

Professional Development Phase Questions

1. *What are the teacher's responsibilities in the Professional Growth Phase?*
Teachers in this phase must complete a self-evaluation form and the Professional Growth Objective form, which outlines two professional growth objectives.
2. *Can an administrator reject a teacher's professional growth objective?*
Yes. Teachers and administrators collaborate on the development of the professional growth objectives. The goals should be established by mutual agreement.
3. *Are teachers still observed during the Professional Development Phase?*
Yes. Observations may be formal or informal. If informal, the teacher will receive written feedback regarding the observation. If formal, there will be a post-observation conference, with the teacher submitting the Post-observation Conference form.
4. *Are the evaluator's observation limited to what is in the Two-Year Professional Development Plan?*
No. Having achieved tenure, it is assumed that the Professional Development Phase continue to follow Connecticut's Common Core of Teaching (the basis of evaluation in the Appraisal Phase). Compliance with this document and with state and district policies are relevant.
5. *What should the evaluator be looking for during the evaluation?*
In the Professional Development Phase, the evaluator should primarily be evaluating whether the teacher is accomplishing his/her professional objectives.
6. *What if the teacher disagrees with the evaluation?*
All teachers in any phase may submit a written response/rebuttal if disagreeing with the evaluation. In addition, past practice has been that teachers may grieve alleged violations of the evaluation process.
7. *What happens if I transfer to another school?*
The new evaluator must confer with the previous evaluator, review the teacher's Professional Development Plan, and meet with the teacher. The teacher and evaluator will then determine appropriate goals and timelines in the new location.
8. *What happens if the teacher is promoted to Department Head?*
The new Department Head would be evaluated as Department Head and assume Department Head evaluative supervisory responsibility. He/she will be evaluated as an instructor in the phase he/she has been in.

Supervisory Assistance Phase Questions

1. *Who is in the Supervisory Assistance Process?*
Tenured teachers whose performance is deemed unsatisfactory by the evaluator are moved into Supervisory Assistance.
2. *What criteria does the evaluator use to substantiate unsatisfactory performance?*
The evaluator identifies the teacher's performance as unsatisfactory in terms of Connecticut's Common Core of Teaching, in terms of job description (Instructor or Department Head), and/or in terms of achieving the objectives in the Two-Year Professional Development Plan.
3. *What if the teacher disagrees with the unsatisfactory evaluation?*
All teachers in any phase may submit a written response/rebuttal if disagreeing with the evaluation. In addition, past practice has been that teachers may grieve alleged violations of the evaluation process.
4. *What happens when the teacher receives an unsatisfactory rating?*
The teacher and the evaluator must immediately develop a Supervisory Assistance Plan. The same process is used for tenured Department Heads receiving unsatisfactory ratings. The plan will include timelines and require formal observations.
5. *Who monitors the plan?*
The Professional Assistance Team, which is comprised of the teacher, the evaluator, and the teacher's Department Head. The teacher has the option of including one or two other teacher (chosen by the teacher), the subject area consultant, and any one else who can assist in the successful completion of the plan.
6. *Does being in the Supervisory Assistance Plan affect the teacher's ability to transfer?*
Yes. According to Article 11, section one (a-3) "In order to be eligible for a posted vacancy, an employee... may not have an unsatisfactory evaluation or be in the supervisory assistance segment of the evaluation process."
7. *What happens when the teacher is unsuccessful at completing the Supervisory Assistance plan?*
The information is reported to the Superintendent and Human Resources for appropriate actions?
8. *What happens when the teacher is successful at completing the Supervisory Assistance plan?*
The teacher moves back into the Two-Year Professional Development phase and resumes his/her Professional Development Plan.

**Educator Support System
2006-2011**

	Appraisal Support Phase	Professional Growth Phase	Supervisory Assistance
Who is in this phase?	Non-tenured teachers	Tenured teachers effectively demonstrating CCT or S5 (see below)	Tenured teachers not effectively demonstrating CCT or S5 (see below)
On what is the evaluation based?	Effective instruction as defined in the CT Common Core of Teaching and/or State Standards for Student Support Staff. The evaluation is done by administrators.	Effective instruction as defined in the CT Common Core of Teaching and/or State Standards for Student Support Staff. The evaluation is done by administrators.	The teacher as not demonstrated effective instruction as defined in the CT Common Core of Teaching and/or State Standards for Student Support Staff. This evaluation is based on classroom observations, examinations of lesson plans, etc. by administrators.
What are the teacher's responsibilities during the evaluation process?	By 10/1, teachers complete a self-evaluation. Teachers participate in scheduled pre- and post-observation conferences throughout the year.	By May 15, teachers complete a self-evaluation. teachers meet with supervisors to identify two annual professional growth objectives.	The teacher meets with administration to develop an improvement plan. The teacher will meet with the supervisory assistance team to meet expected outcomes within set timeline
What are the timelines?	By end of September – a minimum of two informal observations By November 1 – at least one formal observation, including a pre-observation conference. By mid-November – written feedback on the post-observation conference is given By March 1 – Outcome of professional and overall performance is provided	Nov. and January – teachers meet with supervisors to review progress in meeting objectives. By first week in May – teachers submit written report on progress in meeting objectives. By May 15 – meet with administrator to review outcomes and identify the next year's objectives	The timelines are identified in the individual supervisory assistance plan. If the teacher meets the expected outcomes within the timeline, the teacher is returned to the Professional Growth Phase. If the teacher does not meet the expected outcomes within the timeline, official notification of unsatisfactory performance is sent to Human Resources and the superintendent for review.

Appraisal Support Phase Questions

1. *When does the appraisal phase begin?*
Immediately. Before the end of the first month of teaching, at least two informal observations take place, with written and oral feedback provided.
2. *What is the difference between a formal and an informal observation?*
A formal observation has a pre-observation conference with the evaluator, and the observation is followed by a post-observation conference, normally within three days of the observation.. An informal observation does not require conferences.
3. *Who will do the evaluations?*
An administrator will do the evaluations. Department Heads and consultants do observations, not evaluations.
4. *Can an administrator do more than the two informal or one formal evaluation?*
Yes.
5. *How long should an evaluator stay in the classroom/shop when conducting an observation?*
Since the document states that the administrator should see the activity “begin, unfold, and culminate,” the expectation is that the observation would last an entire period in academics and a comparable amount of time in shop.
6. *What if I disagree with the Post-Observation Conference Report or the Final Evaluation Summary Report? Do I have to sign it?*
Signing the document only acknowledges receipt. If you disagree, you have the right to submit a written response or rebuttal to either document. Past practice has been that teachers may also grieve alleged violation of the evaluation process.
7. *When is my evaluation for the year completed?*
Before March 1, the evaluator meets with the teacher to discuss overall performance. At the conclusion of the conference, the evaluator completes the Final Evaluation Summary Report, which the teacher receives within 10 days of the conference. This report, like all parts of the evaluation process, is not a public document.
8. *Who do I contact if I have questions about my evaluation or the evaluation process?*
Whenever possible, the teacher’s concerns should be addressed to his/her evaluator. Questions can also be forwarded to the teacher’s union representative.