

### **3300 - EVALUATION**

*(Page 1 of 3)*

Performance evaluation in the Lakeview School District will be undertaken consistent with current legislation.

The main purpose of teacher evaluation is the improvement of instruction by helping and encouraging each teacher to improve his/her teaching performance to promote student growth. Other goals of teacher evaluation are: To continue development of effective teaching skills; to improve the teaching/learning process; to develop long-range planning and to identify and remediate deficient performance; and to assess a teacher's job performance, in part, using multiple rating categories that take into account data on student growth as measured by national, state or local assessments and other objective criteria. It is the sole responsibility of administrators to formally evaluate teachers according to the outlined provisions of this guideline. This does not preclude the use of contracted personnel to perform classroom observations and complete evaluation documents.

Every teacher will be evaluated annually. The exception to this is if a teacher has been rated as Highly Effective on three (3) consecutive annual year-end evaluations, the building principal may choose to conduct a year-end evaluation biennially instead of annually.

The evaluation will contain a rating of the teacher's performance defined as Highly Effective, Effective, Minimally Effective, or Ineffective.

The final evaluation will be prepared by the administrator or contracted personnel who consistently conducted classroom observations of and met with the teacher. Copies of the final evaluation will be provided to the teacher, the building principal, and the Office of Human Resources for inclusion in the teacher's personnel file.

A copy of the evaluation form will be available to any teacher upon the teacher's request.

Non-tenured teachers shall have an Individual Development Plan (IDP) in place each year of their probationary period. Tenured teachers who receive a rating of minimally effective or ineffective shall have an IDP in place.

- (1) An IDP is developed by the appropriate administrative personnel in consultation with the individual teacher.
- (2) The IDP for a non-tenured teacher shall include an assigned mentor. The IDP for a tenured teacher may include an assigned mentor.

### **3300 - EVALUATION**

*(Page 2 of 3)*

- (3) The IDP for a tenured teacher shall require the teacher to make progress toward the goals of the IDP within a specified time period.
- (4) Beginning in the 2013/14 school year, a mid-year progress report shall be provided to any non-tenured teacher in his or her first year of probation or tenured teacher placed on an IDP. The mid-year progress report will reflect information on progress toward achieving 1) the teacher's student growth plan and 2) the goals of the IDP along with completion of any required or suggested training. The mid-year progress report does not take the place of the annual year-end evaluation.

The format, number, timing, and content of classroom observations will be guided by, but not exclusive to the following:

- (1) All performance evaluations will be based on more than one classroom observation.
- (2) The evaluator may schedule an observation with the teacher prior to making the observation or conduct an observation without notice. A classroom observation does not have to be for an entire class period. Formal observations should be of sufficient duration to make a fair assessment of the plans developed by the teacher and his or her evaluator to achieve professional and/or student growth.
- (3) The content of a classroom observation should be guided by the focus and goal areas selected by the teacher, his or her student growth plan, and the elements of professional responsibility that are part of the performance evaluation instrument. This does not preclude the evaluator from including information or observations not related to those stated items, but understood to positively or negatively contribute to or impact the learning environment.
- (4) After a classroom observation has taken place, feedback shall be provided either in person or electronically.

The year-end evaluation shall contain spaces for the signature of the evaluator, the teacher and the date. The teacher's signature indicates only that he/she has received a copy of the report and does not necessarily signify agreement.

### **3300 - EVALUATION**

*(Page 3 of 3)*

If the teacher does not agree with the evaluation as written, and this disagreement is not resolved during the evaluation conference, the teacher may append to the report a statement of his/her perceptions of the issues.

No bargaining unit member will participate in the formal evaluation procedure of another bargaining unit member, as described in this guideline.