

Personnel -- Certified

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 that demonstrates a clear link between teacher evaluation, professional development, and improved student learning as evidenced by student achievement.

Note: "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 and achievement.
2. To raise the standards of the teaching profession as a whole.
3. To aid the individual teacher to continue 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. For the school year commencing July 1, 2013, and each school year thereafter, 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 Committees for the District. The required union representation on such committee shall include at least one representative from each of the teachers' and administrators' unions. 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 Education 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 committees.

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 improvement, strategies for improvement and multiple indicators of student academic growth.

The Superintendent and all certified 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.

Personnel -- Certified

Evaluation (continued)

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.

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 their 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.

Personnel -- Certified

Evaluation (continued)

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. - 4131 Staff Development)

Legal Reference: Connecticut General Statutes

10-145b Teaching certificates

10-151b Evaluation by superintendent of certain educational personnel. (as amended by P.A. 95-58 An Act Concerning Teacher Evaluations, Tenure and Dismissal and P.A. 00-13 An Act Concerning Teacher Competency and P.A. 10-111, An Act Concerning Education Reform in Connecticut and P.A. 12-116, An Act Concerning Educational Reform)

10-220a In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations. (as amended by PA 15-215)

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.

Policy adopted: June 1, 2006
Policy revised: November 21, 2013
Policy revised: December 17, 2015

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut