

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 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. The Superintendent shall evaluate or cause to be evaluated all certified employees.

The Board of Education directs the Superintendent 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 all certified personnel as one means to improve student learning and insure the quality of education.

The Superintendent and all employees who 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 of reissuance of their professional educator certificate.

(cf. – 2400 Evaluation of Administrators and Administration)

(cf. – 4131 Staff Development)

Beginning in school year 2006-2007, all teachers in public schools at the elementary, middle and high school levels (including special education teachers) must be determined to be “highly qualified,” as defined in the No Child Left Behind Act. To be determined “highly qualified” a teacher must use the HOUSSE plan if he or she has not passed a state subject-matter test, does not hold advanced certification (e.g., National Board Certification) in all of the core academic content areas that he or she teaches (see appendix “Questions and Answers” document for more detailed information). The reauthorized Individuals with Disabilities Act (IDEA) identifies special education teachers as teachers who must demonstrate competency (i.e., be highly qualified) in the core academic subjects that they teach.

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Because the District's teacher evaluation and professional development guidelines (1) were reviewed and critiqued using the State Department of Education's peer review process and (2) include subject-matter knowledge assessment, Connecticut's district teacher evaluation plans have been approved by the U.S. Department of Education as Connecticut's official HOUSSE plan.

To ensure that this statewide HOUSSE is standardized across districts throughout the state, it is critical that the District evaluates a teacher's subject-matter competency in the core academic content areas, based on the Common Core of Teaching (CCT), using both of the following:

- A. foundational skills and competencies; and
- B. the discipline-based professional standards.

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.

(as amended by PA 04-137, An Act Concerning Teachers' Evaluations)

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.

20 U.S.C. Section 1119 No Child Left Behind

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 Objective Uniform State Standard of Evaluation (HOUSSE) Plans.