

## Evaluation - Certificated Personnel

Section 1. General. The prime function of personnel evaluation is to improve performance. However, it may serve several other purposes such as acknowledging outstanding performance, providing pre-employment selection criteria, and indicating employee performance in regard to the district's standards. Evaluation should be continuous, objective, constructive, and cooperative. Therefore, the East Allen County Schools' evaluation process includes the following:

1. training for evaluators and evaluatees;
2. standards of performance which are clearly stated;
3. standards of performance which are based on research; and
4. evaluation procedures incorporating the due process rights of the evaluator and evaluatee.

All evaluation judgments will be limited to those which can be substantiated with objective data. Data sources may include work samples, observations by the evaluator or other designated professionals, and conferences with the evaluatee. Effective communication will be encouraged to develop trust and confidence which support the process for improvement. Plans for professional growth will evolve from the evaluation process, and staff development activities will be designed to promote growth. These processes are intended to be continuous, constructive, and cooperative in nature.

The building principal or appropriate supervisor shall acquaint each employee under his/her supervision with the evaluation process. Every employee shall be informed of the administrator who is directly charged with the responsibility to observe and evaluate his/her performance. Every employee in the formal evaluation cycle will be briefed before September 15.

Two (2) levels in the evaluation process have been established. For teachers with one (1) to six (6) years of service (1 to 2 years are considered a non-permanent status; 3 to 5 years are considered to be on semi-permanent status) are not considered as having permanent status. Teachers with six (6) years or more of service in the district are permanent employees.

## Section 2. Evaluation Cycle.

1. Orientation Meeting
  - A. Before September 15, all teachers who will be involved with the evaluation process will have an orientation meeting.
  - B. The objectives of the orientation will be to: 1) have the teacher review his/her previous evaluation; 2) provide orientation to forms,

philosophy, criteria, procedures, and timelines of the evaluation system; and 3) agree upon the first scheduled observation date.

2. Self-evaluation
  - A. There will be a self-evaluation using the East Allen County Schools' summative evaluation report.
  - B. A self-evaluation will be required of all teachers during the year they are in a formal evaluation cycle.
  - C. The teacher has the option to share this document prior to the summative conference.
3. Pre-observation Conference
  - A. Not later than one (1) working day prior to each scheduled observation, the teacher will submit the pre-observation form.
  - B. The evaluator will review the form and be prepared to ask questions or request information to clarify the teacher's intent.
  - C. The pre-observation conference will be held one (1) day prior to the scheduled observation.
  - D. The pre-observation conference serves to communicate information between the evaluator and evaluatee, to clarify expectations, and to delineate the role of the evaluator.
4. Observations - Scheduled
  - A. All the classroom observations shall be for the length of a class period or at least 30 minutes.
  - B. The evaluator will record descriptive data and look for evidence of performance criteria. (A copy of the data will be given to the teacher within one (1) working day following the observation.)
5. Post-observation Conference
  - A. Following the scheduled observation, the evaluator will analyze the data.
  - B. The post-observation conference will be scheduled within three (3) working days.

## 6. Supportive Data and Input

- A. The evaluator will use appropriate, documented input related to the teacher's performance.
- B. These data include unlimited nonscheduled observations and work samples.
- C. All data being considered for purposes of evaluation must be made known in writing to the teacher. (The teacher may also submit data for consideration by the evaluator when drafting the summative report. These data should be submitted with sufficient time allowances.)
- D. Teachers are required to seek student input via instrument and surveys in the first and third years and every third year when they are on evaluation cycle. These data should be gathered from a sample of students in all class periods taught. Student data are to be reviewed by the teacher and may be shared with the evaluator.
- E. Unlimited nonscheduled observations and input from supervisors and consultants knowledgeable in the subject area may be used.

## 7. Summative Evaluation

### A. Written Report

- (1) The summative report must be completed not later than November 20 for Level I teachers and April 15 for Level II teachers.
- (2) The completed summative evaluation report will be given to the evaluatee two (2) working days before the summative evaluation conference.
- (3) This report, along with the formative data, becomes part of the teacher's personnel file.

### B. Conference

- (1) This conference is designed to review the teacher's performance relative to the evaluation criteria.
- (2) The teacher will have seven (7) working days to file a written response that will become part of the permanent file.
- (3) Professional Plans may be written at this conference or as soon as possible at another conference scheduled

specifically for that purpose. (After discussing the summative report, the evaluator and evaluatee sign the report. This does not indicate that the evaluatee agrees with the contents of the document, but merely that it has been reviewed.)

C. Professional Plans

- (1) One or two Professional Plans may be written that center on performance criteria that fall below district standards. (These plans should be written in areas of primary concern and which have the greatest potential for improving performance.)
- (2) Accomplishment of Professional Plans is a dual task. Part of the responsibility for corrective change is with the teacher and part is assumed by the evaluator.
- (3) All Professional Plans will be in written format. Those not met in one cycle may well carry over into the next cycle.
- (4) Inservice/staff development activities will be designed to help improve areas of deficit performance. The activities must be relevant to meet the needs of the individual and the organization.
- (5) When the Professional Plan is completed, it will be forwarded to the personnel file.

Section 3. Due Process. The East Allen County Schools' evaluation system for teachers has the following provisions to guarantee due process protection:

1. All parties have had involvement and committee representation in the design, research, and development of the evaluation system and instruments.
2. Every teacher is given a handbook and provided an opportunity for orientation and training related to the system, its procedures, and its use.
3. Teachers are provided the right of rebuttal throughout the evaluation cycle.
4. All reports of unsatisfactory performance must be in writing and must enumerate deficits in specific terms.

5. Each teacher is provided access to the file of his/her evaluation reports located at the school site or central office.
6. In addition, it is understood that everyone involved in the evaluation process is to be provided substantive due process, e.g., that what is to be done in the evaluation process is fair, rational, and reasonable. This means that the teacher who is not meeting job standards must be given the time, the support and the opportunity to improve.

Section 4. Timeline.

Level I - For non-permanent teachers with one (1) to two (2) years of service in the district, and semi-permanent teachers with three (3) to five (5) years of service in the district, the evaluation will annually be conducted as follows:

Not later than November 15 - Two pre-observation conferences, observations, post-observation conferences.

Not later than November 20 - The summative evaluation report will be completed.

Not later than February 29 - One scheduled observation with a pre-observation conference and post-observation conference and one nonscheduled observation with a post-observation conference.

Not later than May 1 - One scheduled observation with a pre-observation conference and post-observation conference and one nonscheduled observation with a post-observation conference.

Level II - For permanent status teachers with six (6) or more years service to the district, the evaluation will be conducted every three (3) years as follows:

Not later than October 30 - One scheduled observation with a pre-observation and post-observation conference.

Not later than December 15 - One unscheduled observation with a post-observation conference.

Not later than March 15 -	One scheduled observation with a pre-observation and post-observation conference.
Not later than April 15 -	The summative evaluation report will be completed.

Section 5. Intensive Assistance Plan. The regular process for the evaluation of instructional staff in the East Allen County Schools is designed to recognize effective teaching and to improve instruction. For those staff members whose demonstrated performance does not meet district requirements, a direct and intensive system of support is necessary.

The Intensive Assistance Process is intended to improve the performance of teachers who have been identified by their evaluator as not meeting the district's requirements. The intent of this program is positive. This should not diminish the fact that serious concerns have been identified. If performance does not improve, then continued employment is in jeopardy.

1. Teachers Recommended for Intensive Assistance. If during the supervision/evaluation process a teacher's continued employment is in jeopardy, a teacher shall be given the opportunity to work with an Intensive Assistance Team. If a teacher refuses the services of an Intensive Assistance Team, such refusal shall be put in writing.
2. Notification of Teacher. The teacher shall be given the opportunity to work with an Intensive Assistance Team at the time of the summative conference. It is during this conference that the teacher will be notified that continued employment is in jeopardy.
3. Purpose of the Intensive Assistance Team. The purpose of the Intensive Assistance Team is to help teachers perform acceptably in the area(s) identified by their evaluator as not meeting district requirements. Their responsibility is to work with the teacher to bring about improvement. They will serve in a non-evaluative role and in a confidential manner. The chairperson will keep the evaluator informed of the activities.

The Intensive Assistance Team is not intended to replace any of the supervisory responsibilities of the building principal. Instead, the Intensive Assistance Team is to be considered as a supplemental intervention strategy.

4. Composition of the Intensive Assistance Team. Intensive Assistance Teams will be composed of three people. The team membership will be agreed upon by the teacher and principal. The members may be selected from a pool of professionally qualified people.

Each Intensive Assistance Team shall have a designated chairperson who will be named by the Team. This person will be responsible for coordinating the activities of the Team.

5. Tasks and Duties of the Intensive Assistance Team. The Intensive Assistance Team should:
  - A. Meet with the principal and teacher to develop clear statements of needs;
  - B. Develop a plan with the principal and teacher;
  - C. Monitor the teacher's behavior;
  - D. Provide feedback to the teacher; and
  - E. Inform the principal when the Intensive Assistance Team has worked through the Professional Plan.
6. Length of Intensive Assistance. The Intensive Assistance Team will function as a unit within the parameters of the timeline that was established in the Professional Plan at the initial conference.

Section 6. Definitions for Teacher Performance Evaluation.

1. Evaluation Cycle - an evaluation process incorporating a formative cycle of pre-observation conference, observation to collect objective data, a post-observation conference, and a summative cycle with a report, conference, and Professional Plan.
2. Formative Cycle - a procedure including a scheduled pre-observation conference, observation, and post-observation conference.
3. Formative Evaluation - gathering of scheduled and nonscheduled data.
4. Formative Evaluation Report - a form used for recording the analysis of data gathered during a scheduled observation.
5. Timeline - an objectively written record of the teacher's classroom behavior.
6. Observation - when the evaluator gathers objective data that will be analyzed and used to measure performance.
7. Performance Criteria - standards.
8. Post-observation Conference - an interview between evaluatee and evaluator after the observation to objectively review data collected during the observation.

9. Pre-observation Conference - an interview conducted before the evaluator observes in the classroom. The lesson plan is reviewed and the evaluator's role is clarified.
10. Professional Plans - measurable, precise statements written in behavioral terms that will assist the attainment of goals.
11. Summative Evaluation - when professional judgments are made about the performance standards.
12. Summative Evaluation Conference - discussion of the ratings on the summative evaluation report.
13. Summative Evaluation Report - the document containing ratings of the performance criteria.