

Personnel -- Certified

Evaluation and Support Program

Evaluation of certified staff performance must be a cooperative, continuing process designed to improve the quality of the educational experience and result in improved student learning. The Superintendent shall annually evaluate or cause to be evaluated all certified employees.

Note: "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.

The Board of Education not later than September 1, 2013, 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. 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 State Board of Education as required has adopted guidelines for a model teacher and administrator evaluation and support program which is to provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. The guidelines include, but are not limited to:

- 1. The use of four performance evaluations designators: exemplary, proficient, developing and below standards;*
- 2. The use of multiple indicators of student academic growth and development in teacher and administrative evaluations;*
- 3. Methods for assessing student academic growth and development;*
- 4. A consideration of control factors, tracked by the state-wide public school information system that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility;*
- 5. Minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings;*
- 6. The development and implementation of periodic-training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or RESC to teachers whose performance is being evaluated and to administrators who are conducting the performance evaluations;*
- 7. The provision of professional development services based on individual or group needs identified through evaluations;*
- 8. The creation of individual teacher improvement and remediation plans for teachers who are*

rated "developing" or "below standard" in performance;

9. Opportunities for career development and professional growth; and

10. A validation procedure to audit evaluation ratings of "exemplary" or "below standard" evaluation ratings.

These guidelines will be validated after the pilot programs conducted in the 2012-2013 school year.

Evaluation Training

For the school year commencing July 1, 2013, the Board, prior to any evaluation conducted under the teacher evaluation and support program, shall conduct training programs for all evaluators and orientation for all District teachers regarding the District's teacher evaluation and support program. Such training shall provide instruction to evaluators regarding how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. The orientation for each teacher shall be completed before a teacher receives an evaluation under the teacher evaluation and support program.

Note: "Teacher" includes all certified employees below the rank of Superintendent.

Implementation Plan

The Board of Education recognizes that the State Board of Education (SBE) has adopted a modified plan for the implementation of Connecticut's Educator Evaluation and Support System for the 2013-2014 school year. The District, in the 2013-2014 "Bridge Year" will:

Implement the whole model in at least one-third of the District's schools, for all certified teachers and administrators within those schools.

Audit

The Board, starting July 1, 2014, if selected, will participate as required, in an audit of its evaluation program, conducted by the State Department of Education.

(cf. - [4131](#) Staff Development)

Legal Reference: Connecticut General Statutes

[10-151b](#) Evaluation by superintendent of certain educational personnel.

(amended by PA 04-137, An Act Concerning Teachers' Evaluations and PA 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

20 USC Section 1119 No Child Left Behind Act

34 CFR 200-55 Federal Regulations

Circular Letter C-6, Series 2004 - 2005, Determining "Highly Qualified" Teachers

Circular Letter C-9, Series 2004 - 2005, No Child Left Behind and Districts' High

Objective Uniform State Standard of Evaluation (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.

20 U.S.C. Section 1119 No Child Left Behind Act.

34 C.F.R. 200.55 Federal Regulations.

Policy adopted: November 14, 2005

Policy revised: May 9, 2011

Policy revised: October 22, 2012

Policy revised: February 10, 2014

STAFFORD PUBLIC SCHOOLS

Stafford Springs, Connecticut