

EVALUATION OF PROFESSIONAL STAFF MEMBERS PROCEDURES

Process

Continuing contract teachers, who in the judgment of their supervisors, meet the performance standards will be evaluated as follows:

- a. Three-year goals will be established between the supervisor(s) and the teacher.
- b. The goals will promote professional growth and competence; a process for assessing goal attainment will be included.
- c. The assessment process will include an annual formal classroom observation and conferencing. It may also include other ways of collecting information about successful work on the goals. It will require the teacher to document their reflection on their professional practice and show evidence of connection with their goals.
- d. Each teacher will receive a summative evaluation at least every three years.
- e. The evaluation process will include an annual peer observation and/or peer collaboration opportunity.
- f. The evaluation process will include an annual student growth measure.
- g. The evaluation process will require the staff member to document evidence to demonstrate proficiency in all areas of the staff evaluation rubrics.

Probationary teachers will be evaluated as follows:

- a. Three-year goals will be established between the supervisor(s) and the teacher.
- b. The evaluation process will include an annual formal classroom observation and conferencing. It may also include less formal observations.
- c. The evaluation process will include that in Year 1 of the evaluation cycle, the Assistant Superintendent will conduct a formal observation in addition to the formal observation conducted by the supervisor(s).
- d. The evaluation process will include that in Year 2 of the evaluation cycle, the Superintendent will conduct a formal observation in addition to the formal observation conducted by the supervisor(s).
- e. Teachers will receive information about how well they are meeting the performance standards and will be informed about what they need to do to advance toward a continuing contract status.
- f. The evaluation process will include an annual peer observation and/or peer collaboration opportunity.
- g. The evaluation process will include an annual student growth measure.
- h. The evaluation process will require the staff member to document evidence to demonstrate proficiency in all areas of the staff evaluation rubrics.

Summative Effectiveness Rating:

The summative effectiveness rating is comprised of 5 key components valued at 20% each. These are:

- Instruction or consultation - 20%
- Professional responsibilities - 20%
- Student learning and growth - 20%
- Planning and preparation - 20%
- The Classroom environment or delivery of service - 20%

The total summative rating scale is a compilation of all 5 components. An overall summative rating is assigned to each probationary teacher annually, and to each continuing contract teacher on every three

year cycle (unless a teacher is placed on a professional growth plan in which case it could also be annually). The following ratings will be used:

Distinguished (3.5 - 4.0) - a staff member performing at the distinguished level will continue to be evaluated on a 3 year cycle within the PE/PG system. The staff member will self-select areas for their professional development focus and goal setting for the upcoming cycle.

Proficient (2.5 - 3.4) - a staff member performing at the proficient level will continue to be evaluated on a 3 year cycle within the PE/PG system. The staff member will self-select areas for their professional development focus and goal setting for the upcoming cycle.

Basic (1.4 - 2.4) - A staff member who receives a basic rating on a domain will continue to be evaluated annually. The staff member will collaboratively create a monitored Professional Growth Plan with the administrator with focused goals to address necessary domains/components. Regular meeting times with the evaluator will be identified in the monitored Professional Growth Plan to reflect, review, and monitor performance progress in growth areas. If a staff member receives a Basic rating in any domain for two consecutive school years, an Intensive Professional Improvement Plan will be developed including:

- Domains/Components to be improved immediately
- Goals
- Activities
- Timeline
- Feedback

Unsatisfactory - A staff member who receives an unsatisfactory rating in any domain area will continue to be evaluated annually. The staff member will collaboratively create an Intensive Professional Improvement Plan with the administrator with focused goals to address necessary domains/components. Regular meeting times with the evaluator will be identified in the Intensive Professional Improvement Plan to reflect, review, and monitor performance progress in growth areas. If a staff member receives an Unsatisfactory rating in any domain during a single year, an Intensive Professional Improvement Plan will be developed including:

- Domains/Components to be improved immediately
- Goals
- Activities
- Timeline
- Feedback

A staff member on an Intensive Professional Improvement Plan who does not score Proficient in all domains could be considered for immediate release from district employment.

A staff member who receives a performance score of Unsatisfactory in any one of the domains for two consecutive years should be considered for immediate release from district employment.

*A staff member who receives a performance score of Unsatisfactory in any one of the domains during the Probationary period should be considered for immediate release from district employment.

Teachers, who in the judgment of their supervisors, are not meeting the performance standards, will be removed from the normal evaluation cycle. The supervisor(s) will meet with the teacher to review the concerns and to develop a professional growth or intensive professional improvement plan to help the teacher meet the standards. The professional growth or intensive professional improvement plan will be based on the procedural requirements of "just cause."

Formative information given to teachers will remain between the supervisor and the teacher. Summative reports will be reviewed with the teacher, signed to note receipt, and placed in the personnel file. All teachers have the right of appeal to the Superintendent and School Committee in cases where they feel they have been unfairly evaluated.

The professional growth or intensive professional improvement plan process can exist independent of the timeline of the Performance Evaluation Professional Growth process. If an administrator determines, based on evidence, that an educator is basic or unsatisfactory at any time, the administrator can put the educator on a professional growth or intensive professional improvement plan.

Note: For full details of our Teacher PE/PG system, please see Our Teacher Evaluation Handbook

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