

PROFESSIONAL STAFF/TEACHER APPRAISAL
Performance Evaluation Handbook

In Platte County School District #2 the primary goal of supervision is to improve the educational process while the goal of evaluation is to improve educational performance. The principal is responsible for the implementation of this process in his/her school unit.

Continuing contract teachers will be evaluated at least once every year. A continuing contract teacher who is not meeting the district's expectations can be evaluated again during that same school year and if no improvement is shown can be placed on an Improvement Plan. The evaluation is comprised of an orientation conference; pre-observation conferences with lesson plan analysis; formal classroom observations; post-observation (feedback) conferences; supporting data/input which may include informal classroom observations, work samples, student feedback, and input from other job specific data; one summative report/conference.

Initial contract teachers in the district will be evaluated twice a year until continuing contract status has been granted. A copy of all evaluation reports will be submitted to the Superintendent's office. The reports will be signed by both the principal and the teacher to indicate that the teacher has been informed of its contents. The signature of the teacher shall not be construed to mean that the teacher necessarily agrees with the contents. Teachers may attach personal comments regarding the evaluation report if they so desire.

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TEACHER
PERFORMANCE
EVALUATION

PLATTE COUNTY SCHOOL DISTRICT #2 POLICY
GCN-E

REVISED
July 12, 2017
Revised: 7/19/2017

Performance Evaluation Handbook

In Platte County School District #2 the primary goal of supervision is to improve the educational process while the goal of evaluation is to improve educational performance. Evaluations provide a formal plan for the development of the teacher as an educational leader and allows for feedback to help improve classroom instruction for all the students of PCSD#2. The principal is responsible for the implementation of this process in his/her school unit. The principal or his/her designee can perform staff evaluations, as long as the evaluator is trained in the Danielson Model.

Continuing contract teachers will be evaluated once every year. A continuing contract teacher who is not meeting the district's expectations from the first observation of the year, will have a second evaluation during that same school year to check if the teacher is making progress on the goals and suggestions made during the first evaluation. If there is no improvement observed during the second formal evaluation the teacher can be placed on an improvement plan for the rest of the current school year and for next school year. The evaluation is comprised of an orientation conference; pre-observation conferences with lesson plan analysis; formal classroom observations; post-observation (feedback) conferences; supporting data/input which will include informal classroom observations, work samples, student, parent, and peer feedback, and input from other job specific data; one summative report/conference.

If needed, the administration has the ability to schedule and conduct additional evaluations as needed, based upon prior evaluations.

Initial contract teachers in the district will be evaluated twice a year following the same protocol established above.

1. Evaluation Cycle

A. Orientation Conference

1) During August in-service, all teachers will be involved in this conference in a group setting. During the first year of implementation, all staff will participate in an informational session about the teacher performance evaluation system and the components of the rubric used as part of the evaluation process.

2) During this conference, the performance evaluation handbook will be discussed.

B. Formative Components based on the evaluation rubric (Initial contract teacher will be evaluated each semester; Continuing Contract teacher/support staff will be evaluated once a year)

1) Pre-observation Conference with Lesson Plan

(a) The purpose of this conference is to review the lesson plan and establish the focus for the observation.

(b) Not later than one (1) working day prior to the pre-observation conference, the teacher will submit the pre-observation form. The conference should be held prior to the observation or established by mutual agreement between teacher and evaluator.

(c) Each announced classroom observation should be preceded by this conference.

2) Announced Classroom Observations

(a) The announced classroom observation shall be for an entire lesson.

(b) The evaluation shall include at least one (1) announced classroom observation, determined by mutual agreement.

(c) The evaluator will be in the classroom at the beginning of the instructional activity/lesson.

(d) Descriptive data will be recorded.

3) Post-observation (feedback) Conference

(a) Following the announced classroom observation, the evaluator will analyze the data and the conference will be planned, using the post-observation (feedback) report.

(b) There will be a post-observation conference following each announced classroom observation.

(c) It will be held within five (5) working days, except by mutual agreement.

4) Unannounced Classroom Observation

(a) For all teachers, at least two unannounced classroom observations shall be held for at least 10 minutes each time.

(i) Written feedback about the unannounced classroom observation will be provided within five (5) working days, except when there is mutual agreement for an extension.

(b) For all teachers, other unannounced classroom observations, for varying lengths of time, may be used in the summative report.

F. Input from Other Job-Specific Data

(a) Student, parent, and/or peer feedback (Required). Teachers, with the approval of the evaluator, shall prepare forms to gather feedback from students, parents, and peers. Peer feedback should be from either succeeding teachers or teachers with the same or similar students (i.e. English 9 and P.E. 9.)

(b) Work samples may include, but are not limited to, teacher-made tests, worksheets, quizzes, grade book, lesson plans, bulletin boards, and reports.

(c) Student outcomes to be developed by teachers.

(d) All items in the file must have the teacher's signature and a date. The signature does not indicate agreement.

C. Plan of Improvement

(a) A teacher shall be placed on a Plan of Improvement whenever he/she:

1) Is rated "Unsatisfactory" on any of the four domains on the Danielson Rubric

2) Is rated "Unsatisfactory" on more than three elements in multiple domains on the Danielson rubric

3) At any time during the year, is demonstrating unsatisfactory job performance as reflected in one of the four domains;

4) Or, is rated "Basic" in the same domain or element two years in a row on the Annual Summative Evaluation Form;

(b) The Plan of Improvement shall, at a minimum, identify the domains and components to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve proficiency, a timeline for achieving proficiency within one school year or such shorter time as determined by the District.

(c) Teachers who are recommended for dismissal or nonrenewal may not be placed on a Plan of Improvement.

D. Every three to five years, supporting data may be removed from the file. Summative reports will remain on file.

E. Summative Components

1) Written report

(a) One summative evaluation report and rubric will be completed by the principal by December 1 (initial contract teachers only) and April 1 (both initial contract and continuing contract teachers.)

(b) A copy of the report and rubric will be made available to the teacher at the summative conference.

(c) This report and any accompanying response(s) will be placed in the personnel file in the central office.

2) Rubric (figure 1)

a) The teacher will also be rated on the rubric, and receive a copy of the rated rubric with the summative written report.

b) The rubric will be placed in the personnel file.

3) Conference

(a) The conference is designed to review the teacher's performance relative to the evaluation criteria.

(b) Following the conference, the teacher may file a written response to the evaluation report and will need to provide documentation to support the written response within five (5) working days. Such response(s) shall be attached to the evaluation report.

(c) At the time the evaluator may reserve the right to adjust or change the final evaluation of the teacher. The adjusted or changed evaluation will be given to the teacher and will be placed in the personnel file in the central office.

F. Use of Student Data

1) The district is using multiple student performance data for each employee. All teachers will meet with the evaluator to determine the multiple measures of student data that will be used in the evaluation. Growth on the Measure of Academic Proficiency (MAP) will be the primary instrument used. Teacher developed measurements will be approved by the evaluator and may include unit assessments, Body of Evidence activities, or other performance assessments.

2) Types of data/artifacts that might be used include:

(a) Elementary and Grade Level Teachers: NWEA MAP growth targets; WYTOPP scores; DIBELS; Fast Math scores

(b) Secondary Core Teachers: NWEA MAP growth targets; WYTOPP proficiency levels; ACT/ASPIRE scores;

3) The following data will be collected for the purposes of professional growth, instructional changes, student remediation or enrichment decisions, and employee retention/termination decisions:

(a) Teacher:

(i) Formal observation held each semester for initial contract teachers; once per year for continuing contract teachers, completed prior to March 31.

(ii) Summative Annual evaluation, including scores in rubric, completed prior to March 31.

(iii) Student assessment results

(iv) Teachers, with the approval of the evaluator, shall prepare forms to gather feedback from students, parents, and/or peers. Peer feedback should be from either succeeding teachers or teachers with the same or similar students (i.e. English 9 and P.E. 9.)