



Code: **GCN/GDN-AR**
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code(s): GCN/GDN

Evaluation of Staff

Licensed Evaluations

Responsibility

Effective teaching is the key to a quality educational program. The teacher evaluation program provides the means for assessing the performance of individual teachers in meeting the district's performance expectations, as well as a basis for improvement of instruction.

Administrators are charged with the responsibility of evaluating all licensed staff in accordance with state law, district regulations and any applicable collective bargaining agreement provisions.

Licensed (Teachers): Procedural Steps in Evaluation Process

The procedural steps in the evaluation process with respect to teachers are intended to describe a typical annual cycle and, with respect to certain teachers, a typical system of more intensive supervision. However, as with the performance of the educator's function generally, evaluation is necessarily a continuous ongoing process. Also with respect to an individual, events may occur or intervene, such as a decision to recommend nonrenewal or dismissal, rendering it unnecessary to complete the remaining portions of the annual cycle or some or all of the typical steps in the intensive evaluation process. Determinations of when such events have occurred justifying a variance from the procedures described shall be made by the district in its sole discretion.

Teacher Evaluation, Procedures and Timelines

1. Declaration of Intent Definitions:
 - a. The evaluators shall cite all observable substandard areas in terms of the appropriate performance standard following classroom observations. The District Performance Standards Worksheet shall be the document used by the observer to record his/her written assessment.
 - b. Observations of teachers who do not have classrooms or who perform a substantial portion of their duties outside the classroom shall be adjusted by the observer as appropriate for the occasion, but the minimum number of observations provided in policy or State law shall apply.
 - c. The terms 'written evaluation' and 'evaluations' used in this policy manual refer to a formal evaluation report on the district evaluation form. Other written evaluations, formal or informal, may be made by the evaluator as deemed appropriate.

2. Evaluation Procedures

The procedure for all teachers shall include:

- a. A conference which includes but is not limited to the establishment of performance goals for the teacher, based on the job description and performance standards. The goals shall normally be developed jointly by the teacher and administrator. In the event there is disagreement, the goals shall be determined by the appropriate district office administrator.
- b. The minimum number of scheduled observations per year for contract teachers shall be set by district administrative procedure; and, for probationary teachers the minimum number of observations shall be that as prescribed by state law.
- c. At least one observation shall be preceded by a pre-observation conference and a post-observation conference to be held within five working days following the observation. In the event multiple observations are scheduled, the post-observation conference shall be held within five working days following the last observation.
- d. The teacher will be provided a written assessment of any observation(s) at a post-observation conference.
- e. The final evaluation conference will be held with each teacher to discuss the teacher's performance, including his/her goals for the year. Probationary and contract teachers will receive their final evaluation by March 1.

3. Specialists

Evaluation shall be based on the minimum performance standards used in evaluation of classroom teachers.

One administrator will be assigned as the primary evaluator for any specialists whose assignments include three or more buildings or who are assigned less than half-time to any building. The designated administrator will set the goals with the specialist in coordination with other building administrators and with input from the appropriate supervisor. Evaluation from all administrators will be turned to the designated administrator for final evaluation. In the event of conflicting evaluations of a shared specialist, the appropriate district office administrator shall be responsible for reconciling the differences. This is not to infer that a composite evaluation will result, but only that all parties shall understand the nature of the difference.

The assignment of the designated administrator will be made by the appropriate district office administrator. If the specialist objects to the administrator assigned, s/he must arrange for a conference within three days after receiving notification of the assigned administrator, to request consideration for changing the primary evaluator.

In the event the employee is dissatisfied with the final evaluation, s/he may request a written evaluation from each supervisor.

Performance Standards

Teachers in the district are responsible for and are evaluated on the criteria established in the *District Performance Standards and the Performance Responsibilities* as outlined in the teacher's job description.

The written Performance Standards provide the criteria (as adopted by the board) for the basis for the evaluation of competent performance for teachers. The administrator will use his/her professional judgment to determine through evaluation the level of performance of the teacher.

1. Instructional Performance Skills

- a. **Planning and Organization.** Plans class work carefully and efficiently with an organized framework which enhances learning. This planning and organization should be designed to meet individual needs; to follow progress sequentially.
- b. **Appropriateness of Materials.** Follows district guidelines, uses instructional materials which are compatible with the course of study; adapts materials and methods to levels of learning ability of students.
- c. **Appropriateness of Methods.** Adapts methods to meet the individual learning needs of students.
- d. **Ability to Motivate.** Demonstrates skill in assisting students to achieve at their level of ability and potential; encourages and assists in the development of independent study habits.
- e. **Use of Resources.** Makes adequate use of specialist, consultant services and other appropriate resources, e.g., resource centers, audiovisual equipment, etc.
- f. **Instructional Skills.** Demonstrates competencies in the art of questioning, clarity of assignments, reaction to student response, utilization of interests and contributions of students.
- g. **Evaluation.** Uses effective techniques of evaluation, including or followed by appropriate student conferences and/or parent contacts. The evaluation procedures shall incorporate the guidelines established by the district in compliance with the applicable state and federal statutes and administrative rules, such as those identified in PL 94-142 and Title I, Improving America's Schools Act of 1994 (IASA).

2. Management Ability

- a. **Class.** Works with class as a unit and with students as individuals. Demonstrates genuine concern for students by providing a secure learning environment.
- b. **Discipline.** Evidence of wholesome behavior patterns generated from respect rather than compulsion, handles behavior problems individually when possible.
- c. **Personal Efficiency.** Evidence of good management skills, attention to details, prompt fulfillment of assignments, accurate, proper class records, completes reports punctually, attends to physical conditions and appearances of classroom.
- d. **Out-of-Class Responsibility.** Accepts responsibility for the general welfare of the school and its students, e.g., supervises hallways and other areas as needed. Is prompt in arrival at school and classes, and observes other required time schedules. Out-of-class responsibilities shall be determined by the building administrator with input from the staff. The licensed employee shall be informed of these responsibilities in writing.
- e. **Teacher and Volunteer Assistants.** Follows state guidelines in the use of teacher assistants and volunteers, for those teachers who have assistants assigned.

3. Professional Responsibility
 - a. Commitment. Continually striving to improve own performance as a licensed staff member. Supports and implements Oregon statutes, collective bargaining agreement, district policies, and building procedures.
 - b. Growth. Keeps knowledge current and is willing to try new procedures in teaching.
 - c. Ethics. Conducts self according to professional ethical standards as outlined in this document.
4. Working Relationships
 - a. Parent Relationship. Works and communicates effectively with parents; is tactful, yet frank, is sensitive to parental concerns.
 - b. Student Relationship. Demonstrates genuine respect for work and dignity of the individual; makes students feel they are important and respected.
 - c. Staff Relations. Promotes positive intraschool and district wide relationships, respects opinions of others; constructively cooperates with the administration of the school; and is effective as a member of teacher teams and group action.
5. Personal Competencies
 - a. Appearance and Grooming. A licensed employee's personal appearance shall be appropriate and/or shall not disrupt or distract from the educational process.
 - b. Communication Skills. Uses good oral and written communication skills (modulation, speed, proper grammar, legibility).
 - c. Emotional Maturity. Evidence of ability to adjust constructively to frustrations and unpleasant situations. Is mature in his/her reactions; able to cope with the unexpected; responds positively to constructive criticism.
 - d. Attitude. Is a constructive contributing member of the staff.
 - e. Decision Making. Exercises good judgment in performance of teaching responsibilities.
6. General

Generally, in all aspects of performance, teachers shall:

- a. Perform in accordance with all applicable federal and state laws and regulations, written board policies (including collective bargaining agreements), administrative regulations issued by the superintendent, the teacher's current job description and performance goals and authorized directives from supervisory authority;
- b. Exhibit a high degree of responsibility and conduct themselves in a professional manner at all times;
- c. Perform all duties and responsibilities with reasonable care at a level which is generally recognized in the profession as reasonably adequate and efficient under similar circumstances;
- d. With respect to probationary and temporary personnel, perform at a level which, in the judgment of the board, demonstrates that continued employment, renewal of contract or election to contract status, as the case may be, is justified.

Probationary Staff and Temporary Teachers

Nothing in the evaluation process of the district, including its job descriptions and performance standards, shall limit the authority of the board to nonrenew or discharge probationary licensed staff or temporary teachers pursuant to the discretion delegated by law.

Goal Setting

1. It is the responsibility of each administrator and the teachers assigned to him/her to annually hold goal setting conferences in accordance with the established guidelines. At least some goals are to be established in a pre-evaluation conference prior to commencement of a formal evaluation.
2. Goal setting conferences with respect to first year probationary and temporary teachers shall occur by mid-October. With respect to the second and later years of service, the goal setting conferences may occur following the final evaluation in the preceding year and shall be completed by mid-October of the following year.

Goals

Goal(s) shall be based on identified needs and/or desired personal and instructional changes.

Goal(s) should be attainable within one year, or clearly identified as multi-year goals.

Assessment of goal(s) shall be incorporated into the final evaluation.

Goal(s) need not be limited to behavioral statements.

Any conflict over goal(s) shall be resolved by the appropriate district office administrator.

Program of Assistance for Improvement

1. **When Required.** The "On Notice" system, which includes utilization of the program of assistance for improvement, is a formal process of more intensive supervision designed to focus on needed improvements because of the marginal or substandard performance. The determination of whether the placement of the licensed staff member On Notice is needed is based on both the Performance Standards of the district and the district's requirements for the staff member. The district must, therefore, take into consideration the status of the staff member and the particular position occupied or to be occupied by him/her. There is no specific limit on number or frequency of plans. On the other hand, a plan, or further plans or continuation of an existing plan is not required when such would not materially enhance the need for the services of the staff member.

Thus, if the improvement sought would occur when the teacher would not be employed, the intensive process need not be initiated or continued. The following are examples:

- a. When, so far as appears, the teacher will not be reemployed (e.g., temporary teachers completing the year for a regular who will return in the ensuing year);

- b. When the teacher is to be dismissed or laid off by reason of abolishment of position or reduction in force; or
- c. When grounds for nonrenewal or dismissal of the teacher occur prior to or during initiation of the program.

The following descriptions, therefore, apply only when events have not occurred which would eliminate the need for the services of the particular staff member.

- 2. Observation Condition. When a licensed staff member's placement in the On Notice category results from classroom performance, a minimum of two written observations shall precede such action at the middle and high school levels. At the elementary level three observations with one written assessment shall precede such action. The administrator shall in a conference give the licensed employee written notification indicating On Notice placement.
- 3. Procedure While On Notice
 - a. Not later than 10 school days after On Notice placement, the evaluator, with the participation of the evaluatee, shall have developed a planned program of assistance for improvement. This plan shall be reduced to writing on the program of assistance for improvement form. The completed program of assistance for improvement shall be reviewed by the appropriate district office administrator. If there is any disagreement regarding the program of assistance for improvement, the disagreement shall be resolved by the superintendent or designee.
 - b. The program of assistance for improvement shall include identification of the performance standards not being met, expectations of how performance standards can be met, the procedure for observations, the assistance to be offered (including the opportunity to request outside administrative observations), and the timeline for improvement.
 - c. A district office administrator shall be called upon to make an observation, followed by a written evaluation and conference, prior to the final resolution.
- 4. Procedure for Resolution of On Notice Status
 - a. If the staff member has demonstrated compliance with stated objectives for improvement, as determined by the evaluator, the staff member shall be removed from the On Notice category.
 - b. The final written assessment of the plan of assistance, using the district evaluation form, shall include the administrator's recommendation for the resolution on the On Notice status.
 - c. If after the final evaluation has been completed there has been a failure to make satisfactory improvement, one or more of the following alternatives are available to the evaluator in recommending the future employment status of the On Notice staff member: extension (not to be more than one year of On Notice placement); withholding of increment; step reduction; and, if necessary, termination of services. The district may accept or modify the recommendations, subject to compliance with applicable legal requirements. If a third year probationary employee has failed to be removed from On Notice by March 15 of that year, the only resolution is termination.
 - d. When a licensed employee has been satisfactorily removed from On Notice placement, his/her employment status shall be considered such that no further action shall be deemed appropriate by the evaluator and/or building supervisor which could be construed as additional punitive action regarding that particular On Notice placement.

- e. Any modification to the evaluation process will not take place prior to communication with the authorized Association representative.

Professional Growth Record

The licensed employee shall submit his/her Professional Growth Record annually for review and approval of the principal.

Classified Evaluations

It is the responsibility of the assigned supervisor to evaluate all newly hired classified employees prior to the completion of their probationary period. For all classified employees who are employed on a regular basis, it is the responsibility of the supervisor to evaluate each employee annually, using the district evaluation form. The completed evaluation is to be signed by the employee and the supervisor and submitted to the personnel office by April 30.