

Personnel – Certified

Educator and Leader Evaluation and Support

The Board recognizes the critical role an effective professional evaluation and support system plays in ensuring student 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, to develop and grow, individually and collectively, through the Educator and Leader Evaluation and Support System so that all of the district's students experience growth and success. Connecticut General Statutes 10-151b requires that the superintendent shall annually evaluate or cause to be evaluated each educator and leader.

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.

On or before July 1, 2024, the Board of Education shall adopt and implement an Evaluation Program consistent with the Evaluation Guidelines adopted by the State Board of Education. The Educator and Leader Evaluation and Support System shall be developed through mutual agreement between the (local/regional) 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 Educator and Leader Evaluation and Support System adopted by the State Board of Education and may, through mutual agreement, adopt such a model.

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 an Educator and Leader Evaluation and Support System developed by the Board, provided the program is consistent with the guidelines adopted by the State Board of Education.

While the District may create its own rubrics for use in this process, it must demonstrate that those rubrics are aligned with or tied to an externally referenced standard.

Guiding Principles:

Educator and leader practice discussions are based on a set of 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 and Leader Evaluation and Support System is to strengthen individual and collective practices to increase student learning, growth, and achievement and will need to:

- Be consistent with emerging research and best practices in the field of education;
- Include a focus on professional learning to develop systems of continuous improvement for educator and leader practice and student outcomes; and
- Address the continued impact of the pandemic on all members of the educational community and families;
- Allow for differentiation of roles (teachers, counselors, instructional coaches...);
- Focus on things that matter (identify high leverage, mainstream goal focus areas);

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Policy for Educator and Leader Evaluation and Support

Guiding Principles (cont.):

- Connect to best practices aimed at the development of the whole child;
- Focus on educator growth and agency, meaningfully engaging professionals by focusing on growth and practice in partnership with others aligned to a strategic focus;
- Provide multiple pathways for participation to improve educator practice in a way that is meaningful and impactful;
- Provide specific, timely, accurate, actionable, and reciprocal feedback.

[Connecticut Guidelines for Educator and Leader Evaluation and Support 2023](#)

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, P.A. 10-111, P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session))

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.

PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.

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.

"Flexibility to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014

34 C.F.R. 200.55 Federal Regulations.

PL 114-95 – Every Student Succeeds Act §9213

Public Act 23-159 (An Act Concerning Teachers and Paraeducators)

Policy adopted: April 21, 2025