

Evaluation/Supervision/Support Program

It is universally accepted that good teaching is the most important element in a sound educational program. Student learning is directly affected by teacher competence; therefore, teacher evaluation shall be accomplished using a teacher evaluation plan, which demonstrates a clear link between teacher evaluation, professional development and improved student learning. Any significant changes to educator evaluation and support plan or revisions must be approved by the State Department of Education (“SDE”) prior to District implementation.

The submission of the District's evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

"Teacher" or "Administrator" for purposes of evaluation shall include each professional employee of the Board, below the rank of Superintendent, who holds a certificate or permit issued by the State Board of Education (“SBE”).

Appraisal of teaching performance should serve three (3) purposes:

1. To raise the quality of instruction and educational services to the children of our community resulting in improved student learning.
2. To raise the standards of the teaching profession as a whole.
3. To aid the individual teacher to grow professionally, linking district-wide teacher evaluation and professional development plans.

Evaluation of teacher performance must be a cooperative, continuing process designed to improve student learning and the quality of instruction. The Board of Education directs the Superintendent to adopt and implement a teacher evaluation and support program in accordance with current Guidelines for Teacher Evaluation and Professional Development issued by the SDE. The Superintendent shall annually evaluate or cause to be evaluated all certified employees in accordance with the teacher evaluation and support program, developed through mutual agreement with the Professional Development and Evaluation Committee (“PDEC”) for the District. The PDEC shall consist of certified employees, including at least one (1) union representative, and other school personnel the Superintendent deems appropriate.

The evaluation plan shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. Further, claims of failure to follow the established procedures of such teacher evaluation and support program shall be subject to the grievance procedure in the collective bargaining agreement.

The Superintendent and all employees whose administrative and supervisory duties equal at least fifty percent (50%) of their time shall include a minimum of fifteen (15) hours of training in the evaluation of teachers pursuant to Connecticut General Statutes Section 10-151b, as part of the required professional development activity during each five (5) year period for reissuance of their professional educator certificate.

PERSONNEL – CERTIFIED

4115(b)

The Superintendent shall report to the Board at least annually on the status of the evaluations and evaluation plans. In addition, by dates determined by the SDE, the Superintendent shall report to the Commissioner of Education on the implementation of the teacher evaluation and support program, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers and administrators not evaluated, and other requirements as determined by the SDE.

Legal Reference: Connecticut General Statutes § 10-145b
Connecticut General Statutes § 10-151a
Connecticut General Statutes § 10-151b
Connecticut General Statutes § 10-151c
Connecticut General Statutes § 10-220a(b)
Circular Letter C-6, Series 2004-2005
Circular Letter C-9, Series 2004-2005
Public Act 11-135
Public Act 12-116
Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.
Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.
"Flexibility to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014
20 U.S.C. § 1119
34 C.F.R. 200.55

Policy adopted: September 9, 1991
Policy revised: October 11, 2000
Policy reviewed: December 10, 2014
Policy revised: March 11, 2015
Policy revised: June 8, 2016