

Evaluating Teacher Performance

Evaluation is a continuous process designed to recognize performance, improve instruction, promote professional growth, strengthen communication, and provide data for personnel decisions. The responsibility for evaluation is shared by the board, administration, and faculty in that each must be committed to the development of a respectful climate, a constructive process, and a beneficial outcome. The evaluation system must be collectively defined and periodically assessed. This evaluation framework establishes minimum requirements for teacher performance evaluation in alignment with North Dakota Century Code and applicable negotiated agreements. Administrative procedures may further define implementation details.

Criteria for Evaluation Process

The evaluation system will:

1. Include but not be limited to: Pre and post conferences when applicable, observations, meeting notes, professional goal(s) set by the teacher in collaboration with the administrator and other types of communications between administration and the teacher.
2. Promote open and constructive communication that recognizes diverse teaching styles that allows feedback specific to expected growth.
3. Ensure professional development and resources required by the growth plan are reasonable and aligned to identified areas of improvement.
4. Designate the supervisor responsible for carrying out the evaluation process.
5. Require training for supervisors to provide for quality and uniformity of supervision.
6. Be implemented with consistency in all departments and buildings.
7. Follow due process principles as outlined by North Dakota Century Code.

Performance Reviews – Written Evaluations

The school district shall conduct two performance reviews of each individual employed as a teacher, during each of the first three years an individual holds such a position. The school district shall prepare written reviews of the individual's performance. The school district shall make the first yearly review available to the individual on or before December fifteenth. The school district shall make the second yearly review available to the individual on or before April fifteenth. If an individual begins employment after January first, the school district shall conduct one review of the individual's performance. The school district shall make the written review available to the individual on or before April fifteenth.

Beginning with the fourth year of an individual's employment, the school district shall conduct at least one review of the individual's performance each year. The school district shall prepare a written review of the individual's performance and make the review available to the individual on or before April fifteenth. (NDCC 15.1-15-01)

Procedures for Formal Performance Review – Post Observation Conference

The building principal/administrator will observe and complete a performance review for each teacher no later than April fifteenth. The procedures for the formal post classroom observation conference are defined below:

1. The building principal/administrator will complete an observation associated with the written performance review with the teacher.

2. The building principal/administrator and the teacher observed will meet and discuss the formal observation.
3. The building principal/administrator will provide feedback in alignment with the district's evaluation system.
4. Completed performance reviews are placed in the teacher's personnel file. Teachers may submit a written response to the evaluation, which will be included in the personnel file.

Evaluating Performance

1. Evaluation of performance will be based upon classroom or other educational programming observation(s) that shall be completed and made available to the teacher.
2. Primary responsibility for evaluation rests with the building principal. The principal will identify the administrator(s) or designee who will carry out the evaluation process.
3. Performance reviews will include documented observations and may include additional evidence such as:
 - a. Student assessments submitted by the teacher or requested by the administrator.
 - b. Adherence to district policies, procedures, state, and federal laws.
 - c. Director or coordinator evaluations submitted by the teacher or requested by the administrator.
 - d. Self-evaluation submitted by the teacher or requested by the administrator.
4. If performance is unsatisfactory, the principal or designated building administrator will in writing include but not be limited to: Performance notes in the district's teacher evaluation system, meeting notes, e-mail communications that:
 - Identify and discuss performance items that need improvement
 - Recommend and provide supports and remedies to improve performance.

The principal/designated building administrator and teacher will agree on a timeline of the performance review. The timeline may be modified with mutual agreement.

Teachers will be provided notice of concerns, access to documentation used in evaluation decisions, and an opportunity to respond in writing.

If the review of progress is unsatisfactory, the teacher will be notified of and placed on a formal performance improvement plan.

Formal Performance Improvement Plan

The purpose of the Formal Performance Improvement Plan is to develop a list of essential improvements to be accomplished in a specific time frame if employment is to continue. A plan may be written in response to performance improvement needs identified during the district's defined observation and evaluation process or in response to an urgent need for correction or incident. If needed, additional resource professionals who are employed by the district (ex: directors or coordinators) can be consulted. The plan will be designed to:

1. Develop a specific plan of action toward improvement that includes:
 - a. Timelines in which the teacher will achieve the plan of action.
 - b. Methods by which the action plans will be measured.
 - c. Supports, if applicable, that are available to the teacher.
2. If the teacher successfully achieves the plan of action, the teacher is removed from the improvement plan.

3. If the teacher is unsuccessful in achieving the plan of action, nonrenewal procedures may be considered.

Definitions

Informal Observation - The informal observation can be announced or unannounced and may or may not include an observation of the full class period. This may include a planning (pre) and reflection (post) conference. An informal announced observation may be scheduled prior to the observation while an unannounced informal observation is not scheduled. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. The informal observation is documented in the District's approved evaluation system and is normally 10-20 minutes in length. There are typically 3-5 elements observed and scored. The informal observations are included in the midpoint and summative evaluation.

Formal Observation - Formal observations are scheduled visits by an administrator. They are preceded by a pre-conference and followed by a post-conference. The formal observation is used as a source of data for the mid-point and summative evaluations. It is documented in the District's approved evaluation system. The observation time length is long enough to observe entire lesson or class period as deemed appropriate for various levels (early childhood, elementary, middle and high school).

Informal Evaluation – Evaluations that are submitted by April 15th for teachers that have more than (3) years of service within the district. These evaluations occur in between the Formal Evaluation years.

Formal Evaluation – Evaluations that are submitted by December 15th and April 15th for teachers within their first (3) years of service within the district. Teachers with more than (3) years of service receive a formal evaluation every third year.

Policy is referenced in Board-FEA Contract

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