**PDEC Self-Reflection for Planning and Implementation Readiness**

Summer 2023

horizontal line

Professional Development and Evaluation Committee (PDEC)

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

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

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

**Figure 4: Guidance for an Effective PDEC**

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| **The PDEC understands/has**  **an awareness of…** | **In developing the plan, the**  **PDEC…** | **In implementing the plan, the**  **PDEC…** | **Best Practice** | **Self-Reflection/Evidence and**  **Next Steps** |
| An effective PDEC is composed of certified teachers, administrators and other appropriate school personnel that are both representative of the district level, schools and roles, and includes a balance of representatives collaboratively selected by the respective bargaining units and Central Office.  (IE: EC, Elementary, MS, HS, educators, building administration, pupil service representation, central office, etc.) | * Lists members, as well as clearly defined roles and responsibilities | * **Roles and responsibilities of PDEC committee members, educators and leaders, are cleared defined, documented and understood** | * **Develops a matrix that represents the PDEC Committee members to be considered and ideal size for the district** * **Applies practices for seeking volunteers** * **Incorporates a term of commitment** * **PDEC operates in the spirit of collaboration where all perspectives are heard and all members have equal voice.** |  |
| Members of a PDEC: collaboratively define a shared vision for collaboration and support for life-long learning and a growth mindset and establish collective responsibility for the development, evaluation and updating of a local comprehensive professional learning plans and participation in the development and adoption of the district educator and leader evaluation and support programs. | * Review research and best practice which guided the new evaluation guidelines * Research what effective professional learning is, create shared, written vision of professional learning including, definitions, structures and systems * Considers and describes how consensus will be built around elements of the evaluation plan and professional learning plan including rubrics, single point competencies, timelines, differentiation by role and goals, conflict resolution and shifts from previous plan to new plan. | * **Has a document that outlines all updates necessary in order to develop and execute a comprehensive evaluation plan comprised of required elements** * **District has a local comprehensive professional learning plan linked to the Learning Forward Professional Learning Standards** * **PDEC protocols are established and utilized for member responsibilities, outcomes, and support** | * **Provides a yearly schedule of meetings, and subcommittee meetings, establishing a minimum number of meetings** * **After each meeting provides a single communication summary collaboratively sent from the committee** * **Utilize team norms** * **Utilizes a consensus protocol for decision making.** |  |
| The PDEC designs and regularly updates a comprehensive plan that is grounded in the Learning Forward Professional Learning Standards and clearly describes how professional learning is developed, implemented, monitored and evaluated within a district. |  | * **District/School Professional Learning Plans exists and includes how professional learning is planned for, developed, implemented, monitored and evaluated within a district.** * **PDEC’s incorporate adult learning theory into their plan by using effective professional learning models i.e.: active learning, collaboration, job-embedded, models and modeling, coaching and expert support, feedback and reflection and sustained duration.** | * **PDEC’s model reflection on learning through review of evaluation outcomes of district and building data to inform professional learning of high leverage strategies for educators and leaders.** * **PDECS collaborate on a calendar/plan for how professional learning time is divided between building-based, grade level, departmentalized learning, how much is district-led district-wide.** * **PDECs collaborate on best practices in delivery of professional learning, who presents and how. i.e. learner-centered vs. stand and deliver. Autonomy and choice vs assigned workshops.** * **PDECs consider all the groups to be included in PD sessions, such as paraeducators, certified, admins, etc.** * **Dates revisions and maintains records of professional learning to be used for reflection, sustaining practice and evaluating growth.** |  |
| The district’s strategic plan and the key needs and issues in the areas of student and educator growth, curriculum and instruction, and leadership at the district and school level and how they are used to guide professional learning | analyzes and synthesizes key needs and issues from feedback on professional learning that contribute to professional learning, educator and student growth, and district and/or school development, inclusive of available resources - funding, people, time, technology  and materials. | monitors to determine if the comprehensive plan addresses need and issues as identified at the district and school level. | * **Collects and reviews feedback from all professional learning opportunities to plan forward** * **Committee communicates feedback as rationale, the “why” for learning in summary of meetings shared with staff.** |  |
| how professional learning supports district and school level strategic planning in areas including, but not limited to: curricular change, instructional practices, content-specific knowledge and skills, and leadership growth for  teachers and administrators. | aligns educator professional learning to student growth and development needs and district and school goals. | identifies representatives, at the district and school level, to facilitate discussion with educators focused on how the plan will support district and school goals. | * **Professional learning is flexible, iterative, based on data and educator need.** |  |

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| **The PDEC understands/has an awareness of…** | **In developing the plan, the PDEC…** | **In implementing the plan, the PDEC…** | **Best Practices** | **Self-Reflection/Evidence and**  **Next Steps** |
| the areas in which, and the degree to which, the PDEC  decisions regarding how resources – funding, people, time, technology and materials – are identified, accessed, used and evaluated for professional learning. | identifies the available and appropriate resources that support what is outlined in the plan. | makes decisions regarding how identified available and appropriate resources – funding, people, time, technology and materials – are used so that professional learning that is planned can be implemented.  helps educators access available/appropriate resources and evaluates the effectiveness  of resources and their use. | * Aligns local and grant funding to professional learning plan |  |
| The Learning Forward Standards for Professional Learning 2022 and how to align them with relevant Connecticut standards and other agreed- upon standards for educator practice and student growth. | ensures alignment to the *Learning Forward Standards for Professional Learning 2022,* relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth.  develops avenues through which district and school staff will become familiar with the *Learning Forward Standards for Professional Learning 2022* and how they align with agreed-upon standards for educator practice  and student growth. | identifies representatives, at the district and school level, to facilitate discussion with educators focused on how they will build their awareness of the *Learning Forward Standards for Professional Learning 2022,* relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth. | * **Incorporates PD for PDEC on the PL standards and the use of IC Maps to monitor effectiveness** * **Utilizes tools-kits available on Learning Forward websites** * **PDEC’s review data to determine next steps/planning for professional learning for the district against the goals of the district** * **The district plan provides multiple pathways for participants to improve their own practice in a way that is meaningful and impactful.** * **Learning Forward Professional Learning Standards 2022 used as a basis for ongoing planning and support** * Professional Learning Plans- PDEC plans PL opportunities tied to goals of the district to support individuals and develop collective efficacy among the district leaders and educators. * Individualized learning plans can include connections with professional learning standards by linking them to the state/national standards to help support the implementation and new learning of the educator/leader. (PL standards can be used as a planning tool and resource for individual educators/leaders and PDECs. * Structures, systems, and resources to support and monitor impact of Professional Learning Plans for PDEC and to support individualized learning |  |
| the principles and developmental stages of change and how professional learning leads to building district capacity for transformation, coherence and sustainability | plans implementation of professional learning so as to support transformation, coherence and sustainability that leads to educator and student success. | identifies and uses tools to support the professional learning needed to implement transformation, coherence and sustainability and to monitor change efforts. |  |  |
| professional learning as a series of varied learning experiences, not single events or a one-size-fits-all approach to learning. | models, advocates for, aligns and supports relevant, job-embedded learning that enhances practices, facilitates skill development and builds capacity of educators throughout the district | ensures that the resources and learning designs educators can choose to use are flexible and appropriate for helping them meet their individual and/or collective learning goals. | * **PDEC’s incorporate adult learning theory into effective professional learning models i.e.: active learning, collaboration, job-embedded, models and modeling, coaching and expert support, feedback and reflection and sustained duration.** |  |
| how adults learn. | ensures that the plan has the flexibility to enable educators to self-direct their learning and connect it to practice, so the context in and methods by which they learn meet their learning styles and needs. | actively works with educators at the district and school level to learn how to develop, implement and assess learning plans that connect district and school goals, student learning needs, and their individual and/or collective learning  needs. |  |  |
| how to appropriately include all educators in planning professional learning that takes place on the district, school and individual level, and is highly self-directed, intensive, sustained and connected to their practice | collaborates with teachers, administrators, and representative groups to determine what professional learning is needed at the district/school/grade level  determines how to support collaboration at the school, small group, and individual level to plan professional learning activities. | ensures that district-wide professional learning is planned for representative groups of educators and is appropriate for district level professional learning objectives.  ensures that planning at the school, small group and individual level is done collaboratively to best meet educator learning needs |  |  |
| what professional learning practices used in the district and school(s) are successful, and why they are successful, based on qualitative and quantitative evidence.  how monitoring and evaluation of professional learning are used to continuously review and refine practice. | uses needs assessments and qualitative and quantitative data/evidence throughout the stages of planning/designing, implementing, monitoring and assessing a high- quality professional learning plan.  develops a method for monitoring professional learning processes and evaluating the impact of professional learning. | gathers data to monitor implementation, oversees the evaluation of the plan, and shares that information with the appropriate audience |  |  |
| how cultural competency involves self-examination of one’s own cultural background and biases, and the similarities and differences in culture among students, communities and families. | intentionally include processes that prompt educators to examine their beliefs and practices around cultural competence.  maintains a commitment to support equity and cultural pedagogy at the district and school level. | gathers data to monitor that equity and culturally-responsive strategies are embedded in professional learning at the district and school level. |  |  |

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| **Professional Learning: To develop systems of continuous improvement for educator and leader practice and student outcomes.**   * Active Engagement/Adult Learning Theory (individually and when planning for other types of PL) * PDEC’s review data to determine next steps/planning for professional learning for the district against the goals of the district * Provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful. * Learning Forward Professional Learning Standards 2022 (Used as a basis for ongoing planning and support) * Professional Learning Plans- PDEC plans PL opportunities tied to goals of the district to support individuals and develop collective efficacy among the district leaders and educators. * Individualized learning plans can include connections with professional learning standards by linking them to the state/national standards to help support the implementation and new learning of the educator/leader. (PL standards can be used as a planning tool and resource for individual educators/leaders and PDECs. * Structures, systems, and resources to support and monitor impact of Professional Learning Plans for PDEC and to support individualized learning |