

**TEACHER AND SUPPORT STAFF  
PERFORMANCE EVALUATION**

**PLATTE COUNTY SCHOOL DISTRICT #2  
POLICY GCN-E**

**REVISED  
July 18, 2012**

## 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/support staff will be on full-cycle at least once every three years. A continuing contract teacher/support staff member who is not meeting the district's expectations will be placed on full cycle in consecutive years. A full-cycle is comprised of an orientation conference; a technology survey; pre-observation conferences with lesson plan analysis; formal classroom observations; post-observation (feedback) conferences; Peer CoRe team meetings (see 1E for explanation); supporting data/input which will include informal classroom observations, work samples, student, parent, and peer feedback, and input from other job specific data; at least one out-service visit per three-year cycle; one summative report/conference; and a professional growth commitment.

Initial contract teachers/support staff in the district will be on full-cycle as defined by the state deadlines.

A mini-cycle will be conducted with all continuing contract teacher/support staff when they are not on full cycle. The mini-cycle will include a technology survey; Peer CoRe team meetings; 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; and a professional growth review.

At the end of the first mini-cycle, any continuing contract teacher/support staff member who is not meeting the district's expectations will be placed on full cycle the following year. A plan of improvement may be drafted to help the staff member make improvements in teaching.

### 1. Evaluation Cycle (Figure 1)

#### A. Orientation Conference

- 1) During August in-service all teachers/support staff on full cycle for that school year 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/support staff 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. Technology Survey

- 1) Teachers will complete a district-developed technology survey by October 1 to determine individual and staff professional development needs.

C. Formative Components based on the evaluation rubric (Initial contract teacher/support staff have this each semester; Continuing Contract teacher/support staff on Full cycle follow all of this once in the year; Continuing Contract teacher/support staff on mini-cycle follow part 4.)

1) Pre-observation Conference with Lesson Plan (minimum of one)

- (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/support staff member will submit the pre-observation form. The conference should be held prior to the observation or established by mutual agreement between evaluatee and evaluator.
- (c) Each announced classroom observation should be preceded by this conference.

2) Announced Classroom Observations (minimum of one)

- (a) The announced classroom observation shall be for an entire lesson.
- (b) The full-cycle 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 (minimum of one)

- (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 initial and continuing contract full cycle teachers/support staff, at least two unannounced classroom observations shall be held for at least 10 minutes each time.

(i) Written feedback (required, conference optional) 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/support staff, other unannounced classroom observations, for varying lengths of time, may be used in the summative report.

D. Peer CoRe Team Meetings (minimum of two)

- 1) The purpose of CoRe team meetings is to provide teachers a structure to engage in discussions that lead to improved instruction and improved student learning.
- 2) These teams are flexible and fluid and may change throughout the school year.
- 3) A form indicating dates of conferences and observations will be shared with the evaluator.

E. Out-Service Observations (minimum of one per year for initial contract teachers and one per three-year cycle for continuing contract teachers)

- 1) The purpose of Out-Service Observations is to provide the teacher with an opportunity to see different perspectives on teaching.
- 2) Teachers are required to visit a teacher in a different school in their area of teaching as approved by the evaluator.
- 3) Professional conferences or other types of out-service visits may be substituted with the approval of the evaluator.

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.

G. Plan of Improvement

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 Annual Summative Evaluation Form;
- 2) Is rated "Unsatisfactory" on more than three elements in multiple domains on the Annual Summative Evaluation Form;
- 3) At any time during the year, is demonstrating unsatisfactory job performance as reflected in one of the four domains;
- 4) Or, is rated "Focus for Improvement" in the same domain or element two years in a row on the Annual Summative Evaluation Form;

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.

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

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

I. Summative Components

1) Written report

- (a) One summative evaluation report 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 will be made available to the teacher/support staff at the summative conference.
- (c) This report and any accompanying response(s) will be placed in the personnel file in the central office.

2) Conference

- (a) The conference is designed to review the teacher's performance relative to the evaluation criteria.
- (b) Following the conference, the teacher/support staff may file a written response to the evaluation report within five (5) working days. Such response(s) shall be attached to the evaluation report.

3) Professional Growth Plan

- (a) The Professional Growth Plan will be developed cooperatively by the teacher/support staff and evaluator and submitted to the evaluator no later than five (5) working days before the last day of school. (During the 2011-12 school year, and for all new teachers, this will be submitted by October 15.)
  - (b) The focus of a Professional Growth Plan will be on at least one (1) criterion from the teacher/support staff performance evaluation instrument as determined in the growth plan conference.
  - (c) The evaluator will monitor progress toward accomplishment of the Professional Growth Plan.
  - (d) The completed Professional Growth Plan is due March 31 for teachers on the final year of a full cycle and for all initial contract teachers.
- 4) A Project Action Plan will be developed, as needed, to serve the long-range strategic plan.
- (a) This Project Action Plan should be developed cooperatively by the teacher/support staff and evaluator.
  - (b) This Project Action Plan should be determined no later than September 30.
- 5) Teachers on a mini-cycle will use both a Professional Growth Plan and a Project Action Plan. Plans are due to the evaluator no later than five (5) working days before the last day of school. (During the 2011-12 school year, this will be submitted by October 15.) The Summative Evaluation Report will be used in the focus area as determined by the Professional Growth Plan.

#### J. 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; PAWS scores; DIBELS; FastMath scores
  - (b) **Secondary Core Teachers:** NWEA MAP growth targets; PAWS proficiency levels; ACT/PLAN/EXPLORE 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/Non-administrative certified staff:**

- (i) Professional Growth Plan
- (ii) Formal observation held each semester for initial contract teachers; once per year for continuing contract teachers on a full cycle, completed prior to March 31.
- (iii) Summative Annual evaluation, including scores in rubric, completed prior to March 31.
- (iv) Student assessment results
- (v) 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.)

K. Evaluator training

- 1) At least once every three years, evaluators will receive training on Charlotte Danielson's "Framework for Teaching" evaluation model and the Charlotte Danielson-based "School Leader Assessment Model." The district will also provide training on the evaluation instrument through videos and/or in-class observations to view, discuss, and ensure consistency in scoring. For teaching/non-administrative certified staff hired after August 2011, the principal will ensure training takes place on Charlotte Danielson's "A Framework for Teaching" evaluation instrument and all pertinent district policy during the first 60 days of employment.

Figure 1.

Continuing Contract and Initial contract Teacher Performance Evaluation Cycle  
Full Cycle

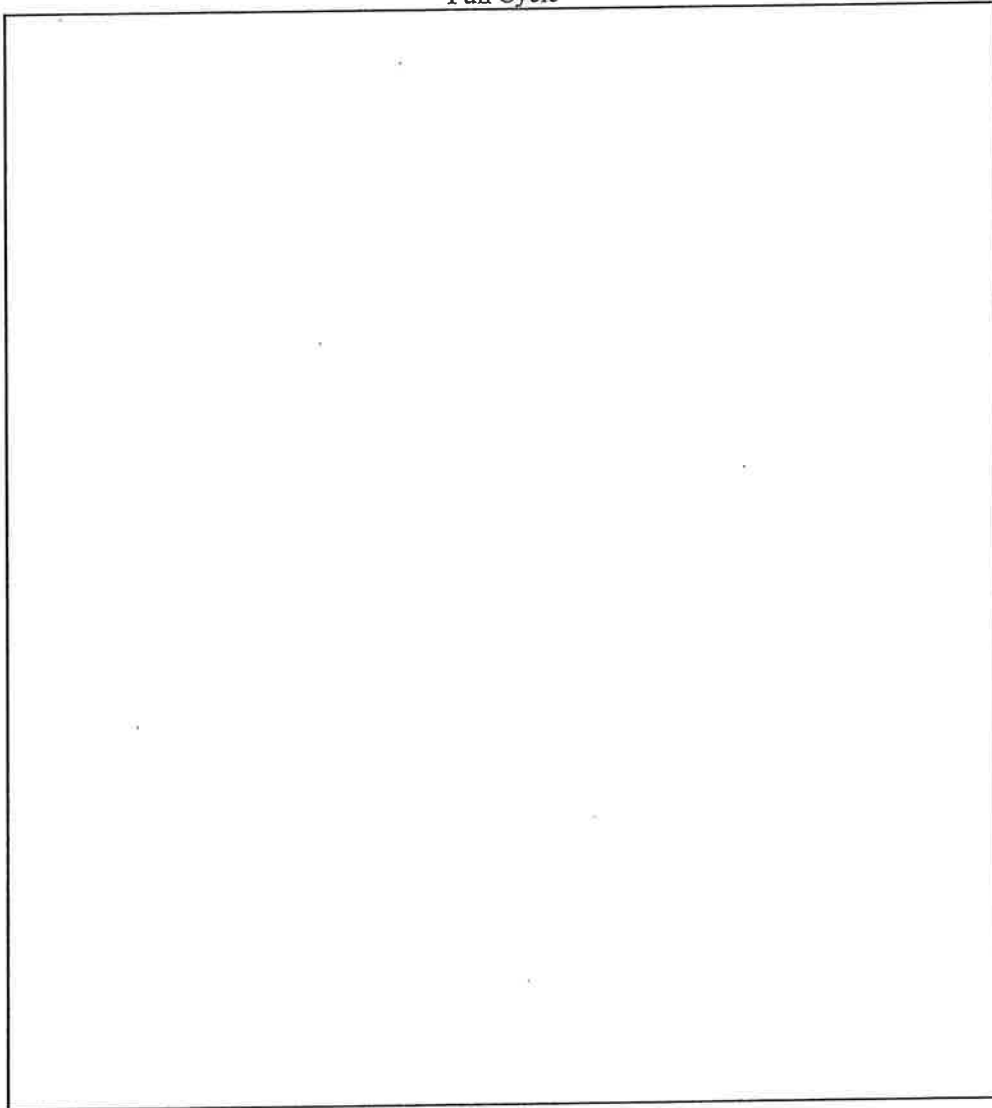
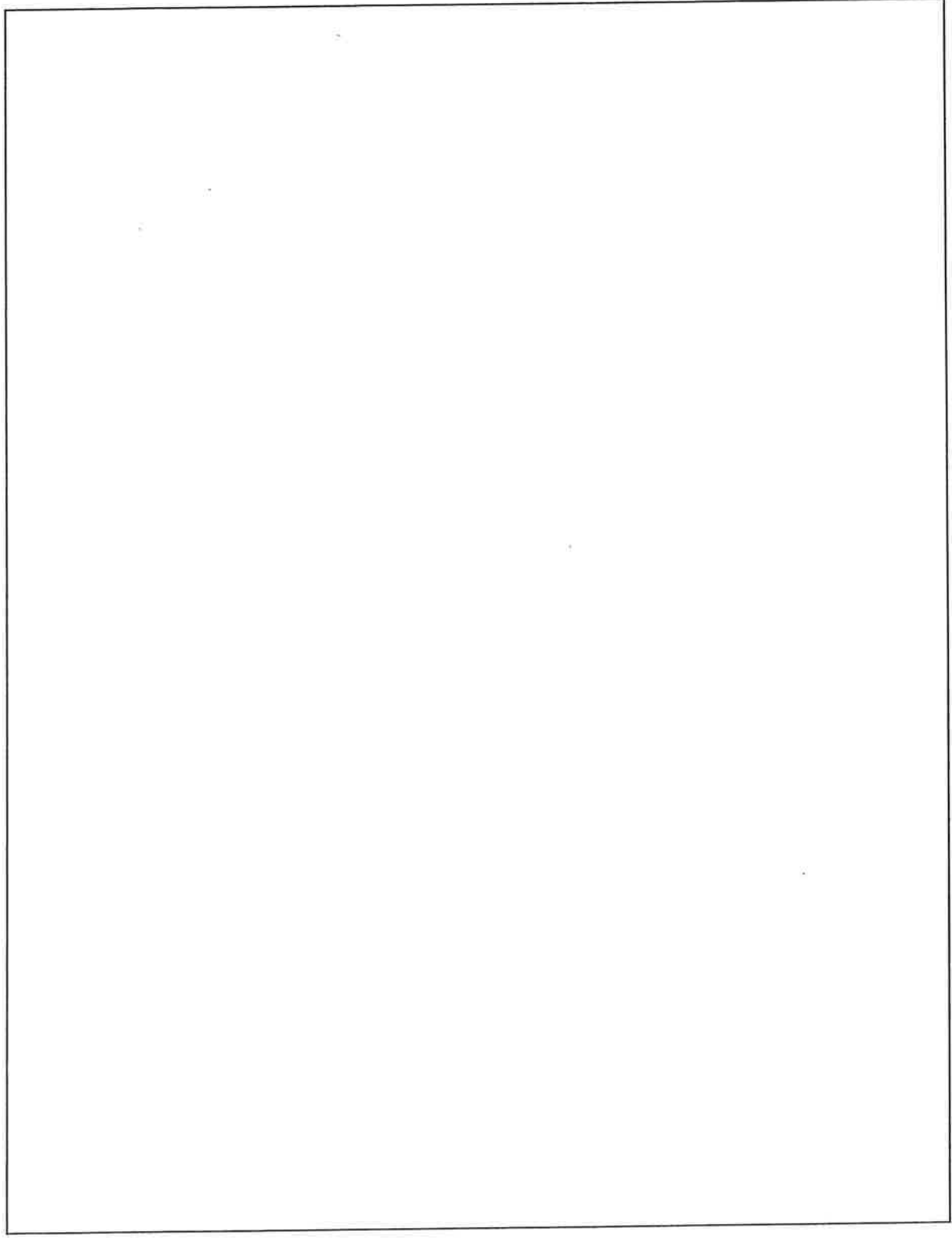




Figure 2.

Continuing Contract Teacher Performance Evaluation Cycle  
(Mini-Cycle)



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**TEACHER THREE-YEAR PROFESSIONAL GROWTH PLAN**

Name: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_

Years covered in this plan: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Performance Area:</b> (check one)</p> <p>_____ Providing Meaningful Learning for Students                            <i>Planning</i>                            <i>Instruction</i></p> <p>_____ Student Achievement</p> <p>_____ Safe, Respectful Environment</p> <p>_____ Leadership, Professionalism, &amp; Interpersonal Skills</p>	<p><i>Select lowest-rated criterion.</i></p>
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**I. GOAL** (general intent)

**II. SPECIFIC MEASURABLE BEHAVIOR** (What will be done?)

<p><b>III. PROCEDURES</b> (How will it be done?)</p>	<p>Timeline</p>
1.	
2.	
3.	
4.	
5.	

**IV. PROGRESS CHECK** (how is it going?)



## Classroom Visitation form

Staff member \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Standard/Benchmark being taught:

Research-based strategies being used:

How will you keep students engaged?

What has gone on before and will go on after?

How will assess this standard/benchmark?

Anything you specifically want the evaluator to watch for?

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee signature \_\_\_\_\_ Date \_\_\_\_\_







