

## Personnel – Certified/Non-Certified

### Evaluation

1. All CREC employees will be evaluated in accordance with the current applicable CREC Evaluation Plan. This plan is in compliance with current statutes as applicable.
2. A complete copy of each plan is on file at every program site with the Principal or Program Director. A copy of the plan under which an employee is evaluated is given him/her at the time of orientation.
3. Copies of the plan and forms are available through the CREC Human Resource Office.
4. Principals/Program Directors are to follow the timeline listed on the applicable plan.
5. A listing of positions and the evaluation plan they fall under, is as follows:

Certified Teachers - Teacher Evaluation Plan  
Administrator - Administrator Evaluation Plan  
Professional and Support Staff - Professional and Support Performance Review  
Paraprofessional and Child Care Workers – Professional and Support –  
Performance Review

(cf. 4131 – Staff Development)

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendent of certain educational personnel

10-220a In-service training

Policy adopted: September 17, 2003

CAPITOL REGION EDUCATION COUNCIL  
Hartford, Connecticut

## **Personnel -- Certified**

### **Evaluation**

The primary purpose of a teacher evaluation program shall be the improvement of student learning, and the encouragement of creativity and innovation in the planning and implementation of teaching strategies. Secondary purposes of the teacher evaluation program include promoting professional growth and development of staff and providing accountability by ensuring that only effective teachers continue as employees of CREC.

CREC's Teacher Evaluation Model is based on nine essential purposes which focus on student learning, mastery of professional competencies, professional growth, and school/district improvement. These nine purposes are:

- to provide a continuous and consistent system of staff assessment which, in turn, will maintain and improve the quality of instruction and student learning;
- to provide opportunities to enable staff and administrators to become more skillful, more effective and more creative in their work
  - identifying and analyzing their knowledge and skills so they can direct the growth and development of students more effectively and with greater sensitivity
  - identifying their strengths as well as areas for further growth
  - formulating and evaluating specific student learning objectives
  - developing a better understanding of their obligations and their responsibilities;
- to provide a variety of opportunities for self-analysis;
- to improve the process by which staff, administration and the Board of Education realize their goals and objectives;
- to improve the quality and effectiveness of the professional development program;
- to develop awareness of and accountability for the quality of the instructional program;
- to foster teamwork and understanding between evaluatees and evaluators;
- to raise the standards of the education profession; and
- to provide a sound basis and appropriate documentation for administrative decisions to separate from employment those staff who do not meet professional standards of competency.

**Personnel -- Certified**

**Evaluation** (continued)

Prior to June 1 annually, the Executive Director shall report to the CREC Council the status of teacher evaluations.

The evaluation process shall be in accordance with the guidelines established by the State Board of Education under Connecticut General Statutes 10-151b and 10-220a and the guidelines adopted by the CREC Council. The evaluation process shall include opportunities for:

- self-evaluation;
- individual performance objectives related to job competency;
- supervisor-initiated conferences and observation;
- teacher-initiated conferences and observations;
- addressing the needs of staff as they progress through their careers;
- individual professional development goals;
- individual performance objectives related to the improvement of student learning;
- alternative means to evaluate teacher performance;
- collegial work; and
- giving due consideration to additional sources of information concerning teacher performance, including but not limited to, parents, students, colleagues, community members, professional organizations and other district administrators.