

SUPERINTENDENT'S REGULATION 5-4.7 EVALUATION OF TEACHERS

Introduction

Teacher Performance Review is a complicated but necessary process. It is particularly complex because of the varied types of teachers and students, and styles of teaching and learning. Properly done, however, such a review can and should result in positive, constructive change. Central to this idea is the concept that one never grows too old, too wise, or too experienced to improve.

It is important to understand that the purpose of Teacher Performance Review is to improve the quality of instruction; therefore, it is necessary to assess one's performance as it relates to clearly defined areas. These areas must be identified and related to specific performance criteria. Performance assessment is both an on-going constructive process (formative) and a system for the periodic measurement of performance (summative).

Performance Review should always be approached in a positive manner. The results, however, may not always be viewed positively depending upon the expectations of both the reviewer and the teacher. Nevertheless, supportive, constructive results are far more likely to occur when all parties approach the process positively. In view of these ideas, the following philosophy has been adopted.

1. Promote continuing improvement in instruction.
2. Motivate school personnel to develop individual programs for self-improvement.
3. Co-align personal and organizational objectives.
4. Assess the strengths and implement constructive objectives.
5. Create a positive working environment.

Procedures For Teacher Performance Review

Participants/Definition of Roles

1. Reviewer – Principal or Assistant Principal
2. Teacher – Person being reviewed

Review Schedule

1. First year teachers and teachers new to the system: a minimum of three formal observations per year, followed by post-observation conferences – Annual participation in the summative evaluation (Teacher Performance Review – Attachment C)
2. Non-continuing contract teachers: a minimum of two formal observations per year, followed by post-observation conferences – Annual participation in the summative evaluation (Teacher Performance Review).
3. Continuing contract teachers: a minimum of one formal observation per year, followed by a post-observation conference – Annual participation in the summative evaluation (Teacher Performance Review).
4. All teachers: establish professional improvement goals(s). A copy of the goal(s) (Attachment A) will be submitted to the building principal by the last teaching day in September.

Components

1. Orientation: All staff members will become familiar with the Teacher Performance Review System.
2. Formative Phase: (To include classroom, laboratory, or other instructional environment.)
 - a. Formal observation: a scheduled observation for a minimum of twenty-five minutes.
 - i. Pre-conference: optional except for teachers new to system - purpose is to discuss the lesson to be observed and may be held on the day prior to observation or at a mutually agreed upon time;
 - ii. Observation;
 - iii. Preparation of Class Observation Form by reviewer (Attachment B);
 - iv. Post-observation conference (within three working days; any exception must be agreed on by both parties or a new observation must be scheduled):
 1. Review of observation by participants;
 2. Discussion of short and long term methods for improvement;
 3. Follow-up observation may be requested by teacher or reviewer;
 4. Observation results that reflect a serious instructional concern(s) (defined as not meeting minimal school system expectations) shall be recorded on the form "Serious Performance Concerns/Strategies for Improvement" – Attachment D
 - b. Informal observations: may be scheduled or unscheduled; may be initiated by a teacher or reviewer (feedback will be provided).
 - c. The observation form will be distributed as follows:
 - i. Original is placed in the teacher's in-school personnel file;
 - ii. A copy is given to the teacher.
3. Summative Phase:
 - a. Reviewer completes "Teacher Performance Review."
 - b. Reviewer and teacher discuss Teacher Performance Review. Teacher performance that reflects a serious instructional concern(s) (defined as not meeting minimal school system expectations) shall be recorded on the form "Teacher Performance Review-Serious Concern(s) Summary" – Attachment E.
 - c. Reviewer and teacher discuss "Goals for Professional Improvement."
 - d. The "Teacher Performance Review" form will be distributed as follows:
 - i. Original is placed in the teacher's personnel folder at the School Board Office materials maintained in a teacher's personnel file are not released without the teacher's permission.);
 - ii. A copy is placed in the teacher's in-school personnel file;
 - iii. A copy is given to the teacher.
 - e. Teacher has the right to make a separate written statement to be attached to the original of the "Teacher Performance Review."

Outline of Performance Areas/Criteria For Teacher Performance Review System

1. Instruction
 - a. Planning/Preparation:
 - i. Exhibits knowledge of content area or subject matter;
 - ii. Uses SOLs and local curricula;
 - iii. Provides for individual differences;
 - iv. Plans for use of technology in the curriculum by competently using the teacher technology standards.
 - b. Teaching of Lesson:
 - i. Incorporates appropriate and effective elements of lesson design;

- ii. Motivates students;
 - iii. Presents lesson clearly;
 - iv. Uses appropriate questioning techniques;
 - v. Encourages student participation;
 - vi. Maintains time on tasks;
 - vii. Uses appropriate and effective evaluation and feedback procedures;
 - viii. Analyzes, interprets, and documents student test results and student performance; and
 - ix. Integrates technology into instruction and into the curricula.
- c. Management and Organization:
- i. Establishes and maintains class and student control;
 - ii. Manages time efficiently and effectively;
 - iii. Properly uses and cares for materials and equipment; and
 - iv. Maintains a positive and safe atmosphere for learning.
2. Interpersonal Relationships/Organizational Relations
- a. Human Relations :
- i. Establishes rapport with students and parents;
 - ii. Cooperates with colleagues, administrators, and support staff; and
 - iii. Uses effective communication techniques
- b. Following Policies and Procedures:
- i. Adheres to administrative regulations, School Board policies, and legal requirements;
 - ii. Maintains accurate records;
 - iii. Uses appropriate safety procedures; and
 - iv. Accepts professional responsibilities.

Descriptions of Performance Areas

1. Instruction

a. Planning/Preparation:

- i. Exhibits knowledge of content area or subject matter
 - 1. Stays up to date with techniques and subject matter in field, issues and trends regarding exceptional students, and in technology; and
 - 2. Searches for information, ideas, materials, and experiences for personal learning and improved teaching.
- ii. Uses SOLs and local curricula:
 - 1. Selects subject matter appropriate to the abilities of the students;
 - 2. Selects appropriate objectives;
 - 3. Selects learning activities designed to achieve stated objectives;
 - 4. Assembles appropriate materials; and
 - 5. Designs clear, logical, and sequential lessons.
- iii. Provides for individual differences:
 - 1. Knows the instructional levels of students;
 - 2. Uses knowledge of developmental stages of students to design instruction;
 - 3. Understands the concept of teaching/learning styles;
 - 4. Sets appropriate expectations and objectives;

5. Provides an appropriate range and variety of materials such as library or community resources;
6. Relates content to concrete, specific events, activities, and interests within the life experiences of students;
7. Selects questioning strategies which reflect a variety of cognitive levels; and
8. Provides activities to foster creativity in students.

iv. Plans for the use of technology in curriculum

b. Teaching of Lesson

i. Incorporates appropriate and effective elements of lesson design:

1. Introduction or Set:

- a. Gains student attention;
- b. Provides an overview of the lesson;
- c. States the general idea about the lesson; and
- d. Relates the lesson to what has gone before and what will follow.

2. Objective:

- a. Explains the purpose of the lesson.

3. Explanation:

- a. Teaches the lesson through demonstration as well as explanation before the students engage in the work;
- b. Discusses problems likely to occur in a given activity or assignment before the students engage in the work, and
- c. Presents examples of both process and finished work.

4. Checking for understanding:

- a. Assesses initial student understanding.

5. Guided Practice:

- a. Monitors student work to correct misunderstanding and to prevent practice of errors.

6. Independent practice:

- a. Provides opportunity for student practice.

7. Closure (can occur at various points of lesson):

- a. Provides or elicits summary statements.

ii. Motivates students:

1. Identifies interests and needs of students and relates lessons to those needs and interests;
2. Sets the learning situation at the students' readiness level; and
3. Helps students set obtainable objectives.

iii. Presents lesson clearly:

1. Conveys ideas logically through a clearly communicated step-by-step process;
2. Gives explicit directions; and
3. Uses visual, auditory, and kinesthetic teaching modes.

iv. Uses appropriate questioning techniques:

1. Uses an appropriate variety of levels of questions (recall, understanding, application, analysis, synthesis, evaluation);
 2. Uses questioning to promote greater thinking involvement by building spontaneously upon students' responses;
 3. Provides adequate wait time for students to respond and to consider their responses; and
 4. Encourages student self-questioning to set purposes for learning.
- v. Encourages student participation:
1. Encourages active student involvement in discussion and activities such as group projects, demonstrations, and dramatizations;
 2. Provides opportunities for students to make decisions; and
 3. Calls upon a variety of students.
- vi. Maintains time on task:
1. Maximizes teaching time and learning time;
 2. Makes contact with students who are not on task; and
 3. Provides efficient transition between activities and subject.
- vii. Uses appropriate and effective evaluation and feedback procedures:
1. Uses evaluation tools which are clear, fair, and relevant to objectives taught;
 2. Uses positive and negative reinforcement techniques appropriately;
 3. Uses probing questions to check for understanding;
 4. Communicates personal satisfaction derived from student success while students work;
 5. Moves throughout the room providing help and answering questions while students work;
 6. Provides for students timely, specific knowledge of the results of their efforts; and
 7. Uses appropriate correctives and cues by dignifying students' incorrect responses while providing the correct responses.
- viii. Analyzes, interprets, and documents student test results and student performance:
1. Provides appropriate remediation; and
 2. Provides opportunities for students to utilize technology.
- ix. Integrates technology into instruction and into the curricula:
1. Presents lessons incorporating the student use of technology; and
 2. Provides opportunities for students to utilize technology.
- c. Management and Organization:
- i. Establishes and maintains class and student control:
1. Manages school problems in accordance with administrative regulations, School Board Policies, and legal requirements;
 2. Promotes self-discipline;
 3. Has expectations for behavior which are appropriate for the developmental stages of the students;
 4. Communicates expectations for behavior to the students;
 5. Consistently guides students toward achievement of expectations in a fair and firm manner;
 6. Provides specific, explicit directions which anticipate student responses and cue or direct desirable behavior;

7. Analyzes behavior problems by considering factors in the class environment, aspects of teacher behavior, and student motivation or drives; and
 8. Maintains documentation of student performance, date, remediation, and other records as needed
- ii. Manages time efficiently and effectively:
 1. Displays businesslike and job-oriented behavior; and
 2. Proceeds in an organized manner.
 - iii. Properly uses and cares for materials and equipment:
 1. Maintains materials and equipment;
 2. Informs appropriate person when materials/equipment need repair or replacement; and
 3. Uses expendable supplies judiciously.
 - iv. Maintains a positive and a safe atmosphere for learning:
 1. Establishes effective classroom rules and procedures;
 2. Creates an atmosphere in which students ask questions and converse with teacher confidently and freely; and
 3. Permits freedom of student behavior within an established structure.
2. Interpersonal Relationship/Organizational Relations
- a. Human Relations:
 - i. Establishes rapport with students and parents by working in a respectful and collaborative manner:
 1. Cooperates with parents in the best interest of the students;
 2. Maintains effective parent communication;
 3. Demonstrates fairness and consistency in handling student problems;
 4. Promotes mutual respect and trust among students and between student and teacher; and
 5. Demonstrates a primary concern toward student interests/needs and parental/guardian concerns.
 - ii. Cooperates with colleagues, administrators, and support staff:
 1. Exhibits professionalism in dealing with colleagues, administrators, and support staff; and
 2. Makes use of and cooperates with support services as needed.
 - iii. Uses effective communication techniques:
 1. Prepares written documents for students which are visually clear, accurate, and represent standard English usage;
 2. Participates in interaction with courtesy, tact, and respect for individual and group feelings; and
 3. Respects the importance of the remarks of others in order to facilitate communication.
 - iv. Considers the interests and needs of the community stakeholder in promoting and supporting district goals and services:
 1. Responds promptly to parental concerns;
 2. Demonstrates flexibility in planning meetings with parents;
 3. Initiates communication with parents or guardians concerning student progress or problems in a timely matter;

4. Establishes regular channels of communication between school between school and home; and
5. Offers strategies for parents/guardians to assist in their children's education.

b. Following Policies, Procedures, and Professionalism:

- i. Adheres to administrative regulations, School Board Policies, and legal requirements
 1. Demonstrates a knowledge of building, district policies, the legal rights and limitations of both students and teacher, and SOL plans;
 2. Respects and observes established school hours and attendance policy;
 3. Respects schedules and observes building policies regarding required testing times, breaks, and meetings; and
 4. Provides adequate plans and materials for a substitute.
- ii. Maintains accurate records:
 1. Checks daily attendance accurately;
 2. Handles clerical responsibilities efficiently;
 3. Handles financial transactions efficiently; and
 4. Meets deadlines.
- iii. Uses appropriate safety procedures:
 1. Establishes and enforces safety rules appropriate to the environment;
 2. Alerts supervisor/principal to potentially hazardous conditions in the class and school environment; and
 3. Adheres to state and local safety and fire codes.
- iv. Accepts professional responsibilities:
 1. Accepts professional obligations for school committee work;
 2. Shares responsibilities and duties which contribute to the smooth operation of the school;
 3. Adheres to division and building level plans and expectations;
 4. Participates in professional growth experiences; and
 5. Masters state technology standards by Spring 2001 or within three years of employment.