

Evaluation and 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. The educator evaluation and support plan or revisions must be approved annually by the State Department of Education (“SDE”) prior to Bethany Public School District (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 Bethany Board of Education (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 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 Steering Committee for the District. The Steering Committee shall consist of certified employees, including at least one (1) union representative, and other school personnel the Superintendent deems appropriate.

The District program for evaluating the instructional process and all certified personnel is viewed as one means to improve student learning and ensure the quality of instruction. 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.

The Superintendent shall annually evaluate or cause to be evaluated each teacher and administrator in accordance with the appropriate evaluation and support program and may conduct additional formative evaluations toward producing an annual summative evaluation.

In the event that a teacher or an administrator does not receive a summative evaluation during the school year, such individual shall receive a rating of "not rated" for that year.

The Superintendent shall report to the Board at least annually on the status of the evaluations. In addition, annually, 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.

Evaluation Training

The Superintendent or his/her designee, 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.

Data Management

The Steering Committee will review the user experiences and efficiency of the District's data management system/platform to be used by teachers and administrators to manage the evaluation plans. The review may include items to be entered, data entry issues, limits on the access to teacher and administrator data, and a process for recording authorized individuals' access to information.

Audit

The District, if selected, will participate as required, in an audit of its evaluation program, conducted by the SDE.

All teachers teaching in public schools at the elementary school level (including special education teachers) must be determined to be an "effective educator," as defined in the Every Student Succeeds Act. To be determined an "effective educator," a teacher must meet state certification and licensure criteria.

The reauthorized Individuals with Disabilities Act (IDEA) identifies special education teachers as teachers who must demonstrate competency in the core academic subjects that they teach.

The District evaluates a teacher's subject-matter competency in the core academic content areas, based on the Common Core of Teaching (CCT), using both of the following:

1. foundational skills and competencies; and
2. the discipline-based professional standards.

PERSONNEL – CERTIFIED

4115(c)

Legal Reference: Connecticut General Statutes § 10-111
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 12-2
Public Act 12-116
Public Act 13-245
Public Act 15-5
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
Public Law 114-95
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
Policy revised: December 9, 2020

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