

Personnel – Certified/Non-Certified

APPOINTMENT AND CONDITIONS OF EMPLOYMENT – 4115-4215(a) EVALUATION

The Board shall act in accordance with Connecticut General Statutes and/or the respective Collective Bargaining Agreement(s) developed by the Board of Education and the various bargaining unit(s).

All non-certified personnel are on probation for a period of one (1) year from the date of employment or as noted within the respective Collective Bargaining Agreement.

Non-certified personnel shall be formally evaluated once per fiscal year..

I. Policy for Educator and Leader Evaluation and Support

The Board recognizes an effective professional evaluation and support system's critical role in ensuring student achievement, 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, and to develop and grow, individually and collectively, through the educator and leader evaluation and support system so that all of the district's students achieve 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 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 teacher evaluation and support program shall be developed through mutual agreement between the Board of Education and the district's PDEC. If the Board of Education and the PDEC are unable to come to a mutual agreement, they shall consider the model teacher evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model teacher evaluation and support program.

If the Board of Education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the Board shall adopt and implement a teacher evaluation and support program developed by the Board, provided the program is consistent with the guidelines adopted by the State Board of Education.

II. Definitions

Educator includes teachers and educator support specialists who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role providing support services hold a valid certificate or permit issued by the State Board of Education.

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Leader includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.

Single Point Competency is a description of a standard of behavior or performance, framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance, similar to a traditional rubric. The primary reason for using this approach is that it supports a focus on understanding the goal and the performance's strengths and weaknesses without the complication of interpreting those elements into a rating. This shift in practice is designed to make it easier for the participants to focus the energy of the process on the evidence, why that evidence looks the way it does, and what can be done to support improvement rather than a debate or negotiation on the rating.

The **PDEC** (Professional Development and Evaluation Committee's) responsibilities include participating in developing and adopting a proposed teacher evaluation and support plan for the district. The district's representative PDEC shall be composed of at least one representative from the teachers', administrators', and paraeducators' bargaining units, and other appropriate school personnel, and shall ensure educator and leader practice discussions are based on a set of national or state performance standards set by professional organizations and agreed upon by the Committee. PDEC shall work to mutually agree upon a state or national standard-based best practice observation model, which will require Board approval. Any district-created rubric used in this process must demonstrate alignment or be tied to an externally referenced standard.

III. Vision

The district's educators and leaders have the opportunity for continuous learning and feedback to develop and grow individually and collectively through the educator and leader evaluation and support system to ensure all students achieve growth and success.

IV. Guiding Principles

Educator and leader practice discussions are based on national, or state performance standards set by professional organizations agreed upon by the PDEC, which will mutually agree upon a standards-based best practice observation model.

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

- A. be consistent with emerging research and best practices in the field of education.
- B. include a focus on professional learning to develop continuous improvement systems for educator and leader practice and student outcomes.
- C. allow for differentiation of roles (e.g., teachers, counselors, instructional coaches, etc.).

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- D. focus on things that matter to the educator's/leader's role (e.g., identify high-leverage goal focus areas).
- E. connect to best practices aimed at student development.
- F. focus on educator growth and agency, meaningfully engaging professionals by focusing on growth and practice in partnership with others and aligned to a strategic focus.
- G. provide multiple pathways for participation to improve educator practice in a meaningful and impactful way.
- H. provide specific, timely, accurate, and actionable feedback.
- I. engage the educator in feedback considering multiple and varied quantitative and qualitative evidence indicators, which may include artifacts, observations of practice, student feedback, and educator reflections on students' achievement, growth, and success as part of the process.

V. Guiding Principles for Educator and Leader Goal Setting and Observational Feedback Plans

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 achievement, growth, and success and an environment that nurtures feedback and engagement. Minimally, an evaluator and educator/leader/team conference shall occur in each school year's fall, winter, and spring.

Best practice should allow for goals and standards to be consistent with the district's goals with clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations). Coherence improves the collective effectiveness of practice and encourages individual and collective groups of educators and leaders to reflect on how they contribute to the district's goals, mission, and vision. The goals-setting process should encourage consideration of student development and consider indicators in a variety of areas critical to the overall success of students.

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

VI. Dispute Resolution

- A. The Board of Education's plan shall, in mutual agreement with the PDEC, include a process for resolving disputes where the evaluator and educator/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional development plan.

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- B. Any claims that the district has failed to follow the established educator/leader evaluation and support program procedures 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.

VII. Reporting

The superintendent shall report:

- A. The status of teacher evaluations to the Board of Education each year; and
- B. 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.

The term “teacher,” “educator,” or “leader” shall include each professional employee of the Board of Education, below the rank of superintendent, who holds a certificate or permit issued by the State Department of Education.

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EVALUATION**

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,, PA 10-111, PA.12-116, PA 12-2 (June Special
Session), PA 13-245, PA 15-5 (June Special Session)
10-151 c Records of teacher performance and evaluation not public records
10-220a(b) In-service training. Professional development. Institutes for
educators. (as amended by PA 15-215)
PA 11-135 An Act Concerning Implementation Dates for Secondary School
Reform.
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
PA 10-111 An Act Concerning Education Reform in Connecticut
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
34 C.F.R. 200.55 Federal Regulations
Circular Letter C-6, Series 2004-2005, Determining “Highly Qualified”
Teachers
Circular Letter C-9, Series 2004-2005, “No Child Left Behind” and Districts’
High **O**bjective **U**niform **S**tate **S**tandard of **E**valuation (HOUSSE) Plans.
PL 114-95 – Every Student Succeeds Act § 9213
Public Act 23-159 (An Act Concerning Teachers and Paraeducators)
Connecticut Leader and Educator Evaluation and Support Plans 2024, adopted
by the State Board of Education, February 14, 2024

Adopted 8/27/2004

Revised and Adopted 9/22/2016

Revised and Adopted 5/28/2024