

Personnel - Certified

Evaluation and Support Program

The primary purpose of a teacher and administrator evaluation program shall be the improvement of the student learning experience, including the encouragement of creativity and innovation in the planning and implementation of teaching strategies. Secondary purposes of the teacher evaluation program include promoting professional growth and development of staff, providing accountability by ensuring that only effective teachers continue in the school system, and assist in the determination of teachers being “highly qualified” in the core academic subject areas taught as defined in the No Child Left Behind Act.

The Board of Education shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District’s Professional Development and Evaluation Committee. The required union representation on such committee shall include at least one representative from each of the teachers’ and administrators’ unions. If unable to attain mutual agreement, the Board and the Professional Development and Evaluation Committee shall consider adopting by mutual agreement the State Board of Education (SBE) adopted model teacher evaluation and support program without any modification. Further, if the Board and the Professional Development and Evaluation Committee fail to agree on the SBE model, the Board, will use its statutory authority to adopt and implement a teacher evaluation program of its choice, provided such program is consistent with the SBE adopted guidelines.

The District’s Teacher Evaluation Model is based on nine essential purposes which focus on student learning, mastery of professional competencies, professional growth, and school/district improvement. These nine purposes are:

- to provide annually a continuous and consistent system of staff assessment which, in turn, will help to provide a climate for maintaining and improving the quality of instruction and student learning;
- to provide opportunities to enable teachers and administrators to become more skillful, more effective and more creative in their work
 - identifying and analyzing their knowledge and skills so they can direct the growth and development of students more effectively and with greater sensitivity
 - identifying their strengths as well as areas for further growth
 - formulating and evaluating specific student learning objectives
 - developing a better understanding of their obligations and their responsibilities;
- to provide a variety of opportunities for self-analysis;
- to improve the process by which teachers, administrators and the Board of Education realize their goals and objectives;
- to improve the quality and effectiveness of the professional development program;
- to develop awareness of and accountability for the quality of the instructional program;

Personnel - Certified

Evaluation and Support Program (continued)

- to foster teamwork and understanding between evaluatees and evaluators;
- to raise the standards of the education profession; and
- to provide a sound basis and appropriate documentation for administrative decisions to separate from employment those staff who do not meet professional standards, of effectiveness, efficiency and competency.

Prior to June 1st annually, the Superintendent shall report to the Board of Education the status of teacher evaluations. The Superintendent will also report annually to the Commissioner of Education on the implementation of the teacher evaluation and support program, including their frequency of evaluations, aggregate evaluation ratings, the number of teachers and administrators not evaluated and other requirements as determined by the State Department of Education.

The evaluation process for each school year shall be in accordance with the teacher evaluation and support program. The evaluation and support program 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 collective bargaining agreements negotiated subsequent to July 1, 2004. The evaluation process for teachers and administrators shall include opportunities for:

- use of four performance evaluations designators: exemplary, proficient, developing and below standard;
- use of multiple indicators of student academic growth and development;
- self-evaluation;
- individual performance objectives related to job competency;
- supervisor-initiated conferences and observation;
- teacher-initiated conferences and observations;
- addressing the needs of staff as they progress through their careers;
- professional development based on individual or group needs identified through evaluations;
- individual performance objectives related to the improvement of student learning;
- alternative means to evaluate teacher performance;
- collegial work;
- methods of assessing student academic growth and development; and
- giving due consideration to additional sources of information concerning teacher performance, including but not limited to, parents, students, colleagues, community members, professional organizations and other district administrators.
- periodic training on the evaluation program, offered by the District or its RESC;
- opportunities for career development and professional growth;
- a validation procedure to audit ratings of below standard or exemplary (for the SDE);
- consideration of “control” factors that could influence teacher performance such as student characteristics, attendance and mobility.

Personnel – Certified

Evaluation and Support Program (continued)

The State Board of Education has adopted guidelines for a model teacher and administrator evaluation program which provides guidance on the use of multiple indicators of student academic growth in teacher and administrator evaluations.

Implementation Plan

The Board of Education recognizes that the State Board of Education (SBE) has adopted a flexible plan for the implementation of Connecticut’s Educator Evaluation and Support System.

Legal Reference: Connecticut General Statutes
 10-145b Teaching certificates.
 10-151a Access of teacher to supervisory records and reports in personnel file.
 10-151b Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, An Act Concerning Teachers’ Evaluations, P.A. 10-111, An Act Concerning Education Reform in Connecticut, and P.A. 12-116 An Act Concerning Educational Reform.)
 10-151c Non-disclosure of records of teacher performance and evaluation. Exceptions.
 10-220a In-service training
 10-220a(b) In service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations. Circular Letter C-6, Series 2004-2005, Determining “Highly Qualified” Teachers. (as amended by PA 15-215)
 PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform
 Circular Letter C-6, Series 2004-2005, Determining “Highly Qualified” Teachers
 Circular Letter C-9, Series 2004-2005, “No Child Left Behind” and Districts’ **H**igh **O**bjective **U**niform **S**tate **S**tandard of **E**valuation (HOUSSE) Plans.
 PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)
 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. Section 1119 No Child Left Behind Act
 34 C.F.R. 200.55 Federal Regulations

Policy adopted:

December 7, 2015

REGIONAL SCHOOL DISTRICT NO. 14
 Bethlehem and Woodbury, Connecticut