

Personnel – Certified

Educator Evaluation and Support Program

The Amity Regional School District No. 5 (District) Board of Education (Board) recognizes the critical role an effective professional evaluation and support system plays in ensuring student growth and success and promoting reflective practice through job-embedded professional learning and goal setting. The Board empowers the superintendent to ensure that each educator and leader has the opportunity for continuous learning and feedback, to develop and grow, individually and collectively, through the educator and leader evaluation and support system so that all of the district's students experience growth and success. Connecticut General Statutes 10-151b requires that the superintendent shall annually evaluate or cause to be evaluated each teacher.

Educator and leader practice discussions shall be based on a set of national or state performance standards set by professional organizations agreed upon by the district's Professional Development and Evaluation Committee (PDEC). The PDEC Committee membership shall include teachers, administrators, in addition to a bargaining unit representative from the Amity Education Associate, a bargaining unit representative from the Amity Administrators Group, and one paraeducator. The district's PDEC shall work to mutually agree upon a standard-based best practice observation model.

The Board of Education shall adopt and implement an Evaluation Program consistent with the Evaluation Guidelines adopted by the State Board of Education.

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth, and achievement and will need to:

- Be consistent with emerging research and best practices in the field of education;
- Include a focus on professional learning to develop systems of continuous improvement for educator practice and student outcomes;
- Allow for differentiation of roles (teachers, counselors, instructional coaches, administrators);
- Connect to best practices aimed at the development of the whole child;
- Focus on educator growth and agency, meaningfully engaging professionals by focusing on growth and practice in partnership with others aligned to a strategic focus;
- Provide multiple pathways for participation to improve educator practice in a way that is meaningful and impactful; and
- Provide specific, timely, accurate, actionable, and reciprocal feedback.

Process

Evaluation and support shall be an ongoing, cyclical progress monitoring process and shall include references to standards and criteria, a process for goal setting, a focus on professional practice and student outcomes, and an environment that nurtures feedback and engagement. Minimally evaluator and educator/leader/team conference shall occur in the fall, winter, and spring of each school year.

Personnel – Certified

Educator Evaluation and Support Program

Multiple measures of student learning, growth, and achievement would be included as part of the evaluation process. Consideration of additional evidence relevant to one or more rubric competencies may be part of the process and discussion as mutually agreed upon.

To ensure participants focus the discussion and feedback on the desired practice rather than a rating outcome, Single Point Rubric will be used. This will allow for the promotion of clear, research-based expectations while ensuring a tie to standards

The goal-setting process must follow the timelines and frameworks created by the PDEC consistent with the standards established during this process. All educators must be assigned a primary evaluator, who holds a 092 (Intermediate Administrator or Supervisor) and/or 093 (Superintendent of Schools) certificate. The district's PDEC shall determine protocols for each level of educator. Goals setting may allow for differentiated timelines (1, 2, or 3 years) and differentiated partnerships (perhaps in teams or collaboration with another educator) depending upon the role of the educator their plan for professional learning and growth.

The PDEC will determine clear timelines for both written and verbal feedback. For Educators, the cycle of check-ins should provide opportunities for discussion linking student growth and development with observations of practice and performance. For Leaders, the cycle of check-ins should provide opportunities for discussion linking organizational growth and development with observations of practice and performance.

Dialogue through the professional growth process should begin with educator self-reflection/self-assessment of the impact of professional learning and educator practice on student growth. There should be multiple pieces of evidence, which may include artifacts, observations of practice, student feedback, and reflections of the educator on student growth as part of the educator feedback process. The PDEC shall create the district's plan for the nature and number of observations and/or reviews of practice and required artifacts aligned with the current professional needs of the educator.

The PDEC shall provide orientation, training, and support elements for evaluators and educators on the critical components of success.

The district PDEC plan should include differentiated supports and be responsive to educator needs. Ongoing training is required to ensure all stakeholders understand tiers, supports, and process.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a corrective support plan. The corrective support plan must include indicators of success for transitioning out of the plan. The corrective support plan shall be developed in consultation with the educator and their exclusive bargaining unit representative.

Dispute Resolution

Personnel – Certified

Educator Evaluation and Support Program

The Board of Education shall, in mutual agreement with the PDEC, include a process for resolving disputes in cases where the evaluator and educator/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. Any claims that the district has failed to follow the established procedures of the educator/leader evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the Board of Education and the relevant bargaining unit.

State Reporting

The superintendent shall report on the status of the implementation of the educator/leader evaluation and support program; including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education on or before September 15 of each year.

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.

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.