

## **Personnel -- Certified**

### **Supervision and Evaluation**

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. Effective teacher and administrator supervision is a primary leadership responsibility for all administrators. A component of supervision is cooperative, continuing, teacher evaluation which serves to:

1. improve the quality of instruction and educational services to children;
2. elevate standards of the teaching profession;
3. help each teacher grow professionally, linking district-wide teacher evaluation and professional development plans.
4. assist with administrative decisions on teacher retention/dismissal.

The Superintendent shall evaluate or cause to be evaluated annually all certified employees. Teachers and administrators share responsibility for developing effective evaluation procedures and instruments that are in accordance with the teacher evaluation and support program and for establishing and maintaining professional standards and constructive attitudes toward staff evaluation. Further, claims of failure to follow such guidelines may 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 CGSA Section 10-151b, as part of the required professional development activity during each five year period for reissuance of their professional educator certificate.

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 evaluation plan shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth.\*

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### Supervision and Evaluation (continued)

*\*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.*

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### Supervision and Evaluation (continued)

The Superintendent shall annually evaluate or cause to be evaluated each teacher and administrator in accordance with guidelines established by the State Board of Education and such other guidelines as may be established by mutual agreement between the Board and the teachers' and administrators' representatives, 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.

*Note: The SBE may waive the requirement of consistency with SBE's model guidelines for any district that, before the model guidelines are validated, (after the pilots 2012-2013), developed a teacher evaluation program that is determined by the SBE to substantially comply with the guidelines.*

The Superintendent shall report to the Board by June 1 annually on the status of the evaluations. In addition, by June 30 annually, 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 State Department of Education.

### Remediation Plans

Teachers rated "below standard" or "developing" shall have an improvement and remediation plan that:

1. is developed in consultation with the teacher and his/her union representative;
2. identifies resources, support, and other methods to address documented deficiencies;
3. contains a timeline for implementing such measures in the same school year as the plan is issued; and
4. provides success indicators that include a minimum overall rating of "proficient" at the end of the improvement and remediation plan.

### 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.*

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### Supervision and Evaluation (continued)

#### 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 evaluation model district-wide, consisting of all components of both teacher and administrative evaluation, as outlined in the "Guidelines for Connecticut's Educator Evaluation and Support System (SEED)."
- Implement the whole model in at least one-third of the District's schools, for all certified teachers and administrators within those schools.
- Implement the whole model in at least fifty percent of the District's schools, for classroom teachers only and administrators within those schools.
- Implement a locally-developed and state-approved model/option.

The certified staff, in 2013-2014, not evaluated under the new system shall be evaluated under the District's existing evaluation plan.

#### 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. 2400 - Evaluation of Building Administrators and Teachers)

(cf. 4112.1/4212.1 - Provisions of Negotiated Agreements)

(cf. 4112.6/4212.6 - Personnel Records)

Legal Reference: Connecticut General Statutes

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, An Act Concerning Education Reform in Connecticut and P.A. 12-116 An Act Concerning Educational Reform.)

10-151c Records of teacher performance and evaluation not public records.

P.A. 95-58 An Act Concerning Teacher Evaluation, Tenure and Dismissal.

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Legal Reference: Connecticut General Statutes (continued)

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: August 24, 2000  
Policy revised: November 18, 2004  
Policy revised: June 26, 2014

MARLBOROUGH PUBLIC SCHOOLS  
Marlborough, Connecticut