

## **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. Newly Hired 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 are 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. 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: Centering Instruction on high expectations for student achievement**

**Category 2: Demonstrating effective teaching practices**

**Category 3: Recognizing individual student learning needs and developing strategies to address those needs**

**Category 4: Providing clear and intentional focus on subject matter, content and curriculum**

**Category 5: Fostering and managing a safe, positive learning environment**

**Category 6: Using multiple student data elements to modify instruction and improve student learning**

**Category 7: Communicating with parents and school community**

**Category 8: Exhibiting collaborative and collegial practices that focus on improving instructional practice and student learning**

**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 1.

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: Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff**

**Category 2: Providing for school safety**

**Category 3: Leads development, implementation and evaluation of a data driven plan for increasing student achievement, including the use of multiple student data elements**

**Category 4: Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals**

**Category 5: Monitoring, assisting and evaluation effective instruction and assessment practices**

**Category 6: Managing both staff and fiscal resources to support student achievement and legal responsibilities**

**Category 7: Partnering with the school community to promote student learning**

**Category 8: Demonstrating a commitment to closing the achievement gap.**

**Classroom Teacher Observation Form**

Revised '12

Classroom Teacher: \_\_\_\_\_

Position: \_\_\_\_\_ Grade: \_\_\_\_\_

Type of Visit: Planned  Drop-In   
Date of Visit:  From:  To:  Length:

Scale: Unsatisfactory - 1 Basic - 2 Proficient - 3 Excellent - 4

**Rating**

	Centering Instruction on high expectations for student achievement
	Fostering and managing a safe and positive learning environment
	Providing clear and intentional focus on subject matter, content and curriculum
	Using multiple student data elements to modify instruction and improve student learning
	Recognizing individual student learning needs and developing strategies to address those needs
	Demonstrating effective teaching practices
	Exhibiting collaborative and collegial practices that focus on improving instructional practice and student learning
	Communicating with parents and the school community

**Observers Signature**

Delivered to teacher:   
Date of Post Conference:

Pre-Conference

Date:

Anything you would like me to look for?

Anything you would like to let me know about beforehand (student behavior, history, etc)

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Post - Conference

Date:

What went well?

What could have gone better?

Final thoughts?

## Certified Teacher Evaluation – Starbuck School District

School Year \_\_\_\_\_ Type of Evaluation: annual \_\_\_\_\_ 90 day \_\_\_\_\_

Name: \_\_\_\_\_

Teaching Assignment: \_\_\_\_\_

Teacher's Stated Goals for Evaluation Period: \_\_\_\_\_

Average Score of all criteria: \_\_\_\_\_

Evaluators Signature: \_\_\_\_\_

Scoring Rubric:

Unsatisfactory - 1	Basic - 2	Proficient - 3	Excellent - 4
Little or No Evidence of the criteria is present	Demonstrates Inconsistent evidence of the criteria	Demonstrates Consistent evidence of the criteria	Demonstrates evidence above and beyond expectations with a high level of skill

### 1. Centering Instruction on high expectations for student achievement

- a. Evidence of student improvement \_\_\_\_\_
- b. Creates a culture of learning and achievement \_\_\_\_\_
- c. Promotes higher level thinking with rigorous content \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 1: \_\_\_\_\_

### 2. Fostering and managing a safe and positive learning environment



- a. Creates a safe and positive Learning environment evidenced through Student behavior \_\_\_\_\_
- b. Organizes the physical space to promote learning \_\_\_\_\_
- c. Manages routines and procedures \_\_\_\_\_
- d. Manages Student Behavior \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 2: \_\_\_\_\_

**3. Providing clear and intentional focus on subject matter, content and curriculum**

- a. Evidence of student improvement \_\_\_\_\_
- b. Demonstrates an understanding of subject matter \_\_\_\_\_
- c. Communicates and applies learning Target of the lesson \_\_\_\_\_
- d. Aligns learning target to state standards \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 3: \_\_\_\_\_

**4. Using multiple student data elements to modify instruction and improve student learning**

- a. Evidence of student improvement \_\_\_\_\_
- b. Uses a variety of assessment strategies \_\_\_\_\_
- c. Adjusts individual instruction based on assessment data \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 4: \_\_\_\_\_

**5. Recognizing individual student learning needs and developing strategies to address those needs**

a. Evidence of student improvement \_\_\_\_\_

b. Varies structure, pacing and grouping \_\_\_\_\_

c. Responds to student learning needs \_\_\_\_\_

d. Uses differentiated practices and strategies \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 5: \_\_\_\_\_

**6. Demonstrating effective teaching practices**

a. Effectively plans activities, assignments and materials \_\_\_\_\_

b. Uses a variety of questioning and presentation techniques \_\_\_\_\_

c. Students are engaged \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 6: \_\_\_\_\_

**7. Exhibiting collaborative and collegial practices that focus on improving instructional practice and student learning**

a. Demonstrates professional and collegial manner \_\_\_\_\_

b. Strives for further training and professional growth \_\_\_\_\_

c. Collaborates with colleagues \_\_\_\_\_

d. Uses current resources and technology \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 7: \_\_\_\_\_

**8. Communicating with parents and the school community**

a. Utilizes multiple communication methods \_\_\_\_\_

b. Communicates in a professional manner \_\_\_\_\_

c. Partners with parents and community \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 8: \_\_\_\_\_

Further Comments:

Evaluator's Signature: \_\_\_\_\_ Employee's Signature: \_\_\_\_\_

Date Received:

## Principal/Administrator Evaluation – Starbuck School District

School Year \_\_\_\_\_

Name: \_\_\_\_\_

Stated Goals for Evaluation Period: \_\_\_\_\_

Average Score of all criteria: \_\_\_\_\_

Evaluators Signature: \_\_\_\_\_

Scoring Rubric:

Unsatisfactory - 1	Basic - 2	Proficient - 3	Excellent - 4
Little or No Evidence of the criteria is present	Demonstrates Inconsistent evidence of the criteria	Demonstrates Consistent evidence of the criteria	Demonstrates evidence above and beyond expectations with a high level of skill

### 1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

- a. Articulates a vision for learning \_\_\_\_\_
- b. Models and leads an atmosphere of trust and collaboration \_\_\_\_\_
- c. Recognizes and celebrates effort and achievement \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 1: \_\_\_\_\_

### 2. Providing for school safety

- a. Implement the school safety and discipline plan \_\_\_\_\_

- b. Supervise school management and Discipline \_\_\_\_\_
- c. Communicate safety to parents \_\_\_\_\_
- d. Review and implement crisis plans \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 2: \_\_\_\_\_

**3. Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements**

- a. Evidence of student improvement \_\_\_\_\_
- b. Create and manage the SIP \_\_\_\_\_
- c. Ensure implementation of the SIP \_\_\_\_\_
- d. Use and analyze assessment data regularly \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 3: \_\_\_\_\_

**4. Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals**

- a. Knowledge of state standards \_\_\_\_\_
- b. Focus staff on learning and teaching priorities \_\_\_\_\_
- c. Guide staff in curriculum alignment \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 4: \_\_\_\_\_

**5. Monitoring, assisting and evaluating effective instruction and assessment practices**

- a. Use a variety of monitoring strategies \_\_\_\_\_
- b. Communicates effective practice \_\_\_\_\_
- c. Develop peer collaboration strategies \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 5: \_\_\_\_\_

**6. Managing both staff and fiscal resources to support student achievement and legal responsibilities**

- a. Manage the school budget \_\_\_\_\_
- b. Recruit and secure trained staff \_\_\_\_\_
- c. Improve and develop staff knowledge and skill \_\_\_\_\_
- d. Focus financial and human resources  
Toward teaching and learning \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 6: \_\_\_\_\_

**7. Partnering with the school community to promote student learning**

- a. Effectively communicate to promote the School and build a common focus \_\_\_\_\_
- b. Work to resolve conflicts effectively \_\_\_\_\_

c. Collaborates with colleagues \_\_\_\_\_

d. Uses a variety of communication methods \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 7: \_\_\_\_\_

**8. Demonstrating commitment to closing the achievement gap**

a. Evidence of student improvement \_\_\_\_\_

b. Promote and model a positive school culture \_\_\_\_\_

c. Encourage professional development  
In self and staff members \_\_\_\_\_

Comments: \_\_\_\_\_

Average Score and Rating for Criteria 8: \_\_\_\_\_

Further Comments:

Evaluator's Signature: \_\_\_\_\_ Employee's Signature: \_\_\_\_\_

Date Received: