

HCS CLASSROOM EVALUATION PROCESS

- I. The goal of the evaluation process is to assess performance of teaching staff and provide support and assistance in developing and maintaining a satisfactory level of performance. Support and assistance shall come with the cooperative efforts of the District and the Association. Initial identification of teachers in need of help and final judgment of adequacy of performance shall rest solely with administration.

II. DEFINITION OF TERMS

EVALUATION PROCESS: An individual pre-conference, a classroom observation, a classroom evaluation, and an individual post-conference, which might include a summative evaluation including a teacher rating.

PRE-CONFERENCE: The meeting between the evaluator and the teacher before the classroom observation to discuss curriculum and classroom implementation and/or areas to be observed. The teacher may ask that a mentor and/or association representative be present at this and all other meetings related to evaluation.

CLASSROOM OBSERVATION: The classroom visitation by an administrator for the purpose of gathering information for a classroom observation. Such observations will be conducted openly and with full knowledge of the teacher and may be unannounced. The teacher shall not be required to make any special preparations for the classroom observation. To assure that the administrator can develop a meaningful impression in regards to performance, classroom observations shall be no less than 30 minutes in length, except that they may be no less than 15 minutes in length for the second classroom observation of a tenure teacher who has received no unsatisfactory designations on the first evaluation. An observation may be 25 minutes if that is the length of the class.

CLASSROOM EVALUATION: The Classroom Evaluation form shall be completed by an administrator and based on the formal classroom observation, informal observations and on criteria presented in the Classroom Evaluation form. Letters from parents critical of performance that have not been presented to the teacher may not be used to judge a performance unsatisfactory in any area.

FOCUS AREA: An area of performance by a teacher in need of improvement for which an unsatisfactory is not given but a Teacher Improvement Plan shall be implemented.

CLASSROOM EVALUATION FORM / SUMMATIVE EVALUATION FORM: All classroom evaluations must be recorded on a Classroom Evaluation form.

POST-CONFERENCE: The meeting between the evaluator and the teacher after the classroom observation to discuss the observation and the evaluation.

MENTOR TEACHERS: Teachers who have volunteered and been selected to provide assistance to non-tenured teachers.

ASSISTING TEACHERS: Teachers who have volunteered and been selected to provide assistance to tenured teachers.

TEACHER IMPROVEMENT PLAN: A plan initiated by an evaluator, devised to help a teacher who has been cited with an unsatisfactory or a focus area in any area subject to evaluation.

TEACHER IMPROVEMENT TEAM: A team consisting of the evaluator, a mentor or assisting teacher, and a teacher for whom a teacher improvement plan is being devised. This team can be expanded with mutual consent.

IMMEDIATE SUPERVISOR: An administrator of the building where teacher spends the majority of the time. When a teacher is equally split between two buildings, one administrator shall be designated as the immediate supervisor. This shall not preclude participation from the other administrator in the evaluation process.

III. PROCEDURAL NOTES

- A. Evaluations shall be the responsibility of the immediate supervisor. Principals who have at least state certification shall complete evaluations. Whenever deficiencies have been noted in an evaluation and repeated in a subsequent evaluation, another administrator may conduct the evaluation whenever requested by the immediate supervisor or the teacher.
- B. The building administrator or immediate supervisor shall review a copy of the evaluation form with each teacher new to the district.
- C. Following a completed evaluation process, Classroom Evaluation forms and attachments will be distributed as follows:
 - Original to teacher
 - One (1) copy to personnel file
 - One (1) copy to evaluator
 - The administrator may request additional copies
- D. If a teacher is cited with an unsatisfactory or a focus area, or in need of improvement in any aspect(s) of performance subject to evaluation, subsequent evaluation reports shall provide comments upon specific deficiencies noted in the previous evaluation reports.

IV. FREQUENCY OF EVALUATIONS

- A. All tenured teachers shall be evaluated at least **once per year**.
- B. All probationary teachers shall be evaluated at least three (3) times per year. All probationary teachers shall have two evaluations completed prior to the end of the first semester. The second evaluation shall serve as a mid-year evaluation.
- C. All classroom evaluations shall be completed on or before April 1 if there are concerns which may result in non-renewal. All other classroom evaluations should be completed by May 1 unless there are extenuating circumstances. Summative evaluations should be completed by the last day of school unless there are extenuating circumstances.

V. TIMELINE

- A. A pre-conference shall take place not more than ten (10) working days prior to a classroom observation. The evaluator and teacher may mutually agree upon a classroom observation date within fifteen (15) working days.
- B. The teacher shall receive a copy of the completed Classroom Evaluation form at least 48 hours prior to the post conference.
- C. Within ten (10) working days of the formal Classroom Evaluation, a post conference shall be held and the teacher shall sign a copy of the completed Classroom Evaluation form and return it to the evaluator. A copy of the completed Classroom Evaluation form will be provided to the teacher. The form may be signed at the post conference or signing may be delayed if there are to be revisions to the form or attachments. If the teacher disagrees with the evaluation, the teacher may return the signed form with objections in writing. Objections in writing must be received no later than five (5) working days following the date of the post-conference.
- D. If a Classroom Evaluation form or attached comments must be revised, the evaluator must complete revisions within (5) working days of the date of the post-conference. The revised form shall be presented at and reflect the date of the new post-conference.
- E. If a teacher is cited with an unsatisfactory or a focus area in any aspect(s) of performance subject to evaluation, a teacher improvement plan must be devised and approved within ten (10) working days.

- F. A classroom observation may not take place less than fifteen (15) working days after the completion of a prior evaluation. The date of completion for an evaluation shall be the latest date of the following: The date the final copy of a Classroom Evaluation form was signed by the teacher; the date the final post-conference was held following a classroom observation; or the date a teacher improvement plan was completed and approved.

VI. MENTOR TEACHERS AND ASSISTING TEACHERS

- A. Selection of mentor and assisting teachers
 - 1. The district shall assign a volunteer mentor teacher to all non-tenured teachers by the end of the second week of their employment.
 - 2. An assisting teacher program may be implemented by the evaluator or a tenured teacher to provide assistance regarding classroom performance. The evaluator and the teacher may mutually agree on the assisting teacher. If mutual agreement does not exist, the following procedure will be used: The teacher shall submit a list of six (6) tenured teachers of the district who are willing to render assistance. The evaluator shall choose one of the six (6) tenured teachers to render assistance.
- B. Mentor or assisting teachers shall meet with the evaluator and the teacher to whom assistance is being provided to discuss strategies for improvement.
- C. Released time of not less than two (2) workdays shall be provided to mentor or assisting teachers to observe and/or counsel with the teacher to whom assistance is being provided at the request of the HEA.
- D. The mentor or assisting teacher shall not be required to testify against the teacher in the event subsequent actions are taken against the teacher to whom assistance is being provided.

VII. TEACHER IMPROVEMENT PLAN

- A. A teacher improvement plan shall be implemented when the evaluator cites a teacher with an unsatisfactory or a focus area in any area listed on the Classroom Evaluation Form.

- B. A teacher improvement plan shall set forth in specific terms and detail each of the following for each deficiency noted in the Classroom Evaluation form: the nature of the deficiency; suggestions for improvement; assistance that shall be provided the teacher by the district in overcoming the deficiency; a description of the level of performance which will reasonably satisfy the evaluator; and a timeline of expectations for improvement.
- C. For all non-tenured teachers and for tenured teachers for whom a mentor or assisting teacher is in place, a draft of the teacher improvement plan based on the evaluation shall be written by the mentor or assisting teacher and the teacher being evaluated with as much input as is requested of the evaluator or offered by the evaluator.
 - 1. Upon completion of the plan, the teacher improvement team shall meet to discuss the plan and its implementation. The evaluator must approve the plan before it is considered adopted. The plan shall be signed by each member of the teacher improvement team and each member shall receive a copy. If the members of the team fail to reach agreement on a plan, sole authority over the content of the plan shall rest with the evaluator.
 - 2. The teacher improvement team shall confer informally on a periodic basis to monitor implementation of the improvement plan.
- D. When an assisting teacher is not in place for a tenured teacher, the evaluator and the tenured teacher shall develop, in writing, the teacher improvement plan and meet to discuss the plan and its implementation. The evaluator shall confer informally with the tenure teacher on an "as needed" basis to monitor implementation of the improvement plan.

EVALUATION TERMS

Classroom Evaluation: Any classroom evaluation done throughout the school year.

Formal Observation: Scheduled classroom observation, which includes pre-conference and post-conference.

Informal Observation: Walk-throughs and other non-scheduled observations.

Summative Evaluation: The final evaluation of the school year that encompasses information from throughout the school year including the Classroom Evaluations.

Knowledge of Subject Matter: The teacher demonstrates without any major errors and they have a clear grasp of the content for the subject in which they teach.

Lesson Plans: Documents that clearly outline objectives/learning targets (skills or content to be learned), material to be covered, methods employed by the teacher, projects to be done by the students, daily time schedules, media titles to be viewed, etc.

Learning Targets: Statement of what the students will be able to do at the end of a lesson.

Challenges Students and Promotes Higher Order Thinking: The teacher provides opportunities and positive feedback for deep thinking in the classroom.

Engages: Students are active participants in their own learning within the lesson.

Encourage Pupils to Express Ideas Accurately and Completely: Students are provided time to share ideas with peers and the teacher.

Helps to Develop Desirable Work and Study Habits: There are clear routines and procedures in place to guide student learning.

Makes Clear Assignments and Direction with Ample Time Allotment: Assignments and the directions for completing them are easily understood by the student and students are provided a reasonable amount of time to finish at their learning level.

Uses a Variety of Methods in Presenting Subject Matter: The district provides the latest technology to be used in the classroom. Teachers are expected to be able to integrate this technology to enhance instruction.

Evidence of Assessment, Both Formative and Summative Assessment: Teachers demonstrate a variety of methods for gathering data to inform instruction and to support lesson design (formative) while also using summative assessment to analyze how well students mastered the material at the end of the instructional unit (summative).

Recognition and Accommodation of Student Emotional, Social and Academic Needs: Students are treated kindly and fairly, intervention is immediate when students are being hurt by others or hurtful to others, and alternative learning activities are provided for struggling students.

Student Growth: Student learning growth is measured by the actual student progress relative to goals established at the beginning of the year by a teacher and the administration.

GRASP Goal: Goal set by the teacher that will guide efforts at establishing evidence of student growth. This section is worth 25% of the overall summative evaluation from 2015-16 to 2017-18. In 2018-19 it will increase to 40%.

G = Goal

R = Rationale for Goal

A = Accountability/Assessments to be used to support the success of a goal

S = Specific Strategies that will be used to accomplish the goal

P = Plan of implementation of strategies to accomplish the goal

All student growth GRASP goals will be supported by Common Assessments, State Assessments, Standardized Assessments or district approved competency assessments.

Accuracy and Punctuality in Clerical Work: All necessary clerical work is completed on time on a regular basis.

Responsibility Regarding Duties and Routines: All teaching duties and administrative expectations are completed on a regular basis.

Classroom Control and Management: The classroom is structured and monitored to ensure that there are limited distractions that keep students from learning.

Physical Appearance of Classroom: The classroom environment is supportive of learning by limiting distractions. Supporting storage areas and office spaces are kept neat and clean.

Use and Care of Equipment: Teaching supplies are well maintained and stored appropriately.

Enthusiasm: The teacher regularly demonstrates a positive attitude.

Adaptability: The teacher is able to demonstrate flexibility in handling issues that arise while performing assigned duties.

Judgment: The teacher makes good decisions or asks for help when not sure about how to handle a situation.

Appearance (Dress & Grooming): The teacher complies with district dress code policies and takes care to be a model for student dress expectations.

Poise and Self Confidence: The teacher demonstrates an ability to withstand the strain of teaching.

Self-Control: The teacher demonstrates the ability to act in a reasonable way when confronting issues that arise while performing their assigned duties.

Alertness: The teacher is aware of the environment and intervenes appropriately when unusual situations or learning difficulties arise.

Parent Relationships: The teacher exhibits professional rapport with parents while communicating appropriately and effectively. The teacher exhibits traits of reason, respect, and responsibility within these relationships.

Attendance: Teachers are expected to attend scheduled meetings and events that are within the guidelines of the Master Agreement and to stay within its guidelines for paid or unpaid days of leave, unless pre-approved through the superintendent or designee.

Professional Development: Defined by attendance and participation in professional development as designated by the school calendar.

Significant Special Training: Defined as relevant training outside of any required professional development that is integrated into instruction in a meaningful way.

Significant Relevant Accomplishments and Contributions: Defined as the teacher contributes to the overall school performance by making clear, significant, and relevant contributions above the normal expectations for an individual in his or her peer group. The teacher must have demonstrated exceptional classroom performance.

An administrator has a continuum of options when a teacher's performance in an area is found to be in need of improvement. Unsatisfactory indicates the most serious deficiency. Next comes Satisfactory but with the designation Focus Area. For a lesser concern, an administrator could find an area Satisfactory but offer comments, orally or in writing, citing a need for improvement or professional development. Lastly, an administrator could find an area satisfactory but ask the teacher to identify professional goals for the year.

Unfavorable:

An overall unfavorable evaluation means that there are deficiencies in one or more areas of the evaluation, which are severe enough to judge the teacher's performance unsatisfactory to the degree that termination may be recommended. Such a recommendation is of increased likelihood if the teacher in question has previously received an Unfavorable evaluation and, even with an improvement plan, did not make satisfactory gains.

Focus Area:

This designation indicates a concern on the part of the administrator over a teacher's performance in a given area but, at the moment, the performance in that area is still Satisfactory. The concept of "room for improvement" is appropriate for this designation. If improvements are not forthcoming, a Focus Area could become an Unsatisfactory in future evaluations. A narrative attachment to the evaluation should cover the specifics of the concern. A Focus Area shall be indicated by marking a FA in the appropriate box on the Evaluation form under the Satisfactory (S) column.

Unsatisfactory:

This designation means that a teacher's performance in the indicated area is not at an acceptable level. It signifies that an area is clearly deficient and requires immediate attention. Thus, it should not be used solely to point out that there is room for improvement. An Unsatisfactory may or may not mean that a teacher's overall performance is Unfavorable at the time of the evaluation. However, a Favorable evaluation may become Unfavorable in future evaluations if concerns are not addressed and rectified. A narrative attachment to the evaluation should cover the specifics of the concern.

Satisfactory with oral or written comments:

At times an administrator may have minor concerns over a teacher's performance in an area. Perhaps it is an area that needs strengthening; perhaps more professional growth is needed; perhaps more movement in the direction of curricular goals adopted by the district is desired. In such cases, an administrator may mark an area as Satisfactory but address the issue at the post-conference meeting. An attachment to the evaluation is appropriate.

Satisfactory with a request for formulation of professional goals:

At times an administrator may find a teacher's performance fully satisfactory but desires the teacher to identify professional goals so that growth as an educator continues. In such cases, this could be addressed at a post-conference meeting but might not result in any attachment to an evaluation.

Not Observed: This criterion was not observed during the observation period.

HOW TO WRITE A TEACHER IMPROVEMENT PLAN

A requirement when a teacher receives a Focus Area or Unsatisfactory on the Teacher Evaluation form.

What it Means:

In simpler terms, the following shall be done: Each Focus Area or Unsatisfactory will be a Roman numeral on an Improvement Plan. Point A under each Roman numeral will be criteria for successful performance. Point B will be the timeline. Point C will be the assistance offered by the district. Point D will be suggestions for improvement.

How it Looks:

- I. Deficiency #1: The administrator shall site the language from the Classroom Evaluation form and explain the deficiency clearly.
 - A. Criteria for Success: The administrator shall detail the criteria in clear, specific terms.
 - B. Timeline: This is typically the date of the next evaluation or a lengthier period.
 - C. Assistance: The administrator shall complete this section with input from the teacher being evaluated and the mentor/assisting teacher if one is in place.
 - D. Suggestions for Improvement: A draft of the teacher improvement plan based on the evaluation shall be written by the mentor or assisting teacher and the teacher being evaluated with as much input as is requested of the evaluator or offered by the evaluator...Sole authority over the content of the plan shall rest with the evaluator.”
 - 1.
 2. (etc.)

II. Deficiency #2

An Example:

- I. “Makes clear assignments and direction with ample time allotment”: Students were unclear about the specific requirements of the assignment given as evidenced by the number of questions they had. The task you assigned had too many steps and required too much of the students in a very short period of time which is why they appear anxious and overwhelmed.
 - A. Criteria for Success: Provide a clear, concise task; Provide enough time for task
 - B. To be completed by the next evaluation to take place no sooner than (date).
 - C. Assistance: release time to mentee and assisting teacher; professional development
 - D. Suggestions for Improvement: providing clear, concise instructions for an assignment and allowing enough time for completion
 1. Use overhead when appropriate
 2. Read/display examples when appropriate
 3. Activity will not begin until all or almost all questions are answered. This will make monitoring easier and will help to minimize questions later.
 4. Review instructions before transitions to work time. At this time, students will be asked to remain in seats and hold questions until everyone is settled into work. This will allow teacher to monitor the transition more carefully.
 5. Design lessons so number of tasks is manageable while taking amount of time into account.
 6. With about five minutes left in the period, a warning will be given to class so that students can reach a good stopping point and so that teacher can outline expectations regarding work completion, homework and due dates.