

Personnel - Certified

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 evaluations shall be accomplished using a teacher evaluation plan that demonstrates a clear link between the teacher's evaluation, professional development and improved student learning.

For purposes of this policy, the term "teacher" shall include each professional employee of the Ledyard Board of Education, 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 provided to the children of our community resulting in improved student learning;
2. To raise the standards of the teaching profession as a whole; and
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 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 Superintendent and the teachers' and administrators' representatives shall develop, in harmony with the latest Guidelines for Teacher Evaluation and Professional Development issued by the State Board of Education and such other guidelines as may be mutually agreed upon, a system-wide program for evaluating the instructional process and all certified personnel as one means to improve student learning and insure the quality of instruction. Evaluations shall include, but need not be limited to, individual strengths, areas needing improvement and strategies for improvement.

The evaluation of District administrators and teachers should be viewed as part of an overall management plan of establishing goals and objectives, appropriate educational programs, and methods of evaluating such programs. 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 should be partners in the improvement process, and it is expected that this policy provide direction in achieving that partnership.

The Superintendent shall report the status of teacher evaluations to the Board on or before June first of each year.

The Superintendent and all District employees whose administrative and supervisory duties equal at least fifty (50) percent of their time shall include a minimum of fifteen (15) hours of training in the evaluation of teachers as part of their required professional development activity during each five year period for re-issuance of their professional educator certificate.

Related Policies:

4112.6 / 4212.6 – Personnel Records

4115.1 / 4215.1 – Athletic Coaches

4131 – Professional Development

4135.1 / 4235.1 – Provisions of Negotiated Agreements

Legal References:

Connecticut General Statutes

10-144o. Definitions.

10-145b. Teaching certificates.

10-151a. Access of teacher to supervisory records and reports in personnel file.

10-151b. Evaluation by superintendents of certain educational personnel.

10-151c. Nondisclosure of records of teacher performance and evaluation. Exceptions.

10-220a. In-service training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

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LEDYARD PUBLIC SCHOOLS
Ledyard, Connecticut