

Administrative Guidelines

3220 – EVALUATION OF TEACHERS

Teacher Effectiveness Assessment Process

PURPOSE

Professional educators should always strive to improve their instructional methods and understand that their evaluation is an ongoing, reflective process. One (1) primary purpose of staff evaluation is to encourage self-improvement and emphasizing personal motivation. Another purpose of staff evaluation is to appraise the performance of each staff member and to provide positive direction and assistance to him/her.

The process of evaluation must be a cooperative effort between the appraiser and the teacher with each having the opportunity to discuss and question.

THE EVALUATION PROCESS

Professional Academic Goals

At the beginning of each year a teacher should submit at least one (1) professional academic goal based on data from the school improvement process or data from content specific data for which the teachers recognizes a need for improvement. The goal should be developed from analysis of the student achievement data collected the previous year. At the teacher's or principal's request, additional goals may be written. Principals will set a time frame for the completion of the goal. Professional academic goals should be submitted on the Professional Goal Form 3220a written in the S.M.A.R.T. Goal Framework that includes:

- a. Specific: A specific goal has a much greater chance of being accomplished than a general goal.
- b. Measurable: Establish specific data for measuring progress toward and the summative attainment of the goal.
- c. Attainable: Be realistic in your ability to attain the goal in one year, two years, etc.
- d. Realistic: To be realistic, a goal must represent an objective that you are willing and able to work toward.
- e. Timely: A goal should be grounded within a time frame which shows progress by specific benchmarks.

Teacher Effectiveness Assessment Process

All staff members understand their professionalism is assessed throughout the day and the school year. Data can be collected by the teacher, other staff members, and administrators. This includes, but is not limited to, observable actions in the school or at school activities and communication with all stakeholders. Data is collected through classroom walk-throughs, both short and long classroom observations, as well as observable behavior in the hallways, locker rooms, outside of school, and at extra-curricular activities.

In order to complete the Teacher Effectiveness Assessment 3220, at least (2) long classroom observations (40 – 70 minutes) and three (3) short classroom observations (15 – 20 minutes) should be completed throughout the year. Additional formal classroom observations may be held if the teacher, in the administrator's professional opinion, needs additional coaching in specified areas or if the teacher makes a request for additional observations. These formal classroom observations may be announced or unannounced. The steps involved in the Teacher Effectiveness Assessment include the following:

1. A pre-conference meeting between the teacher and the administrator should be held to discuss specific needs of the teacher and the feedback desired by the teacher from the administrator. This conference must be held prior to the first classroom observation either long or short. The conference can be held face-to-face or through digital collaboration.
 - a. During the long and short classroom observations, the administrator will take notes and then give feedback on the Classroom Observation Form 3220b. The teacher should receive the Classroom Observation Form within 7 days of the observation.
 - b. A post-conference may be held between the teacher and the administrator to process the observation and reflect on the professional practices if either party has concerns.
 - c. A Mid-Year Formative Teacher Effectiveness Assessment Summary 3220c must be delivered to all non-permanent teachers before December 31.

Summative Evaluation

A final conference is held to discuss the summary of the data collected and to make recommendations on the Teacher Effectiveness Assessment 3220. To deliver the Teacher Effectiveness Assessment, the administrator will either meet with the teacher or put the written document in his/her school mailbox for the teacher to sign. The teacher should sign that he or she has received the document. The teacher should make a copy of the Teacher Effectiveness Assessment and return the original signed form to the principal. If the teacher disagrees with the assessment tool, he/she may write a rebuttal within a calendar week (7 days) of receiving the evaluation. A copy, including any rebuttal, will be kept in the teacher's permanent file. The Teacher Effectiveness Assessment must be completed for non-permanent teachers before March 1. The Teacher Effectiveness Assessment must be completed for all other teachers by May 15.

Improvement Plan

If a teacher is not making successful progress in one or more specified areas, the principal can put the teacher on an improvement plan that should include, but is not limited to the following

Potential Growth Activities. The improvement plan should use the same format as the S.M.A.R.T. Goal Framework and recorded on Teacher Improvement Goal 3220d. A teacher on an improvement plan will be evaluated on the **Summative Evaluation** twice a year (December and April).

Potential Growth Activities

The following potential growth activities are some of the tools an administrator or teacher might choose for work on an area of deficiency:

1. Observe master teachers
2. Take specialized training or a class
3. Engage in a related work experience in the “world of work”
4. Have a master teacher observe you
5. Video tape several class sessions, watch the tapes, and reflect
6. Increase skill in technology as a teaching tool
7. Increase skill in technology as a learning tool
8. Consult with teachers who are considered specialists in the desired area
9. Engage in action research
10. Attend a conference
11. Principal observes and gives feedback or coaches at the request of the principal or teacher