

Personnel – Certified

Evaluation and Support Program

The Amity Regional School District No. 5 (ARSD) Board of Education (Board) believes 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 submission of ARSD's evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the Connecticut State Department of Education (CSDE).

"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.

Appraisal of teaching performance should serve three 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 Professional Development and Evaluation Committee (PDEC) for ARSD. The PDEC members share the responsibility for developing effective evaluation procedures and instruments and for the development and maintenance of professional standards and attitudes regarding the evaluation process. The required union representation on such committee shall include at least one representative from each of the teachers' and administrators' unions.

The Board shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the PDEC. If unable to attain mutual agreement, the Board and the PDEC 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 PDEC 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 system-wide program for evaluating the instructional process and all certified personnel is viewed as one means to improve student learning and insure the quality of instruction. The evaluation plan shall include, but need not be limited to, strengths, areas needing

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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 Superintendent and all employees whose administrative and supervisory duties equal at least 50% of their time shall include a minimum of fifteen hours of training in the evaluation of teachers, pursuant to Section 10-151b, as part of the required professional development activity during each five-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 teacher 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.

By dates determined by the CSDE, the Superintendent shall report to the Commissioner of Education on the implementation of the teacher evaluation and support program and other requirements as determined by the State Department of Education.

Improvement and Remediation Plans

The PDEC will develop as part of the teacher evaluation and support program a process for teacher improvement and remediation that:

1. Is differentiated by the level of identified need and/or stage of development;
2. Identifies resources, support, and other strategies to be provided to address documented deficiencies;
3. Contains a timeline for implementing such measures;
4. Provides success indicators; and
5. Is developed in consultation with the teacher and his/her union representative.

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 ARSD teachers regarding the ARSD'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.

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Implementation Plan

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

The submission of the ARSD's evaluation plans for the CSDE's review and approval, including flexibility requests, shall take place by annual deadlines set by the Connecticut State Department of Education.

Complementary Observers

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. ARSD may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators who may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers shall be fully trained as evaluators in order to be authorized to serve in this role.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Dispute Resolution Process

In accordance with the requirement in the "Connecticut Guidelines for Teacher Evaluation and Professional Development" in establishing or amending the local teacher evaluation plan, the Board shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback, or the professional development plan.

When such agreement cannot be reached the issue in dispute may be referred for resolution to a sub-committee of the Professional Development and Evaluation Committee (PDEC). Per the ARSD Teacher Evaluation and Support Plan this sub-committee shall be comprised of the Director of Curriculum and Staff Development, President of the Amity Education Association (AEA) or designee, and two neutral people mutually selected by the Director of Curriculum and Staff Development and the President of the AEA. In the event the designated sub-committee does not reach a unanimous decision, the issue shall be considered by the Superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in the document entitled "Connecticut Guidelines for Educator Evaluation."

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Data Management

Annually ARSD's Professional Development and Evaluation 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.

Audit

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

All teachers teaching in public schools at the elementary, middle, and high school levels (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.

ARSD 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:

- A. foundational skills and competencies; and
- B. the discipline-based professional standards.

(cf. 4111 - Recruitment and Selection)

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, P.A. 10-111, P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session)
10-151c Records of teacher performance and evaluation not public records.
10-220a(b) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.
PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.

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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
34 C.F.R. 200.55 Federal Regulations.
PL 114-95 Every Student Succeeds Act, §9213