



TEACHER AND ADMINISTRATOR EVALUATION IN SEYMOUR

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A Brief History of Evaluation in CT

Teacher and administrator evaluations are nothing new to the Seymour Public Schools. As a district, Seymour has always evaluated all of its staff members, both teachers and administrators alike. However, back in November of 2010, the state put together a Performance Evaluation Advisory Council (PEAC) in order to establish guidelines for Educator Evaluation. Seymour then created a PDEC committee consisting of

teachers and administrators in order to create and discuss guidelines used in their evaluation process. These were then shared with the Connecticut State Department of Education in order to obtain their approval. Starting in 2014-15, every teacher and administrator in Seymour was evaluated using the new system which is modeled under the Charlotte Danielson framework for teaching and evaluation. All of our administrators are trained on how to use this rubric and must complete refresher training every two years in order to better align their practices.

Why have an Evaluation Plan?

It would be difficult to argue that all successful school districts have both great teachers and leaders. In Seymour, we are very fortunate to have extremely hard-working dedicated teachers and administrators that truly care about student growth and success. Having teachers and administrators that are highly skilled at what they do is very important to provide the best for our students in Seymour. Our evaluation system ensures that our teachers are properly educating all of our students and that our administrators are properly evaluating our teachers and providing our parents with important communication needed to inform them of what is going on within the schools. Our building administrators evaluate all of our teachers and the Associate Superintendent and the Superintendent evaluate all of our building administrators.

Since improved student learning is one of our district's main focuses, the main idea behind evaluation is to fairly and accurately evaluate teacher and administrator performance. The evaluation system provides necessary feedback to our professionals that will help to strengthen their professional practice. All evaluations are used to support the educator and the results are collegially discussed in order to provide our teachers and administrators with individualized professional development and support that may be needed in order for them to become even better educators. Seymour's evaluation system promotes a true collaboration between the observer and the observed in order to promote collaboration and shared ownership for professional growth.

The Overall Percentages Used to Rate our Educators

All Seymour teachers are evaluated based on student learning objectives (45% of a teacher's rating), standards-based observations of instruction (40%), parent or peer feedback (10%), and student feedback or whole-school measures of student performance (5%). Administrators are evaluated based on student learning indicators (45% of an administrator's rating), standards-based observations of performance (40%), stakeholder feedback, including parents and teachers (10%), and whole-school measures of student performance (5%).

The Purpose of Teacher and Administrator Evaluation

Seymour's evaluation systems main purpose is to help all of our teachers and administrators to continue to grow and to assist them in moving along the path to exemplary practice and to raise student achievement by clearly defining what excellent practice should resemble. All evaluations provide the professional who is being evaluated with meaningful information about their strengths as well as areas needed for development. Providing opportunities for growth and recognition are paramount to the evaluation process.

Cited: <https://portal.ct.gov/SDE/Evaluation-and-Support/Educator-Evaluation>