



## **GCOA-R - EVALUATION OF INSTRUCTIONAL STAFF**

### RATIONALE

Understanding that the effectiveness of evaluation is determined by the environment in which it occurs, it is our intent that this evaluation system rest on the following conditions:

1. Evaluation is perceived as a positive, growth-supporting system.
2. Successful evaluation is based on the establishment of good faith and trust between professions.
3. Each individual is included in the planning and responsibility for his own professional growth.

### PURPOSES

The specific purposes of teacher evaluation are to:

1. Improve instruction/student learning.
2. Encourage and support individual professional growth at all levels of performance
3. Enhance the implementation of curriculum
4. Support district goals
5. Determine satisfactory or unsatisfactory performance.
6. Serve as documentation for an unsatisfactory performance dismissal proceeding.

### TIMELINE

#### YEAR ROUND

Potential problems in regard to the performance of non-probationary or probationary teachers brought to the attention of the director of human resources, the director of schools, or the assistant superintendent for instructional services as early as possible.

## AUGUST-SEPTEMBER

Performance areas, performance criteria, and evaluation procedures shared with staff members to be evaluated during the academic year.

## END OF OCTOBER

Teacher growth plan developed for all non-probationary staff members.

## SEPTEMBER-DECEMBER

Phase I observations and conferences.

## JANUARY

Building principals and director of pupil services notify the director of schools and the director of human resources regarding employee performance and evaluation concerns.

## JANUARY

All persons who automatically will be nonrenewed identified and formally notified by the building level administrator.

## SECOND FRIDAY IN APRIL

Phase I formal evaluation cycle completed for all probationary teachers. All written evaluation forms and growth forms due to the director of schools for all probationary teachers. Final recommendation regarding renewal or nonrenewal of contract made.

## ON OR BEFORE LAST FRIDAY IN MAY

Written evaluation forms and growth plans to cover previous three years due to director of schools for all non-probationary staff in formal evaluation year.

## JUNE 1

Board of Education to have taken action in regard to all contract renewals or nonrenewals.

## END OF SCHOOL YEAR

Written evaluation forms due for all certificated staff hired after the beginning of the second semester.

## END OF SCHOOL YEAR

Phase I conferences for evaluation of growth plans for current school year have been conducted for all teachers. Growth plan may be developed for next year at this time.

## YEAR ROUND

Staff development programs conducted to assist administrators with the improvement of supervision and evaluation skills and for teachers to assist in the improvement of classroom performance.

## YEAR ROUND

Recommendations may be made for movement of any non-probationary teacher from Phase I to Phase II at any time during the course of a year.

## PHASE I

Phase I is the interactive process between staff and evaluator. Its purpose is to identify and establish areas of strength as well as to identify areas of potential growth. This will be accomplished through a variety of strategies designed to collect data and provide feedback. The culmination of Phase I will be an assessment of progress toward existing goals and development of a subsequent growth plan.

### 1. CYCLE

This process must be completed at a minimum on a three-year cycle for nonprobationary staff and annually for probationary staff.

Nonprobationary staff are those certificated staff members who have completed three full years of continuous successful teaching experience as defined by state law and who have been employed for the following year.

Probationary staff are those certificated staff members who have not yet attained nonprobationary status.

### 2. INFORMATION SHARING

The evaluator will be responsible for ensuring that each staff member is familiar with the process, including performance areas and criteria, cycle, important dates, forms to be used, and each person's responsibility.

- a. The evaluator will hold an information-sharing meeting at the beginning of the school year for teachers unfamiliar with the process. The information may be shared in small groups of individuals.

- b. Copies of the "Teacher Evaluation Process" will be distributed to each staff member. Each staff member should be encouraged to keep the handout as a reference.
  - c. The explanation of the process will include rationale, purposes, beliefs, terms and definitions, procedures, responsibilities, and performance standards.
3. The evaluator will be responsible for ensuring that each staff member is familiar with the "Teacher Evaluation Form." This form includes:
- a. **METHODS OF COLLECTION**
    - (1) **FORMAL OBSERVATION**

A classroom visitation by the evaluator of at least 30 uninterrupted minutes duration resulting in a written observation record and a post-observation conference.
    - (2) **INFORMAL OBSERVATION**

A less structured method of data collection which may be documented and used for teacher evaluation.
    - (3) **DISCUSSION BETWEEN EVALUATOR AND EVALUATEE**

Professional and school-related information shared between the evaluator and teacher which may be documented and used in the evaluation process.
    - (4) **STUDENT EVALUATION**

Specific feedback, either written or recorded, from a broad-based population of students. This is an option available to each staff member which he may wish to share with the evaluator.
    - (5) **INPUT FROM OTHERS**

Both the source and content of any information from others must be shared with the staff member before becoming a part of the evaluation document. Hearsay may not be used as a data source for evaluation purposes.

(6) OTHER

Any other data which has been documented and shared with the staff member.

b. PERFORMANCE AREAS

General areas of performance as described on the formal evaluation form will differ for various certificated positions; i.e., regular classroom teacher, psychologist, social worker, counselor.

c. DEFINITIONS OF PERFORMANCE LEVELS

- "Satisfactory performance": Teacher demonstrates successful performance in all performance criteria.
- "Unsatisfactory performance": Teacher does not demonstrate successful performance or acceptable progress towards satisfactory performance in one or more performance criteria. In order for performance to be considered unsatisfactory, the performance deficiency must be severe enough to negatively impact other performance criteria.

4. The primary evaluator will be identified for each staff member. The evaluator is the administrator assigned to monitor and evaluate the performance of a certificated staff member. Staff members should be informed that other administrators also may be observing their classrooms.
5. The year of the formal evaluations will be identified for each staff member. If the number of staff members evaluated in a given year is unequal, volunteers may be sought to move to a different cycle.

6. OBSERVATIONS AND CONFERENCES

Frequent informal observations will be conducted. It is strongly recommended that feedback be given to the staff member after an informal observation.

At least two formal observations and conferences must be completed prior to writing the formal evaluation. These standards are to be stated in terms of minimums; more interaction is strongly recommended.

- a. The pre-observation conference is an optional meeting between the evaluator and teacher held prior to a classroom visit for the purpose of exchanging information about the lesson to be observed.

- b. The post-observation conference is a required meeting between the evaluator and teacher held within a three-school-day period following a formal observation for the purpose of discussing the observation and other factors relevant to the teacher's performance.

The teacher will receive a copy of the written observation.

If the staff member has completed the growth plan phase, the stated goals should be monitored during the observations and discussed in the post-observation conference.

During observations, the evaluator will check that the district-approved curriculum is the curriculum being taught.

## 7. SUMMATIVE EVALUATION

The formal evaluation will be written using the district "Teacher Evaluation Form." The teacher will have the opportunity to offer input into the final draft of the formal evaluation. A formal evaluation conference will be held to discuss the summative evaluation. Copies of the final "Teacher Evaluation Form" and growth plan will be distributed to the evaluator, the teacher, and the director of schools who will sign the copy and forward it to the human resources office for filing.

The evaluator will be responsible for deciding whether the teacher's performance is satisfactory or unsatisfactory in each performance area.

The employment status recommendation will be based upon the data collected.

- a. **NONRENEWAL:** A specific recommendation to discontinue a probationary teacher's contract with the district.

Such recommendation may be made on the basis of the nature of the position to which the teacher was assigned, performance, or any reason the superintendent deems sufficient. If the nonrenewal recommendation is not based upon performance, this should be stated.

Subject to the provisions of general application, performance-based reasons for nonrenewal should be preceded by the development of a growth plan giving notice to the probationary teacher of the performance areas, criteria, or indicators needing improvement and a statement of the resources and assistance available to assist the probationary teacher improve.

- b. **RETENTION PHASE I:** A specific recommendation to continue the staff member under contract to the district, indicating that performance is satisfactory.

- c. **RETENTION PHASE II:** A specific recommendation to continue the staff member under contract but under the conditions of the Phase II evaluation process because of failure to meet performance criteria in one or more performance areas.

Phase II will provide support and assistance toward remediation of the problem.

- d. **DISMISSAL:** A specific recommendation to terminate the employment of a non-probationary teacher or the employment of a probationary teacher during the school year who has completed the Phase II evaluation cycle and still is unable or unwilling to meet one or more performance criteria. If extreme circumstances warrant a departure from these procedures, it is the responsibility of the evaluator to meet with the director of human resources and the director of schools to discuss the situation.

A recommendation for immediate suspension and/or dismissal may be made for due cause as defined by state law.

## 8. PHASE I GROWTH PLAN

At the completion of the Phase I formal evaluation cycle and each year thereafter, a non-probationary teacher and his evaluator will meet to develop a growth plan from each goal. The goals identified on the growth plan may relate to professional, school, or district goals and will reflect the recommendation for improvement list on the formal evaluation. Copies will be retained by both the evaluator and the teacher.

One or more formal or informal follow-up conferences will be held and documented to review progress toward goal accomplishment. These conferences may be combined with a post-observation conference.

Teachers not being formally evaluated will be responsible for completing the results section of the growth plan and returning a copy to the evaluator prior to the end of the school year. The evaluator will keep completed growth plans on file and may use them to assist teachers in preparing growth plans for the following year. It is recommended that evaluators provide feedback to teachers prior to development of the next year's growth plan.

Growth plans for all probationary teachers are to be submitted to the director of human resources by January 31. The growth plan will serve as a remediation plan for a probationary teacher whose performance is unsatisfactory and must be completed in detail and accompanied by the teacher growth plan addendum.

## PHASE II (NON-PROBATIONARY TEACHERS)

Phase II is designed to provide direct and immediate assistance to a non-probationary teacher whose performance is not satisfactory. A remediation plan will be developed to improve the teacher's performance. The plan will include specific resources, timelines, and target behaviors. The process will be coordinated and closely monitored by the director of human resources to ensure fairness and opportunity for improvement. Prior to the initiation of Phase II, all steps in Phase I must be completed. When a concern about a non-probationary teacher's performance becomes serious enough to warrant an "unsatisfactory performance" decision, previous evaluation will have indicated a need to improve in that performance area.

While an evaluation noting concerns may occur at any time, a reasonable and fair amount of time will have elapsed between this evaluation and placement on Phase II. Only under extreme circumstances would a teacher be moved directly from Phase I to Phase II.

1. The director of schools and the director of human resources must be notified prior to an evaluator making the decision that a staff member's performance is unsatisfactory.

The role of these directors will be to ensure that procedures followed are in compliance with both the Poudre R-1 evaluation system and state law.

2. A formal evaluation conference will be held between the evaluator and the teacher in which the teacher will be notified that performance is unsatisfactory in areas specified.
3. The Phase II process will be explained to the teacher and evaluator by the director of human resources. The teacher will have the option of including an advocate (e.g., PEA representative, fellow teacher) at the conference.

The following outcomes of Phase II will be explained to the teacher:

- a. If performance improves to a satisfactory level, the teacher may be returned to Phase I of the evaluation procedure.
- b. If performance remains unsatisfactory, a recommendation may be made for the teacher to remain in Phase II for another cycle.
- c. If performance remains unsatisfactory because the teacher is either unable or unwilling to make the necessary changes, the teacher may be moved to Phase II.

At the conclusion of the Phase II cycle, and based upon the judgment of the evaluator, one of the above recommendations will be made.

4. In a meeting with the director of human resources, the evaluator will complete sections 1, 2, and 3 of the remediation plan. The performance areas identified as unsatisfactory on the remediation plan must be the same as those identified on the evaluation form.

If the evaluator is someone other than the principal, the principal also should be involved with evaluation during Phase II.

5. The evaluator and the director of human resources will discuss sections 1, 2, and 3 of the remediation plan with the teacher.
6. The evaluator, the director of human resources, and the teacher jointly will develop sections 4 and 5 of the remediation plan. The director of human resources will facilitate this process.

#### 7. ROLE OF EVALUATOR

The remediation plan will be signed by the teacher, the director of human resources, and the evaluator to acknowledge their discussion of its contents. One copy of the plan will be given to the building evaluator and one copy retained by the teacher. Copies will be submitted to the director of schools, the director of human resources and, at the option of the teacher, the Poudre Education Association.

#### 8. IMPLEMENTATION OF THE REMEDIATION PLAN

The teacher will work on the activities in the plan. Adequate time (approximately three months) while school is in session will be allowed for improvement.

In order to allow the teacher to focus his energies on implementing the remediation plan, the evaluator will remove himself temporarily from the process for at least 20 school days before continuing observations unless the teacher requests otherwise. In extreme situations, a deviation from the 20 school days may be agreed upon by the evaluator, the area executive director and the executive director of personnel.

After at least 20 school days, the evaluator will begin both informal and formal observations. It is recommended that these observations be weekly.

The evaluator will complete at least three monthly status reports, the purpose of which is to provide continuous feedback to the employee.

- a. Within five school days of the completion of each monthly status report, a conference will be held.
- b. The teacher may respond to the evaluator's comments by completing the teacher's comments sections. The teacher may choose to share the monthly status reports with the Poudre Education Association.
- c. The evaluator will send a completed copy of the monthly status report to both the director of human resources and the director of schools.

The evaluator will meet with the director of schools and the director of human resources to discuss and determine the teacher's future placement in Phase I, Phase II or Phase III. The role of these directors will be to ensure that procedures followed are in compliance with both the Poudre R-1 evaluation system and state law.

The evaluator will complete a "Teacher Evaluation Form" using data collected during Phase II.

#### 9. CULMINATION OF PHASE II

A formal evaluation conference will be held between the evaluator and the teacher. At this time, the evaluator's recommendation will be shared with the teacher.

If performance is satisfactory, the staff member will return to Phase I and develop a growth plan.

If performance is unsatisfactory, the evaluator will determine whether the teacher will be retained in Phase II or moved to Phase III.

#### DISMISSAL

If performance is unsatisfactory and the teacher is found to be unwilling and/or unable to meet district performance criteria, the teacher will be dismissed.

#### GENERAL APPLICATION

The evaluation process and instrument will be reviewed annually and revised as needed by the teacher/administrator evaluation committee and the district personnel performance evaluation council.

Nothing in these procedures will be construed to imply in any manner the establishment of any personal rights not explicitly established by statute or Board policy. Neither will these procedures be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal, or other employment decisions relating to school personnel.

All employment decisions remain within the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law.

Approved: September 1992

Revised: April 11, 1994

**CROSS REFS.:**

GCQF, Discipline, Suspension, and Dismissal of Professional Staff

**CONTRACT REFS.:**

Employee Agreement, Guidelines Ae070--Evaluation of Professional Staff (Teachers); Ae080--Teacher Evaluation Process; Ae090--Teacher Evaluation Process (Phase I); and Ae100--Teacher Growth Plan (Phase I) and Teacher Evaluation Process (Phase II--Nonprobationary)

**NOTE:**

For details, see "Poudre R-1 Certified Evaluation System--Teacher and Administrator" on file in the central administrative offices.

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**NOTE:**

Policies and regulations in the GC section (Professional Staff) pertain only to instructional and administrative staff members.