Curriculum Update

2024-2025

All Phase 1 and 2 curriculum slated for renewal in 2023-2024 were completed with the exception of a few due to leave of absences or retirements.

Meetings with all 2024-2025 Phase 1 and 2 Department Leaders are in progress to provide orientations to process/create timelines.

Teachers in Phase 1 or 2 have professional development monies from the Curriculum Office to support curriculum review and enhancement.

You can access the Curriculum Revision Cycle Document HERE (under 24-25 tab) or through the Curriculum Website.

2024–2025

Teacher Evaluation and Support Plan

2024-2025

Thank you to all contributing members of

PDEC

Heather Saia, Co-Chair

Michelle Dean, Co-Chair

Crystal Adanti

Rebecca Bocian

Patricia Cournoyer

Karen Duhamel

Kelly Enoch

Allison Hine

Deborah House

Dawn Kelley

Jeanne Manfredi

Noah Ventola

Objective:

Using the guiding principles upon which the new Teacher Support and Evaluation Plan is based, staff will become oriented to the new systems.



August 2024

Orientation to all certified staff after Convocation

Sept. 9

Building Admin./Member of PDEC share Goal Setting process and paperwork

Oct. 7

Building Admin./Member of PDEC share the Observation process and paperwork

Nov. 4

Building Admin./Member of PDEC share Dispute Resolution/Corrective Action Process

Main Components



Educator self-reflection and goal setting



Artifacts/evidence of goal achievement



On-going observation of practice and feedback



Focus on educator growth (no ratings)



Tiered levels of support, as needed



Reducing burden of paperwork and initiatives

Effective Educator Practice

Educators will participate in an observation cycle with their evaluator that is grounded in the CCT Rubrics and centered around actionable feedback.



- Tenure cycle: Three year evaluation cycle: Formal (1yr.), Informal (2yrs.) as defined in the plan.
- Non-tenure cycle for first two years of service in Region 18 as outlined in the plan.
- Formal observations require pre/post observation paperwork and meetings with and feedback from evaluator.
- Informal observations are 7-10 minutes and require the evaluator to provide written or verbal feedback.

Professional Learning Goals

Using the CCT Rubric, educators will identify an area of growth.

- Mutually agreed upon learning goal(s) between teacher and evaluator.
- Indication of how new learning will be acquired and guided.
- Two indicators that demonstrate evidence of growth.
- Tenured teachers may choose 1,2,3 year growth goal.
- Goal(s) set by October 15th, mid-year and end of year meetings.



Mid-Year Check-in

The Mid-Year Check-In is an opportunity to share progress on learning goals

- Opportunity to share learning goal progress and/or adapt goal as needed to make more relevant or meaningful.
- Opportunity for reciprocal feedback between educator and evaluator.
- Informal meeting meant to be a brief checkpoint.



End of –Year Meeting

By close of school, educators and evaluators meet share reciprocal feedback related to learning goals/educator practice.

- Educator comes prepared with evidence of new learning, application of new learning and impact of new learning on teaching/learning.
- Educator comes prepared with End of Year Summative Report (self-reflection on goals/practice).



Corrective Action

Should an educator require more support outside the evaluation and support model, a tied system of support will be utilized for targeted growth in the identified area(s). This process should include a representative of the educator's collective bargaining unit.



- Tier I is the foundational process that all certified educators participate in outlined in the Evaluation and Support Plan.

- Tier II & III are mutually agreed upon goals/support/outcomes between educators, evaluators, and collective bargaining units. Notice of concern will be provided for any major concerns that may not fall the need for tiered support through the evaluation and support model.

Dispute Resolution

Should mutually agreed upon goals, measures of accomplishment, feedback or other aspects of the support plan not be met, a dispute resolution process may be initiated.

- A sub-committee of the PDEC will comprise the team determining outcomes of the dispute resolution process.
- It is encouraged that prior to convening the PDEC sub-committee, all parties have made efforts to discuss the difference in opinion and seek common understandings of the issues.



Oct. 11

Prof. Learning Day: Finalize learning goals/Meetings with evaluator

Faculty Meeting: Prepare for Mid-Year Check-ins

Dec. 9

April 28

Faculty Meeting: Prepare for End of Year Check-ins

End of year meetings and end of year reports completed

June 16

This has been a big picture overview of the main components of the process. Building administrators and PDEC members will support the deep dive into the sections and associated paperwork.

Questions

?

September 9th faculty meeting build: Goal Setting Deep Dive

Continue presernation for future new staff orientaitons