

ARTICLE III **Teacher Evaluation and Progress**

Evaluation of all staff will be achieved through a multifaceted, ongoing process that uses a positive approach to stimulate self-improvement as well as to create a continuous focus on improved instruction and/or the delivery of instructional support. The supervisor and staff member share the responsibility for this procedure. The fundamental supervisory activity of this program is the collaborative development of specific teaching or direct job-related goals. Though there is a summative evaluation document at the end of the appraisal process, this program is largely formative in nature in that data is gathered for the purpose of improving job performance. The program provides a framework that encourages techniques found in current literature on best practices, and its purpose is to focus on increased teaching effectiveness and student learning.

Goal Setting Model

The Berkley goal-setting program as jointly developed, has three separate components. They are

1. Non-tenured teachers: **Teacher Evaluation Program**
2. Tenured teachers meeting, at least, basic performance expectations: **Teacher Enhancement Program**
3. Tenured teachers needing assistance (not meeting basic performance expectations): **Intensive Assistance Program**

SECTION 1

Teacher Evaluation Program for Non-Tenured Teachers

- A. Non-tenured teachers shall be observed and evaluated by the administration a minimum of two (2) times (at least 60 days apart) each school year during their probationary years in the district.
- B. An Individual Development Plan (IDP) will be developed with the teacher during the probationary period according to the Tenure Act. (The IDP form is in Appendix G-1.)

Goals may be developed in one or more of the following areas:
 - 1. Planning and Preparation
 - 2. Classroom Environment
 - 3. Classroom Instruction
 - 4. Professional Responsibilities
- C. A mentor for each probationary year during the first three (3) years of probation will be appointed for one (1) year and may be reappointed.
- D. Probationary teacher final appraisals are to be submitted to the Director of Human Resources the first week in March.
- E. Probationary teachers may be discharged upon recommendation of the Superintendent and approval of the Board. All dismissals of probationary teachers shall be subject to review under the grievance procedure up to and including Level 3 of the grievance procedure and shall not be subject to arbitration.

SECTION 2

Teacher Enhancement Program for Tenured Teachers

- A. Tenured teachers who meet expectations in all areas shall participate in a goal-setting process, where goals are established. (A *"Self-Assessment Worksheet"* (Appendix G-2) and a goal-setting form, *"Self-Directed Teacher Enhancement Plan "*, Appendix G-3.) This process is formally initiated for each teacher at least every three (3) years, and is an ongoing collaborative effort between teacher and administrator during the course of the appraisal period. The formative portion (i.e., the data gathering portion) of the appraisal process, may vary in length but is to be not less than one year nor more than 3 years. The length of the formative portion is to be mutually agreed upon by the teacher and administrator. A written summative evaluation is completed by the administrator at the end of the appraisal process. (A form, *"Teacher Enhancement Summary"* is in Appendix G-4.)
- B The staff member and immediate supervisor or mutually agreed upon designee will participate in the goal-setting process.
- C. Itinerant staff will be appraised by a designated home supervisor.
- D. Goals will be developed in one or more of the following areas:
1. Planning and Preparation
 2. Classroom Environment
 3. Classroom Instruction
 4. Professional Responsibilities
- E. Measuring progress towards meeting the goals is a joint effort of the

teacher and administrator. Several techniques can be employed to formatively collect data. These include, but are not limited to:

1. Reflection conferences where teacher and administrator meet periodically to discuss progress towards achieving the identified goals. (An optional form, "*Teacher Enhancement Meeting Log*", to record such discussions is in Appendix G-5.)
2. Formal observations that may include pre-observation conferences and/or post observations conferences.
3. Artifact collection
4. Student evaluations
5. Teachers' self-reflections
6. Portfolio development
7. Evidence of student learning

During the actual appraisal period (following the goal-setting conference to the time of completion of the summative evaluation report) records of the interactions, contacts, observations, activities, and so forth between the supervisor and the staff member should be kept.

- F. A final appraisal conference is held at the end of the appraisal period and a written copy shall be given to the teacher. Within five (5) work days following receipt of same, if a teacher requests, a conference will be held with the administrator to discuss the appraisal. If a teacher disagrees with the appraisal, he/she may submit a written statement which shall be attached to the file copy of the appraisal in question and/or submit a complaint through the grievance procedure.

- G. The *"Teacher Enhancement Summary"* is submitted to the Director of Human Resources by the third week in May. The write-up includes a summary of the appraisal process, recommendations for any follow-up, and optional remarks. Signatures represent completion of the process.

SECTION 3

Intensive Assistance Program for Tenured Teachers

- A. The Intensive Assistance Program is an attempt to assist a staff member who is demonstrating professional performance deficiencies. The purpose is to restore performance to an acceptable standard.
- B. The appraisal of the performance expectations will be made through a supervisor's daily contact and interaction with the staff member, and will be based on the standards contained in the framework that details the four goal areas to be used for evaluation of teachers.
- C. A teacher who demonstrates deficiencies can be identified in two ways:
1. **A staff member who is not successfully meeting performance expectations:** The appraisal of the goal setting process will be made through a supervisor's contact and interaction with the staff member. When problems occur in any of the goal areas, the staff member will be verbally contacted by the supervisor to remind him/her of the expectations in the problem area and to provide whatever assistance might be helpful. If the problem continues or reoccurs, the supervisor will prepare and issue to the staff member a written plan of assistance,

- identifying the performance standards which have not been met, the specific ways in which the staff member is to improve, and the assistance to be given by the district.
2. **A staff member who is not successful in the goal-setting process of Teacher Enhancement:** The appraisal of the goal setting process will be made through a supervisor's contact and interaction with the staff member. If, at the completion of at least one cycle of the goal setting process, it is determined that a staff member is unsuccessful in establishing appropriate goals and/or attaining the established goals within the time frame mutually agreed upon during the goal setting conferences, the administrator will prepare and issue to the staff member a written plan of assistance, identifying the goals which have not been met, the specific ways in which the teacher is to improve and the assistance to be given by the district.
- D. Prior to being placed on a plan of assistance, the district shall notify the Association President, and the staff member shall be entitled to have a representative of the Association present during the meetings to discuss such plan of assistance between the staff member and the supervisor.
- E. In the event it is determined that a staff member's performance continues to be unsatisfactory after the intensive assistance process, steps will be taken to initiate dismissal in accordance with the Tenure Act.
- F. If performance improves, the staff member will re-enter the goal-setting

(Teacher Enhancement) process for the following school year.

Section 4

- A. Evaluation of teachers, including observations and written statements for such purpose, is the responsibility of the Administration. No member of the bargaining unit can observe or make written statement of an evaluative nature which can be used in the evaluation of another member of the bargaining unit. However, this provision shall not prohibit members of the bargaining unit from activities, including classroom observations, which are part of efforts to assist other members of the bargaining unit. Persons other than administrators who are not members of the bargaining unit will not observe or make written statements which can be used in the evaluation of a teacher unless the teacher has been placed on the Intensive Assistance Program.
- B. All administrators involved in evaluations shall be trained in the techniques, criteria and implementation of the Teacher Evaluation Program.
- C. Prior to the beginning of the Teacher Evaluation Program, each teacher to be evaluated shall be informed, in writing, as to who that teacher's evaluator of record will be.
- D. The names of teachers involved in the evaluation process shall be provided to the Association president each fall.

Section 5 All monitoring or observation of the work of the teacher shall be conducted openly and with the full knowledge of the teacher. The use of eavesdropping, closed circuit television, public address or audio systems and similar surveillance devices, shall be strictly prohibited.