

Seaman USD 345 Professional Evaluation Guidelines and Procedures July 2009

Adopted as part of the Negotiated Agreement
between Seaman Education Association and USD 345

Philosophy of Evaluation

USD 345 believes that the Seaman students deserve the highest quality of instruction. Effective performance appraisal of all licensed personnel is essential and is one of the district's primary responsibilities to students, patrons, and staff.

Effective professional appraisal

- Reflects research-based standards
- Proves systematic and continuous
- Creates expectations for performance standards
- Promotes cooperation between evaluator and evaluatee

Professional growth results from

- Maximizing strengths
- Identifying strategies for managing weaknesses
- Setting realistic goals
- Providing resources
- Defining responsibilities
- Establishing strategies for continuous improvement
- Fostering self-reflection
- Monitoring performance
- Striving toward distinguished teaching standards

Through the commitment, beliefs, and process outlined above, the goal of providing quality instruction for every USD 345 student will be achieved.

Literature Consulted:

Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching, 2nd edition*. Alexandria, VA: ASCD, 1996.

Danielson, Charlotte & McGreal, Thomas. *Teacher Evaluation to Enhance Professional Practice*. Alexandria, VA: ASCD, 2000.

Objectives of Evaluation

1. To cooperatively identify and candidly discuss expectations, strengths, and weaknesses.
2. To provide for individual growth and improvement of instruction.
3. To provide specific information on which to base employment decisions.

General Evaluation Procedures and Guidelines

1. Clear expectations are established by continuous and frequent communication between teacher and evaluator.
2. It is the administration's responsibility to develop a schedule of who will be evaluated during any given school year. Teachers may request to be evaluated at any time, and a building administrator may evaluate any teacher in his/her building at any time. Evaluator and teacher will establish the pre-arranged 30-Minute Classroom Observation date.
3. Probationary Teachers, as defined in Kansas Statutes, shall be evaluated each year that they are on probationary status. Probationary Teachers will participate in the district mentoring program.
4. Non-Probationary Teachers, as defined in Kansas Statutes, shall be evaluated once within three years of receiving Non-Probationary status and every third year thereafter, unless there is need for additional, interim evaluations as determined by the teacher or the supervising administrator. Non-probationary Teachers may adhere to a pre-determined evaluation schedule for the three years beginning with the year of implementation of these procedures, at the discretion of the supervising administrator.
5. Any supervising administrator may be the evaluator of a staff member. Building administrators will conduct staff training at the beginning of each year to review the evaluation forms and procedures. Prior to September 30, all teachers will participate in a Goal Setting Conference with an administrator for the purpose of setting individual staff development goals that will be entered into MyLearningPlan. No formal evaluation shall take place until such meeting has occurred. Whenever applicable, administrators will review the Teacher Self-Evaluation Forms (Non-Probationary Teachers) that were required to be completed in the previous years at this Goal Setting Conference.
6. Shared Teachers- Teachers who serve in more than one building will be evaluated according to the schedule in the building in which they are scheduled for a major part of their time or their assigned home base building. Administrators in other than the home base building or majority time building in which the evaluatee serves are encouraged to have input into the evaluation process.
7. The evaluator and teacher may have access to and may review previous evaluation reports.
8. After the initial goal-setting meeting the teacher and administrator will make final determination of goals for the teacher's Professional Development Plan, which will be entered in MyLearningPlan.
9. All monitoring or observation of the professional performance of a teacher shall be conducted openly and with full knowledge of the teacher. Such monitoring or observation shall be conducted as described below.
 - a. Walk-Through Observation – shall be at least five minutes in duration. Teachers shall receive a completed Evaluator Walk-Through Form following each required walk-through observation.
 - b. Extended 30-Minute Classroom Observation – shall be scheduled at a mutually agreeable time. The evaluator and teacher shall participate in a Pre-Observation

Conference prior to the 30-minute observation, with the teacher completing a Pre-Observation Conference Form. Within two (2) working days after the 30-Minute Classroom Observation, the teacher shall submit a Lesson Reflection Sheet and Teacher Self-Evaluation to the administrator.

10. An Evaluation Conference between the evaluator and teacher shall be arranged at a mutually agreed time not later than ten (10) school days from the Extended 30-Minute Classroom Observation.

11. The evaluator shall review the Lesson Reflection Sheet and the Teacher Evaluation Form in consultation with the teacher who shall acknowledge the completion of the evaluation process by his/her signature. A teacher's signature upon the evaluation is required but does not necessarily constitute agreement with such evaluation. At any time not later than ten (10) school days after such review, the teacher may respond in writing and may affix to any evaluation additional information in the form of support material or rebuttal.

12. The evaluation paperwork shall be submitted to the Superintendent's office where it will be reviewed and placed in the personnel file of the teacher. The primary evaluator will keep one file, and an official file will be kept in the Superintendent's office. All evaluation reports and responses shall be maintained in the evaluation files for a period of not less than three years from the date the evaluation is made.

13. The Teacher Evaluation Form shall be considered confidential by the Board, principal, and superintendent. The Board may review the completed Teacher Evaluation Form for any employee at any time. The employee representative shall have access to the Teacher Evaluation Form upon presentation of written consent of the employee.

14. The Teacher Evaluation Form contains the Board approved evaluation criteria and is not in any way considered as part of this agreement. Seaman Education Association understands and agrees that the Board alone possesses the sole right to define and establish the criteria contained in the Teacher Evaluation Form. The Board recognizes that evaluation procedures are mandatorily negotiable. (K.S.A. 72-5413(l)).

15. Evaluation procedures are intended to comply with case law and Kansas State Statutes as adopted from year to year by the legislature, and relevant policies as adopted by the USD 345 Board of Education. In the event that legislative action and/or judicial action renders any part of these procedures to be in non-compliance with law, that part of this item shall be null and void, and Kansas Statutes or court rulings shall prevail.

16. The following additional procedures shall apply to Teacher Evaluation:

Probationary Teachers

Evaluation Area	Timeline/Follow-up
The teacher will set goals with evaluator. The individual goals developed will be entered by teacher in MyLearningPlan.	Prior to September 30
The evaluator will conduct a minimum of two formal Evaluation Conferences per year. (Using Teacher Evaluation Form)	An Evaluation Conference completed prior to 60 th school day of each semester (fall and spring)
Minimum of 10 Walkthrough Observations at least five minutes in duration (at least 5 per semester)	Conducted annually by administrator. Evaluator Walkthrough Form
At least two extended 30- minute Classroom Observations scheduled at mutually agreeable time. (One per semester)	<p>-Prior to the classroom observation, the teacher and administrator will participate in a Pre-Observation Conference.</p> <p>-Within two working days after this observation, teacher submits Lesson Reflection and Teacher Self Evaluation to the evaluator.</p> <p>-An Evaluation Conference between the evaluator and teacher shall be arranged at a mutually agreeable time not later than ten (10) school days from the Extended 30-Minute Observation.</p>
Teacher will participate in district mentoring program	As scheduled with mentor

Non-Probationary Teachers-Professional Growth Phase

Evaluation Area	Timeline/Follow-up
Teacher will goal set with evaluator. The individual goals developed will be entered by teacher in MyLearningPlan.	Prior to September 30 -Teacher Self Evaluation from previous year reviewed at this conference.
Once a teacher receives tenure, the evaluator will conduct a minimum of one formal Evaluation Conference every three years. (Using Teacher Evaluation Form)	To be completed by February 15.
Minimum of 3 Walkthrough Observations (at least five minutes in duration) each year.	Conducted annually by administrator. Evaluator Walkthrough Form
At least one Extended 30- Minute Classroom Observation scheduled at mutually agreeable time.	-Minimum of once every three years. -Prior to the Classroom Observation, the teacher and administrator will participate in a Pre-Observation Conference -Within two working days after this observation, teacher submits the Lesson Reflection Sheet and Teacher Self Evaluation -An Evaluation Conference between the evaluator and teacher shall be arranged at a mutually agreeable time not later than ten (10) school days from the Extended 30-Minute Classroom Observation.
Teacher will complete Teacher Self-Evaluation form on non-evaluation years.	Shared with evaluator at goal-setting conference.

Non-Probationary Teachers-Awareness Notification Phase

The Awareness Notification Phase is for individuals whose teaching performance evaluation has revealed areas that need more than routine improvement.

Steps	Recommendations/Follow-up
The evaluator identifies a concern in writing.	
The evaluator and the teacher shall set up a specific time to collaborate and attempt to resolve the concern.	The teacher or evaluator may request other representation (i.e. Association, legal) in all meetings regarding a concern. All parties involved should be given notice of representation that will attend these meetings.
Within three days of the conclusion of the meeting, the evaluator will make one of the following two recommendations	<ol style="list-style-type: none">1. Teacher will remain in Professional Growth Phase.2. Concern is not resolved. Teacher is placed in Assistance Phase

Non-Probationary Teachers-Assistance Phase

The Assistance Phase is for Non-probationary Teachers whose teaching performance evaluation revealed areas needing more than routine improvement.

Steps	Recommendations/Follow-up
The evaluator will inform the teacher in writing of his/her status as an Assistance Phase Teacher. The building principal and district administration shall also be involved in this process.	The teacher or evaluator may request other representation (i.e. Association, legal) in all meetings regarding a concern. All parties involved should be given notice of representation that will attend these meetings.
The evaluator and teacher will review the recommendations from the Awareness Notification meeting and develop a specific Plan of Improvement within five school days following the meeting.	Plan of Improvement will include: -Growth promoting goals that are specific, measurable, action oriented, realistic, and time bound (S.M.A.R.T.) -Strategies for resolution of the concern(s) -Specific timeline to review what progress has been made. - Indicators of progress -Resources and support needed
The evaluator will conduct a minimum of two formal Evaluation Conferences per year. (Using Teacher Evaluation Form). (If this is determined to be appropriate as per the timeline developed)	An Evaluation Conference completed prior to 60 th school day of each semester (fall and spring)
Minimum of 10 Walkthrough Observations, at least five minutes in duration, each year.	Conducted annually by administrator. Evaluator Walkthrough Form
At least two extended 30- minute Classroom Observations scheduled at mutually agreeable times. (One per semester-if appropriate per timeline developed)	-Prior to the Classroom Observation, the teacher and administrator will participate in a Pre-Observation Conference -Within two working days after this observation, teacher submits Lesson Reflection Sheet and Teacher Self Evaluation to the administrator. -An Evaluation Conference between the evaluator and teacher shall be arranged at a mutually agreeable time not later than ten (10) school days from the Extended 30-Minute Observation.
At the conclusion of the specified timeline, the building principal and district office administration will meet with the teacher to discuss progress.	Teacher will be given the opportunity to respond.
At the conclusion of the meeting, one of three recommendations will be made.	1. Concern resolved-teacher returns to Professional Growth Phase. 2. Teacher is placed on probation, and remains in the Assistance Phase with revised goals and timelines 3. Teacher is recommended for non-renewal.

As per Guideline No. 14 above, the following form is presented for information only.

**Seaman USD 345
Probationary Teacher – Evaluation Master Sheet**

Teacher Name	School Year
Teaching Assignment/School	Year Non-Probationary status will be achieved

Goal Setting Conference Date _____
(To be completed before September 30)

Walkthrough Observation Dates
A minimum of 10 per year

Evaluation Data (Minimum of two formal Evaluation Conferences per year. One conducted prior to the 60th day of each semester)

Classroom Observation Date	Date Teacher Self Evaluation Form Received	Evaluation Conference Date

Name of Mentor _____ Recommendation for future employment: Yes No

As per Guideline No. 14 above, the following form is presented for information only.

**Seaman USD 345
Non-Probationary Teacher – Evaluation Master Sheet**

Teacher Name	Year Scheduled for Formal Evaluation
Teaching Assignment	School

Goal Setting Conference Date- (To be completed before September 30)

Year One Comments-Teacher Self-Evaluation Form	Year Two Comments-Teacher Self-Evaluation Form	Year Three Comments-Teacher Self-Evaluation Form

**Walkthrough Observation Dates
A minimum of 3 per year**

Year	Date	Date	Date

Date Teacher Self-Evaluation Form Received (May 1 deadline)

Year One	Year Two	Year Three

Evaluation Data (One 30 minute observation required every three years)

Classroom Observation Date	Date Teacher Self Evaluation Form Received	Evaluation Conference Date

**Seaman USD 345
Non-Probationary Teacher – Awareness Phase
Notification of Need for Improvement**

Teacher Name	Date
Teaching Assignment	School

The purpose of the Notification of Need for Improvement report is to inform you that your teaching performance and/or actions as a professional educator do not meet acceptable standards for Seaman USD 345. Areas in need of improvement are listed below. A meeting to discuss these concerns, and to develop a further plan for action has been scheduled on:

Date: _____ Time _____

Location: _____

Noted areas of concern:

Supervisor

Date

I hereby acknowledge that I have read the above statements, and I understand that I may submit, if I so choose, a letter of rebuttal to the supervisor within ten working days following the date noted on this form. (The rebuttal will be attached to the supervisor's copy of this document and placed in the teacher's personnel file.)

The resulting conclusion of this meeting is:

_____ The teacher remains in Professional Growth Phase

_____ The teacher will be placed into Assistance Phase

Supervisor Signature _____ Date _____

Teacher Signature _____ Date _____

Original copy to teacher; one copy to supervisor, one copy to the Superintendent.

As per Guideline No. 14 above, the following form is presented for information only.

**Seaman USD 345
Non-Probationary Teacher – Assistance Phase
Teacher Evaluation Master Sheet**

Teacher Name	School Year
Teaching Position	School

Goal Setting Conference Date _____
(To be completed before September 30)

Walkthrough Observation Dates
A minimum of 10 per year

Evaluation Data (Two formal Evaluation Conferences per year, prior to 60th day of each semester)

Classroom Observation Date	Date Teacher Self Evaluation Form Received	Evaluation Conference Date

Assistance Phase Plan of Improvement written on _____.

As per Guideline No. 14 above, the following form is presented for information only.

**Seaman USD 345
Non-Probationary Teacher – Assistance Phase
Plan of Improvement**

Teacher Name	Date
Teaching Assignment	School

Growth Promoting S.M.A.R.T. Goals (specific, measurable, action oriented, realistic, and time bound)	Strategies for resolution of the concern	Time line	Indicators of progress (how improvement methods will be measured	Resources and support needed

Attach pages as needed

I hereby acknowledge that I have been involved in the development of this Plan of Improvement. I have read and discussed the contents of the plan with my supervisor.

Teacher

Date

Supervisor

Date

As per Guideline No. 14 above, the following form is presented for information only.

**Seaman USD 345
Teacher Evaluation Form**

Teacher _____

School Year _____

Subject _____

Date _____

Evaluator _____

Evaluator's assessments of the teacher's level of performance in each of the domain areas:

(Note: Domains with separate components will apply to Psychologists, Counselors, Librarians, and Instructional Specialists. These are published on MyLearningPlan. Domains derived from: Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD, 1996.)

Domain 1-Planning and Preparation	Unsatisfactory	Basic	Proficient	Distinguished
1a. Knowledge of content & pedagogy				
1b. Knowledge of students				
1c. Setting instructional outcomes				
1d. Knowledge of resources				
1e. Designing coherent instruction				
1f. Designing student assessment				

Comments:

Recommendations:

Domain 2- Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing student behavior				
2e. Organizing physical space				

Comments:

Recommendations

Domain 3-Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3a. Communicating with students				
3b. Using questioning and discussion techniques				
3c. Engaging students in learning				
3d. Using assessment in instruction				
3e. Demonstrating flexibility & responsiveness				

Comments:

Recommendations

Domain 4-Professional Responsibilities	Unsatisfactory	Basic	Proficient	Distinguished
4a. Reflecting on teaching				
4b. Maintaining accurate records				
4c. Communicating with families				
4d. Participating in a professional community				
4e. Growing & developing professionally				
4f. Demonstrating professionalism				

Comments:

Progress toward personal and building goals:

Recommendations:

Recommended for Contract Renewal

Yes _____ No _____

Evaluator

Date

Teacher

Date

A teacher's signature upon the evaluation is required but does not necessarily constitute agreement with such evaluation. At any time not later than ten (10) school days after the date of signature above, the teacher may respond in writing and may affix to any evaluation additional information in the form of support material or rebuttal.

As per Guideline No. 14 above, the following form is presented for information only.

Pre-Observation Conference Form

Teacher: _____ Grade/School: _____

Administrator/Evaluator: _____

1. Goal(s) for the Lesson (What do you expect students to learn?):

2. How do these goals relate to the needs of your students?

3. Content of the Lesson
Prerequisite Skills:

Steps of the Lesson: (What will your students do? How much time will be used? What resources/materials will be using?)

Assessment Component: (What procedures will you use? What product(s) will the students produce?)

4. Accommodations for Special Needs Students:

As per Guideline No. 14 above, the following form is presented for information only.

Teacher Self-Evaluation Form

Instructions-Please evaluate yourself in each of these teaching domains. This form should be submitted to your building administrator within two working days after the Extended 30-minute Classroom Observation.

(Note: Domains with separate components will apply to Psychologists, Counselors, Librarians, and Instructional Specialists. These are published on MyLearningPlan. Domains derived from: Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD, 1996.)

Domain 1-Planning and Preparation	Unsatisfactory	Basic	Proficient	Distinguished
1a. Knowledge of content & pedagogy				
1b. Knowledge of students				
1c. Selecting instructional outcomes				
1d. Knowledge of resources				
1e. Designing coherent instruction				
1f. Designing student assessment				

Comments:

Goals

Domain 2- Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing student behavior				
2e. Organizing physical space				

Comments:

Goals

Teacher Self-Evaluation Form – Page 2

Domain 3-Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3a. Communicating with students				
3b. Using questioning and discussion techniques				
3c. Engaging students in learning				
3d. Using Assessment in Instruction				
3e. Demonstrating flexibility & responsiveness				

Comments:

Goals

Domain 4-Professional Responsibilities	Unsatisfactory	Basic	Proficient	Distinguished
4a. Reflecting on teaching				
4b. Maintaining accurate records				
4c. Communicating with families				
4d. Participating in a Professional Community				
4e. Growing & developing professionally				
4f. Demonstrating professionalism				

Comments:

Goals

Noted Areas of Strength:

Possible Areas for Growth:

As per Guideline No. 14 above, the following form is presented for information only.

Lesson Reflection Sheet

(To be completed by the teacher after a classroom observation, and submitted to the evaluator within two days of the observed lesson)

Teacher _____ Grade _____

Subject _____ Date _____ Time _____

Objective _____

1. What evidence do I have that students were productively engaged?

2. What evidence do I have or will I look for to determine that my instructional goals were met?

3. Did I alter my goals or my instructional plan as I taught the lesson? Why?

4. If I had the opportunity to teach the lesson again to the same group of students, would I do it differently? Why?

Comments:

Noted Areas of Strength:

Possible Areas for Growth:

Teacher Signature

As per Guideline No. 14 above, the following form is presented for information only.

Evaluator Walkthrough Form

Teacher _____ Date _____ Time _____

Domain 2 Classroom Environment	Observed	Needed	Not Observed
<i>Environment of respect and rapport</i>			
<i>Teacher conveys enthusiasm for subject</i>			
<i>Teacher conveys high expectations for student learning</i>			
<i>Classroom arrangement conducive to learning</i>			
<i>Evidence of appropriate classroom management</i>			
<i>Teacher manages student behavior.</i>			
Domain 3 Instruction			
<i>Teacher directions are clear</i>			
<i>Spoken and written language is clear, correct, and professional.</i>			
<i>Teacher uses questioning and discussion techniques.</i>			
<i>Students are engaged in the learning process</i>			
<i>Instruction is linked to standards</i>			
<i>Students understand concept</i>			

Evaluator _____

Comments _____

As per Guideline No. 14 above, the following form is presented for information only.

Extended 30-Minute Classroom Observation Record

Teacher _____ Grade _____
Subject _____ Date _____ Time _____

(Note: Domains with separate components will apply to Psychologists, Counselors, Librarians, and Instructional Specialists. These are published on MyLearningPlan. Domains derived from:
Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD, 1996.)

2a: Creating an environment of respect and rapport	3a: Communicating clearly and accurately
2b: Establishing a culture for learning	3b: Using questioning and discussion techniques
2c: Managing classroom procedures	3c: Engaging students in learning
2d: Managing student behavior	3d: Providing feedback to students
2e: Organizing physical space	3e: Demonstrating flexibility and responsiveness