

### DBFA-R: Evaluation Procedure

The basis of sound evaluation is the observation of teachers both within and outside the classroom settings in which the total teaching climate contributes to the teacher's effectiveness. Evaluators, primarily building principals, should be well acquainted with all of the factors which relate to the teacher's assignment, class composition, environmental elements, and other contributing ingredients. A teacher's performance should be observed and evaluated under as widely varying circumstances as may prevail in the assignment. A goal of evaluation is to document and strengthen teaching performance and instructional programs. The evaluator's reports are to be designed to support these purposes.

Observations of teaching performance are of various sorts in a regular school atmosphere. For the purposes of good procedures and as defined in these regulations, periodic formal classroom observations are to be made by principals of the teachers in each school. Following every formal classroom observation, there shall be a personal discussion between the evaluator and the teacher. In instances where additional follow-up observations are indicated, these shall be noted so that every teacher has opportunities to develop a strong professional standard of teaching competence.

Activities of teachers which benefit the school in addition to classroom work may be included in the evaluation report. Evaluation shall be analytic and it shall seek to establish the degree to which a teacher is meeting established criteria for professional performance.

Each school principal shall be primarily responsible for the evaluation of the teachers in the school. It is the evaluator's responsibility to maintain a written report and record of formal classroom observations and such other relevant observations about the teacher as are appropriate. Three copies of the evaluation instrument are to be made following each classroom observation. One copy of the report is to be placed in the teacher's personnel file, one kept by the principal and one is to be given to the teacher. Additional copies of the evaluation reports may be required by the District office. Following each evaluation conference, both the teacher and the principal shall sign the reports and certify any alterations according to the format of the report itself. The signature of a teacher on a report does not necessarily indicate that the teacher agrees with the report, only that it has been read and a copy received. When a teacher does not agree with the judgment or the substance of an evaluation by the principal, or other evaluators, the teacher may include or attach a statement or comment to that effect to the evaluation report.