Evaluation of Staff

Evaluation of Non-administrative Certificated Staff

The performance of certificated teachers shall be evaluated at least once per year in accordance with the specific categories for evaluation, except that new staff shall be evaluated within ninety calendar days after commencement of employment. At least one evaluation shall be completed by May 15.

Any staff member whose performance does not meet minimum requirements based upon the specific categories for evaluation shall be placed in a probationary status any time after October 15th and shall be given sixty school days to demonstrate improvement in his/her area of deficiency. (See policy 5280, Termination of Employment.)

After a staff member has four (4) years of satisfactory evaluations in the district, the administrator may use a short form of evaluation, the locally bargained evaluation process emphasizing professional growth, if any, a regular evaluation or any combination thereof. A short form evaluation includes either a thirty (30) minute observation during the school year with a written summary or a final annual written evaluation based on established criteria and based on at least two (2) observation periods totaling at least sixty (60) minutes without a written summary of such observations. At least once every three (3) years, unless extended by the local collective bargaining agreement, a regular evaluation shall be conducted except that in any given year the staff member or the supervisor may elect to conduct a regular evaluation. Only a regular evaluation may be used as a basis for determining that a staff member's work is unsatisfactory or serve as the basis for determining that there is probable cause for non-renewal, unless the locally bargained evaluation process provides otherwise.

Observations
During each school year staff shall be observed at least twice for the purpose of evaluating the performance of their assigned duties. Total observation time for each staff member for each school year shall be not less than 60 minutes. Each observation shall be at least 30 minutes in length. For long-form evaluations, staff shall be observed at least twice during each school year. For short-form evaluations the observation may be limited to one 30-minute observation, with a written summary, per year.

Required Evaluations
A. Staff shall be evaluated for at least thirty (30) minutes during the first 90 calendar days after commencement of employment.

B. Staff shall be evaluated at least once per year. At least one evaluation shall be completed by May 15.

Use of Evaluation Results
Evaluation results shall be used to:

A. To acknowledge, recognize, and encourage excellence in professional performance.

B. To document the satisfactory performance by a staff member of his/her assigned duties.

C. To identify discrete areas according to the criteria included on the evaluation instrument in which the staff member may need improvement.

D. To document performance by a staff member judged unsatisfactory based on the district evaluation criteria.

Written and oral comment by the certificated staff member being evaluated is encouraged.

Additional Evaluations
In addition to the **required** evaluations, the principal may make additional evaluations at any time during the school year. These evaluations may cover individual observations or such periods of time identified in the evaluation report.

Observation and Evaluation Procedures
A. The evaluator shall meet with the staff member in a pre-conference within 10 working days of an observation. During the conference the evaluator and the staff member shall discuss lesson plans and identify items to be observed. The conference may include dialogue about any categories for evaluation identified as applicable to the staff member's position and/or assignment.

B. The evaluator shall record his/her observations using the proper form.

C. A written evaluation report shall be provided to the staff member within 3 days of an observation. The staff member shall have the opportunity for a minimum of two confidential conferences following receipt of the evaluation report. During the post-conference, the staff member and the evaluator shall identify strengths and areas where improvement is needed. The staff member shall receive a copy of the summary report of each conference and the evaluator shall retain the other copy as a working record for preparing the annual evaluation report.

D. The staff member shall receive a copy of the evaluation report.

E. The staff member shall sign the district's copy of the evaluation report to indicate that he/she has received a copy. The signature of the staff member does not, however, necessarily imply that the staff member agrees with the contents of the evaluation report.

F. Each **required** evaluation report shall be incorporated into the staff member's personnel file.

G. When an evaluation report indicates that the staff member does not meet minimum requirements based upon the specific categories for evaluation, the evaluator and the staff member shall meet to discuss the report and develop a specific and reasonable plan for improvement.

Probationary Action
When a superintendent determines on the basis of the specific categories for evaluation that the performance of a staff member does not meet minimum requirements, the superintendent will implement the provisions any time after October 15th. (see policy 5280, Termination of Employment).

Evaluative Criteria
Evaluative criteria shall be incorporated into the evaluation form and based on job description.

A. Certificated Teachers

The following categories for evaluation are applicable to all certificated teachers. The specific criteria under each category may not be applicable to all certificated teachers.

These categories are designed to assist the teacher and the evaluator in defining the goals of teaching as well as to evaluate performance. Goals are to be established from the following categories:

Category 1: Instructional Skill
The teacher demonstrates competency (knowledge and skill) in designing and conducting an instructional experience and in carrying out the act of teaching.

Category 2: Classroom Management

Category 3: Professional Preparation and Scholarship
The teacher exhibits in his or her performance evidence of having a theoretical background and knowledge of the principles and methods of teaching; and a commitment to education as a profession.

Category 4: Effort Toward Improvement When Needed
The teacher demonstrates an awareness of his/her limitations and strengths by efforts to improve or enhance competence.

Category 5: Student Control and Attendant Problems
The teacher demonstrates the ability to manage the dynamics occurring among students in the educational setting.

Category 6: Interest in Teaching Students
The teacher recognizes each student's unique background and characteristics and reflects concern for his/her growth.

Category 7: Knowledge of Subject Matter
The teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) at the elementary and/or secondary levels.

B. Educational Staff Associates (ESA)

Educational staff associates (ESA) include counselors, home-school counselors, speech/language pathologists, audiologists, psychologists, nurses, social workers and therapists. The following categories for evaluation are applicable to ESA staff. The specific criteria under each category may not be applicable to ESA staff.

These categories are designed to assist the superintendent in defining the goals of an ESA staff member as well as to understand expected roles. Expectations are to be established from the following categories:

Category 1: Knowledge and Scholarship in Special Field
The ESA staff member demonstrates a depth and breadth of theory and content in his/her specialized field. He/she demonstrates an understanding of and knowledge about common school education, and demonstrates the ability to integrate the area of specialty into the school environment.

Category 2: Specialized Skills
The ESA staff member demonstrates competency (knowledge and skill) in designing and providing specialized services.

Category 3: Management of Special and Technical Environment
The ESA staff member demonstrates competency (knowledge and skill) in organizing the elements necessary to deliver specialized services.

Category 4: Professional Preparation and Scholarship
The ESA staff member demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

Category 5: Involvement in Assisting Students, Parents and Staff
The ESA staff member develops and maintains effective relationships with other staff, students, parents and the community.

C. Classified Staff

The performance of classified staff shall be evaluated at least once per year, except that new staff shall be evaluated within 90 calendar days after commencement of employment. The performance criteria for the evaluation shall contain statements of attitudinal characteristics which are true for all classified staff as well as elements of the staff member's specific job description. At least one evaluation shall take place by May l.

Any staff member whose performance does not meet minimum requirements based upon the performance criteria shall be handled in accordance with policy 5280 -Probation and Non-renewal.

Evaluation of Administrative Staff

The administrative organization plan of the district shall determine lines of responsibility for evaluation. By September 15 of each school year the superintendent shall assign a supervisor to each administrator. Each administrator shall be evaluated on the basis of:

1. The appropriate district-established administrative job description;
2. Established evaluative criteria, when applicable; and
3. Specific supervisor/administrator-developed performance objectives.

The job description and specific performance objectives shall serve as the focus for a minimum of two conferences held during the school year. By October 15, the administrator shall have initiated a meeting with his/her supervisor to formulate and review the performance objectives to be pursued by the administrator and/or his/her administrative unit during the current year. Additional specific performance objectives may be developed jointly at the conference between the supervisor and the administrator. At the conclusion of this session or a subsequent session, the supervisor and administrator shall reach written concurrence regarding the objectives which the administrator will pursue.

Throughout the year the supervisor and administrator will maintain informal dialogue regarding the established performance objectives.

By June 15 of each year, each supervisor shall meet in an annual evaluation conference to formally discuss the three areas — job description, evaluation criteria and performance objectives. Prior to this session, the administrator shall have prepared a written report describing the degree to which each performance objective was accomplished.

Supervisors may make additional evaluations during the school year. These sessions may focus on selected areas and may serve to assist the administrator in achieving the year-end objectives.

One copy of the evaluation report shall be retained by the administrator, one copy by the supervisor and one copy shall be placed in the administrator's personnel file.

If the administrator is dissatisfied with the complete evaluation report, he/she shall have the right to a conference involving his/her evaluator and the evaluator's supervisor. The decision of the evaluator's supervisor shall determine the final content of the evaluation report. The administrator shall have the right to submit a written statement detailing any exceptions he/she may have to the final content of the evaluation report, which statement will be attached to the personnel file copy of the evaluation report.

Evaluative Criteria

As related to the administrator's assignment, the following criteria, when applicable, shall be used in the evaluation of administrative staff:

Category 1: Leadership
The administrator applies knowledge and skills of supervision to programs and staff and demonstrates the ability to inspire subordinates to grow and develop in a way that reflects acceptance of his/her leadership.

Category 2: Administration and Management
The administrator demonstrates responsibility in establishing an effective communicative environment which reflects openness, honesty and a high degree of mutual respect, both personal and professional.

Category 3: School Finance
The administrator takes initiative to provide staff members with an understanding of the budget process and, when practical, utilizes staff members to help establish budget priorities.

The administrator demonstrates effective utilization and control of physical and financial resources.

Category 4: Professional Preparation and Scholarship
The administrator demonstrates a desire for continual growth of competencies.

Category 5: Effort Toward Improvement When Needed

Category 6: Interest in Students, Staff, Patrons and Subjects Taught in Schools
The administrator conducts self in a mature, self-confident and friendly manner in personal relationships in a way that contributes positively to the image of the district.

Category 7: Evaluation of Staff
The administrator applies knowledge, experience and training in recognizing good professional performance, capabilities and development.

The administrator demonstrates ability and performance in the evaluation of staff.

Adoption Date: **05.08**
Revised Dates: **01.17**