

EDUCATOR GROWTH & SUPPORT

CEA MODEL PLAN



INTRODUCTION



CEA's Educator Growth and Support Model Plan is intended to provide a practical example for professional development and evaluation committees (PDECs) to consider as they create their district's evaluation plan. This model may be customized to suit local needs, is based on Connecticut's Common Core of Teaching, is aligned with Connecticut's Guidelines for Educator Evaluation and Support (2023), and is rooted in the belief that the best way to promote the growth and well-being of students is to support and encourage the growth and well-being of educators.

Section 1:

The Professional Development and Evaluation Committee



THE PDEC

CEA's model plan promotes trust and co-ownership of teaching and learning. It requires a strong PDEC comprised of teachers, a paraeducator, and administrators selected by their respective collective bargaining units. By statute, PDECs create and annually update their district's educator evaluation plan and its professional development plan. Members of the PDEC should collaboratively create operating norms, establish an agreed upon protocol for achieving mutual agreement/consensus, and elect one teacher and one administrator to co-chair the committee. In addition, PDECs should also establish an agreed upon calendar of meeting dates and create a mechanism, such as a survey or focus group interviews, to gather input from teachers and administrators to help inform the creation and subsequent revisions of both the evaluation and professional development plan for the district. A sample PDEC survey can be found [here](#).



YOUR DISTRICT'S PDEC DETAILS

**COLLABORATIVELY CREATE YOUR PDEC MISSION
STATEMENT BELOW:**

COLLABORATIVELY CREATE YOUR PDEC NORMS BELOW:

PDEC COMPOSITION

Member Name	Bargaining Unit	Position	Email
Co-chair #1			
Co-chair #2			

PDEC CALENDAR

Collaboratively create your PDEC calendar below. Consider including meeting dates, districtwide PD planning and implementation dates, trainings for teachers and administrators, and release and submission deadlines for surveys or focus groups. We recommend PDECs meet once a month during the transition to the new guidelines and no less than 4 times a year once a new plan has been implemented.

August Dates	September Dates	October Dates	November Dates
December Dates	January Dates	February Dates	March Dates
April Dates	May Dates	June Dates	July Dates

CONSENSUS PROTOCOL

Important PDEC decisions related to educator evaluation and professional development are made through mutual agreement or consensus. Unlike a majority vote, which has winners and losers, a consensus decision is a win-win, because it results in a decision everyone can support, even if there are minor reservations. Mutual agreement or consensus can be difficult to achieve, however, especially if there are strongly conflicting views. The following protocol, adapted from the Connecticut Department of Education, may prove useful when mutual agreement is difficult to reach.

When it is time for the PDEC to make an important decision, each PDEC member should rate their level of agreement using the chart below. If every PDEC member is at least a 4, the decision can be considered mutually agreed upon. If even one person is below a 4, however, there is no agreement, and discussion and compromise should continue. If sincere and repeated efforts to reach mutual agreement fail, the co-chairs of the PDEC may average all the votes, and if the average is a 4, the decision may be considered agreed upon.

- 5 I'm in total support of this.
- 4 I can support this despite minor reservations.
- 3 I need more information before I can support this.
- 2 I am unlikely to support this without changes.
- 1 I veto this.

I will not support this.

Section II: Educator Growth & Development Components



ANNUAL TIMELINE

The CEA Growth and Support Model Plan is rooted in an annual timeline designed to promote ongoing dialogue between teachers and evaluators and offer regular opportunities for progress check-ins. Annual conferences are also required by Connecticut Guidelines for Educator Evaluation.

The goal conference must occur each year by mid-October even if a teacher sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or make agreed upon adjustments to a multi-year goal. This initial conference also provides an opportunity for teachers and evaluators to discuss the resources, professional learning, and other supports that might be helpful over the course of the upcoming year.

Either a formal observation for initial educators or a mini-observation for experienced educators must take place prior to mid-December in order for teachers to receive feedback on their practice *prior* to the midyear conference. The midyear is a required progress check-in on goals and teacher practice and must occur by mid-February. A midyear interim report template can be found [here](#).

The summative conference must occur by June 1 and include a teacher self-reflection on their professional growth and its impact on students. Evaluators must include a narrative report summarizing areas of growth, next steps for the following year, and a check box indicating successful completion of the annual process.



EDUCATOR PRACTICE

The educator practice portion of the CEA model plan is differentiated for teachers in different roles and stages of their careers. Classroom teachers are observed using a simple single-point competency rubric based on a streamlined version of Connecticut's Common Core of Teaching (CCT), which can be found [here](#). Educators who do not provide instruction in classroom settings, such as school counselors, content area coaches, and others, should use the rubric for service providers based on a simplified version of the CCT for Effective Service Delivery, found [here](#). In addition, the number and type of observations required differs depending on educator role and years of experience.

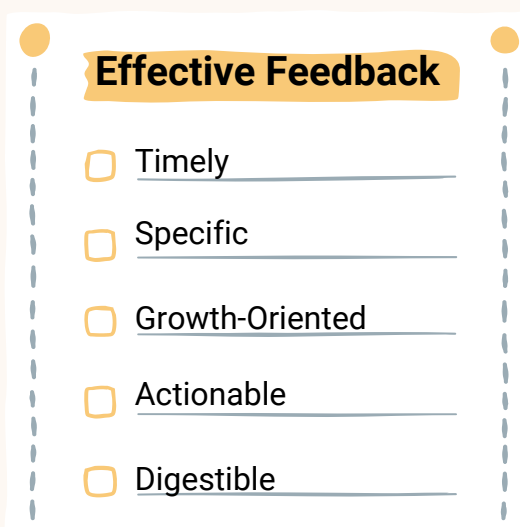
Teachers with an Initial Certificate	Teachers with a Provisional or Professional Certificate	Observation requirements
Two formal observations with pre- and post-conferences <ul style="list-style-type: none">• Formal 1 by 10/15• Formal 2 by 3/15• Additional formal observations may be scheduled if concerns are documented	1 formal observation every 3 years <ul style="list-style-type: none">• The formal must occur before the midyear conference• Pre/post conferences are required• Additional formal observations may be scheduled if concerns are documented	Formal observations of practice are scheduled ahead of time at a mutually agreed upon time and followed by written feedback within 10 school days. A formal observation of practice doesn't have to take place in a classroom and could include a concert, art show, review of artifacts, PD facilitation, or book club, among other options.
Three mini observations <ul style="list-style-type: none">• Mini #1 and #2 prior to midyear conference• Mini #3 in the spring	At least 1-3 mini observations each year, the number determined and mutually agreed upon by PDEC members, with at least 1 mini prior to the midyear conference.	Mini observations or walk-throughs are approximately 10-20 minutes long and followed by "bite-sized" feedback within two school days.

QUALITY FEEDBACK FUELS GROWTH

Quality feedback paired with meaningful support is the fuel that drives educator growth. Feedback in the CEA model should be constructive and celebrate an educator's strengths as well as provide the guidance and support needed to ensure ongoing professional growth.

Feedback must be provided at each of the three annual conferences and following every observation. Verbal feedback must be provided within two school days and written feedback provided within ten school days.

All evaluators must be trained in the district's observation protocols and annually engage in calibration exercises with the other evaluators in the district. In addition, all evaluators must receive regular professional development on high-quality constructive feedback and support strategies to help them meaningfully support teachers' professional growth.

A graphic titled "Effective Feedback" with a list of five items, each preceded by a checkbox. The items are: Timely, Specific, Growth-Oriented, Actionable, and Digestible. The graphic has a dashed border and orange circular accents at the top corners.

Effective Feedback

- ☐ Timely
- ☐ Specific
- ☐ Growth-Oriented
- ☐ Actionable
- ☐ Digestible

EDUCATOR GROWTH GOALS

MUTUAL AGREEMENT

Each teacher and their assigned evaluator must mutually agree on a professional growth goal and at least two associated measures of accomplishment. Measures of accomplishment (or indicators of educator growth) are ways the teacher can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections.

TEACHERS WITH AN INITIAL EDUCATOR CERTIFICATE

Teachers with an initial educator certificate are required to set one professional growth goal each year, and, if required to complete TEAM, are encouraged to align their goal with one of the TEAM modules. Teachers may also set collaborative goals if this is mutually agreed to.

TEACHERS WITH PROVISIONAL/PROFESSIONAL CERTIFICATES

Experienced teachers with provisional or professional certification are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.

FOR SAMPLE GOALS AND INDICATORS, CLICK [HERE](#).
FOR THE GOAL SETTING FORM, CLICK [HERE](#).

DISPUTE RESOLUTION

IMPORTANCE OF A NEUTRAL THIRD PARTY

In situations when an evaluator and a teacher are unable to mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the growth and support process, a teacher or group of teachers may initiate the following dispute resolution process.

An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process and involve the teacher's collective bargaining unit. If informal attempts to resolve the conflict are unsuccessful, a subcommittee of the PDEC will be convened to formally settle the matter. The subcommittee must include one person selected by the teacher or teachers involved, one person selected by the administrator(s) involved, and a mutually agreed upon neutral third party. A neutral third party is essential to a fair resolution. The neutral party does not have to be a member of the PDEC or work within the district.

The dispute resolution committee should undergo a brief training in the district's evaluation protocols and be provided basic dispute resolution strategies. The subcommittee must ultimately reach a fair, mutually agreed upon settlement to the dispute.



CORRECTIVE ACTION PROCESS

Teachers may, from time to time, require more support than can be provided in the regular educator growth and support process, and, if the specific conditions described below are met, may need to be placed on the initial tier of a corrective action plan. By statute, this decision **must** involve the collective bargaining unit.

CRITERIA MUST BE MET BEFORE PLACEMENT ON A SUPPORT PLAN

Before a teacher can be placed on a corrective action plan, the following conditions must be met:

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

CORRECTIVE ACTION PROCESS

LEVELS OF SCAFFOLDED SUPPORT

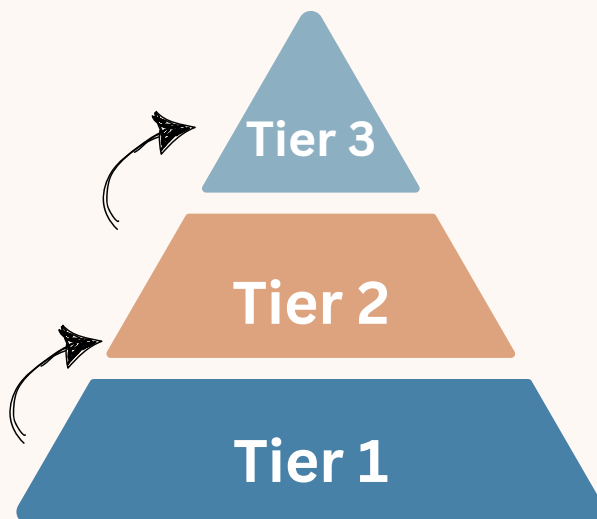
Corrective action plans should never be punitive or overwhelming and must provide sequential levels of targeted, meaningful support. The duration of a plan should be at least 35 days and be extended if a teacher is making some progress but not yet meeting all the criteria to exit the plan. Teachers who are not meeting any of the criteria of their plan upon its conclusion may move up one level of support. The collective bargaining unit must be involved at every level. The three levels of support are

- Tier 1: Initial Support
- Tier 2: Targeted Support
- Tier 3: Intensive Support

REQUIRED COMPONENTS

In accordance with state statute, corrective action plans must be created in consultation with the teacher and their collective bargaining representative and include the following: clear objectives, a specific timeline, resources and supports to be provided by the district, and criteria for success.

For an example of a Tier 1 Corrective Action Plan, [click here](#).



THE SUMMATIVE GROWTH REPORT

The CEA Growth and Support Model Plan includes an annual summary of educator growth, which is required under Connecticut Guidelines for Educator Evaluation. This report, which can be found [here](#), includes a self-reflection from the educator on the impact of their growth on students and a brief summary of the feedback provided to the teacher over the course of the year. The report should celebrate the educator's accomplishments as well as identify two or three specific action steps to guide and support the educator's ongoing growth the following school year. The summary report must also, to comply with state requirements, include a box indicating successful completion of the annual growth and support process.

The purpose of the summative growth report is not to provide a rating or to indicate whether the educator has "passed" or "failed." The purpose of the report is to document and celebrate the growth the educator has made over the course of the year and provide an opportunity for the teacher and evaluator to reflect on specific ways to build on this growth the following year.



Section III:

Administrator Growth & Development Components



ANNUAL TIMELINE

The CEA Growth and Support Model Plan for administrators follows the same timeline as the educator plan and is intended to foster ongoing dialogue between administrators and the superintendent or their designee. The timeline offers regular opportunities for progress check-ins as required by Connecticut Guidelines for Educator Evaluation.

The goal conference between administrators and their evaluator must occur each year by mid-October even if an administrator sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or to make adjustments to a multi-year goal. This initial conference also provides an opportunity for an administrator and their evaluator to discuss the resources, professional learning, and other supports that might be helpful over the course of the upcoming year.

A formal site visit and a review of practice (ROP) must take place prior to mid-December in order for administrators to receive feedback on their goals and practice *prior* to the midyear conference, which must occur by mid-February.

The summative conference must occur by June 1 and include an administrator self-reflection on their professional growth and its impact on teachers, student learning, and/or the school community. The summative report must include a summary by the evaluator on areas of growth, next steps for the following year, and a checkbox indicating successful completion of the annual process.



ADMINISTRATOR PRACTICE

The administrator practice portion of the CEA model plan is aligned to the national Professional Standards for Educational Leaders, which can be found [here](#). Administrators who evaluate teachers must have at least one review of practice aligned with Leadership Standard 6, “Developing the Professional Capacity of School Personnel.” A simplified rubric aligned to this standard may be found [here](#) and should be used to guide a review of practice conversation between an administrator and their evaluator. If an administrator has an 092 but does not evaluate teachers, the review of practice may align to any mutually agreed upon National Leadership Standard. In addition, three site visits are required each year, one of which must be a formal visit scheduled prior to mid-October and held at a mutually agreed upon time. A rubric for site visits aligned to National Leadership Standards may be accessed [here](#).

Administrators who evaluate teachers	Administrators who do not evaluate teachers	Requirements
<ul style="list-style-type: none">• One formal site visit by 10/15• One review of practice that includes a sample of written feedback and support provided to teachers they evaluate. The review should take place prior to the midyear conference.	<ul style="list-style-type: none">• One formal site visit prior to 11/15• One review of practice must be conducted prior to the midyear conference. The review should align to a component of Connecticut’s School Leader Standards.	<ul style="list-style-type: none">• A formal site visit should be scheduled in advance, be a minimum of 1 hour long, and involve conversations with students, teachers, staff, and parents, if possible. Written feedback should follow within 10 school days.• A review of practice should be scheduled in advance and involve multiple artifacts. Written feedback must follow within 10 school days.
<ul style="list-style-type: none">• Two informal site visits held at any point in the school year	<ul style="list-style-type: none">• Two informal site visits held at any point during the school year	<ul style="list-style-type: none">• Informal site visits may be brief and unannounced. They must be followed by written or verbal feedback within 10 school days.

FEEDBACK AND SUPPORT

Administrators, like teachers, depend on high-quality feedback and support to fuel their professional growth and maximize their impact on teaching and learning. Feedback in the CEA model is formative rather than evaluative and should be timely, specific, growth-oriented, actionable, and digestibly portioned. Administrators should receive regular feedback at each of the three annual conferences and within ten school days of a site visit or review of practice. In addition, feedback should be coupled with meaningful support to help guide the administrator's growth.

Most administrators are responsible for evaluating teachers, which is a critical aspect of their work. The quality of the feedback and support that administrators provide to teachers has a profound impact on the growth of the teacher and on the educational experiences of children. Therefore, if an administrator evaluates teachers, it is imperative that the feedback and support they provide be part of a formal review of their professional practice. This review should include, but not necessarily be limited to, a representative sample of the feedback and support provided to teachers by the administrator, along with any corrective action plans developed by the administrator over the course of the year.

All evaluators, including the superintendent, must engage in regular conversations and calibration activities that include collaborative conversations about what high-quality feedback and meaningful support looks like. In addition, administrators must be provided professional development on constructive feedback strategies and/or cognitive coaching every year.

ADMINISTRATOR GOALS

ADMINISTRATOR PROFESSIONAL GROWTH GOALS

Administrators must meet with their evaluator by mid-October each year to either mutually agree on a new professional growth goal or discuss progress toward an existing goal. The goal conference is also an important opportunity for an administrator and their evaluator to discuss professional development and other supports that may be helpful over the course of the year.

Administrator goals may span from one to three years in duration and should align to the National Leadership Standards. A sample administrator goal-setting form may be found [here](#).

MEASURES OF ACCOMPLISHMENT

Administrators and evaluators must mutually agree on at least two measures of accomplishment to demonstrate the impact of their learning on teachers, students, and/or the school community. Examples of administrator goals and measures of accomplishment can be found [here](#).



CORRECTIVE ACTION PROCESS

Administrators may, from time to time, require more support than can be provided in the regular growth and support process, and, if the specific conditions described below are met, may need to be placed on the initial tier of a corrective action plan. By statute, this decision **must** involve the collective bargaining unit.

CRITERIA MUST BE MET BEFORE PLACEMENT ON A SUPPORT PLAN

Before an administrator can be placed on a corrective action plan, the following conditions must be met:

- The administrator must have a summative report from the previous year indicating an unsuccessful completion of the regular growth and support process.
- There must be a pattern of specific, ongoing concerns previously documented in the feedback to the administrator.
- There must be documented attempts to informally help and support the administrator prior to consideration of a corrective action plan.

LEVELS OF SCAFFOLDED SUPPORT

Corrective action plans should never be punitive or overwhelming and must provide sequential levels of targeted, meaningful support. The duration of a plan should be at least 35 days and be extended if an administrator is making some progress but not yet meeting all the criteria to exit the plan. Administrators who are not meeting any of the criteria of their plan upon its conclusion may move up one level of support. The collective bargaining unit must be involved at every level. The three levels of support are

- Tier 1: Initial Support
- Tier 2: Targeted Support
- Tier 3: Intensive Support

REQUIRED COMPONENTS

In accordance with state statute, corrective action plans must be created in consultation with the administrator and their collective bargaining representative and include the following: clear objectives, a specific timeline, resources and supports to be provided by the district, and criteria for success.

THE SUMMATIVE GROWTH REPORT

The CEA Growth and Support Model Plan includes an annual summary of administrator growth, which is required under Connecticut Guidelines for Educator Evaluation. This report, which can be found [here](#), includes a self-reflection from the administrator on the impact of their growth on teachers, students, and/or the school community and also includes brief summary of the feedback provided by the evaluator based on site visits and reviews of practice. The report should both celebrate the administrator's accomplishments and identify two or three specific action steps to guide and support the administrator's ongoing growth the next school year. The summary report must also include a box indicating whether the annual growth and support process was successfully completed.

The purpose of the summative growth report is not to provide a rating or to indicate whether the administrator has "passed" or "failed." The purpose of the report is to document and celebrate the learning and growth made by the administrator over the course of the year and to provide an opportunity for the administrator and their evaluator to document ways to support and sustain that growth over time.



Section IV:

Appendix



LINKS TO FORMS

- [PDEC Survey](#)
- [Model Observation Rubric: Classroom Teachers](#)
- [Model Observation Rubric: Service Providers](#)
- [Sample Teacher/Educator Goals and Indicators](#)
- [Teacher Goal-Setting Form](#)
- [Teacher Midyear Form](#)
- [Teacher Summative Form](#)
- [Sample Corrective Action Support Plan](#)
- [Sample Administrator Goals and Indicators](#)
- [Administrator Goal-Setting Form](#)
- [Review of Practice Rubric for Administrators](#)
- [Site Visit Rubric](#)
- [Administrator Summative Form](#)

