

## Evaluation of Instructional Staff

Evaluations will be conducted in accordance with state law and Board policy to improve instruction, enhance the implementation of programs in the curriculum, and measure the professional growth and development of personnel and level or performance of each licensed employee. Evaluations also will serve as the measurement of satisfactory performance for teachers and documentation for dismissal for unsatisfactory performance.

Even though the evaluation process is designed to encourage and assist licensed employees to perform at a level consistent with the district's standards, the evaluator or the superintendent may recommend to the Board of Education that changes be considered in contract status or assignment.

The procedures necessary to administer and implement the district's evaluation policy are as follows:

### **Initial requirements**

All licensed personnel will be evaluated, including part-time teacher. An organization chart or comparable document will be prepared to identify the evaluator by title or position for each teacher. The chart will indicate which position(s) each evaluator will evaluate and which administrator is responsible for evaluating the evaluator. In most situations, the principal or administrator who directly supervised the teacher to be evaluated will make evaluations.

A job description will be developed for each licensed employee, which sets forth expectation from the school district for the position. Similar job descriptions will be used for all employees with similar staff assignments.

Written standards for satisfactory performance will be developed as well as criteria to be used to determine whether a teacher's performance meets district standards. One of the standards for measuring teacher performance shall be directly related to classroom instruction and shall include multiple measures of student performance. The district personnel performance evaluation council will actively participate in the development of the standards.

Other criteria will be developed for evaluation of each position prior to the evaluation the criteria will related to the particular position as set forth in the individual's job description and any outcomes which are expected from the position.

Information will be made available to each teacher about the evaluation system, the evaluation policy and procedures and the responsibilities of the evaluator and teacher. In addition, all evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.

### **Probationary School Professionals**

CRS 22-63-103(7) "Probationary teacher" means a teacher who has not completed three years of continuous employment with the employing school district and who has not been re-employed for the fourth year.

CRS 22-63-203 "Probationary" teachers - renewal and non-renewal of employment contract. (4)(a) The chief administrative officer of the employing school district may recommend that the Board not renew the employment contract of a probationary teacher for any reason he/she deems sufficient. If the Board, based upon such recommendation, does not renew the employment contract of a probationary teacher, such teacher shall be given a written notice of contract non-renewal.

Probationary teachers in their first year in the district shall receive at least two (2) summative evaluations, one prior to December 1<sup>st</sup> and again prior to May 1<sup>st</sup>. Multiple, on-going informal observations will occur throughout the year.

### **Non-probationary School Professionals**

CRS 22-63-103 (11) "Teacher" means any person who holds a teacher's license issued pursuant to the provisions of article 60 of this title and who is employed to instruct, direct, or supervise the instructional program. "Teacher" does not include those holding letters of authorization and the chief administrative officer of any school district.

Non-probationary teachers will receive a minimum of two (2) observations each school year, which results in an annual review document. A written summative evaluation report will be completed at least once every two (2) years. Nothing contained, herein, shall preclude an evaluator from implementing a formal evaluation process of a non-probationary teacher at any time.

Non-probationary school professionals will receive one (1) annual review document each year. The one (1) annual review required each year will be a formal observation.

Multiple, on-going informal observations may occur throughout each school year.

### **Information Collection**

The evaluator will directly observe the teacher as well as compile other data in accordance with the district's evaluation system. Peer, parent or student input may be obtained from standardized surveys.

No evaluation information will be gathered by electronic devices without the consent of the teacher.

The evaluator will identify and document to the extent possible all relevant sources of data used as the basis for any evaluation judgments.

### **Informal Observation(s)**

Informal observation of the school professional occurs during day-to-day interactions within the educational setting. Such observation is a natural process, which acknowledges performance beyond the formal observation. Examples include walk-through supervision, casual visits, and on-going observation of the school professional's interaction with students, parents, and other staff. Informal observation may be of any duration and conducted as often as the evaluator considers appropriate.

### **Pre-observation Communication**

Pre-observation communication is required for each formal observation. The communication may be formal or informal, and a record of the date(s) must be kept. The purpose of pre-observation communication is to provide the evaluator with:

- Information regarding the standard(s) to be taught
- The objectives of the lesson to be observed
- The prior learning of students
- The learning activities or methods used to meet the stated objectives, and/or any relevant characteristics of the learning environment
- How student knowledge will be addressed

This is an opportunity for the school professional to clarify with the evaluator both the evaluation process and the components of the instrument. It also gives the school professional an opportunity to identify areas in which he/she would like feedback. The school professional in preparation of the formal observation may complete a pre-observation form.

### **Formal Observation(s)**

A formal observation is arranged between the evaluator and the school professional. Each formal observation shall be at least one (1) class period in length at the secondary level and one (1) instructional period in length at the elementary level. The evaluator shall conduct no less than two of these for each evaluation document. A record of the date(s) and time(s) should be kept.

At least two (2) formal observations in an instructional setting are required for each Summative Evaluation. Results of these formal observations are summarized in the annual Summative Evaluation. During each off-cycle year, there must be two documented observations. The results of these observations will be shared with the school professional.

A written observation record completed by the evaluator must document each formal observation. This may include a script, a summary, or any of the other written instruments. No information will be gathered by electronic means without the written permission of the school professional.

The pre-observation communication provides an opportunity for interaction that will reduce barriers and the level of concern for both the evaluator and school professional.

### **Post-observation Conference**

Post-observational conferences may be held at the discretion of the building administrator and/or at the request of the teacher. These conferences, if required, will be held within five (5) days following the observation.

Variations will be permitted in this evaluation schedule, whether requested by the evaluator or teacher, when the evaluator notifies the teacher that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system.

A report shall not be written until the required documented observations and data collection are completed. Minor adjustments and variation in the process will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected from which reliable findings and conclusions may be drawn.

### **Documentation**

The evaluator will prepare a written evaluation report at the conclusion of the evaluation process. The evaluation report will be discussed with the teacher. Both the evaluator and the teacher will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the teacher disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.

Each report will be reviewed and signed by a supervisor of the evaluator.

The evaluator will maintain a cumulative file of all pertinent data relating to each teacher's evaluation, including their evaluation report. This file will be available for the teacher's review and will include any written comments or documents submitted by the teacher.

## **Performance Definitions**

### Acceptable Performance:

It is expected that the school professional will perform at an acceptable level in six out of the seven Haxtun School District professional standards for teachers. It is also expected that school professionals will perform at an acceptable level in Standards 2 and 4. To successfully meet a standard the school professional must be proficient or partially proficient in all benchmarks. The school professional may be marked unsatisfactory in one benchmark and still receive an acceptable rating for that standard at the principal's discretion.

### Unsatisfactory Performance:

A rating of unsatisfactory performance in any two of the seven professional standards will result in an overall performance rating that is unsatisfactory. An unsatisfactory rating in one of the seven performance standards may cause an overall rating of unsatisfactory at the evaluator's discretion. Standards 2 and 4 have been identified as weighted standards. An unsatisfactory rating in Standards 2 or 4 will result in an overall performance rating that is unsatisfactory.

## **Procedure following an unsatisfactory overall performance rating on Summative Evaluation:**

1. A school professional whose Overall Performance Rating is unsatisfactory will be given a written notice of deficiencies.
2. A Remediation plan to correct deficiencies will be developed by the evaluator and the school professional to be initiated immediately.
3. The school professional will be given a statement or resources and assistance available to improve performance.
4. A reassessment of the school professional's performance shall be complete within a ninety (90) work day period.
5. If the school professional's next evaluation indicates acceptable performance, no further action will be taken.
6. If the school professional's next evaluation indicates unacceptable performance, the evaluator may request one (1) additional ninety (90) work day remediation period to be approved by the Superintendent, or take the necessary steps to recommend dismissal.

## **Individual Standard Rating**

### Performance Levels include:

1. Proficient - Acceptable
2. Competent - Acceptable (Standard 4 only)
3. Partially proficient - Acceptable
4. Unsatisfactory – Unacceptable

Evaluators will complete a subjective review of all data, information, observations, etc. to arrive at an overall rating for each standard. Narratives will include strengths and/or weaknesses for each standard.

**Use of “Proficient” rating (or “Competent” on Standard 4)**

A rating of “Proficient” indicates the acquisition of, and a willingness to demonstrate necessary knowledge, skills and aptitude. The use of this rating is to acknowledge current level of performance.

A “Proficient” rating provides an opportunity for continued growth and should be addressed in the mutual development of goals for the following year(s).

**Use of “Partially Proficient” Rating**

A “Partially Proficient” rating recognizes the school professionals are at developmental stages with learning and performance behaviors. This rating should be used to acknowledge current learning and level of performance, or to help acquire a skill/technique; or to modify performance. A rating of “Partially Proficient” requires some narrative to address the rating.

A rating of “Partially Proficient” indicates an opportunity for further growth and should be included in the mutual development of goals for the following year(s). The “Partially Proficient” rating will be reviewed by the evaluator and the school professional when deemed necessary.

**Use of “Unsatisfactory” Rating**

A rating of “Unsatisfactory” indicates a deficiency in, or unwillingness to demonstrate, necessary knowledge, skills, attitude or aptitude. The use of this rating requires narrative to address deficiencies. Evidence of emerging skills and/or knowledge specifically related to a standard for which the rating is given will be required to move to an acceptable rating.

The “Unsatisfactory” rating will be reviewed by the evaluator and the school professional during a remediation process.

**Remediation Plan**

A teacher who has been evaluated as being overall unsatisfactory and not meeting district standards will be placed on a remediation plan.

If a teacher’s performance is unsatisfactory, deficiencies will be identified in the evaluation, and a remediation plan shall be developed by the building administrator.

The remediation plan will include, but is not necessarily be limited to:

1. A definition of the problem in terms of the performance deficiency.
2. A set of expectations delineating what levels or performance would constitute acceptable performance in the deficient areas defined.
3. A prescriptive plan for remediation which spells out courses of action and timelines to enable the teacher to reach an acceptable level of performance.

The remediation sequence shall be ninety (90) working days in duration.

A final summative evaluation shall be given to the teacher at the end of the ninety (90) working day sequence.

At the end of the ninety (90) working day remediation sequence, the building administrator may:

- a. Remove the teacher from the remediation sequence and place him/her in the growth sequence of the evaluation process. If this course is taken no further action shall be taken concerning the original evaluation.
- b. Extend the remediation sequence for another ninety (90) working day period with Superintendent approval. This step may be taken if the evaluation indicates that the teacher is not performing at a satisfactory level but has shown significant improvement.
- c. Place the teacher into the documentation/termination sequence. This step may be taken if the evaluation indicates that the teacher is still not performing at a satisfactory level and has not shown significant improvement.

Observation of instructional behavior shall be increased for a teacher who is in the remediation sequence. The building administrator shall observe the teacher in the sequence at least once during each two (2) week period during any one ninety (90) working day cycle. Teachers will be kept apprised of their progress through oral conferences following each observation and through a final summative evaluation at the end of the ninety (90) working day cycle. Written reports or comments regarding each of the observations may also be given by the building administrator at his/her discretion.

### **Appeal**

The conclusions of the evaluator will not be subject to further review except as provided in these procedures.

The teacher may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.

Some flexibility is necessary for proper administration of the evaluating system. Minor deviation or variances in the procedures will be allowed as long as the variances do not result in significant hardship for or malicious treatment of the teacher.

Adopted: November 21, 1991  
Reviewed: November 17, 2015