

## **EVALUATION OF PROFESSIONAL STAFF** ***(Teachers)***

The teacher evaluation process will consist of a formative and a summative evaluation administered in accordance with Board policy. Generally, the teacher's supervising principal will work with the teacher to complete the evaluation process; however, if circumstances dictate, the superintendent may assign the responsibility for evaluating the teacher to another individual.

### **Evaluation Process**

#### ***Formative Evaluation***

The purpose of the formative evaluation is to provide the teacher information and feedback designed to improve his or her effectiveness as a teacher. The principal or designee ("evaluator") and teacher will meet regularly during the formative evaluation period to discuss the teacher's progress toward identified areas of focus or quality indicators.

The teacher and evaluator will cooperatively identify two or three areas of focus or quality indicators for the upcoming year's evaluation. These decisions will be made within the first six weeks of employment for a new teacher and at the end of the previous school year, or in conjunction with the previous year's summative evaluation, for a returning teacher.

Chosen areas of focus or quality indicators must be aligned with the district's current Comprehensive School Improvement Plan (CSIP) and building improvement plans (BIPs) where applicable. Areas of focus or quality indicators may be changed as circumstances dictate.

The teacher and evaluator will:

1. Establish a baseline score for each chosen area of focus or quality indicator based on the teacher's current level of proficiency. The baseline rating is determined by considering evidence of commitment, practice and impact. This evidence will be used to identify the teacher's current level of performance.
2. Cooperatively develop a growth plan for the teacher. The purpose of the growth plan is to move from a lower level of performance to a higher one. For example, the growth plan for a teacher identified as "developing" on a particular indicator or area of focus would include strategies for the teacher to move to proficiency.
3. Meet regularly to assess progress on the growth plan.

4. Identify the student growth measures to be used in the evaluation process. Multiple student growth measures including, but not limited to, both formative and summative student assessments, will be used to determine student growth. Statewide assessments will be used as a measure when applicable to the teacher's assignment, but will not be the sole measure. Statewide assessment data must measure student growth over two points in time. All measures used in the evaluation process must allow for the comparison of data over several years.

The teacher will be responsible for providing evidence of his or her growth on the chosen indicators or areas of focus throughout the formative evaluation process.

### ***Summative Evaluation***

The summative evaluation incorporates all the evidence accumulated through the formative evaluation process to determine the teacher's level of growth in the identified areas of focus or quality indicators. It reflects the evaluator's final assessment of the teacher's performance for the evaluation period.

The evaluator will determine the amount of teacher growth over the established baseline score and the overall level of performance of the teacher. In addition, the evaluator will determine the impact the teacher has made on student performance as evidenced by the chosen student growth measures.

This summative evaluation will be presented to the teacher no later than March 1 unless extenuating circumstances exist, and the teacher will be given the chance to respond in writing to any item on the evaluation. A copy of the summative evaluation will be provided to the teacher.

### **Other Evaluation Factors**

Nothing in this evaluation process prevents the superintendent, principal or other supervisors from addressing issues related to a teacher's performance as they arise. When an issue involving a teacher is brought to the attention of the principal, the principal will determine whether the issue requires a modification to the selected areas of focus or quality indicators or whether a separate action is necessary or more appropriate. If the evaluator is someone other than the supervising principal, the evaluator and the principal will work together to correct the issue.

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***Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.***

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Cole County R-I School District, Russellville, Missouri