

Personnel - Certificated

Evaluation/Supervision

Evaluation of Professional Staff

The primary purpose of a teacher evaluation program shall be the improvement of the student learning experience, including 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 in the school system.

The Brookfield Teacher Evaluation Model is based in 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 help to provide a climate for maintaining and improving 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.

On or before the second Board of Education meeting in March, the superintendent shall report to the Board of Education the status of teacher evaluations, recommendations for non-renewals and number and location of teachers assigned to the Induction Phase, Professional Phase I, Professional Phase II and Support and Assistance Programs as defined in the Teacher Evaluation Guidelines.

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 Brookfield Board of Education. The evaluation process shall include opportunities for:

- self-evaluation;
- individual performance objectives related to job competency;
- supervisor-initiated conferences and observations;
- 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.

Legal Reference:       Connecticut General Statutes  
                              10-151b Evaluation by Superintendent of certain educational  
                              personnel  
                              10-220a In-Service Training

Policy  
Revised: 8/30/89

BROOKFIELD PUBLIC SCHOOLS  
Brookfield, Connecticut