

ARTICLE 15 CERTIFIED STAFF EVALUATION

A. Purpose of Teacher Evaluation

Teacher evaluation is an ongoing process of improving and monitoring instructional effectiveness and overall performance of the teacher by observing instruction, reviewing artifacts of teaching, reviewing evidence of student learning, and establishing professional goals.

Summative evaluation is the periodic objective assessment of a teacher's overall performance. This comprehensive assessment should identify the teacher's strengths, areas needing improvement and provide direction of continued professional growth and development. Summative evaluations are based on the school district's performance area competencies, state law, and board of education policies.

Evaluation Process

- Annually, each teacher shall establish personal goals following the process outlined on the Annual Professional Goal sheet (Appendix A). This instrument is designed as a positive growth instrument and is neither optional nor punitive.
- Certified staff in their first two consecutive years of employment will be evaluated twice per year, at least one time in each full semester of employment by no later than the 60th day of school.
- Employees in their third and fourth years must be evaluated at least one time per year no later than the 15th of February.
- After the fourth year, employees will be evaluated at least once every three years and by February 15 of the school year in which the employee is being evaluated.
- The supervising administrator will schedule a pre-observation conference with the teacher in order to discuss the objectives planned during the observation, specific professional goals, and areas that either party has targeted for assistance. This pre-conference and the annual goal-setting conference may be conducted concurrently.
- The administrator shall observe the teacher following the pre-observation conference. This observation shall not preclude other informal observations of the teacher.
- Following the observation, the administrator shall schedule an evaluation conference with the teacher. The teacher may bring a self-evaluation or other documentation (student/parent surveys, portfolios, peer observation data, etc.) to the conference if desired. They may be attached to the supervisor's formal evaluation at the employee's discretion.
- If needed, as a result of the observations and conferences, a Professional Improvement Plan (Appendix B) will be filed to assist the teacher in documenting improvement.
- The formal evaluation must be signed by the administrator and the employee. The teacher may respond in writing within two weeks of the time the conference is held. Signed copies shall be made for the principal, teacher and superintendent.

- In the event the teacher disagrees with the evaluation, a review by the superintendent may be requested. Such a request must be in writing and submitted, with a copy to the evaluator, within two weeks of the conference.
- Written communication shall be sent to the employee on or before the third Friday in May if the employee's contract is to be terminated at the close of the school year. The notice of termination must have prior approval by the Board of Education.
- The employee must notify the Board of Education on or before the 14th calendar day following the third Friday in May of intent to discontinue employment.
- The evaluation report will be considered confidential and maintained in a personnel file for each employee for a period of not less than three years from the date each evaluation is conducted per Kansas statute.
- The teacher's file in the principal's office shall be open to the inspection of the teacher at all times, except for credentials and other related papers from teacher placement bureaus which are confidential.

Pratt USD 382 AY 2020 - Summary Evaluation Form

Select the best descriptor for each of the 4 constructs as indicated through formal and informal observations.

Sources of Evidence to Support Rating

- | | | |
|--|---|--|
| ☐ Differentiated lesson plans | ☐ Student work sample | ☐ Assessment data |
| ☐ Teacher reflection | ☐ School community perception survey | ☐ Attendance data |
| ☐ Office referral data | ☐ Differentiated instruction | ☐ Classroom rules established collaboratively |
| ☐ Differentiated student work samples | ☐ Other | |

Pratt USD 382 Construct 1 Learner Development AY 2020

Construct 1 - Learner Development	X1	X2	X3	X4
1.1 Differentiation	One or more of the following was deficient: 1) differentiation regarding IEPs was not consistently followed, 2) planned instruction frequently did not align with the bulk of the students' developmental levels, and/or 3) there were few adaptations for students outside a single developmental band.	Differentiation regarding IEPs was always followed. The evidence indicated that the teacher consistently planned instruction that aligned with the bulk of students' developmental levels and learning needs. The evidence also indicated the teacher sometimes made adaptations to differentiate instruction for students outside the typical learning level. However, the instruction is frequently not at the appropriate level for a sizable portion of learners.	The evidence indicated that the teacher frequently planned differentiated instruction that aligned with students' developmental levels and learning needs. Differentiation regarding IEPs was always followed.	The evidence indicated that the teacher systematically (daily/weekly) planned differentiated instruction that consistently aligned with students' developmental levels and learning needs. Adaptations were made for higher level learners, which pushed the learners beyond the typical depth. Differentiation regarding IEPs was always followed.
<u>Enter Notes</u>				
1.2 Builds Relationship with Students	The evidence indicated the teacher has multiple negative relationships with students, which adversely impacted students' learning.	The teacher developed some positive relationships but the evidence did not support a consistent development or process for building positive relationships across the roster.	The teacher regularly took steps to learn about students as individuals and learners and worked to build strong, effective relationships.	The teacher regularly took steps to learn about students as individuals and learners and worked to build strong, effective relationships. The evidence indicated the teacher consistently formed positive, solid relationships benefiting his/her students.
<u>Enter Notes</u>				
1.2 Relationships with Students - Addressing Needs	The evidence indicates the teacher is unable or unwilling to use appropriate practices i.e. trauma-informed practices regularly.	The evidence indicated the teacher sometimes used appropriate practices to develop student self-regulation. i.e. trauma informed practices regularly	The evidence indicated the teacher consistently used appropriate practices to develop student self-regulation for students on his/her roster. i.e. trauma-informed practices regularly	The evidence indicated the teacher consistently used appropriate practices to develop student self-regulation both for students on his/her roster and other students in the building. i.e. trauma-informed practices regularly

Construct 1 - Learner Development	X1	X2	X3	X4
1.3 Learning Environment - Classroom Management	Overall, the evidence indicated the classroom management was ineffective. The learning environment was rarely conducive for effective teaching.	Overall, the evidence indicated the classroom management was not consistently effective. The concerns may have been one or more of the following: 1) the evidence indicated the teacher inconsistently directed positive student engagement through effective classroom procedures and informal redirection strategies, 2) responses to disruptive behavior or other handbook violations were uneven and often ineffective, and/or 3) the evidence indicated the lack of a consistent overall management plan or inconsistent follow-through and a lack of purposeful adaptations. Student engagement was often below 90% as indicated on documented walk-through or other observations.	The evidence indicates the teacher normally directed positive student engagement through effective classroom procedures and informal redirection strategies. Responses to disruptive behavior or other handbook violations were consistent, fair, and set the boundaries required for an effective classroom environment. The teacher consistently followed a master classroom management plan or purposefully made adaptations. Student engagement was normally above 90% as indicated on documented walk-throughs or other observations.	The evidence indicated the teacher consistently directed positive student engagement through effective classroom procedures and informal redirection strategies. Responses to disruptive behavior or other handbook violations were consistent, fair, and set the boundaries required for an effective classroom environment. The teacher consistently followed a master classroom management plan or purposefully made adaptations. Student engagement was consistently 95-100% on documented walk-throughs or other observations.
<u>Enter Notes</u>				
1.3 Learning Environment - Classroom Atmosphere	The classroom atmosphere was frequently negative as indicated by classroom walk-throughs and other informal observations.	The classroom atmosphere was sometimes negative as indicated by classroom walk-throughs and other informal observations.	The classroom atmosphere was generally positive as indicated by classroom walk-throughs and other informal observations.	The classroom atmosphere was consistently positive as indicated by classroom walk-throughs and other informal observations.
<u>Enter Notes</u>				
1.3 Learning Environment - Parent Communication	The teacher is unwilling or unable to communicate with parents in a positive manner regarding classroom or behavior concerns.	The teacher inconsistently communicated with parents and/or the communication was often ineffective regarding classroom or behavior concerns.	The teacher consistently and effectively communicated with parents regarding discipline (behavior issues, detentions, etc) and classroom concerns.	The teacher consistently and effectively communicated with parents regarding discipline and classroom concerns. The teacher established positive contact and/or communication.
<u>Enter Notes</u>				



Construct 2 - Instructional Foundation	X1	X2	X3	X4
2.1 Content Knowledge - Accurate delivery of Content and Passion	The teacher had frequent instances of failing to deliver content accurately to students.	The evidence indicated there were moments where the teacher did not deliver accurate content to students.	The evidence indicated the teacher consistently delivered content in an accurate manner.	The evidence indicated the teacher consistently delivered the content in an accurate manner and demonstrated passion for a content area (through outside learning, reading, or innovation) or pedagogy (through outside study or innovation).
Enter Notes				
2.1 Content Knowledge - Anticipating Learner Struggles	The evidence indicates the teacher was unable or unwilling to anticipate learner struggles.	The evidence indicated the teacher only had a limited sense of where students will struggle and/or made few adjustments to counter those typical areas of struggle.	The evidence indicated the teacher consistently anticipated where typical learning struggles will happen.	The evidence indicated the teacher consistently anticipated where typical learning struggles would happen and made effective adjustments to increase student learning.
Enter Notes				
2.2 Planning for Instruction - Detailed lesson planning and curriculum planning	There is little evidence of curriculum planning per district or building expectations.	The teacher has created some curriculum and lesson planning per district and building guidelines. The lesson planning was either not complete or not accessible per district and building guidelines.	The teacher has created curriculum and lesson planning per district and building guidelines and made that accessible per district and building guidelines.	The teacher created detailed curriculum and lesson planning per district and building guidelines and made that accessible per district and building guidelines. The detail was sufficient for an incoming teacher to effectively continue instruction from the planning.
Enter Notes				
2.2 Planning for Instruction - Variation of strategies	The teacher is unwilling or unable to plan for the use of multiple instructional strategies in the classroom.	The evidence indicated an over-reliance on 2-3 instructional strategies without strong foundational support for using a limited approach.	Multiple instructional strategies--varying between units and lessons--are evident in the planning documents to be used. There is appropriate balance between various strategies.	Multiple instructional strategies--varying between units and lessons--are evident in the planning documents to be used. The evidence indicated purposeful planning led to an effective balance of direct instruction, project learning, student collaboration, technology, and other individual student tasks (i.e. reading & individual assignments).



Construct 3 - Instruction	X1	X2	X3	X4
3.1 Assessment - Formative Assessment	The evidence indicated the teacher rarely employed formative assessments to guide instruction for either the class as a whole or individual students.	The teacher sometimes used informal and/or formal formative assessments to guide instruction for students.	The teacher effectively & regularly used informal and formal formative assessments to guide instruction for students.	The teacher effectively used informal and formal formative assessments on a daily or lesson component basis to guide instruction for both the class as a whole and individual students.
Enter Notes				
3.1 Assessment - Summative Assessment	The evidence indicated the teacher's summative assessments were sometimes either not at the appropriate level of rigor and did not substantively include higher levels on Bloom's taxonomy when appropriate.	The evidence indicated the teacher's summative assessments were sometimes either not at the appropriate level of rigor and/or did not substantively include higher levels on Bloom's taxonomy when appropriate.	The evidence indicated the teacher's summative assessments were at the appropriate level of rigor and substantively included higher levels on Bloom's taxonomy when appropriate.	The evidence indicated the teacher's summative assessments were at the appropriate level of rigor and substantively included higher levels on Bloom's taxonomy. The teacher consistently provided feedback, which effectively provided additional learning for students who did not master a concept.
Enter Notes				
3.1 Assessment - Using data from assessments	The evidence indicated the teacher is unable or unwilling to use data from formal assessments to administer remediation per building protocols.	The evidence indicated the teacher inconsistently used data from formal assessments to guide instruction or administer remediation per building protocols.	The evidence indicated the teacher used data from formal assessments to guide instruction or administer remediation per building protocols.	The evidence indicated the teacher consistently used data from formal assessments to guide instruction or administer remediation per building protocols. The teacher actively disaggregates data with the teacher's PLC or team grouping.
Enter Notes				

Construct 3 - Instruction	X1	X2	X3	X4
3.2 Technology Application - Technology use	The evidence indicated the teacher was unable or unwilling to use technology to engage students or contribute to student learning.	The evidence indicated the teacher employed a limited use of technology or its use did not engage students or contribute to student learning.	The teacher effectively used technology to maximize student engagement, differentiation, and student learning.	The teacher regularly and effectively used technology to maximize student engagement, differentiation, and student learning.
<u>Enter Notes</u>				
3.3 Instructional Strategies - Higher order Thinking	The evidence indicated the teacher rarely challenged learners to function at the upper levels of Bloom's taxonomy.	The evidence indicated the teacher frequently missed opportunities to challenge learners to function at the upper levels of Bloom's taxonomy.	The evidence indicates the teacher regularly challenged the majority of learners to function at the upper levels of Bloom's taxonomy where appropriate.	The evidence indicated the teacher regularly challenged all learners to function at the upper levels of Bloom's taxonomy where appropriate. The teacher differentiated to push capable students towards a greater concentration of higher-order thinking skills.
<u>Enter Notes</u>				
3.3 Instructional Strategies - Questioning strategies	The evidence indicated that the teacher never or rarely utilized questioning strategies to gauge student understanding of a concept throughout the lesson.	The evidence indicated that the teacher occasionally utilized questioning strategies to gauge student understanding of a concept throughout the lesson.	The evidence indicated that the teacher regularly utilized questioning strategies to gauge student understanding of a concept throughout the lesson.	The evidence indicated that the teacher consistently and effectively utilized questioning strategies to gauge student understanding of a concept throughout the lesson.
<u>Enter Notes</u>				
3.3 Instructional Strategies - Student Collaboration Techniques	The evidence indicated the teacher rarely used student collaboration or did not maintain individual accountability with collaborative learning.	The evidence indicated concerns that either the teacher infrequently or only somewhat effectively employed student collaboration to positively impact student engagement and learning or did not consistently maintain individual accountability with collaborative learning.	The evidence indicated the teacher effectively employed student collaboration to positively impact student engagement and learning. Teacher protocols insured collaborative learning still maintained individual accountability.	The evidence indicated the teacher consistently and effectively utilized student collaboration to positively impact student engagement and learning. Teacher protocols insured collaborative learning still maintained individual accountability.
<u>Enter Notes</u>				

NONE

Pratt USD 382 Construct Professional Responsibility AY 2020



Construct 4 - Professional Responsibility	X1	X2	X3	X4
4.1 Reflection and Continuous Growth - Professional Development	The teacher either had issues maintaining certification or was unwilling to attend required professional development.	The teacher had no issues maintaining certification. The teacher attended required outside professional development but the evidence indicates there is little impact on the classroom.	The teacher had no issues maintaining certification and actively participated in outside professional development the evidence indicated the teacher incorporated professional development into the classroom.	The teacher sought and actively participated in outside professional development and the evidence indicated the teacher regularly incorporated professional development into the classroom. The teacher had no issues maintaining certification.
<u>Enter Notes</u>				
4.1 Reflection and Continuous Growth - Reflection and Individual Goals	The teacher did not set an individual goal.	The teacher set an individual goal but only made limited efforts towards success.	The teacher set an individual goal and worked towards its success.	The teacher created an individual goal, implemented the goal, and evaluated its success.
<u>Enter Notes</u>				
4.1 Reflection and Continuous Growth - Professional Learning Communities	The teacher often did not attend building PLC activities or negatively impacts the PLC.	The teacher attended but generally passively participated in building PLC activities.	The teacher actively participated in building PLC professional development activities.	The teacher actively participated in building PLC professional development activities. The teacher demonstrated positive leadership within building PLC activities.
<u>Enter Notes</u>				
4.2 Collaboration and Professional Leadership - Professionalism	The teacher either did not consistently follow administrative directives or did not maintain appropriate relationships with staff or students.	The teacher followed administrative directives and maintained appropriate relationships with staff and students.	The teacher was a positive building leader and maintains appropriate relationships with staff and students.	The teacher is a positive building leader and maintains appropriate relationships with staff and students. The teacher positively contributed on formal leadership positions.
<u>Enter Notes</u>				

Construct 4 - Professional Responsibility	X1	X2	X3	X4
4.2 Collaboration and Professional Leadership - Team Player	The evidence indicated the teacher frequently had negative interactions with building or district staff. The teacher did not support building or district objectives.	The teacher's interactions were generally professional with staff, but, the teacher completed minimal requirements with regards to building objectives.	The teacher positively supported building and district staff and managed conflicts professionally. The teacher contributed to maintaining building objectives (i.e. student handbook requirements, etc).	The teacher positively supported and led building and district staff. The teacher led in maintaining building objectives (i.e. student handbook requirements, etc).
Enter Notes				
4.2 Collaboration and Professional Leadership - Building Improvement	The teacher rarely participated in building accreditation activities.	The teacher passively participated in building accreditation activities.	The teacher actively participates in building accreditation activities.	The teacher actively led or sought to lead in building accreditation activities.
Enter Notes				
4.2 Collaboration and Professionalism - Building specific Goal - this goal is to be specified at the Pre-service building meetings. In absence of a specific goal, scoring for this item will be Non-Applicable	The evidence indicated the teacher rarely made a concerted effort to employ the specified building focus.	The evidence indicated the teacher either infrequently or only somewhat effectively employed the specified building focus.	The evidence indicated the teacher effectively employed the specified building focus.	The evidence indicated the teacher consistently and effectively employed the specified building focus.
Enter Notes				
4.3 Professional Responsibility - Professional Responsibility	The evidence indicates multiple concerns with punctuality, consistency in maintaining an appropriate demeanor, or completing administrative tasks in a timely manner.	The evidence indicates a concern with punctuality, consistently maintaining an appropriate demeanor, or completing administrative tasks in a timely manner.	The teacher was punctual, maintained an appropriate demeanor, and completed administrative tasks in a timely manner.	The teacher was always punctual, maintained an appropriate demeanor, and always completed administrative tasks in a timely manner.
Enter Notes				

B. Observation Form

1. Here is an example of an optional observation form that can be used.

Teacher: _____

School: _____

Date of Observation: _____

Subject/Grade _____

1. Describe unit, skills, or concepts being taught.

2. Highlights of the lesson:

3. Suggestions:

4. Comments:

Teacher's Signature / Date

Evaluator's Signature / Date

C. Plan of Assistance

1. Guidelines for Plan of Assistance

At any time that a non-probationary teacher (one who has taught more than three years) does not meet the standards of the teacher evaluation (having an overall score under 2.5), the following steps are to be taken by the evaluator:

- a. Prepare a plan of assistance using the attached form.
- b. Review at the evaluation conference or at a scheduled meeting performance standards not met. The evaluator will present and discuss the assistance plan with the teacher.
- c. Monitor the teacher's performance according to the plan of assistance.
- d. Meet and confer with the teacher according to the timeline established on the plan of assistance. Provide 5 working days for the teacher to sign and return a response to the conferences.
- e. Hold a summative conference upon completion of the plan of assistance. Provide 5 working days for the teacher to sign and return a response to the result of the conference.
- f. A plan of assistance may be used at any time at administrator discretion without being necessitated by a low evaluation score.

2. Plan of Assistance

Teacher: _____ School: _____

Assignment: _____ Date: _____

Evaluator: _____

A. Areas Where Assistance is Needed to Meet Standards Identified in the Evaluation:

B. Recommended Plan of Corrective Action:

C. Resources for Corrective Action:

D. Actions Which Reflect Evidence of Sufficient Improvement:

E. Target Dates for Review of Improvement:

F. Target Date for Completion of Assistance Plan:

This notification has been discussed with this certified employee. The employee acknowledges the receipt of this form.

Teacher's Signature*/ Date / Time

Evaluator's Signature/ Date / Time

Signature indicates that a copy of this form was received and reviewed with the teacher. This does not necessarily indicate agreement.

3. Plan of Assistance

Summary of Progress of Assistance Plan:

Recommendation(s) for Teacher:

- _____ 1. Return to regular evaluation cycle.
- _____ 2. Continue plan of assistance for a specific agreed upon time.
- _____ 3. Initiate non-renewal procedures (non-tenured).
- _____ 4. Initiate termination procedures (tenured).

This notification has been discussed with this certified employee. The employee acknowledges the receipt of this form.

Teacher's Signature*/ Date / Time

Evaluator's Signature/ Date / Time

*Signature indicates that a copy of this form was received and reviewed with the teacher. This does not necessarily indicate agreement.

ARTICLE 15.1 FAIR DISMISSAL

In the event that a teacher has been notified of intent to non-renew or termination, the teacher may request a meeting before a three-member BOE panel with the panel membership determined by the BOE. The purpose of this meeting is to grant the teacher an opportunity to provide information to the board concerning their dismissal. The teacher request must be made in writing and delivered to the Superintendent or board clerk within 10 calendar days following the notice of intent to non-renew and include the list of representatives and witnesses and their purpose for their attendance. The BOE panel administers the hearing. Each party may bring up to three witnesses/representatives. The district will provide the evidence for the basis of the nonrenewal or termination. As a result of this meeting, the USD 382 Board of Education may accept the administrator's recommendation of nonrenewal or termination, reject the recommendation, or propose an alternative course that may include, but is not limited to, placing the teacher on a plan of improvement or other job performance measures.

Adopted during 2020-21 Negotiations.

ARTICLE 15.5 EDUCATOR FILES

All material obtained during the period of employment, which is placed in the professional employee's permanent personal file and which may be used to determine the employee's continued employ, shall be visible for inspection by the professional employee. Credentials and related papers from teacher placement bureaus, labeled as closed credentials, will not be made available for inspection. However, the professional employee shall be provided a list of the closed credential items upon request. The employee and his or her representative have the right to inspect and copy the contents of the file with the exception of the aforementioned closed credentials.

Anonymous material will be given to the employee for review and response. The response may be a written or verbal response. The material will not be placed in the employee's professional file.

No material relating to the professional employee's conduct, service, or personality may be placed in the employee's file unless the employee has had the opportunity to review and respond to the material. The employee shall have the right to respond in writing to any material filed subsequent to employment, and the response shall be affixed to the material and placed with it in the professional employee's file.

Revised during the 2010-11 Negotiations.

ARTICLE 15.6 INTELLECTUAL PROPERTY

The District supports and encourages creativity; therefore, it is hoped that the intellectual property created by teachers will be shared with other district teachers for the benefit of students.

The property right of teacher-generated materials created for the classrooms shall belong solely to the teachers having produced said materials only if said materials are generated outside of school time, without any financial assistance, or other district resources. IF the teacher generated materials are produced on school time with financial assistance, and/or with district resources, co-ownership will result.

A teacher may request a waiver from the Board of Education for exclusive property rights to said materials.

Adopted (D) during the 2009-10 Negotiations Session. Effective July 1, 2009.

ARTICLE 15.7 SOFTWARE

The district will establish a line item for software purchases appropriate for classroom learning. The discretion for approval will be with the building principal in consultation with district technology staff.

Adopted during the 2013-14 negotiations session.