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### **Evaluation of Certificated Staff**

The following is an explanation of the procedures for performance based teacher evaluation. The process begins with orientation for evaluators and professional staff; continues with the formative phase; and, the summative evaluation. This evaluation process is intended to be continuous, constructive and cooperative.

#### **I. ORIENTATION**

##### **A. Supervisor**

Each supervisor will participate in staff development activities prior to the first day of student attendance each year. Annual staff development sessions will be conducted by the district to assure the consistency and quality of supervisory skills. Supervisors are all personnel responsible for supervising/evaluating teachers, including principals, associate principals, and assistant principals. Principals, associate principals and assistant principals have the primary responsibility of evaluation.

##### **B. Teachers**

The Human Resource Center will conduct informational sessions on teacher evaluation during new employee orientation.

The building evaluators will conduct annual staff development for all teachers within the first 15 workdays of each contractual year. All evaluators shall review the evaluation process and procedures with the staff they supervise.

Staff attendance at the building orientation will be documented by a sign-off sheet, which will be forwarded to the Human Resource Center.

Certified staff will be evaluated with the evaluation form, which most accurately describes their professional duties. Also, certified staff who serve multiple schools in the same position will have only one evaluation process completed by an administrator in one of the served schools. Administrators from the other served schools will provide input to the administrator completing the evaluation process. In addition, certified staff who have two or more positions that are different in nature will receive an evaluation for each position. For example, an employee who works as a counselor and a classroom teacher or an instructional specialist and a classroom teacher will receive an evaluation for each position. However, an employee who teaches some modern language classes and some history classes or some high school and some middle school music classes would receive one evaluation. A certified employee who works as a Paraprofessional and classroom teacher would receive only a teacher evaluation. An Instructional Technology Specialist (ITS) who also works as a classroom teacher would select either the ITS evaluation or Teacher evaluation, with administrative approval.

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## **II. EVALUATION PROCESS**

### **A. Scheduling for Permanent Teachers**

A Summative Evaluation will be completed at least once every two years for permanent teachers. The Summative Evaluation will be completed during the second year of the two-year process. Additional Summative Evaluations may occur as deemed necessary by the administration or as requested by the teacher. If a Summative Evaluation of a permanent teacher is going to occur more frequently than once every two years, the teacher and/or the principal will be notified in writing as soon as practical. Typical examples of reasons for more frequent Summative Evaluations are transfer requests, reassignments, administrative concerns, and teacher requests. A Summative Evaluation Form will be completed prior to May 15 during the second year of the evaluative process.

### **B. Scheduling for Probationary Teachers**

A Summative Evaluation Form will be completed for probationary teachers each year of probationary status. This report shall be completed prior to April 1.

### **C. Annual Appraisal Record**

An annual appraisal record form will be used for home school liaisons, paraprofessionals, coordinators (one form for Communication Arts/Social Studies, Science and Health/Math, and Library Media), other coordinators (CHARACTERplus, Community Service/A+ Schools Program, K-12 Gifted, and Wellness), and stipendiary positions including: department leaders, head coaches, assistant coaches, head sponsors, assistant sponsors, and K-8 Lead Resource Teachers (Art, Music and Physical Education). When the supervisor notes performance through planned and/or unplanned data which is significant and substantiated, either of a positive or negative nature, the supervisor may choose to document that performance on an appraisal record form and include the information as part of the stipendiary evaluation process. Whenever negative information is included in this manner, the employee and supervisor will discuss the information within a realistic time frame, not to exceed ten (10) working days, and the employee will receive a copy of the Appraisal Record Form. The ten (10) working day time frame begins when the information is received by the supervisor. The annual evaluation completion dates are April 15 and May 1, respectively, for probationary and permanent home school liaisons and last day of school for paraprofessionals and stipendiary positions.

## **III. FORMATIVE PHASE**

The Formative Phase is the ongoing developmental process designed to promote communication and professional growth. This phase is critical to the success of performance evaluation and the improvement of instruction for students. Following are the essential components of the Formative Phase.

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**A. Data Collection**

Effective supervision includes the collection and sharing of information about teacher performance. The data may be categorized as planned or unplanned. All data used for evaluation must be documented on a Formative Data Form and discussed with the teacher.

**1. Planned Data**

Planned data are information purposefully collected by the supervisor. It includes observed data and artifact data. The most typical planned observations are scheduled and unscheduled classroom visits. Following is an explanation of each type of planned data appropriate to the evaluative process.

- (a) **Observed Data (Planned).** Effective supervision includes the purposeful observation of a teacher's performance. These observed data may be classified as scheduled or unscheduled, depending on whether the teacher was aware the supervisor would be observing and whether the two had the opportunity to discuss the evaluation procedure prior to the observation. The observation may focus on specific criteria or may be comprehensive in scope. A minimum of one scheduled and one unscheduled observation will occur during each formative phase. Additional observations may occur.

Evaluators are to use professional discretion with regard to extenuating circumstances in conducting scheduled or unscheduled observations. Neither scheduled or unscheduled observations will occur prior to the building evaluation orientation, during the last week of school, on the day prior to Thanksgiving, or the day prior to winter/spring breaks, unless by mutual consent of teacher and administrator.

Prior to a scheduled observation, the teacher and supervisor will establish the time and date of the observation. The teacher and supervisor will complete a Pre-Observation Worksheet and discuss the lesson to be observed. Each will retain a copy of the Worksheet. If unexpected events necessitate a change in the scheduled observation time, the teacher and supervisor will work together to identify an appropriate time for another observation and the need for another Pre-Observation Worksheet and discussion.

The duration of a scheduled observation will be an entire lesson/activity. The duration of an unscheduled observation may be less than an entire lesson/activity, but must be at least 20 minutes.

The supervisor will take notes during planned observations and interpret them on a Formative Data Form. An observation is not valid for evaluative purposes unless notes are taken, transferred to the Formative Data Form and discussed in a post-observation conference.

The Formative Data Form provides valuable feedback for teachers regarding performance for each criterion. Evaluators should personalize the data recorded on the form with specific examples.

- (b) **Artifact Data (Planned).** Planned artifact data should enhance the supervisor's understanding of the skill of the teacher for specific criteria. Artifact data are typically identified at the beginning of the evaluative process and are collected during the formative phase. The teacher will attempt to

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obtain the data requested by the supervisor and may provide additional data about performance. Examples of planned artifact data include the annual Information Form (Form GCN-R-E-5 no later than March 1), grade books, lesson plans, and student attendance records where applicable.

**2. Unplanned Data**

Unplanned data are information, which come to the attention of the supervisor without purposeful intent to collect those data. Unplanned data may be observed by the supervisor or by others and may include artifacts not purposefully collected.

Teachers and their supervisors typically work in the same school. The frequent contact provides the opportunity for the supervisor to observe the teacher's performance at times when the supervisor was not purposefully collecting data for the evaluation process. When the supervisor notes performance which is significant, either of a positive or negative nature, the supervisor may choose to document that performance on the Formative Data Form and include the information as part of the teacher's evaluation process. Whenever negative information is included in this manner, the teacher and supervisor will discuss the information within a realistic timeframe, not to exceed ten (10) working days, and the teacher will receive a copy of the Formative Data Form.

Non-observed unplanned data and artifact unplanned data about a given teacher that is determined by the administrator to be significant must be presented to and discussed with that teacher within ten (10) working days of being received by the administrator. Administrators who feel that action is warranted in light of such data will initiate a review/investigation of the data to determine to what extent, if any, the data is accurate. To the extent that the data was determined to be accurate, the administrator will document the information on the Formative Data Form. The administrator will again discuss the issue with the teacher within a realistic timeframe, not to exceed ten (10) working days.

**B. Data Documentation**

The Formative Data Form provides the format for documenting all data collected in the formative process. The role of the supervisor is to record pertinent data on the Form. The supervisor will record data for each criterion prior to the Summative conference, but not necessarily during each classroom observation. The data on the Form becomes the basis for discussions between teacher and supervisor about job performance. The copies of the Formative Form will be retained by the teacher, the evaluator, and the Human Resource Center.

The Formative Data Form contains all criteria and is used to document planned and unplanned data. Typically, planned observations involve note taking during the observation and transfer of performance data to the Formative Data Form prior to conferencing.

A Formative Data Short Form may be used to document data for one or two criteria. The Short Formative Form may not be used for classroom observations.

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**C. Formative Conference**

After recording data on all Formative Data Forms, the teacher and supervisor will discuss the data. For observed data, this conference should occur, when practical, within two school days and must occur within five (5) working days (days when the supervisor and teacher are at school).

For non-observed and artifact data that necessitates a conference, the conference will include the source of the data and will occur within a realistic timeframe, not to exceed ten (10) working days (days when the supervisor and teacher are at school).

The teacher and supervisor sign the Formative Data Form, indicating the information on the form has been discussed. Either party will have the opportunity to make written comments on the Formative Data Form at that time. Additional written comments by either party should be shared within five working days, attached to the Formative Data Forms, and discussed as soon as practical.

**D. Professional Growth Plan**

Teachers will complete a Professional Growth Plan on an annual basis at the beginning of each school year. The purpose of the Professional Growth Plan is to encourage teachers to set professional goals for the school year. The Professional Growth Plan is not part of the formative phase data collection or the summative phase. A teacher's summative evaluation is not impacted by the achievement of professional goals identified by the Professional Growth Plan.

**E. Performance Improvement Plan**

The initiation of a Performance Improvement Plan is a clear indication that the evaluator's concern regarding the teacher's performance is serious enough to lead to termination of employment if the teacher's performance does not improve within the timeline established in the plan.

Evaluators will initiate a Performance Improvement Plan for any teacher for whom there is a serious concern about not meeting performance expectations for one or more criteria. A Performance Improvement Plan can be initiated at any time. Except in extreme situations, i.e. grossly unprofessional behavior, the teacher and evaluator will always attempt to resolve concerns prior to the initiation of a Performance Improvement Plan.

While a Performance Improvement Plan may be initiated at any time, it will always be initiated if a teacher receives a "Requires Performance Improvement Plan" for any criterion on the Summative Evaluation Form. Each criterion with this rating will be addressed in the Performance Improvement Plan.

**IV. SUMMATIVE PHASE**

The Summative Phase is the review and synthesis of formative data pertaining to the performance of the teacher. It marks the end of the evaluative process and includes the completion of a Summative Evaluation by the supervisor and a summative conference about performance.

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A. Summative Evaluation

The Summative Evaluation represents the supervisor's judgment about the teacher's performance during the evaluation process. The document is a summary of performance for each criterion.

**"Meets Expectations"** means a teacher is performing effectively. This is not a rating that means "average." This rating indicates there are no concerns about the teacher's performance.

**"Needs Improvement"** indicates a teacher is not consistently performing effectively for that criterion. When a "Needs Improvement" is indicated on the Summative Evaluation, the evaluator and teacher will work together to improve the teacher's performance.

The **"Required Performance Improvement Plan"** rating is a clear indication that the concern for the teacher's competence for that criterion is serious and that failure to improve could lead to termination of employment. A Performance Improvement Plan will be written for every criterion that is marked with this rating.

B. Summative Conference

After the evaluator has completed the Summative Evaluation, the supervisor will conduct a summative conference with the teacher to review the information on the Summative Evaluation. The Summative Evaluation and the conference will be completed prior to April 1 for probationary teachers and prior to May 15 during the second year of the evaluative process for tenured teachers.

The teacher and evaluator will sign the Summative Evaluation, indicating the document has been read and discussed. Either party will have the opportunity to make written comments at that time. Additional written comments by either party must be shared within five working days and will be appended to the original copy of the Summative Evaluation. Copies of the Summative Evaluation will be retained by the teacher, the evaluator, and the school district's Human Resource Center.

**V. PERFORMANCE BASED EVALUATION OPTION (PBEO)**

The option will focus on teacher generated topics which improve instruction, promote student learning, and support/enhance School Improvement Plans (SIP) or the Comprehensive School Improvement Plan (CSIP).

The parameters are:

- The option is available to tenured teachers only.
- The teacher will acquire evaluator approval to exercise the professional evaluation option in year one and each year thereafter. The same topic may continue for multiple years.

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- The evaluation option is not available for teachers who are currently, or within the last five years have been, on a Performance Improvement Plan.
- The evaluator may elect to utilize the regular evaluation process if progress is not being made on the Action Plan due to unforeseen circumstances.
- If the regularly scheduled Dec/Jan or April/May Progress Updates are missed the teacher will be evaluated through the regular evaluation process.
- Training sessions will be held by HRC for school administrators and teachers.

**VI. SYSTEM REVIEW**

The superintendent will cause an annual review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance based. This review will be made by a District Teacher Evaluation Committee.

The term teacher describes all certified, non-administrative professional staff members.

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