

## DE SOTO AREA SCHOOL DISTRICT

538-Rule(1)

### TEACHER PERFORMANCE EVALUATION PROCEDURES

Each teacher will be supervised and evaluated by his/her evaluator. The District Administrator will then review all evaluations.

Data gathering will be accomplished through self-evaluation, pre- and post-observation conferences, formal and informal observations, and supportive data as described below.

There are two tracks to evaluation - a formal full-cycle evaluation track and an informal goal-setting track:

- Full-Cycle Track - The full-cycle track is a formal evaluation procedure as outlined below. It is required annually of all probationary teachers. **{NOTE: I added "annually" for clarification.}**

The first year of the cycle will include formative observations followed by a summative evaluation and goal setting. A probationary teacher will repeat the first year of the evaluation cycle each year of probation.

The second and third years of the cycle will also involve work on professional goals.

Non-probationary teachers will participate in the full-cycle evaluation once every three years. Based upon the data collection and analyses, the evaluator has the option to request that a **{NOTE: non-probationary?}** teacher continue in the evaluation cycle or begin another year of full-cycle evaluation. Also, every teacher has the right to request to be placed at the beginning of a full-cycle evaluation. This determination will be made by March 1<sup>st</sup>.

- Goal-Setting Track - The goal-setting track is an informal performance improvement option for non-probationary teachers. Evaluation of the teacher is based upon meeting set timelines and demonstrating improvement in the areas outlined by the performance goals. This does not release the teacher from any other job obligations.

There is also an intensive assistance program, which is a process intended to improve the performance of teachers who have been identified by their evaluators as "Does Not Meet Standard". The intent of the program is to be positive, supportive, and yet, not disregard the fact that serious deficiencies exist.

## I. Full-Cycle Evaluation

### A. Orientation Conference

1. All teachers will become familiar with the criteria on the summative evaluation report.
2. All teachers to be evaluated during the current evaluation year will meet with their evaluator as a group to clarify the evaluation procedures and criteria.
3. By March 1, non-probationary teachers, evaluator, or administrator may request that the teacher be placed on the full formal evaluation track or the professional goal track.

### B. Self-Evaluation

1. The summative evaluation report will be used for self-evaluation.
2. All teachers on the current evaluation cycle will be required to complete a self-evaluation. Prior to the summative evaluation conference, the teacher is to either: (a) complete another self-evaluation, or (b) reconfirm the assessment made on the first self-evaluation.
3. Sharing information on the self-evaluation form is optional on the formal evaluation track. **{NOTE: Item 2 indicates this is required. For whom is it optional? This should be clarified.}**

### C. Pre-observation Conference

1. Using the pre-/post-/class observation form, the teacher will provide information that will make the observation more meaningful.
2. The teacher will arrange a time to meet with the evaluator to complete a pre-observation conference form.

3. Each pre-observation conference will be held within a reasonable amount of time, prior to the formal observation.

#### D. Formal Observations

1. There may be up to four formal (scheduled) observations.
2. Observations should cover the duration of the activity or a minimum of 30 minutes.
3. Objective data describing the teaching/learning process will be gathered during these observations on the pre-/post-/class observation form.

#### E. Informal Observations

1. These observations are unscheduled and ongoing.
2. Data must be recorded and shared with the teacher if it is to be used as part of the evaluation process.

#### F. Post-observation Conference

1. Following each formal observation the evaluator will analyze and share the data gathered.
2. The teacher will arrange to meet with evaluator to discuss and complete appropriate portions of the pre-/post-/class observation form.

#### G. Supportive Data

1. Student work samples, lesson plans, letters, memoranda, reports, student grade reports, utilization of in-service strategies and information, and summaries of professional meetings and conferences are work samples that may be reviewed.
2. The evaluator is encouraged to seek input from other administrators, staff, students and parents/guardians about performance.
3. Data must be recorded and shared with the teacher if it is to be used as part of the evaluation process.
4. The teacher may submit a written response to any supportive data. The written response must be made within five days from the date that the teacher has been made aware of the data. This response will become part of the evaluation supportive data record.

#### H. Summative Evaluation Report

1. The summative evaluation report is designed to review the teacher's performance on the evaluation criteria.
2. Not all descriptors in the observation form, whether or not applicable, should require a response.
3. All "satisfactory" ratings should have a defining or clarifying comment.
4. The summative evaluation report becomes part of the teacher's permanent file.

#### I. Summative Conference

1. The teacher will meet with evaluator to discuss and complete the summative observation tool. Conclusions must be based on the evaluation data collected.
2. The teacher being evaluated may file a written response to the summative evaluation report within five working days. The response is to be attached to the summative evaluation Report and included in the District's personnel file.

#### J. Performance Goals

1. Based on the summative evaluation, the teacher will complete a goal-setting form.
2. Based on the summative evaluation and goal-setting form, the teacher and evaluator will discuss and establish no more than three professional goals per year.
3. The performance goals center on a performance criterion in the evaluation system.
4. The performance goals should be written on the form provided.
5. The teacher will attempt to establish monitoring of professional goals by peers.
6. The evaluator will establish timelines and verify the completion of professional goals.
7. The performance goals will be monitored during the following two school years. A minimum of one conference will be held between the evaluator and teacher to discuss the implementation of the performance goals.

## II. Goal-Setting Track:

- A. Non-probationary teachers on the cycle may follow this track unless they or administration requests otherwise.
- B. This procedure requires District Administrator approval.
- C. Teachers on this track will follow the following procedures:
  - 1. Teacher will complete a self-evaluation of professional skills and abilities.
  - 2. Based on the self-evaluation the teacher will complete a goal-setting form.
  - 3. Teacher will attempt to establish monitoring of professional goals by peers.
  - 4. Teacher will meet with evaluator to discuss and complete a professional goal form.

***{NOTE: I deleted the Intensive Assistance Program information since it duplicates information found in 538-Rule (2).}***

### Timeline

February 15	Beginning of evaluation year
By March 1	(a) Hold orientation conference (b) Non-probationary teachers determine evaluation track
By April 1	Completion of self-evaluation
By September 30	Hold orientation conference with first-year teachers
By October 15	First-year teachers to complete self-evaluation
By November 1	Review progress on performance goals, if applicable
Before summative conf.	(a) Complete another self-evaluation or (b) reconfirm assessment made on first self-evaluation
January 31	(a) end of evaluation year

- (b) Verify completion and success of performance goals, if applicable
- (c) Summative evaluations to be completed
- (d) Performance goals for the following evaluation cycle established.

APPROVED: May 14, 1996

REVISED:

***NOTE: These guidelines were found in the 1996-97 teacher performance evaluation handbook (revised 5/14/96). I revised them for stylistic reasons and as outlined above. Be sure to review them carefully to be sure that they reflect accurately your current teacher evaluation process. Refer to my "note" on 538. (WASB - 12/04)***