

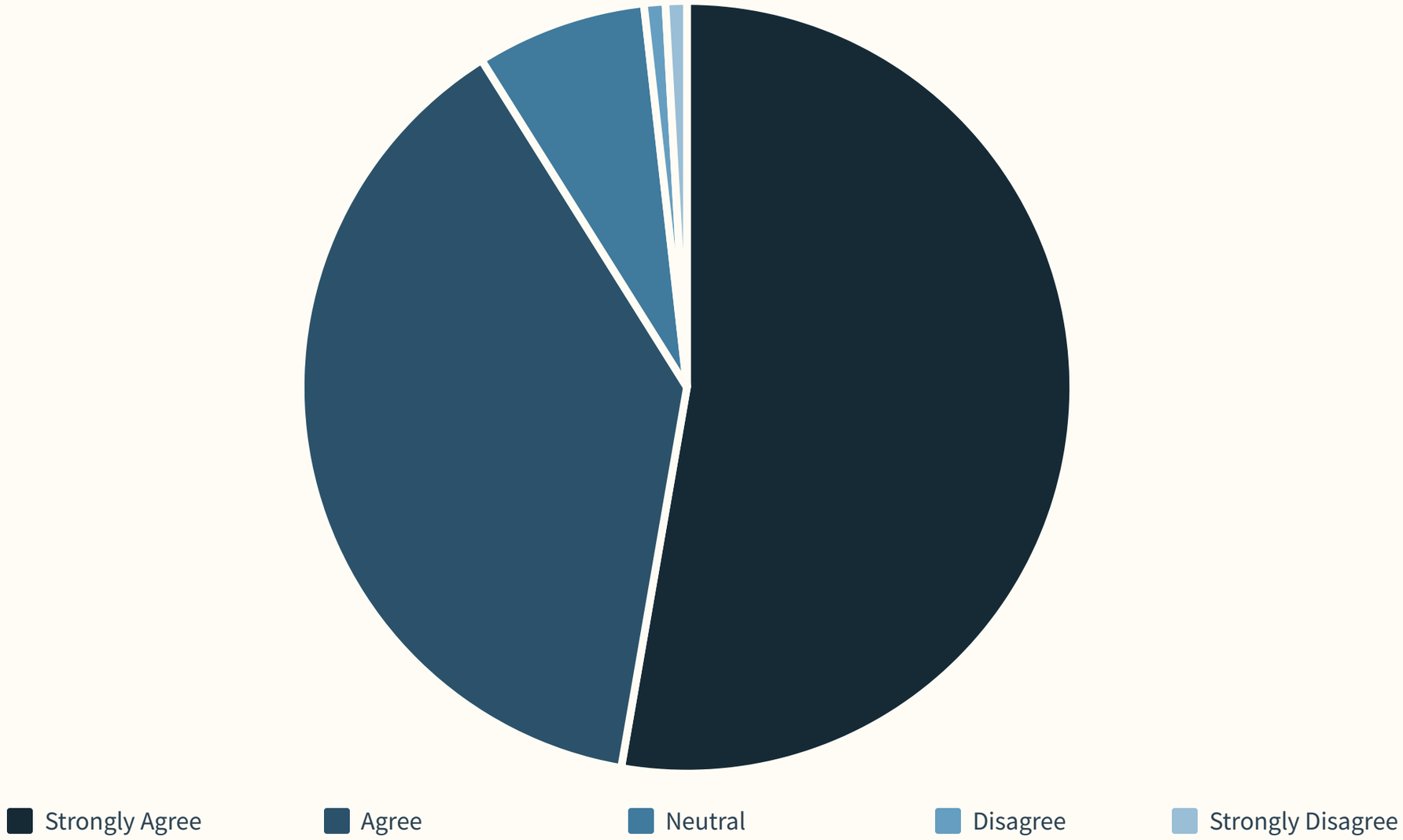
Region 18 Growth and Support Plan Survey Results

This presentation analyzes feedback from 112 educators across Region 18 schools regarding the implementation of the new Growth and Support Plan. The survey captured responses from staff at Center School (13.4%), Lyme School (35.7%), Mile Creek (23.2%), Middle School (24.1%), and High School (35.7%), with some respondents working across multiple buildings.

in summary, the data reveals high satisfaction with the plan's orientation, resources, and implementation timeline. Educators feel adequately prepared to use the evaluation rubrics and appreciate the meaningful dialogue fostered through check-ins and observations.

by Michelle Dean

Orientation and Communication Effectiveness



The chart represents responses to whether orientation sessions adequately explained the Growth and Support Plan. An overwhelming 91.9% of respondents agreed or strongly agreed that the orientation was effective, with only 1.8% disagreeing.

Additionally, 82.1% of respondents indicated they received timely responses to questions about the plan after orientations.

Plan Awareness and Accessibility

92.9%

Document Access

Know where to find the complete Support and Evaluation Plan

91.1%

Rubric Preparation

Feel adequately prepared to use CCT Rubric as a self-reflection tool

85.6%

Learning Goals

Found the Executive Summary of district goals clear with 12% not being aware of the document

95.5%

Goal Awareness

Aware of district/peer participation goal

The survey shows strong awareness of the Growth and Support Plan across all schools. Nearly all respondents know where to access the complete document and feel prepared to use the appropriate rubrics for self-reflection.



Goal Setting and Documentation

Goal Documentation

92% of respondents rated the clarity of goal documentation process as good or excellent.

1

2

Reflective Questions

75% found the reflective questions provided in the plan helpful in framing their goals, while 23.2% did not reference these questions during goal setting.

Mid-Year Documentation

3

92.7% rated the clarity of documenting artifacts, evidence, and mid-year reflections as good or excellent, showing strong understanding of the process.

Some suggestions for improvement included addressing inconsistent headings, clarifying where to document evidence for personal/professional goals, and providing additional exemplars.

Observation and Feedback Process

Pre/Post Observation Guidelines

91% of respondents found the guidelines for pre- and post-observation conferences reasonable and achievable. Some concerns were raised about tight turnaround times (24 hours) and scheduling challenges.

Feedback Quality

Most respondents indicated the feedback process effectively celebrates strengths while identifying actionable areas for growth. One educator noted, "It is highly valuable in that it is ongoing and supportive - involving growth oriented conversations."

Timeline Adequacy

96.4% of respondents felt the annual timeline for goal setting and evaluation allows sufficient time for reflection, adjustment, and feedback.

Some respondents suggested the pre-observation form is "extremely lengthy and time-consuming" and recommended a more condensed version or specifically allocated planning time to complete the form.

Effectiveness of Check-ins and Observations

Meaningful Dialogue

Respondents consistently described check-ins and observation feedback as "effective," "very effective," or "helpful" in promoting meaningful dialogue about professional goals and practices.

Growth-Oriented

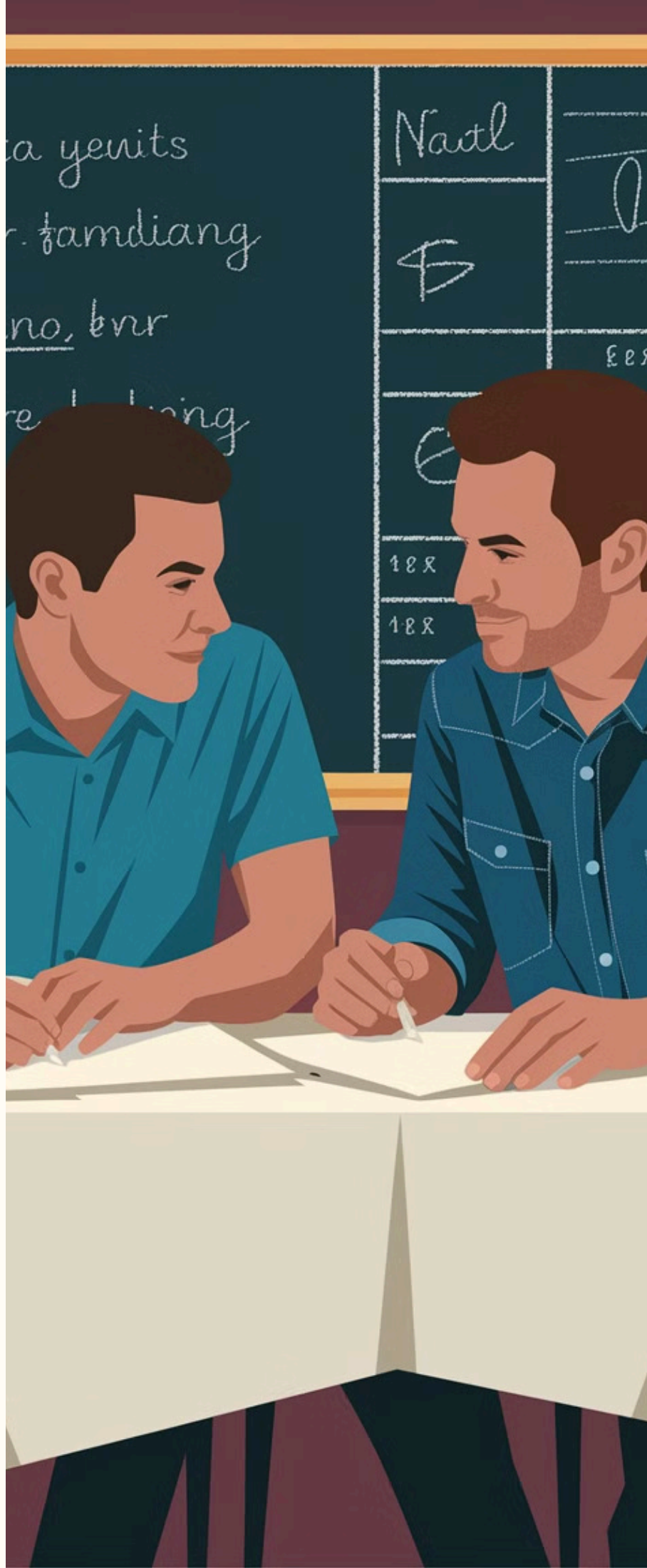
"The evaluation meetings invite self-assessment and problem-solving rather than just delivering a list of what to fix," noted one educator, highlighting the growth-oriented nature of the feedback.

Supportive Approach

Many respondents appreciated that administrators recognize effective strategies already in place while providing concrete examples of "what to try" moving forward.

Collaborative Opportunity

"I think the check-ins and ongoing discussions of the PLG provides a collaborative opportunity as well as structure that helps continued focus on the PLG," shared one participant.



Areas for Improvement

1

Paperwork Reduction

Several respondents mentioned "less paperwork" as their one desired change to make the plan more effective. One noted, "Built in time to complete the paperwork is most important resource. This allows teachers to find clarity with what is being asked."

2

Clearer Documentation System

Some respondents suggested "a cleaner system where documentation actually resides (in the form)" and noted confusion about form language.

3

More Collaboration Opportunities

Educators requested "more opportunities to collaborate with other staff members, as well as opportunities to observe others or share ideas" and "pre-scheduled 'learning walks'/review of practice by department."

4

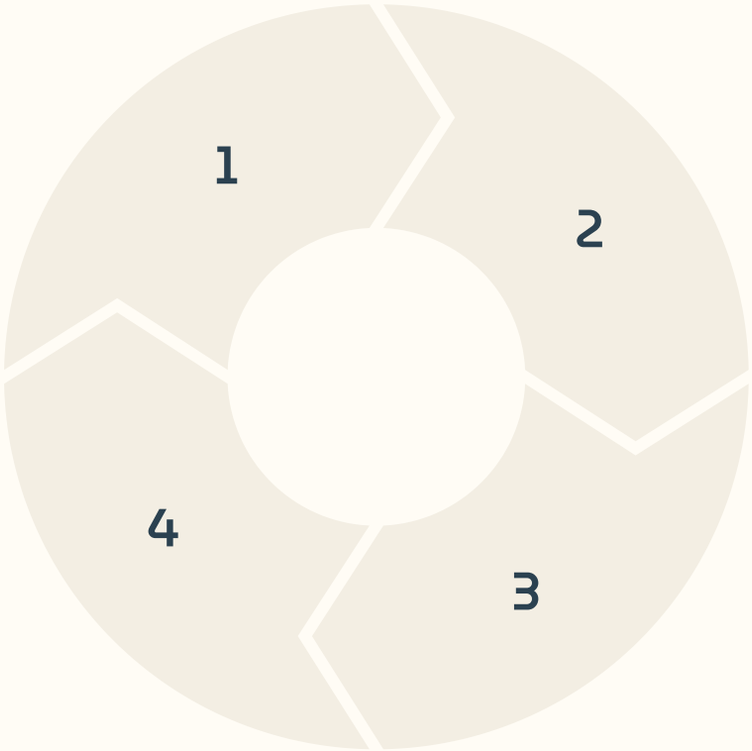
Simplified Vocabulary and Less Restrictive Rubric

Some suggested simplifying the vocabulary/terms used in the plan and making the CCT rubric less restrictive with "more open-endedness to where the areas of focus can be chosen from."

Moving Forward: Single Point Competency Rubrics

Current Status

The PDEC acknowledges the need to move from current rubrics to single point competency rubrics as encouraged by the CSDE.



New Approach

Single point rubrics focus on one clear, defined goal of proficiency rather than multiple performance levels.

Future Development

PDEC will calibrate the new rubric based on multiple sources with excellence in mind.

Alignment with Plan

This approach aligns with the state's plan to move away from 'ratings' toward reciprocal feedback.

The survey indicates that 39.6% of respondents feel it's too soon to tell if there are gaps in the current Growth and Support Plan that make it difficult to achieve professional learning goals, while 57.7% do not perceive any gaps. This suggests that while the current plan is working well, we will still need to evaluate and refine moving forward.