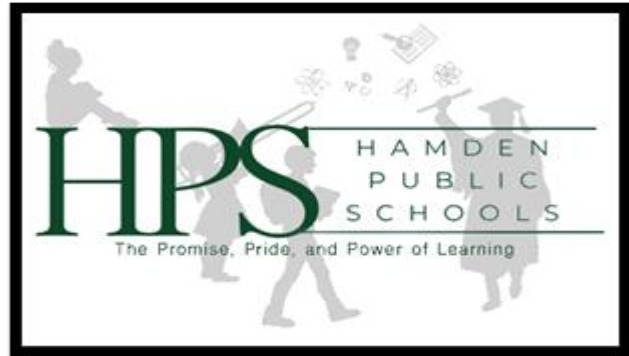


# Hamden Educator Support Plan

Adopted from CT Leader and Educator Support Plan



# Statutory Requirement to convene Professional Development and Evaluation Committee (PDEC)

Pursuant to [Connecticut General Statutes 10-220a](#), each local and regional board of education was directed to establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator selected by the exclusive bargaining representative for certified employees and other school personnel as the local board deems appropriate.

The duties of PDEC shall include, but not be limited to:

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b; **and**
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district.

# Hamden's PDEC Team Members

Teacher's Union Membership, 11 voting

- Elementary – 5
- Secondary - 6

Administrator's Union Membership, 9 voting

- Elementary – 2
- Secondary – 3
- Directors – 4

District Leadership, 3 non-voting

# Hamden's PDEC Collaboration

- Met collaboratively via zoom throughout the year
- Whole-group and small-group discussions to...
  - Review current teacher evaluation plan
  - Identify strengths and areas needing improvement
- Collectively, the PDEC team wanted to...
  - Simplify the process to emphasize support and feedback rather than on ratings
  - Require less time-consuming documentation → timeliness of feedback and debriefs
  - More flexibility in selection and development of goals for teachers to allow for differentiated support for staff serving in different roles

Connecticut  
Leader and Educator  
Evaluation and  
Support Plans 2024



Connecticut State  
Department of Education



**Hamden's PDEC  
Team opted to adopt  
the CT Leader and  
Educator Evaluation  
and Support Plans  
Model**

## Guiding Principles

**The transformational design of the educator evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance educator practice and student learning, growth, and achievement.**

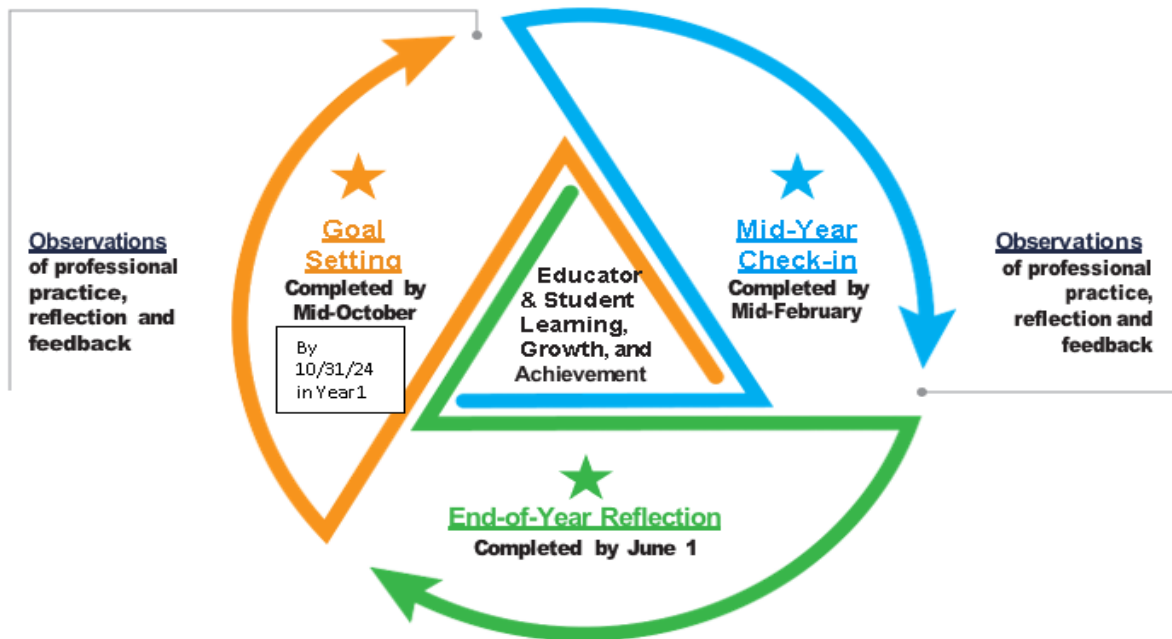
- **Allow for differentiation of roles** (*for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff*).
- **Simplify and reduce the burden** (*eliminate technical challenges, paperwork, steps*).
- **Focus on things that matter** (*identify high leverage goal focus areas*).
- **Connect to best practices aimed at the development of the whole child** (*including, but not limited to, academic, social, emotional, and physical development*).
- **Focus on educator growth and agency** (*meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus*).
- **Meaningful connections to professional learning** (*provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful*).
- **Specific, timely, accurate, actionable, and reciprocal feedback.**

# Plan for Educators (All certified staff)

## Educator Continuous Learning Process

### Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



## Goal Setting

### Completed by Mid-October

Beginning of the Year Goal(s) and Planning

- Self reflect
- **Review evidence**

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

## Mid-year Check-in

### Completed by Mid-February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review and discuss currently collected evidence towards **goal(s) and of practice**
- Review professional learning, **evidence, and impact on educator practice, student learning, growth, and achievement**

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

## End-of-Year Reflection

### Completed by June 1

End-of-Year Reflection and Feedback Process

- Self-reflection: Review and discuss professional learning, **evidence of impact on practice, student learning, growth and achievement**

End-of-Year Conference/  
Summative Feedback and  
Growth Criteria

- Evaluator provides written summative feedback and **guides next steps**
- **Annual Summary sign-off**



## Definition of Cohorts

### Cohort 1

Who:

- **New to profession (first four years)**
- **New to LEA (first two years)**

What:

- **Three observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings**
  - **One observation of professional practice may be substituted for a review of practice**
- **Verbal and written feedback within five school days**
- **Additional observations of professional practice as mutually agreed upon or deemed necessary**

### Cohort 2

Who:

- **Educators who have successfully completed Cohort 1 in their current LEA**

What:

- **Two reviews of practice with one being Observations of Professional Practice (minimum 20 minutes in length) with post meetings.**
  - **One observation of professional practice may be substituted for a review of practice**
- **Verbal and written feedback within five school days**
- **Additional observations of professional practice as mutually agreed upon or deemed necessary**

# Evaluation for Teachers in Cohort #1

Cohort #1 is defined as teachers that are new to the profession (first 4 years - non tenured) or teachers new to the LEA (Hamden) for the first two years.

What:

- Three Observations of Professional Practice (30 minutes - minimum) with Pre and Post Meetings for each Observation -one may be a review of practice
- Verbal and written feedback within five school days.
- Additional Observations as mutually agreed on or deemed necessary.

# Evaluations for Teachers in Cohort #2

Cohort #2 is defined as Educators who have successfully completed Cohort #1 in the LEA (Hamden) they work in.

What:

- Two reviews of practice with one being Observations of Professional Practice (minimum 20 minutes in length) with POST meetings.
  - One observation of professional practice may be substituted for a review of practice.
- Verbal and Written Feedback within five school days
- Additional observations of Professional practice as mutually agreed upon or deemed necessary

## Growth Criteria

### Development of New Learning and Impact on Practice

- **Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.**

### Impact on Students

- **Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.**

## Possible Sources of Evidence

- **Required observational evidence**
- **Required student learning evidence aligned to high-leverage indicator focus**
- **Implementation plans/lesson plan(s)**
- **Educator learning logs/impact on practice reflection**
- **Educator created learning materials**
- **Evidence from Observation of Educator Practice**
- **Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.**
- **Educator and/or student self-reflection**
- **Student learning artifacts**
- **Mastery-based demonstrations of achievement**
- **Observational evidence of students' words, actions, interactions (including quotations when appropriate)**
- **Rubrics, interim or benchmark assessments, other assessments**
- **Other artifacts/sources**

## HEA President, Dave Abate

“Let it be known that the evaluation plan was assembled by two teams. One made up of administrators and the other of teachers who teach in a variety of disciplines. Collaboratively, we met throughout last year and worked together on the new evaluation plan approved by the CSDE and CEA. This plan allows for teachers to more effectively evaluate themselves as well as students. Teachers look forward to implementing the new plan with fresh ideas that will allow them to expand their professional learning objectives. At the end of it all, teachers appreciated sitting at the table throughout the developmental stages of the new plan.”