

Administration

Evaluation of Administrators and Administration

In order to advance the instructional program of the school district and to improve student achievement, the Superintendent of Schools will establish and will implement an annual evaluation program for all administrators and teachers. The educator evaluation and support plan or revisions to such plan must be approved annually by the State Department of Education prior to District implementation. Such plan shall be the State model, "SEED," or the District's proposed alternative which fulfills the State guidelines. The Board of Education, not later than September 1, 2013, 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 committee. If unable to attain mutual agreement, the Board and the professional development and evaluation committee shall consider adopting by mutual agreement the State Board of Education (SBE) adopted model teacher evaluation and support program without any modification. Further, if the Board and the professional development and evaluation committee fail to agree on the SBE model, the Board, will use its statutory authority to adopt and implement a teacher evaluation program of its choice, provided such program is consistent with the SBE adopted guidelines.

Such a program will be aimed at improving administrator/teacher performance and at promoting professional growth within the framework of the goals and objectives of the school district. Such an evaluative process will include a formal procedure for the evaluation of the Superintendent of Schools by the Board of Education.

Evaluations of certified staff below the rank of Superintendent shall be conducted in accordance with the guidelines adopted by the State Board of Education under Connecticut General Statutes [10-151b](#), as amended and the educator evaluation and support program developed through mutual agreement with the District's professional development and evaluation committee. 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 Evaluation of the Superintendent

Through the evaluation of the Superintendent, the Board of Education will strive to accomplish the following:

1. Clarification for the Superintendent of his/her role in the school system as understood by the Board of Education.
2. Clarification for all Board of Education members of the role of the Superintendent in light of his/her responsibilities, his/her authority, and his/her organizational expectations.
3. Development of a unity of purpose in order to achieve high priority goals and objectives.
4. Development of an opportunity for goal achievement through regular appraisal and feedback.
5. Enhancement of organizational health resulting from involved, committed, and strengthened individuals.

The Superintendent's annual evaluation and the annual evaluation of district administrators and teachers should be viewed as part of an overall district management plan of establishing goals and objective,

appropriate programs, and methods of evaluation. Instructional leadership efforts can only be productive if teaching and learning are emphasized and if objectives, measurement, and feedback are part of that effort. Teachers, administrators, central office personnel, and the Board of Education should be partners in the improvement process, and it is expected that this policy provide direction in achieving that partnership.

The Evaluation of District Administrators

The District's evaluation of administrators below the rank of Superintendent will be accomplished through the adoption and use of the State model, "SEED" (Connecticut's System for Educator Evaluation and Development), or an approved hybrid of SEED, or a District-proposed alternative evaluation and support plan which fulfills the state guidelines.

The evaluation of District administrators shall utilize, as required, a four level metric rating system. The District will provide evaluation-based professional learning to address needs identified through the evaluation process. In addition, individual administrator and remediation plans will be created by the District for those administrators whose performance rating is "Developing" or "Below Standard." Opportunities for career growth and professional development based upon performance ratings shall be provided by the District.

The annual administrative evaluation process will include, but is not limited to, (1) an orientation process; (2) a goal setting conference at the start of the school year; (3) a mid-year review; and (4) an end-of-year summative review, through self-assessment and conference.

(cf. [4115](#) - Evaluation)

Legal Reference: Connecticut General Statutes

[10-151a](#) Access of teacher to supervisory records and reports in personnel file

[10-151b](#) Evaluation by superintendents of certain education personnel. (amended by PA 04-137, An Act Concerning Teachers' Evaluations and P.A. 12-116 An Act Concerning Educational Reform)

[10-151c](#) Records of teacher performance and evaluation not public records

[10-220a\(b\)](#) Inservice training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

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.

PA 13-145 An Act Concerning Revisions to the Education Reform Act of 2012.

Policy adopted: December 4, 2000

Policy revised: March 12, 2007

Policy revised: October 22, 2012

Policy revised: February 10, 2014

STAFFORD PUBLIC SCHOOLS

Stafford Springs, Connecticut