



Tiered Support Checklist



A documented pattern of “persistent” lack of growth or resistance to growth-oriented feedback is evident.



The educator has received high quality written feedback and understands concerns exist.



Evidence exists to show the evaluator has repeatedly tried to help & offered specific strategies.



All evaluators in the district were trained and engage in regular calibration activities.



The district provides “ongoing training” to ensure teachers & admin understand tiers & support process.



The PDEC shares a common vision of what each tier is supposed to look like.



The district’s TEVAL plan includes examples of tier 1, 2, & 3 supports agreed upon by the PDEC.



Supports provided are directly aligned to identified concerns, are narrow in scope, & not punitive.



Did the PDEC agree upon orientation, training, and support elements for evaluators and educators?

TEACHER EVALUATION TAKE 5: CORRECTIVE ACTION PLANS

#1

The teacher and their union representative **must** be consulted in the creation of a corrective plan.

#2

A plan **must** be based on pattern of documented performance concerns that have persisted over time despite support.

#3

Tiered supports **must** be provided and documented prior to placement on a corrective plan.

#4

Plans **must** comply with all the requirements listed in CGS 10-152B.

#5

A corrective action plan could lead to termination; it's essential to contact CEA for guidance and support.



CORRECTIVE ACTION PLANS

UNION INVOLVEMENT

Connecticut Educator Guidelines & state statute require the union be consulted *before* a corrective action plan is created and they must also be involved in drafting the plan--the union should work to ensure a teacher has ample time to show improvement as well as robust support.

DOCUMENTED PERFORMANCE CONCERNS

A corrective action plan may not be created unless the evaluator has documented ongoing performance concerns on the district's evaluation forms and in their feedback to the teacher. Plans should be based solely on performance issues.

TIERED SUPPORTS PROVIDED

A corrective action plan may not be developed unless the evaluator can demonstrate three levels of tiered supports were provided to help the teacher address documented concerns. The union must be involved as soon as tier 3 supports are being considered.

STATUTORY REQUIREMENTS

A corrective action plans must comply with legal requirements, which include:

- A timeline and clear criteria for completion
- Resources and support provided by the district
- A delineation of evaluator & educator responsibilities
- union involvement

CONTACT CEA

Placement on a corrective action plan is a very serious step because unsuccessful completion could lead to termination. It's critical the union be involved at every step. As soon as tier 3 supports are considered, please contact your CEA uniserv representative for support.