

Personnel

Certified Staff Supervision and Evaluation

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.

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 school-wide teacher evaluation and professional development plans.

Evaluation of teacher performance must be a cooperative and continuing process designed to improve student learning and the quality of instruction. The Head of School shall evaluate, or cause to be evaluated, all certified employees in accordance with the teacher evaluation and support program. The teacher shares with those who work with the teacher 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 Board of Trustees directs the Head of School or his/her designee and the teachers' and administrators' representatives to develop, in harmony with the latest Guidelines for Teacher Evaluation and Professional Development issued by the Connecticut Department of Education and such other guidelines as may be mutually agreed upon, a system-wide program for evaluating the instructional process and all certified personnel as one means to improve student learning and insure the quality of instruction. Further, claims of failure to follow such guidelines shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

The guidelines for a model teacher and administrator evaluation and support program must use multiple indicators of student growth.

The Head of School 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 10151b, as part of the required professional development activity during each five-year period for reissuance of their professional educator certificate.

Policy Updated: January 16, 2007
Policy Updated: November 18, 2014

The Woodstock Academy
Woodstock, CT