

**File: AFC-R**

## **Faith School Certified Staff Evaluation System**

Teacher evaluation should provide opportunities for teachers at different developmental stages to be involved in processes and activities appropriate to their experience and expertise. In addition, teacher evaluation should be heavily focused on the formative aspects of evaluation, using staff-directed activities for the purpose of promoting professional development, especially development focused on improving student achievement as determined by district achievement goals and individual classroom needs. (All referenced evaluation forms are located in the Teacher Handbook)

To accomplish the desired outcomes, the Faith School District will use a basic three-stage approach to evaluation. The stages are:

**Stage I - Beginning or Probationary Teachers**

**Stage II – Continuing Contract Teachers**

**Plan of Assistance**

The evaluation process for all stages should focus on the criteria detailed below. The evaluation policy will be presented to the teachers at the fall in-service by the principal or superintendent. Recommendation for Continued Employment shall be based on the staff evaluation procedure identified herein this document. The code of Professional Ethics (SDCL 24:08:03) is incorporated herein as criteria subject to evaluation and comment.

### **TEACHING CRITERIA**

The evaluation of teacher performance shall be based on the following components of professional practice. The principals of the Faith School District shall be responsible for the evaluation of teachers in their respective schools. Should any teacher feel that they have been unfairly evaluated, they may request an evaluation by the superintendent or other supervisory personnel approved by the Board.

#### **I. Planning and Preparing for Instruction:**

- a. Demonstrates knowledge of content, pedagogy and students
- b. Selects appropriate instructional objectives
- c. Develops lesson plans to accomplish objectives
- d. Plans instruction to accommodate the needs of all students
- e. Plans student assessment to monitor achievement on objectives

#### **(Special Educators Only) Plans for the educational needs of special education students:**

- \* accepts case management responsibility for individual students as assigned.
- \* follows through with new referrals.
- \* schedules and/or administers appropriate evaluations.
- \* documents through the multidisciplinary team report student eligibility for special education services.
- \* plans instruction and/or techniques to address student goals and objectives.
- \* assists regular education teachers with such things as modifications, strategies, techniques, and collaborative teaching

#### **II. Instruction**

- a. Engages students in learning
- b. Uses a variety of instructional strategies
- c. Communicates appropriate objectives to students at the onset of the lesson
- d. Provides appropriate feedback to students
- e. Demonstrates understanding of subject being taught and its relevance to students
- f. Maintains effective pacing
- g. Fosters higher level thinking
- h. Integrates technology in lessons

#### **III. Classroom Management**

- a. Organizes time, space, materials, and equipment for instruction
- b. Maintains an environment of respect and rapport
- c. Manages classroom procedure

- d. Manages student behavior
- e. Establishes a culture of learning
- f. Uses electronic media for student information management
- g. Operates media equipment for instruction

**(Special Educators Only) Submits requested documentation to the district office in a timely fashion.**

- \* utilizes appropriate special education forms.
- \* maintains special education files with all required documentation in an orderly and prescribed fashion.
- \* maintains accurate Child Count information.
- \* arranges evaluations well in advance of testing due dates.
- \* demonstrates responsibility for provision of documentation to the State Dept. of Special Education as a result of compliance review.
- \* submits ESY (Extended School Year) information as requested.
- \* submits IEPs (Individualized Education Programs) to the office within two weeks of their date.
- \* submits an annual timeline of caseload responsibility completion.

**IV. Interpersonal Skills**

- a. Provides a positive classroom and building climate
- b. Maintains positive student relationships
- c. Maintains positive staff relationships
- d. Maintains positive parent/community relationships
- e. Communicates effectively

**V. Professional Growth and Responsibilities**

- a. Adheres to SD Code of Professional Ethics for Teachers
- b. Reinforces the vision and mission of the school district
- c. Commits service to the school, district and the profession
- d. Complies with district policies and procedures
- e. Demonstrates a commitment to professional development

**(Special Educators Only) Observes the required rules and regulations of special education:**

- \* demonstrates overall understanding of the district special education comprehensive plan.
- \* follows the eligibility criteria as set forth by the state.
- \* consistently applies prior notice requirements with regard to evaluation, re-evaluation, IEP writing and review, and change in placement.
- \* obtains written consent as necessary.
- \* maintains accurate records of parent/guardian contacts.
- \* adheres to the timelines for prior notice, evaluation, re-evaluation, and IEP (Individualized Education Program) meetings and review.
- \* uses appropriate content for prior notices and IEPs (Individualized Education Programs).
- \* maintain confidentiality of personally identifiable information.

**(Special Educators Only) Appropriately conducts IEP meetings:**

- \* arranges for appropriate representation at all IEP (Individualized Education Program) meetings.
- \* adequately prepares for the meeting.
- \* helps to create a positive, professional working relationship.
- \* addresses all components of the IEP (Individualized Education Program).
- \* assures parent and student (when appropriate) participation in the process.
- \* informs parents of their rights.
- \* gives parents copies of the IEP (Individualized Education Program).

## TEACHER DEFINED

### 1. Beginning teacher (Probationary Teacher):

A beginning teacher is defined as an individual new to the profession in his/her first, second or third year of teaching. A teacher who has successfully completed a probationary period in another school district and accepts a position at Faith School District 46-2 is considered a probationary teacher. Beginning teachers will be on “probationary status” for a period of three years.

### 2. Continuing Contract Teacher:

A non-probationary teacher with three or more successful years at the Faith School District 46-2 is considered a “Continuing Contract Teacher”.

## STAGE I: BEGINNING TEACHER EVALUATION

Stage I is designed for all teachers new to the school district. This would automatically include all teachers who are just starting their teaching careers. In year one and two all new teachers will have a summative evaluation that includes the formal observation procedure. The summative evaluation includes both formal and informal observations. Two formal observations, at minimum, will be conducted for each summative evaluation. Formal observations are classroom visits that exceed 45 minutes.

One of the formal observations will be of an extended duration. At the elementary level this is defined as an observation of at least two to three consecutive hours. At the secondary level it should involve observing the same class period for two or three consecutive days. One formal observation must be conducted prior to the end of the first semester. The second formal observation must be held prior to the required summative evaluation conference (to be completed by April 1). Informal observations include any and all behaviors in a variety of settings that reflect overall professionalism including but not limited to walk-throughs and unannounced classroom observations.

For a beginning teacher in their third year, a Career Growth Plan may substitute for the formal observations procedure at the discretion of the supervisor. The Career Growth Plan shall be based, at minimum, on the needs of the teacher, student achievement goals of the Faith School District, and ultimately to student learning. If the supervisor approves a Career Growth Plan option for the third year teacher, the teacher will select one or more areas from the List of Career Growth Areas. The third year teacher will then complete the Career Project Identification (form A) and submit it to the principal before October 15. The principal will approve, reject, or suggest alternate areas. If the plan is approved, the teacher will have the responsibility of carrying out the approved plan. The Career Project Summary (form B) will be submitted to the principal by March 15. The content of this written summary should be the effort, power, progress, and involvement reflected in the work and the products of that work. A conference will be scheduled prior to April 1 to review the Career Project Summary. The Career Project Summary will be considered the summative evaluation for that year. This would begin the first year of a 3 year summative evaluation cycle for the teacher.

### List of Career Growth Plan Areas:

• Peer observations and conferences	• Enrolling in a Masters program
• Classroom observations and conferences	• Mentor
• Self analysis of video lessons	• ESA Sponsored program
• Literature review	• Visitation of model programs
• Case study analysis	• Other - Teacher/Supervisor proposal

## STAGE II: CONTINUING CONTRACT TEACHER EVALUATION

Stage II is designed for continuing contract teachers. This would include teachers with 3 or more successful years in the Faith School District. Stage II provides possibilities and options for continued professional growth that should result in increased expertise and a deeper understanding of the teaching/learning process to support the progress of teachers. The evaluation system for continuing contract teachers includes the traditional formal observation process or a Career Growth Plan (projects that promote self-evaluation and professional growth) option. The teacher will have the option to participate in a Career Growth Plan two out of three years. At least once every three years the traditional summative evaluation will be used.

A traditional summative evaluation will include both formal observation and informal observations. One formal observation, at minimum, will be conducted for each summative evaluation. A formal observation is a classroom visit that exceeds 45 minutes. The formal observation may be of an extended duration. At the elementary level this is defined as an observation of at least two to three consecutive hours. At the secondary level it could involve observing the same class period for two or three consecutive days. The formal observation and post-conference must

be held prior to the required summative evaluation conference (to be completed by April 1). Informal observations include any and all behaviors in a variety of settings that reflect overall professionalism including but not limited to walk-throughs and unannounced classroom observations.

The Career Growth Plan shall be based, at a minimum, on the needs of the teacher, student achievement goals the Faith School District, and ultimately to student learning. Teachers are responsible to develop and implement their Career Growth Plan in collaboration with their supervisor. If the teacher chooses this option, the teacher will select one or more areas from the List of Career Growth Areas. The teacher will then complete the Career Project Identification (form A) and submits it to the principal before October 15. The principal will approve, reject, or suggest alternate areas. If the plan is approved, the teacher will have the responsibility of carrying out the approved plan. The Career Project Summary (form B) will be submitted to the principal by March 15. The content of this written summary should be the effort, power, progress, and involvement reflected in the work and the products of that work. A conference will be scheduled prior to April 1 to review the Career Project Summary. The Career Project Summary will be considered the summative evaluation for that year.

#### List of Career Growth Areas:

• Peer observations and conferences	• Enrolling in a Masters program
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• Literature review	• Visitation of model programs
• Case study analysis	• Other - Teacher/Supervisor proposal

#### PLAN OF IMPROVEMENT:

The Plan of Improvement provides good faith effort to support and guide the teacher in meeting the expectations of the Faith School District. This plan provides a more structured and intensive mode of supervision for the staff member who is not consistently demonstrating one or more of the established teaching criteria. The decision regarding implementation of the plan should be collaborative, but may be directive and may be implemented by the supervisor at any time. This plan is intended to provide the highest likelihood for professional improvement. Because of the personal nature of this plan, confidentiality is expected of all participants. The Plan of Improvement consists of two phases.

##### Awareness Phase

In the awareness phase, the administrator/evaluator identifies a problem relating to the established Teaching Criteria. The evaluator should contact the staff member in writing, make him/her aware of the problem, collaboratively develop the means to resolve the problem, and schedules a time (not to exceed three months) to discuss the resolution (form C). While the teacher and the evaluator attempt to resolve the problem, the staff member continues to remain in Stage I or Stage II. At the conclusion of the agreed upon timeframe, the evaluator will review the progress and will make one of the following recommendations:

- The concern is resolved and the staff member is removed from the awareness phase and continues to work within Stage I or Stage II.
- The concern is not resolved, the staff member will be recommended to be moved to the assistance phase. Placement in the assistance phase would suggest that activities in the Career Growth Plan would be suspended. The supervisor must approve the decision to postpone the teacher's responsibility for engaging in the learning identified in the Career Growth Plan.

##### Assistance Phase

If the problem is not resolved in the Awareness Phase, the staff member will be formally notified of his/her placement in the Assistance Phase (form D). A copy will be forwarded to the Superintendent's office and is placed in the teacher's personnel file. The staff member should also be notified of their right to request assistance from their local association. A conference will be held between the staff member and the evaluator to develop an Assistance Plan that must include a specific statement of concerns related to one or more of the Faith School District Teaching Criteria, the methods or strategies to address the concern, a timeline for addressing the concern, indicators of progress, and the resources and support needed (form E). It may be beneficial for the supervisor and the teacher to identify a team of individuals who have the knowledge and skills to assist the identified teacher in improving his/her performance. At least once during the designated timeframe a progress report will be provided to the teacher (form F). At the end of the designated timeframe the supervisor will complete a summary of the Assistance Plan and both the teacher and supervisor will sign it (form G). One of three recommendations will be made:

- The concern is resolved; the staff member is removed from the Assistance Plan
- Progress is noted, the timeline is extended.

- The concern is not resolved, no progress noted.

### **RECOMMENDATION FOR CONTINUED EMPLOYMENT**

- a. Teachers in their first three years of employment with the district will be provided annual recommendations for continued employment by their supervising administrator. Those recommendations may take one of three forms:
  - i.  Recommended for Continued Employment
  - ii.  Recommended for Continued Employment with Conditions
  - iii.  Not Recommended for Continued Employment
- b. Teachers under continuing contract status will be assumed to be recommended for continuing employment unless notified to the contrary by April 15<sup>th</sup> of the current school year. If notified, recommendations take one of two forms:
  - i.  Recommended for Continued Employment with Conditions
  - ii.  Not Recommended for Continued Employment
- c. Teachers “Recommended for Continued Employment with Conditions” shall be placed on Stage III.
- d. Teachers who are “Not Recommended for Continued Employment” will be accorded rights under SDCL 13-43.

### **PERSONNEL AND WORKING FILES**

- a. Notes and paperwork regarding all informal observations shall be maintained separately from the district personnel files, and shall be treated in a confidential manner. Items moved from working files will require notification and signature of the staff member at the time of placement in the personnel file.
- b. The results of all summative evaluations shall be placed in the teacher’s personnel file. Said files shall be maintained at the district central office. Observations do not become part of this file unless there is need for additional documentation to support the results of the summative evaluation.
- c. The contents of a teacher’s personnel file shall be available for review and inspection by the teacher, a teacher’s designated representative, the teacher’s supervisor, or by the superintendent at any time.
- d. No teacher shall be permitted to physically remove their personnel file from the central office or to review it without being in the direct presence of the superintendent, or his designee.
- e. Materials may be removed from a teacher’s personnel file only upon the written approval of the superintendent of schools.
- f. Information in the evaluation section shall be released to potential employers only upon the written consent of the teacher.

### **OBSERVATION PROCEDURE**

Formal observations should be preceded by a pre-conference. The purpose of the pre-observation conference will be to discuss the lesson to be observed. The pre-observation conference may be waived by the teacher being observed. In either case the Pre-Observation Form (form H) will be completed by the teacher and returned to the supervisor one day prior to the observation. Prior to completing the form, the teacher and supervisor will need to mutually agree upon a scheduled time for the observation. The observation will take place at the scheduled time. A Post-Observation Conference Form (form I) will be utilized by the teacher and supervisor during the conference. The form will be used to facilitate dialogue during the post-conference. The post-conference will take place within five (5) working days of the formal observation. Both the teachers and supervisors completed Post-Observation Form will be placed in the teachers working file. **Additional formal observations may be conducted at the discretion of the administrator.**

### **INFORMAL OBSERVATION PROCEDURE**

Informal observations may be conducted at any time, and may be reduced to writing at the discretion of the administrator. These observations may result in a written summary of the observation and/or a conference between the teacher and administrator on the result of the observation.

### **EVALUATION PROCEDURE**

Prior to April 1<sup>st</sup> a summative evaluation conference will be held to discuss the summative evaluation. Teachers are to complete the Self-Evaluation Form (form J) prior to the evaluation conference. The conference should encourage professional dialogue between the supervisor and the individual being evaluated. It should revolve around some broadly based, open ended questions and the self-evaluation. The following list is meant to be illustrative of the type of questions which could be discussed:

- ◇ When planning for instruction, how do you organize your efforts? What helps/hinders your planning?

- ◇ How might the district better support your efforts toward professional development and improvement? Are there additional resources you need to improve your professional skills?
- ◇ What have you done this year to grow professionally as a teacher?
- ◇ What areas would you like to improve in your teaching practice?
- ◇ Are there other issues regarding your teaching you would like to discuss?

At the conclusion of the conference the supervisor will complete the Summative Evaluation Narrative (form L). The evaluation shall be acknowledged by the signatures of the administrator and the individual being evaluated. Such signatures may not necessarily denote agreement with the statements contained therein.

The individual being evaluated may make written comments which disagree with any part of the evaluation.

The Summative Evaluation Narrative (form L), the teacher's Self-Evaluation (form J) and the supervisor's Evaluation Conference Notes (form K) will be made in duplicate. One copy will be provided for the teacher and the other will be placed in the teacher's personnel file.

As per negotiated agreement June 11, 2007