

Adopted: May 20, 1996

District 77 Policy 427

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427 PERFORMANCE EVALUATION - LICENSED STAFF

I. PURPOSE

The purpose of this policy is to provide for a systematic process of performance evaluation for licensed, tenured teachers.

II. GENERAL STATEMENT OF POLICY

The School Board is committed to providing the best possible educational opportunities for students in District 77. Learning can best be achieved by increasing professional staff effectiveness through a performance evaluation process that emphasizes a cooperative working relationship between teacher and principal. Performance evaluation is intended to support employees in enhancing their strengths and accepting the challenge of self-improvement. Performance evaluation should be a continuous, constructive, and cooperative endeavor.

III. EVALUATION FORMS AND PROCEDURES

To identify and measure performance, principals in District 77 are expected to carry out the following evaluation tasks for teachers on the evaluation cycle:

1. Hold a pre-evaluation conference/communication to cooperatively plan the evaluation process.
2. Conduct at least three performance observations and follow-up conferences.
3. Forward the appropriate completed forms to the Office of Human Resources.

Legal References: Minn. Stat. 122A.40, Subd. 5.

PERFORMANCE EVALUATION PROCEDURES

A. INTRODUCTION

Evaluation is a systematic process to appraise the professional performance of the teacher. It has as its primary focus the improvement of instruction based on professional teaching standards.

Evaluation shall include:

1. Formal observation and appraisal by the principal or trained designee, every three years for tenured teachers. Probationary staff will be evaluated three times annually, with the first evaluation occurring within 90 days of employment as outlined in M.S. 122A.40.
2. Annual goal setting, mentoring, peer coaching and collaboration through Professional Learning Communities.
3. Assistance by the principal/administrator or other designated person on an occasional or concentrated basis as the need is perceived by either the principal or the teacher.
4. Opportunity for teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teacher's own performance assessment.

B. NOTIFICATION

- 1a. Teachers scheduled for the evaluation sequence will be notified prior to October 1.
- 1b. At a general meeting of teachers to be evaluated, the principal shall discuss the formal evaluation procedures, observation format, and forms to be used. This meeting will be held by October 1.

C. FORMAL EVALUATION

1. Pre-Evaluation Conference
 - a. The Pre-Evaluation Conference at the start of a teacher's evaluation process is to establish priorities, discuss procedures, and determine the means for gathering data relating to student academic growth.
2. Observation
 - a. There shall be a minimum of three formal observations, at least one of which will be scheduled.
 - b. One formal observation will cover at least the entire lesson or class period. Observation of transitions between activities is also recommended.
 - c. The principal is to record what occurs during the observation in a format that can be easily shared with the teacher.

- d. Following the observation visit, the principal will analyze the data collected. Following the third observation, the principal will analyze the data from all three observations, student academic achievement goals and a final teacher statement of reflection and prepare a summative evaluation as part of the third evaluation. Teacher performance criteria will be considered 65% of the evaluation. Student academic growth based on ELO's, PLC goals and objectives, or other measures will be assessed as 35% of the evaluation.
3. Post-Observation Conference
- a. As soon as possible following the observation, the principal and teacher will meet to discuss the observation.
 - b. The conference will include a review of the teaching-learning experience as observed and recorded by the principal. Teacher performance criteria - i.e., instructional skills, an understanding of child growth and development, planning and organizational skills, knowledge of content, and materials, classroom climate and management, human relations/communication skills, and professional development - will be assessed. In addition, a discussion of any mutual goals identified during the pre-evaluation conference will occur.
 - c. An effort should be made to reinforce the positive events in the lesson as well as to call attention to and discuss any less productive events that may have occurred.
 - d. Following review, the evaluation is signed by the licensed staff member and the principal/administrator. The signature of the licensed staff member does not necessarily indicate agreement with the evaluation but signifies awareness of the content of the report. The licensed staff member will be provided with a copy of the completed performance review form and a copy will be forwarded to the Human Resources Office for inclusion in the licensed staff member's personnel file. The licensed staff member may submit a written response for inclusion in the file if he/she desires to do so
 - e. The principal/administrator will include summary comments in the third evaluation of the evaluation sequence prior to the end of the school year. If the evaluation sequence is judged to be satisfactory by the principal, the formal evaluation sequence is complete.
 - f. If, however, the formal evaluation sequence shows unsatisfactory performance in one or more areas, the principal may place the tenured teacher in the Instructional Assistance phase. In accordance with M.S. 122A.40, probationary teachers may be nonrenewed.

D. INSTRUCTIONAL ASSISTANCE

Teachers who are not meeting the performance expectation of District 77 will receive assistance from the District to improve their instructional skills.

1. Instructional Assistance may be initiated by the principal any time that a deficiency of an instruction nature is identified. A conference between the principal and the teacher is to be held to define the deficiency, discuss resources that will be used, and plan classroom observations. The principal shall issue the teacher a memorandum identifying the deficiency and acknowledging the initiation of Instructional Assistance.
2. Assistance may include, but is not limited to, consultation with a staff development coordinator, participation in the mentoring program, consultation with a departmental chairperson or grade level leader, educational specialist, in-service, topical reading, etc.
3. The principal is responsible for maintaining a written record of the initiation of the Instructional Assistance, all pre and post conferences, observations, evaluations, and any other information pertinent to the teacher's instructional progress. The teacher shall receive a copy of all written materials.
4. Instruction assistance will continue until the principal determines that the deficiency has been corrected or until the teacher is placed in the Remediation sequence. If the assistance has been successful, no documentation of the assistance will be placed in the personnel file and the teacher may return to his/her place in the normal evaluation sequence. If Instructional Assistance has not corrected the identified deficiency, or if other performance issues contribute to a negative effect on students' learning, then the principal will recommend to the Director of Human Resources that the Remediation sequence be initiated and all documentation be placed in the teacher's personnel file.

E. REMEDIATION

Remediation is a formal process in which a teacher follows a prescriptive program designed to correct serious instructional deficiencies. During this process, data that are collected will be placed in the personnel file. The teacher has a right to be represented by the Mankato Teachers' Association (MTA), or its designee, during all formal proceedings. Remediation proceedings may be conducted by the principal or a supervising administrator.

1. Letter of Deficiency

When the principal concludes that the Instructional Assistance process has been ineffective in correcting the deficiency, or a situation exists that demands immediate improvement, the principal issues the teacher a formal Letter of Deficiency specifying the nature of the deficiencies and that the teacher is being placed in the Remediation sequence.

2. Remediation Team

The principal, with the assistance of the Director of Human Resources, will identify a Remediation Team composed of the principal, the department chairperson or grade

level leader, the Director of Human Resources, and a designee from the Mankato Teachers' Association. The team will assist in the development of the Remediation Plan and will meet regularly to review progress. Team members are to protect the confidential nature of all Remediation proceedings.

3. Remediation Plan

- a. The supervising administrator will assemble the Remediation Team and will schedule an initial meeting with the Remediation Team within ten (10) working days after all members have been selected.
- b. The supervising administrator, with assistance from the Remediation Team, will develop a Remediation Plan and review it with the teacher within a reasonable time after the first Remediation Team meeting. The plan will specify the nature of the deficiencies, the objective(s) to be accomplished by remediation, specific tasks and activities to be completed by the teacher, the assistance to be provided, and the timelines during which this will occur.

4. Implementation and Data Gathering

- a. Observation
 1. The teacher shall have prior notice of at least one formal observation by the principal.
 2. Results of the formal observation shall be recorded and a copy of the report given to the teacher.
 3. Informal observations shall also be used to evaluate those deficiencies cited in the Remediation Plan. If a report of the informal observation is written, a copy of the report must be given to the teacher.
 4. Any additional deficiencies observed during formal or informal observations may be incorporated into an amended Remediation Plan by modification of the original plan by the Remediation Team.
- b. Strategies that are appropriate for the specific behaviors to be corrected will be cited in the Remediation Plan.
- c. Interim Conference: Throughout the Remediation phase the supervising administrator will periodically confer with the teacher to review/share data and discuss progress.
 1. During the interim conference(s) the supervising administrator may modify the Remediation Plan and/or the assistance to be provided if further remedial effort is needed.

2. Any changes in the Remediation Plan made by the Remediation Team must be noted and signed by both the supervising administrator and the teacher.

5. Final Determination

- a. Prior to the final assessment date, the Remediation Team will meet to discuss and review all data. Based on this review, the supervising administrator will make a determination.
- b. If the administrator determines that the objectives cited in the Remediation Plan have been met, a final assessment conference will be held with the teacher to share the decision. The teacher will then return to the normal evaluation sequence and the Remediation phase is complete.
- c. If the administrator determines that the objectives cited in the Remediation Plan have been generally met with only minor provisions to be satisfied, the administrator may defer the teacher's return to the normal evaluation sequence for up to one year, during which the teacher will participate in Instructional Assistance outlined in D above.
- d. If the administrator determines that the teacher has not satisfactorily met the objectives of the Remediation Plan, the supervising administrator will then consult with the Director of Human Resources for a final determination.

All forms referred to are suggested guidelines and not required items in the Remediation process.

F. DUE PROCESS

District 77's Performance Evaluation Procedure has the following provisions to guarantee due process protection for observers, teachers, principals, and supervising administrators.

1. All parties have had involvement and committee representation in the design, research, and development of the evaluation procedure and forms.
2. Copies of the policy and procedures have been distributed to the entire staff.
3. Teachers are provided opportunity to respond at each reporting cycle and may request a personal conference in the event of disagreement with ratings from building supervisory personnel. The appeals channel is to the Director of Human Resources.
4. At all times, the teacher may have third-party representation.
5. All reports of unsatisfactory performance must be in writing, must enumerate shortcomings in a specific manner, and must be shared with the teacher.
6. Each teacher must be provided access to his/her appraisal reports.

7. In addition, it is understood that everyone involved in the District 77 Performance Evaluation Procedure is to be provided substantive due process - i.e., what is done in the appraisal process is fair, rational, and reasonable. This means that the teacher who is not presently meeting job standards must be given the time, the support, and the chance to meet standards.