

Evaluation of Licensed Staff

1. Basic Elements of a sound Program of Staff Supervision and Evaluation.
 - a. An important purpose of evaluation and supervision of performance is to promote personal growth and competence, which, in turn, will result in the improvement of the instructional and activity programs for students.
 - b. Evaluation and supervision cannot be separated from decisions about promotion, demotion, contract extension, contract nonextension, contract renewal or nonrenewal, dismissal and discipline.
 - c. The evaluation and supervision processes may include provisions for judgment by qualified peers.
 - d. Information from parents, students, Board members and other members of the community may be considered by the administration.
 - e. The licensed individuals within the district who are responsible for evaluations will be designated by the superintendent.
 - f. The processes of evaluation and supervision will be continuous.
 - g. When notification is given that improvement must be made, a specific period of time may be stipulated during which the improvement is to take place. Frequency of observation may be increased for employees whose performance is in question.
 - h. Evaluations must be in writing, dated and signed by both the evaluator and the person evaluated. Provisions shall be made for the individual to respond to the evaluation report. The individual's signature on the evaluation report indicates the person has read the evaluation, but does not necessarily indicate agreement.
 - i. A cycle of supervision will include cooperative involvement between evaluators and those to be evaluated regarding the following, but not limited to:
 - (1) Understanding procedures;
 - (2) Establishing objectives;
 - (3) Observing performance;
 - (4) Obtaining data;
 - (5) Analyzing data;
 - (6) Conferring;
 - (7) Scheduling additional segments of the cycle (items (1) to (6)), if required;
 - (8) Planning appropriate experiences for improvement.
 - j. Evaluation will include, but not be limited to:
 - (1) Planning and organizing of objectives;
 - (2) Methods of instructional strategy;
 - (3) Learning environment;

- (4) Human relationships and attitudes pertaining to school;
- (5) Professional preparation and growth;
- (6) Student achievement;
- (7) Performance of designated tasks;
- (8) Personal requirements of the position;
- (9) Job description;
- (10) Performance standards.

2. Standards of Performance for Teachers

The Standards of Performance are those recognized qualities from which general competence may be judged. Not intended to be all inclusive, it is only when these standards are combined with job descriptions, individual goals, specific job assignment expectations and other factors do they collectively describe expected performance. It is by combination of these standards and expectations that overall staff performance will be judged.

a. General Standards as an Educator

- (1) Maintain positive and continuous communication with students, parents, educators and the general public.
- (2) Demonstrate by positive attitude and enthusiasm for the teaching-learning process.
- (3) Fulfill assigned duties in a manner which demonstrates willingness to assist in the overall operation of the schools.
- (4) Demonstrate by action a sincere caring for the personal and educational welfare of students.
- (5) Establish and maintain standards of student achievement which are based on educational research.
- (6) Establish and maintain standards of student behavior which are based on educational research, administrative guidelines and community expectations and which reflect consistency and fairness.
- (7) Communicate continuously and effectively with students regarding their educational progress.
- (8) Communicate continuously and effectively with parents regarding their student's educational progress.
- (9) Communicate continuously and effectively with colleagues regarding the educational process and its effect on individual students.
- (10) Establish and maintain positive working relationships with other employees.

3. Schedule for Supervision and Evaluation of Certified Employees

a. Datelines:

- (1) Prior to October 15: Each staff member reviews a copy of the evaluation instrument and participates in a Performance Goal conference. (Within 20 school days for teachers employed after school begins.)

- (2) Prior to December 15:
 - (a) For each probationary and temporary employee at least one observation shall be completed and followed by a conference;
 - (b) For permanent employees whose performance is judged to be less than satisfactory, at least one observation period shall be completed;
 - (c) If an employee is hired after the school year begins, an observation and conference shall take place within 60 days.
- (3) Prior to February 15:
 - (a) For each probationary and temporary employee at least one observation shall be completed and followed by a conference;
 - (b) For contract teachers whose performance is judged to be less than satisfactory, at least one additional observation shall be completed.
- (4) Prior to March 15: Written evaluations of all probationary employees who do not meet established standards based on the above observations and conferences are to be filed in the district office.
- (5) Prior to June 15: The Oregon Department of Education evaluation form will be completed on all employees and will be placed in the individual's file in the district office. All evaluations must be based on two or more observations.

4. Unsatisfactory Rating

If an employee has been rated as less than satisfactory in any area, recommendations for improvement will be given.

5. Documentation

- a. Observations and conferences shall be documented on the appropriate form following the events. These are to be signed by both parties.
- b. The original evaluation form shall be maintained in the personnel file, one copy shall be delivered to the teacher and another copy for the supervisor's use.

6. Plan of Assistance

- a. If an employee's effectiveness is below standards, the district may wish to implement a plan of assistance. Such a plan should include an analysis of observable difficulties. The plan should include a checkpoint schedule. Both employee and supervisor must sign the plan of assistance.
- b. The plan may be reassignment, immediately or at a later date, to a different school, grade level, subject or other activity to help the employee provide acceptable service. The plan may involve a variety of other activities, such as observing peers, assisting district resource persons, participating in in-service programs, academic study or other activities as determined by the district.

- c. An employee working under a plan of assistance may be unable to carry out the plan sufficiently to meet district standards. It may then be necessary to inform the employee that further efforts to help maybe used as evidence, if demotion, contract nonextension, contract nonrenewal, discipline or dismissal are pursued.

7. Change of Status

- a. A decision to use the plan of assistance for other than the improvement of performance should be reported to the employee on a “Change of Status” form and delivered personally to the employee. A signed original is for the individual, with copies for the employee’s file and superintendent.
- b. Action to demote, nonextend a contract, nonrenew a contract or dismiss shall be in accordance with Oregon Revised Statutes and district policy.