective and useful, to hear from teachers and an evaluation system that is fair and not cumbersome.

We do not have established priorities. The administrative priority seems to be in making sure the plan fits their agenda. I can say professional development is definitely NOT a priority. Our PD is always decided at the last minute. There isn't a long range plan. Our district doesn't even have a full year plan.

We discuss all subject areas. We discuss what is going well, where there are gaps, how we can improve, scope and sequence. We align our curriculum and discuss this across all grade levels.

We aspire to support the development of a culture of learning for all in which teachers and administrators value a collective responsibility and commitment to collaboration and continuous learning through professional feedback to ensure achievement of the vision of a graduate.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

We are divided into 3 subgroups: Professional development and learning, Teacher evaluation, and Curriculum writing.

Vision of the Graduate

Updating our school improvement plan and look at curriculum and teacher instructional practices. We also look extensively at our PD schedule.

Update annual evaluation plan requirements to align with state flexibilities.
Work to create a more individualized PD program for all staff.
Provide equity to all ACES staff in the area of PD.

Unsure.

Unsure, it is very proscribed

Unsure

Uncertain. Largest focus is probably on teacher evaluation.

To vote on district wide decisions and help draft school initiatives

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

To support the PLCs and plan PD work

To support teachers' professional needs as well as the evaluation process

To support teachers through professional development and the evaluation process.

To show we have a committee approach and mutual say concerning PD needed in the district.

To set the year's dates for meetings (staff and professional development)

To review evaluation processes

To share thoughts on professional development needs.

To revisit the TEVAL in support of district priorities, value of teachers and support staff, while ensuring student achievement gains.

To review survey data from previous PD's and to continue to develop the teacher evaluation plan for our agency.

To push the district agenda forward.

To provide staff with relevant, useful professional development that is reflective of their needs and desires. To bring transparency to the evaluation process and support to teachers.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

To provide our district with the best opportunities for professional development practices and to make evaluation of staff be efficient and effective.

To provide more opportunities for professional dialogue including feedback from administration aligned to the CCT Rubric. Our district administration has partnered with Revision Learning to hone their craft in providing meaningful, actionable feedback to improve instruction and enhance student learning.

In a concerted effort to align with our district's Strategic Coherence Plan, PDEC has also worked with ReVision Learning to develop an evaluation plan that provides ample opportunities for targeted feedback leading to professional growth and better outcomes for our students.

To provide meaningful professional learning to staff that is monitored and supported through supervision and evaluation.

To provide appropriate professional opportunities and development of teacher eval plans

To provide appropriate professional development opportunities and develop a teacher evaluation plan to support the educators

To provide a common resource for both teachers and administrators to use when planning/evaluating lessons.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

To meet the needs of the students and staff

To meet the needs of teachers/ administrators as they strive to achieve set goals and as they find need for professional learning

To meet the needs of students and staff

To make sure our district's teachers are clear about the demands of teacher development.

To look at professional development and think about staff led professional development to meet the needs of the staff within our district.

To listen to teacher voice, To empower teachers to make decisions about their learning. To ensure PD address strategies to improve instruction and student growth

To keep current with guidelines at the state level and pass that information to our staff, provide a sounding board for staff concerns related to evaluations, and vote (when possible) on adoption of plans/guidelines for the current year.

To improve the TEVAL process.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

To implement a meaningful professional development and evaluation process for teachers.

To give the professional development that staff are asking for, to make sure the TEVAL process is clear.

To ensure that the professional development meets the needs of the teachers and is supportive of district initiatives.

To ensure teachers' voices are heard in discussions about teacher evaluation and professional learning

To ensure quality PD for our members (when permitted to give input)

To ensure that evaluations are done consistently and in a timely fashion

To ensure our professional development opportunities are aligned with district goals and input from all stakeholders are utilized in creating those PD opportunities. We also discuss the impact of our evaluation plan on all stakeholders, and whether we feel the plan is effective and has its intended impact on teaching and learning.

To ensure 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.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

To enhance the learning environment for our students, improve overall achievement, and make decisions based on curriculum, instruction, and assessments with student progression in mind.

To discuss PD provided at the district level as well as the specific details of the evaluation process. We also discuss necessary changes to be addressed each year.

To develop valuable professional development opportunities

To develop menu style professional learning that can be tailored to individual needs.

To develop appropriate goals for the school year and discuss professional development opportunities to support the goal.

To develop a PD schedule for all levels affording opportunities for vertical alignment

To determine professional development needs and provide PD that is relevant, necessary and timely.

To bring any concerns regarding the evaluation process to the meetings to be discussed, addressed, and changed if need be.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

To be involved in the professional learning development & HQI training

To ask the teachers what kind of PD they want and then design PD around what teachers are asking for.

To agree on the recommended evaluation process

Those are being determined now, based on teacher survey data.

This year: new program implementation

This year, priorities are accelerated learning and curriculum writing/revisions.

This year our priorities have been very focused on SEL for the school. The impact of the last two school years have left even the most seasoned educator feeling as though they have struggled to keep student engagement. We have focused much of our PD opportunities to fortify our team members with the tools they will need to support best practices.

They have shifted.

The professional development seems to be driven by state standards and our changing curriculum.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

The priority of our PDEC is to have meaningful conversations with certified staff in order to receive feedback on the evaluation process. Additionally, to glean information regarding professional development opportunities, what has worked or been helpful, what has not worked or been helpful, and what needs exist for professional development.

The priorities should be to provide PD and teacher eval. that improves teacher effectiveness and student achievement, but the hidden priority is check the boxes that we met and developed a plan that both sides can live with.

The priorities of our new PDEC are to reestablish the committee, create a professional development plan that is reflective of teacher need and interest, and ensure that we are in compliance with state requirements after a two year gap in even having a committee under past administration.

The priorities of our PDEC are improving and clarifying the teacher evaluation process as well as professional learning opportunities with an emphasis on teacher and learning and culturally responsive teaching.

The priorities of PDEC are to make sure that the teachers in the district are supported with professional development that gives them practical information they can take right to the classroom. It also prioritizes the need to have an effective and fair evaluation for teachers depending on the amount of time they have taught.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

The priorities have been to evaluate professional learning, make suggestions and support teachers in their professional learning. We have spent some time on teacher evaluation but not much. Our teachers have not wanted any change regarding the plan and we are waiting for the state to let us know what our next steps are for the TE revisions that will be coming in the next few years.

The priorities for many years has been teacher evaluation. This year we are moving toward PD and instruction as the goal.

The priorities are to improve the teacher evaluation process so that it is meaningful and effective and to improve the quality and effectiveness of professional development provided by the district.

The priorities are to give teachers meaningful professional development opportunities to enhance the learning and well being of all students.

The past few years the priority has been on teacher evaluation, with little discussion about professional learning. With a change in leadership we now have begun to focus more equally on both.

The evaluation process and organization of district professional development sessions.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

The Teacher Evaluation Process

That we collaborate on all our decisions for district PD and teacher evaluation

Teacher led/directed professional learning opportunities. We want the time to be meaningful to those involved.

We also focus on evaluation changes and questions that arise.

Teacher improvement via professional learning. We recently made a change to our PL schedule which should benefit the learning experiences and growth of teachers. I thank leadership for that decision.

Teacher evaluations, disseminating information, planning PD

Teacher evaluations and professional development planning.

Teacher evaluation, professional development, and curriculum alignment

Teacher evaluation, district-wide initiatives pertaining to curriculum, instruction, social-emotional learning

Teacher evaluation, district improvement plans

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Teacher evaluation, district Equity initiatives, district-level PD planning for curriculum & instruction

Teacher evaluation revisions.
Professional development scheduling.

Teacher evaluation process and professional development

Teacher evaluation flexibilities.

Teacher evaluation and professional development

Teacher evaluation and PD

Teacher evaluation
Computer sciences
Instructional practices
Equity and Diversity

Teacher evaluation

Teacher and administrator evaluation

Teacher and Admin Evaluation Model
The Instructional Framework
Four areas of Equity (High Quality Pedagogy, Social Emotional Learning, Cultural Competence and Family Partnership)
Professional Learning to support the aforementioned areas

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Teacher Evaluations, Professional Learning

Teacher Evaluation, TEAM

Teacher Evaluation, Student Engagement, Equity and Antiracism, Computer Science Implementation across all subjects and grade levels

Teacher Evaluation, Professional Learning opportunities for the district and school buildings.

Teacher Evaluation clarity and consistency

Teacher Evaluation and providing meaningful and effective Professional Development for all educators.

Teacher Evaluation Process

Teacher Evaluation Plan and high quality Professional Learning.

Teacher Evaluation Framework (2021-2022)

Teacher Evaluation Flexibilities and possibly tweaking our teacher evaluation plan to be more meaningful to teachers.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Teacher Evaluation , Professional Development

Teacher Evaluation
Providing support on goals and SLOS
Feedback regarding professional development

Teach eval

TEVAL, and PD days

TEVAL and PD

TEVAL
Professional Learning
TEAM

TEVAL
PD

TEVAL

TEVAL

TEPL II handbook and support materials, calibration of evaluators and support materials for teachers.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

TEAM and TEVAL

Planning PD

Surveying members to identify priorities for this year

Informing revisions to Evaluation Tools

Using evaluation data to inform Professional learning

Supposedly to create meaningful PD even though we were told that a lot of it is out of our hands and driven by CREC

Supporting teachers and staff in professional learning opportunities, supporting teachers in teacher evaluation

Supporting teacher growth to improve the service we provide to our students and families.

Supporting staff in curriculum needs and education

Support of teachers to support student achievement and emotional development

Student learning and staff understanding of student's cognitive function deficits as it applies to the post secondary environment and/or employment and independent living.

Student learning

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Student improvement.

Student growth

Student achievement and professional development

Student achievement and equity

Student Learning Objective indicators, Summative evaluations, mid-year conference

Strong professional development aligned to teacher practices, school improvement goals, district strategic plan, and student performance.

Strengthening and improving curriculum; ensuring that teacher evaluation is understood by all

Streamline the rubrics (which we have done...develop a handbook or resources for TEPL 1 (general education) and TEPL 2 (Effective Service Delivery))

Staff evaluation, student progress, D, E, I, culture and climate positive growth, staff and student safety and curriculum enrichment

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Special education has initiatives, implementing Diebles 8th, RULER training

Shifting to more impactful professional learning.

Setting professional development. Prior goals included growing teachers as leaders but a superintendent change ended that.

Setting our professional development calendar and reviewing our teacher evaluation process.

Set the school calendar (PD days), discuss PD opportunities, summary from each department regarding initiatives and progress for the year.

Sensible, solutions-oriented teacher evaluation practices and goals-focused professional learning

Seems to be to get input/buy in on eval processes.

Seems to be NEASC related and planning time, rather than actual PD

Scrambling to approve PD offerings ... reactively rushing to approve flexibility docs

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Scope and Sequence for the year
Vertical teaming
Planning for PD

School improvement for both teacher and students.

School improvement

Scheduling our PD days.

SLOs/IAGDs
Summative
Differentiating evaluation for staff in non-classroom roles.

SLOs, summative, and differentiation

SEL, teacher & co-teacher collaboration, technology

SEL, restorative circles, and any personal development that teachers are working on for their goals.

SEL, Curriculum revision, HQI, budget issues, and teacher evaluation

SEL and developing a culture of inquiry

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Right now, it seems like teacher evaluation. We haven't discussed professional development yet.

Right now getting back on a normal track for observations and evaluations due to the pandemic.

Right now Curriculum revision.

Revision of our evaluation plan with feedback from staff members (i.e. survey)

Reviewing the teacher evaluation plan and discussing professional development needs

Reviewing the guidance from the State for our teacher evaluation system. Providing this information to administrators and teachers. Identifying and planning out the district professional learning dates. Reviewing teacher feedback around PD offerings.

Reviewing district goals and aligning professional development opportunities to district and school goals. Providing a process for teachers to express needs and desires for professional learning which the district honors. Opportunity to provide feedback on the evaluation process, coming to agreement on flexibilities.

Reviewing current evaluation plan

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Reviewing and modifying the evaluation focus for educators

Review/implement the non-certified staff evaluation process.
Review/implement flexibilities for 2021-2022.

Review the teacher eval process, at one point (preCOVID) we were involved in brainstorming PL for the district

Review teacher and staff feedback to inform PD and SEED evaluation decisions.

Review survey data from previous PDs and to continue to develop teacher evaluation plan to be most meaningful for our agency.

Restructuring the committee...it is TOO big and consensus is hard.

Responding to state initiatives in a way that is amenable to our district.

Represent the districtwide staff, and inform and get feedback.

Relevant professional development for faculty and staff.

Reflect and refine district wide professional development.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Refining our Teacher Evaluation process in order to make it the most effective and meaningful for staff. We also work hard to make our Professional Development most relevant for staff and we give them the option to choose their own PD a few PD days a year.

Recently meetings have discussed updates to the plan based on state guidelines due to Covid.

Recently it has been the evaluation tool, but we always attempt to steer more towards professional development programming and frameworks.

Quality professional development based on teachers' needs

Providing teachers with the PD needed to help all students achieve our district's Vision of the Global Citizen

Providing relevant professional development that aligns with district and state standards.
Navigating through the teacher goal(s) and evaluation process.

Providing professional learning opportunities that are relevant to district initiatives (student achievement, SEL); Ensuring the appropriate use of the new flexibilities for teacher evaluations.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Providing information to enhance teacher instruction.

Providing PD and revising TEVAL plan

Provide high quality professional learning opportunities for staff.

Provide guidance for the delivery of effective professional development programs.

Professional learning, teacher evaluation and curriculum and instruction

Professional learning tied to district improvement and evaluation of teachers.

Professional learning planning and review of the teacher evaluation

Professional learning for the district

Professional learning development for our staff, analyzing feedback/data/surveys

Professional learning around acceleration. Evaluation procedures.

Professional learning and opportunities and teacher evaluation

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Professional learning and evaluation.

Professional learning
curriculum
evaluations

Professional learning

Professional learning

Professional growth through supportive practice

Professional development, evaluation

Professional development updates and curriculum issues.

Professional development planning and department/team goals.

Professional development needs

Professional development for the district and also our evaluation plans for the district. Ensuring consistency for the district.

Professional development calendar
Staff evaluation procedures

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Professional development and the effectiveness of the teacher evaluation system.

Professional development and teacher evaluation

Professional development
gather resources
Revising and creating handbooks

Professional development
educator evaluation
data

Professional development
Evaluation process

Professional development selections.

Professional Learning planning and, recently, approving the state flexibilities for evaluation

Professional Learning and Evaluation - Coaching Teachers and building capacity

Professional Learning Planning
Teacher Evaluation Updates and Review
Districtwide matters of professional interest

Professional Learning / Teacher Evaluation

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Professional Learning
Student Growth

Professional Learning
Evaluation

Professional Learning
District priorities

Professional Learning

Professional Growth and Student Success

Professional Development, Teacher Evaluation, Assessment, District Improvement Plan, District Goals, Vision and Mission

Professional Development for staff and teacher evaluation

Professional Development for Teachers
Teacher / Admin Evaluation
Teacher / Admin Support and Growth
Teacher Choice in their own Professional Development

Professional Development and Teacher Evaluations

Professional Development and Instructional Improvement.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Professional Development and Evaluation

Professional Development

Professional Development

Professional Development

Professional Development

Priorities appear to be planning professional learning.

Preparing PD and letting staff know how the evaluation process works.

Planning staff development and revising the evaluation process as needed.

Planning professional learning for the coming school year.

Continued monitoring of professional learning for current school year as needs arise (recently covid implications)

Planning professional learning experiences that meet the needs of our staff.

Planning opportunities for staff to match/update/re-write curriculum to support Portrait of a Graduate

Improve teacher practice

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Planning for professional development days

Planning for professional development
Review and adoption of teacher evaluation plans/flexibilities

Planning for appropriate PD during release time and PD days

Planning and organizing Professional Development time for the faculty and review/revision of the Teacher Evaluation plan.

Planning and evaluating PD days.

Planning and assessing PD

Planning Professional Development and Educator Evaluation

Planning PD that doesn't cost the district any money and that is primarily dependent on teachers offering to run PD sessions for each other.

Plan professional development that is useful and enhances professional learning
Continue to review our evaluation plan and revise as necessary

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Plan meaningful PD for our district
Review or District Evaluation Plan

Plan PD
guide teachers with goals

PDEC Vision: As the PDEC, we aspire to support the development of a culture of learning for all in which teachers and administrators value a collective responsibility and commitment to collaboration and continuous learning through professional feedback to ensure VPS's achievement of vision of a graduate.

PDEC Mission: We will achieve this vision by designing, communicating, and providing ongoing support for, and formal review of, cycles of evaluative and non evaluative feedback which will result in an authentic, job-embedded professional learning system for teachers and administrators.

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Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

PD, Curriculum and teacher eval, in no particular order.

PD with consultant

PD days, feedback on teacher evaluation

PD and TEVAL

PD

Our recent focus has been on the evaluation of teachers.

Our priorities are to be sure that our evaluation plan meets state requirements and to be sure that all staff members understand the plan and expectations. Our committee also provides examples to help with goal setting each year based on the state requirements and our plan.

Our PDEC is currently examining evaluation systems for both certified and non-certified staff.

Our PDEC focuses on student achievement through teacher goal setting that is meaningful.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Our PDEC committee works on professional learning for the district along with the teacher evaluation plan.

Opportunities for school wide as well as individual growth and development for students within our educational setting, across disciplines.

One priority has been to ensure that the evaluation process is fair individually as well as to each area of certified staff. Another priority has been to ensure that the evaluation process is not cumbersome for staff or for administration.

Not sure really.

Not sure for this year

Non-certified teacher evaluation.

No idea.

No clue!

New teacher support, input to planning of district professional development, developing teacher leader opportunities in the district and the teacher evaluation and growth plan.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Must dos from the state.

Monitoring teacher evaluation plan for effectiveness with a focus on revising procedures, not looking at teacher performance once plan is underway.

Discussion of district professional development needs and programming and reviewing of surveys - we do not make the schedule or determine final PD offerings

Meeting state guidelines for evaluations and timelines.

Meet the professional development needs of educators

Communication

Reflection

Vision

Meet the Professional Development needs of teachers, identify district needs, discuss state mandates and implement them, support beginning and challenged teachers, review the evaluation system

Meaningful and relevant PD for teachers with an emphasis on individuals being able to make their own PD topic choices, collaboration with others. Paraprofessional PD. TEVAL

Meaningful PD for the district

Managing the demands of time and teacher learning at Elem, MS, & HS levels. Insuring that resources (personnel & materials) are adequately shared to support teacher learning and student achievement.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Making the process easier and valuable to those involved so that new learning can occur.

Making sure everyone gets what is relevant for their needs.

Making sure all staff are working on professional development days, provided with useful tools

Making supervision and evaluation more meaningful, and directly linked to professional learning.

Literacy, math and science initiatives

Last year revisions to TEVAL, this year Profesional Development

It seems we are always in the process of reviewing and tinkering with our plan.

It seems to be focusing on building goals and improving student learning outcomes.

Inspiring and instilling great teaching to develop strong, independent learners, prepared for their best future.

Input from stakeholders

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

In the last two years, we have prioritized the planning and implementation of professional development for staff. In past years, the committee's focus has been on managing the changes in the teacher evaluation process.

In the last few years the focus has been on the evaluation platform and plan for the district

Improving teacher evaluation and the implementation of district PD.

Improving student outcomes by deepening and refining teachers practice.

Improving professional development and meeting the needs of staff

Implement district improvement plan

Identifying areas where professional development is needed.

I don't know

I assume it is based on the District Blueprint for Excellence

I am not sure.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

I am not sure of the priorities

I am not sure

I am just getting acquainted with the priorities of PDEC. Thus far, the priorities seem to be ensuring effective processes for teacher evaluation and developing professional development opportunities for staff.

Great question

Good PD options

Get eval plan approved for the year and distribute climate surveys

Gather feedback from district staff on professional development needs how to use professional development time.

Flexible and relevant PD and a TEVAL plan that is fair and encourages reflection and growth.

Flexibilities from the state have been communicated and new staff has been trained on our process.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Finding professional development that is relevant to the staff and providing options.
We are also coming to a consensus on the evaluation expectations.

Fair evaluations and relevant PD. Our superintendent has already scheduled the PD's for the year with no input from us.

Evaluation, Professional Learning, Equity

Evaluation process so far.

Evaluation

Evaluating teachers and making sure that they measure up to district expectations.

Establishing evaluation protocols and managing professional days and requests.

Equity, Relative information

Ensuring the Eval Plan aligns with district goals.

Ensuring that we provide relevant professional development for all.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Ensuring that we have a well designed and well communicated TEVAL process. Also to provide professional development that meets both the goals of the district/ state but also individual schools and teachers.

Ensuring that a teacher evaluation process is a process that helps a teacher learn and grow and is made up of more than just one data point (ie SBAC)

Ensuring quality and relevant professional learning opportunities that meet the needs of our staff.

Ensuring a fair and meaningful process focused on positive outcomes for both teachers and students.

Ensure quality education for all students within the district

Ensure our staff has consistent professional development to meet the needs of students and staff.

Ensure all voices are heard, develop meaningful professional development, work to build positive culture and climate in all buildings, shared leadership to move the district forward

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Ensure a collaborative process that best supports the goals of the organization, teacher learning and student growth.

Effective evaluation, monitoring of TEAM and planning for PD

Effective and purposeful teacher/administrator evaluation and development plans; meaningful and appropriate professional learning for faculty.

Educator evaluation
Data analysis
Professional development
Curriculum development

Educator Evaluation for the State of CT.

Educational Equity, School Climate, Talent Development, Student Achievement

Education and collaboration with staff members

Education Evaluation and high quality professional learning.

Each member seems to have different priorities. We have been working more on the teacher and admin evaluation models, and now need to focus on meaningful professional development

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Diversity Equity Inclusion; Crisis prevention and de-escalation;

District wide student achievement

District professional development and, to a lesser extent, evaluation process.

District professional development and learning

District mission, goals, data, professional development

District improvement plan last year and this year I don't know.

District goals and teachers needs

District Improvement

District Action Planning, Teacher Evaluation and Professional Development

Discuss/Determine teacher evaluation.

Plan for PD (large topics- smaller, specific sessions are planned with the Admin Leadership team

Differentiated professional development, effective TEVAL

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Development of Professional Development and Teacher Evaluation.

Developing high quality and student/teacher serving professional development opportunities and teacher evaluation best practices

Developing evaluation plans and professional development opportunities that support increased student learning.

Developing agendas for PD days and providing updates and or guidance on evaluation practices.

Developing a new TEVAL protocol and offering quality professional learning opportunities.

Develop the District Improvement Plan, approve flexibilities for TEVAL

Develop educator evaluation with support plan documents, craft professional development learning plans, further Equity Advancement (SEL, family/community engagement, etc), and work on outlining skills and dispositions of all students for success.

Determining the evaluation process and document to be used. We have remained with Edreflect, do SLOs and go through the motions of SEED.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Designs and regularly updates the evaluation plans as well as the district professional development plan.

Designing, communicating and providing ongoing support for, and formal review of, cycles of evaluative and non evaluative feedback which will result in an authentic, job-embedded professional learning system for teachers

Designing parent, student, and teacher surveys. Planning the convocation. Reviewing teacher need surveys for professional development. Planning PD schedules.

Designing PD days for the district (discussing what topics should be the focus and also when to implement) and focusing on rubrics of the evaluation.

Design highly engaging and data-driven PD/PL to support instructional leadership

Data, technology, SEL, needs-based PD

Data and implementation of ongoing professional learning opportunities.

DEveloping plans for the PD days - we have not yet discussed TEVAL.

Curriculum, High Quality Professional Development Offerings, and Teacher Evaluation and Supervision

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Curriculum at this time

Currently, we are discussing our plans for re-developing our process in light of changes coming from the CTSDE and potentially the legislature.

Currently priorities appear to be teacher evaluation and professional development guided by classroom walkthroughs and teacher feedback after sessions. Curriculum has recently been included but appears to be driven primarily top down from administrators.

Currently on supporting teachers with SRBi to accelerate learning

Currently focused on providing resources to teachers around the evaluation process and improvement of practice, and norming the evaluation process for admin

Current practices of professional development and the explanation of the state teacher evaluation process.

Current Priorities- determining relevant PD for our staff. Paused- we were in the process of reviewing/revising our TEVAL system- on hold as the state is in the process of reviewing its system

Creating the PDEC calendar for the year.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Creating strong and appropriate professional development opportunities for all staff

Creating engaging learning for staff and professional opportunities for growth

Creating a plan that fits district goals and needs.

Creating a new format for Teacher Evaluation as well as setting aside time for Professional Development.

Creating Professional Learning for educators within our district based on feedback from educators/educator needs.

Create, manage, and evaluate the District Improvement Plan and PD calendar

Coordinating and reflecting on PD schedule
Building evaluation plans

Compliance with the state plan for evaluation

Compliance with flexibilities this year.

Student engagement

DEI

SEL

Communicating the teacher evaluation plan.

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Collaborating on and planning professional development and reviewing / addressing issues with TEVAL.

Clear expectations for TEVAL

Checking on the implementation of the evaluation plan, making changes as necessary.

Bringing more PD to our paraprofessional staff.

Being new I don't know.

At this point, it's making sure the TEVAL plan is equitable among all staff.

At present, we are focused on helping staff feel supported in re-engaging our students and helping to meet them where they are after the disruption of the covid. Our students are struggling to re-engage and regulate themselves as students, as well as master necessary academic skills.

Further, we have an SEL component that is around school climate, both for students and for staff. We have moved from a disorganized process of PD to one rooted in research and linked to district goals.

Assist to provide quality professional development options and create a fair and robust teacher evaluation plan

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

Approving the district's PD calendar, assessment calendar, and evaluation plans.

Approving PD plans, setting a TEVAL plan every fall.

Approve the evaluation plan

Aligning teaching and learning to the district's Vision of the Graduate.

Align PD and eval with state guidelines while considering unique district needs

Again, you are incredibly out of touch with the situation in virtually every public school right now. We don't have enough people to teach, drive buses, and feed children. PDEC is hardly a priority for anyone at any level.

Adult growth, equity, cultural responsiveness.

Administration PDEC priorities is students instructional growth (acceleration, MAPS growth, implementing new curriculum.)

Academic improvement, culturally and historically responsive pedagogy

ABAR alignment and development

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

?

- 1.) Planning professional development for the entire district that meet individuals needs
- 2.) Teacher Evaluation- updating and making changes as necessary
- 3.) Parent survey

1. Promote collaborative decision making considering all stakeholders
2. Align decision making with teaching and learning outcomes
3. Include multiple perspectives in decision making which align with teaching and learning outcomes
4. Support all constituents with success in the teaching and learning process and achieving outcomes aligned with grade leveled standards

- update rubrics and eval criteria
- discuss PD options

- technology
- Implicit bias/culturally responsive curriculum
- language arts implementation
- social studies curriculum

- making sure that all faculty understand the evaluation process
- tweaking our district goals/evaluation materials based on feedback/situations/new data
- developing/reflecting on PD (i.e. how useful is this? does it align with the district's strategic

Q21 - 21. What are the priorities of your PDEC?

21. What are the priorities of your PDEC?

- Evaluation document
- Professional Learning
- TEAM (Beginning Teachers)

- *Professional Learning
- *Teacher Evaluation and Support
- *Tracking of Professional Learning

prioritize

the need to focus on:

- ☐ social and emotional learning and overall well-being of students, staff, and educators;
- ☐ equitable learning opportunities for all students;
- ☐ culturally responsive teaching and learning practices;
- ☐ academic achievement; and
- ☐ engagement with families.

These flexibilities are provided to facilitate support, feedback, and growth for CT educators, in order to best meet the needs of students.

educator evaluation implementation; Pd day priorities

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Section 4: Background & About You 22. Please choose your district/LE A/APSEP.	8.00	273.00	140.31	81.13	6581.76	665

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
1	Achievement First	0.00%	0
2	Adelbrook	0.00%	0
3	American School for the Deaf	0.00%	0
4	Amistad Academy District	0.00%	0
5	Andover School District	0.00%	0
6	Ansonia School District	0.00%	0
7	Arch Bridge School	0.00%	0
8	Area Cooperative Educational Services	1.35%	9

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
9	Ashford School District	0.00%	0
10	Aspire Living and Learning (ALL) Academy: Naugatuck	0.00%	0
11	Avon School District	1.50%	10
12	Barkhamsted School District	1.05%	7
13	Ben Bronz Academy	0.00%	0
14	Benhaven Academy	0.00%	0
15	Benhaven School	0.15%	1
16	Berlin School District	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
17	Bethany School District	0.45%	3
18	Bethel School District	0.00%	0
19	Bloomfield School District	1.50%	10
20	Bolton School District	0.00%	0
21	Booker T. Washington Academy District	0.00%	0
22	Bozrah School District	1.20%	8
23	Bradley School-New London Regional	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
24	Bradley School-Windham County	0.00%	0
25	Branford School District	0.00%	0
26	Brass City Charter School District	0.00%	0
27	Bridgeport School District	1.35%	9
28	Bristol School District	1.80%	12
29	Brookfield School District	1.05%	7
30	Brooklyn School District	0.90%	6
31	Canaan School District	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
32	Canterbury School District	0.00%	0
33	Canton School District	0.00%	0
34	Capital Preparatory Harbor School District	0.15%	1
35	Capitol Region Education Council	3.31%	22
36	Cedarhurst School	0.00%	0
37	Chapel Haven Schleifer Center, Inc.	0.00%	0
38	Chaplin School District	0.15%	1
39	Charles F. Hayden School at Boys & Girls Village	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
40	Cheshire School District	0.00%	0
41	Chester School District	0.00%	0
42	Clinton School District	1.20%	8
43	Colchester School District	0.60%	4
44	Colebrook School District	0.00%	0
45	Columbia School District	0.30%	2
46	Common Ground High School District	0.15%	1
47	Community Child Guidance Clinic School	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
48	Connecticut Coastal Academy	0.00%	0
49	Connecticut College Child Development Lab School	0.00%	0
50	Connecticut Junior Republic	0.00%	0
51	Connecticut Junior Republic-Bristol	0.00%	0
52	Connecticut Technical Education and Career System	0.00%	0
53	Cooperative Educational Services	1.35%	9
54	Cornwall School District	0.15%	1

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
55	Coventry School District	2.11%	14
56	Cromwell School District	4.06%	27
57	Danbury School District	0.00%	0
58	Darien School District	0.60%	4
59	Deep River School District	0.00%	0
60	Department of Mental Health and Addiction Services	0.00%	0
61	Department of Rehabilitation Services	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
62	Derby School District	0.60%	4
63	Devereux Glenholme School	0.00%	0
64	Eagle Hill School	0.00%	0
65	Eagle House Education Program	0.00%	0
66	East Granby School District	0.15%	1
67	East Haddam School District	0.00%	0
68	East Hampton School District	1.35%	9
69	East Hartford School District	0.60%	4

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
70	East Haven School District	0.90%	6
71	East Lyme School District	0.15%	1
72	East Windsor School District	0.00%	0
73	Eastern Connecticut Regional Educational Service Center (EASTCONN)	0.15%	1
74	Eastford School District	0.00%	0
75	Easton School District	0.00%	0
76	EdAdvance	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
77	Elizabeth Ives School for Special Children	0.00%	0
78	Ellington School District	1.05%	7
79	Elm City College Preparatory School District	0.00%	0
80	Elm City Montessori School District	0.00%	0
81	Enfield School District	0.00%	0
82	Essex School District	0.00%	0
83	Explorations District	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
84	Fairfield School District	0.90%	6
85	Farmington School District	0.45%	3
86	Franklin School District	0.00%	0
87	Fresh Start School	0.00%	0
88	Futures School	0.00%	0
89	Gengras Center	0.00%	0
90	Glastonbury School District	0.00%	0
91	Goodwin University Educational Services (GUES)	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
92	Grace S. Webb School	0.00%	0
93	Granby School District	1.05%	7
94	Great Oaks Charter School District	0.00%	0
95	Greenwich School District	1.20%	8
96	Griswold School District	0.15%	1
97	Groton School District	0.15%	1
98	Grove School	0.00%	0
99	Guilford School District	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
100	Hamden School District	0.00%	0
101	Hampton School District	0.00%	0
102	Hartford School District	1.95%	13
103	Hartland School District	0.60%	4
104	Hebron School District	1.80%	12
105	High Road Academy - BEST Academy	0.00%	0
106	High Road School	0.15%	1
107	Highville Charter School District	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
108	Hope Academy	0.00%	0
109	Integrated Day Charter School District	0.00%	0
110	Intensive Education Academy	0.30%	2
111	Interdistrict School for Arts and Comm District	0.00%	0
112	IPPI Learning Academy: Stratford	0.00%	0
113	Jumoke Academy District	0.00%	0
114	Kent School District	0.15%	1

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
115	Killingly School District	0.90%	6
116	Learn	0.00%	0
117	Lebanon School District	0.90%	6
118	Ledyard School District	1.35%	9
119	Lisbon School District	0.00%	0
120	Litchfield School District	0.00%	0
121	Lorraine D. Foster Day School	0.00%	0
122	Madison School District	1.05%	7

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
123	Manchester Memorial Hospital Clinical Day School	0.00%	0
124	Manchester School District	0.00%	0
125	Mansfield School District	0.60%	4
126	Marlborough School District	0.60%	4
127	Meliora Academy	0.00%	0
128	Meriden School District	1.50%	10
129	Middletown School District	0.00%	0
130	Milestones Behavioral Services	0.15%	1

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
131	Milford School District	0.00%	0
132	Monroe School District	1.05%	7
133	Montville School District	0.00%	0
134	Natchaug Hospital	0.00%	0
135	Naugatuck School District	0.00%	0
136	New Beginnings Inc Family Academy District	0.00%	0
137	New Britain School District	1.20%	8
138	New Canaan School District	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
139	New Fairfield School District	0.00%	0
140	New Hartford School District	1.20%	8
141	New Haven School District	0.15%	1
142	New London School District	0.00%	0
143	New Milford School District	0.45%	3
144	Newington School District	0.15%	1
145	Newtown School District	0.00%	0
146	Norfolk School District	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
147	North Branford School District	0.00%	0
148	North Canaan School District	0.00%	0
149	North Haven School District	0.00%	0
150	North Stonington School District	0.00%	0
151	Northwest Village School/Wheeler Clinic	0.30%	2
152	Norwalk School District	0.00%	0
153	Norwich Free Academy District	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
154	Norwich School District	0.15%	1
155	Oak Hill School at Ann Antolini School	0.00%	0
156	Oak Hill School at Chapter 126	0.00%	0
157	Oak Hill School at Farmington Valley Montessori	0.00%	0
158	Oak Hill School at Haddam-Killingworth High School	0.00%	0
159	Oak Hill School at Hartford Primary	0.15%	1
160	Oak Hill School at Hartford Secondary	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
161	Oak Hill School at Hemlocks Center	0.00%	0
162	Oak Hill School at Middle School of Plainville	0.00%	0
163	Oak Hill School at New Britain	0.00%	0
164	Oak Hill School at Portland	0.00%	0
165	Odyssey Community School District	0.00%	0
166	Old Saybrook School District	0.30%	2
167	Options Educational Services	0.30%	2

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
168	Orange School District	0.30%	2
169	Oxford School District	0.30%	2
170	PACES	0.00%	0
171	Park City Prep Charter School District	0.00%	0
172	Pathways Academy - East Haven	0.00%	0
173	Plainfield School District	0.00%	0
174	Plainville School District	1.80%	12
175	Plymouth School District	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
176	Pomfret School District	0.00%	0
177	Portland School District	0.75%	5
178	Preston School District	0.00%	0
179	Putnam School District	0.75%	5
180	Raymond Hill School	0.00%	0
181	Redding School District	0.00%	0
182	Regional School District 01	0.60%	4
183	Regional School District 04	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
184	Regional School District 05	1.35%	9
185	Regional School District 06	0.30%	2
186	Regional School District 07	0.00%	0
187	Regional School District 08	3.16%	21
188	Regional School District 09	0.00%	0
189	Regional School District 10	1.20%	8
190	Regional School District 11	0.15%	1
191	Regional School District 12	0.30%	2

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
192	Regional School District 13	2.41%	16
193	Regional School District 14	0.75%	5
194	Regional School District 15	0.00%	0
195	Regional School District 16	1.35%	9
196	Regional School District 17	0.00%	0
197	Regional School District 18	0.30%	2
198	Regional School District 19	0.00%	0
199	Ridgefield School District	0.75%	5

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
200	River Run Academy at the Susan Wayne Center of Excellence	0.00%	0
201	Rocky Hill School District	0.00%	0
202	Rushford Academy	0.00%	0
203	Saint Catherine Academy	0.00%	0
204	Salem School District	0.00%	0
205	Salisbury School District	0.00%	0
206	Scotland School District	0.30%	2

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
207	Seymour School District	0.75%	5
208	SHARED SERVICES	0.00%	0
209	Sharon School District	0.30%	2
210	Shelton School District	1.65%	11
211	Sherman School District	0.00%	0
212	Side By Side Charter School District	0.00%	0
213	Simsbury School District	1.05%	7
214	Solterra Academy	0.75%	5

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
215	Somers School District	0.45%	3
216	South Windsor School District	2.86%	19
217	Southington School District	2.86%	19
218	Sprague School District	0.00%	0
219	St. Vincent's Special Needs School Program	0.00%	0
220	Stafford School District	1.50%	10
221	Stamford Charter School for Excellence District	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
222	Stamford School District	0.15%	1
223	Sterling School District	0.60%	4
224	Stonington School District	1.80%	12
225	Stratford School District	0.75%	5
226	Suffield School District	0.15%	1
227	The Bridge Academy District	0.00%	0
228	The Foundation School	0.00%	0
229	The Gilbert School District	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
230	The Learning Clinic	0.00%	0
231	The Light House on Main St	0.00%	0
232	The Light House on Pennsylvania Ave	0.00%	0
233	The Pinnacle School, LLC	0.00%	0
234	The Speech Academy	0.00%	0
235	The Spire School	0.00%	0
236	The Webb School at Cheshire	0.00%	0
237	The Webb School in the Valley	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
238	The Woodstock Academy District	0.00%	0
239	Thomaston School District	0.30%	2
240	Thompson School District	1.35%	9
241	Tolland School District	0.00%	0
242	Torrington School District	1.35%	9
243	Touchstone School	0.00%	0
244	Trumbull School District	0.90%	6
245	Unified School District #1	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
246	Unified School District #2	0.00%	0
247	Union School District	0.00%	0
248	Vernon School District	2.71%	18
249	Villa Maria Education Center	0.00%	0
250	Voluntown School District	0.15%	1
251	Wallingford School District	1.35%	9
252	Waterbury School District	0.00%	0
253	Waterford Country School	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
254	Waterford School District	1.65%	11
255	Watertown School District	0.00%	0
256	West Hartford School District	2.11%	14
257	West Haven School District	0.00%	0
258	Westbrook School District	0.00%	0
259	Weston School District	0.00%	0
260	Westport Day School	0.00%	0
261	Westport School District	0.00%	0

Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
262	Wethersfield School District	0.00%	0
263	Whitney Hall School	0.00%	0
264	Willington School District	0.00%	0
265	Wilton School District	1.50%	10
266	Winchester School District	0.00%	0
267	Windham School District	0.75%	5
268	Windsor Locks School District	0.00%	0
269	Windsor School District	0.00%	0

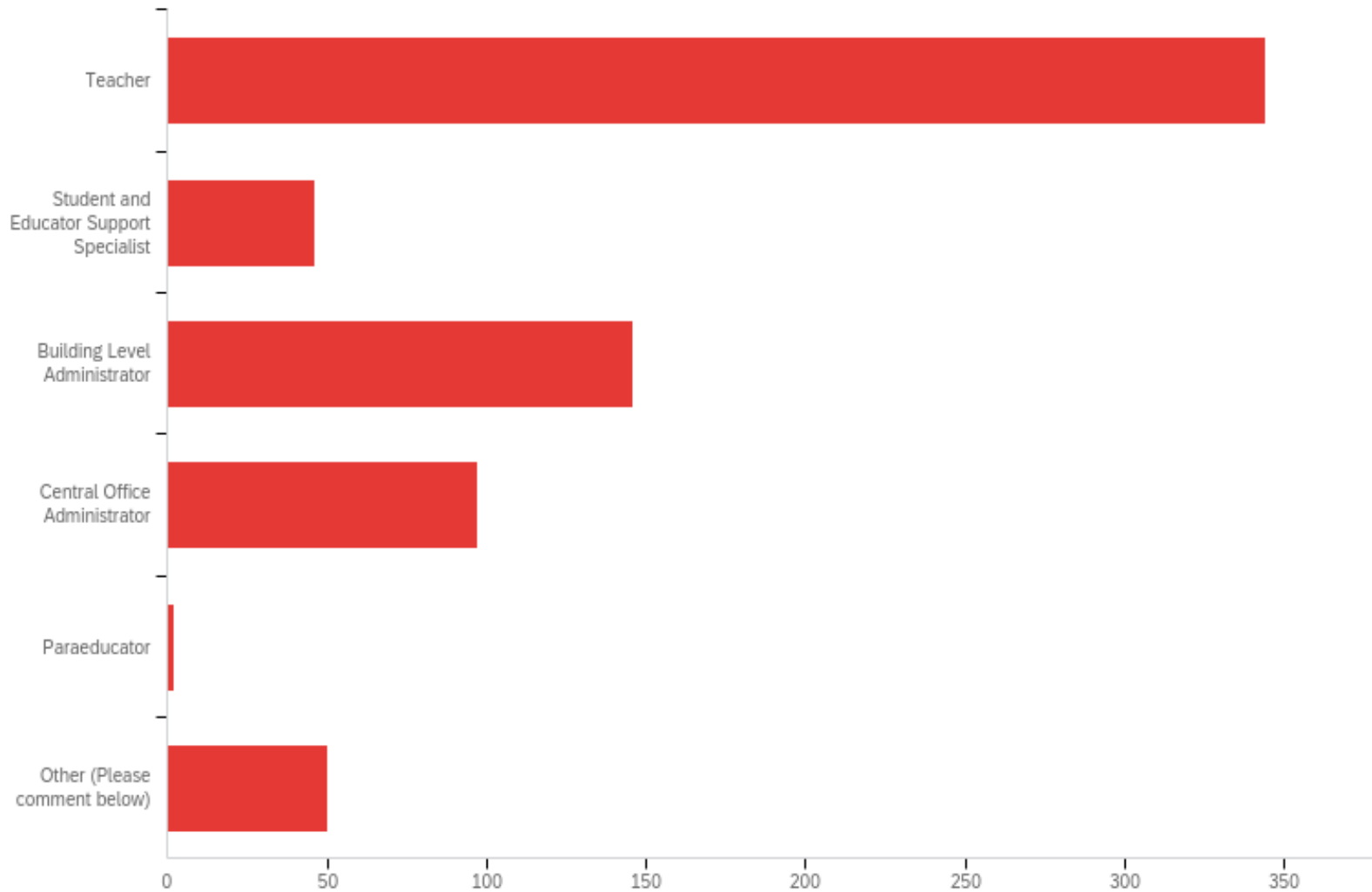
Q22 - Section 4: Background & About You 22. Please choose your district/LEA/APSEP.

#	Answer	%	Count
270	Wolcott School District	0.00%	0
271	Woodbridge School District	0.15%	1
272	Woodhouse Academy	0.00%	0
273	Woodstock School District	0.45%	3
274	Yale Child Study Center School	0.00%	0
	Total	100%	665

Q23 - 23. Other district/LEA/APSEP (if it does not appear in the list above)

23. Other district/LEA/APSEP (if it does not appear in the list above)
NA
na
N/A
Thompson
NA
Statewide in CT as we have students outplaced from over 40 different citites and towns in our school community.
N/A
na
LEARN

Q24 - 24. Please select your primary position in the district/LEA.



Q24 - 24. Please select your primary position in the district/LEA.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	24. Please select your primary position in the district/LEA. - Selected Choice	1.00	6.00	2.29	1.55	2.39	685

Q24 - 24. Please select your primary position in the district/LEA.

#	Answer	%	Count
1	Teacher	50.22%	344
2	Student and Educator Support Specialist	6.72%	46
3	Building Level Administrator	21.31%	146
4	Central Office Administrator	14.16%	97
5	Paraeducator	0.29%	2
6	Other (Please comment below)	7.30%	50
	Total	100%	685

Q24 - 24. Please select your primary position in the district/LEA.

Q24_6_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Teacher and union VP

Social Studies Team Leader and Teacher

Special Services

Department Leader

Reading Specialist

Instructional Coach

Instructional coordinator

Tech coaching

Coach

Program Leader for ELA K-5

Instructional Coach

Q24 - 24. Please select your primary position in the district/LEA.

Q24_6_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Director

School Counselor

School Counselor

school psychologist

union

Curriculum Leader

Reading Specialist

Dept Head

Administrative Assistant

Instructional Coach

Interdisciplinary Coordinator

Q24 - 24. Please select your primary position in the district/LEA.

Q24_6_TEXT - Other (Please comment below)

Other (Please comment below) - Text

Curriculum Coordinator

Curriculum Coordinator

Curriculum Leader

Building Curriculum Specialist

union leader

Admin

Instructional Coach

Consultant

coordinator

Dept Co.

Department Coordinator/ Teacher

Q24 - 24. Please select your primary position in the district/LEA.

Q24_6_TEXT - Other (Please comment below)

Other (Please comment below) - Text

District Math & Science Consultant

instructional coach

Pupil Services

Intervention teacher

Licensed Clinical Social Worker and Certified School Social Worker

speech-language pathologist

Teacher/Subject Coordinator

VP of Educational Services

Curriculum Specialist