

### Individual Teacher Visit Evaluation I

Teacher \_\_\_\_\_ Date of Visit \_\_\_\_\_

School \_\_\_\_\_ Class visited \_\_\_\_\_

Period \_\_\_\_\_ Room No. \_\_\_\_\_ Length of visit \_\_\_\_\_

Class size \_\_\_\_\_  Peer Assistance and Review (PAR) may be necessary

Date of Pre-Conf. \_\_\_\_\_ Tchr's Initials \_\_\_\_\_ Adm. Initials \_\_\_\_\_

Date of Post-Conf. \_\_\_\_\_ Tchr's Initials \_\_\_\_\_ Adm. Initials \_\_\_\_\_

*E - Exceeds Expectations, M - Meets Expectations,  
U - Unsatisfactory does not meet Expectations*

<b>I. CLASSROOM</b>	<b>E</b>	<b>M</b>	<b>U</b>
A. Knowledge of Subject			
B. Teaching Techniques			
1. Ability in planning and organizing			
2. Skill in questioning			
3. Judgment in use of materials			
4. Ability to secure pupil participation			
5. Classroom atmosphere			
6. Rapport with pupils			
7. Classroom control			
<b>II. Professional Characteristics</b>			
1. Professional Development			
2. Dependability			
3. Judgment			

Commendable Points: (Continued on back )

Improvable Points: (Continued on back )

Steps taken by administrator for teacher improvment: (Continued on back )

### Individual Teacher Visit Evaluation II

*(If Necessary)*

Teacher \_\_\_\_\_ Date of Visit \_\_\_\_\_

School \_\_\_\_\_ Class visited \_\_\_\_\_

Period \_\_\_\_\_ Room No. \_\_\_\_\_ Length of visit \_\_\_\_\_

Class size \_\_\_\_\_  Peer Assistance and Review (PAR) may be necessary

Date of Pre-Conf. \_\_\_\_\_ Tchr's Initials \_\_\_\_\_ Adm. Initials \_\_\_\_\_

Date of Post-Conf. \_\_\_\_\_ Tchr's Initials \_\_\_\_\_ Adm. Initials \_\_\_\_\_

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5. Classroom atmosphere			
6. Rapport with pupils			
7. Classroom control			
<b>II. Professional Characteristics</b>			
1. Professional Development			
2. Dependability			
3. Judgment			

Commendable Points: (Continued on back )

Improvable Points: (Continued on back )

Steps taken by administrator for teacher improvment: (Continued on back )

### Individual Teacher Visit Evaluation III

(If Necessary)

Teacher \_\_\_\_\_ Date of Visit \_\_\_\_\_

School \_\_\_\_\_ Class visited \_\_\_\_\_

Period \_\_\_\_\_ Room No. \_\_\_\_\_ Length of visit \_\_\_\_\_

Class size \_\_\_\_\_  Peer Assistance and Review (PAR) may be necessary

Date of Pre-Conf. \_\_\_\_\_ Tchr's Initials \_\_\_\_\_ Adm. Initials \_\_\_\_\_

Date of Post-Conf. \_\_\_\_\_ Tchr's Initials \_\_\_\_\_ Adm. Initials \_\_\_\_\_

*E - Exceeds Expectations, M - Meets Expectations,  
U - Unsatisfactory does not meet Expectations*

<b>I. CLASSROOM</b>	<b>E</b>	<b>M</b>	<b>U</b>
A. Knowledge of Subject			
B. Teaching Techniques			
1. Ability in planning and organizing			
2. Skill in questioning			
3. Judgment in use of materials			
4. Ability to secure pupil participation			
5. Classroom atmosphere			
6. Rapport with pupils			
7. Classroom control			
<b>II. Professional Characteristics</b>			
1. Professional Development			
2. Dependability			
3. Judgment			

Commendable Points: (Continued on back )

Improvable Points: (Continued on back )

Steps taken by administrator for teacher improvement: (Continued on back )

### Principal Composite Evaluation

School Year \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

Date of Conference \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_

*E - Exceeds Expectations, M - Meets Expectations,  
U - Unsatisfactory does not meet Expectations*

<b>I. CLASSROOM</b>	<b>E</b>	<b>M</b>	<b>U</b>
A. Knowledge of Subject			
B. Teaching Techniques			
1. Ability in planning and organizing			
2. Skill in questioning			
3. Judgment in use of materials			
4. Ability to secure pupil participation			
5. Classroom atmosphere			
6. Rapport with pupils			
7. Classroom control			
<b>II. Professional Characteristics</b>			
1. Professional Development			
2. Dependability			
3. Judgment			

#### III. Recommendation

- Peer Assistance and Review (PAR)
- Individual Professional Development Plans - mutually agreed upon

Commendable Points: (Continued on back )

Improvable Points: (Continued on back )

Steps taken by administrator for teacher improvement: (Continued on back )

Teacher Evaluation Packet

School Year \_\_\_\_\_

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject Assignment: \_\_\_\_\_

Certification/Licensure: \_\_\_\_\_

Special Area(s): \_\_\_\_\_

Contract Status: (circle one)    Limited            Continuing

Date of Hire: \_\_\_\_\_

***Directions to complete the evaluation process:***

The Principal or Administrator must complete this evaluation packet each year for every teacher that is under his/her supervision. Please review enclosed contract language on dates and other critical information. Each teacher should receive a copy of their evaluation form at each post conference. Upon completion of the composite evaluation form the original document will be sent to Human Resources with a copy maintained at the school and a copy provided to the teacher.

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**Pre-Conference for Formal Observation Summary**

Date notice given to teacher: \_\_\_\_\_

Conference Date, Unassigned Time and Location: \_\_\_\_\_

Additional Notes: \_\_\_\_\_

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**Post-Conference Notice Summary**

Date notice given to teacher: \_\_\_\_\_

Conference Date, Unassigned Time and Location: \_\_\_\_\_

Additional Notes: \_\_\_\_\_

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## Evaluation: Definitions of Terms

To promote uniformity of use, the following notes may be helpful in understanding criteria for evaluation.

### **I. Classroom:**

A. *Knowledge of Subject* has specific reference to the preparation of the teacher in the subject he/she is teaching. It has little to do with his/her skill in presenting it. He/she may, in fact, be rated very high in knowledge of subject and still be a weak teacher because he/she is unable to effectively transfer concepts and knowledge to her/his students. Knowledge of current methodology, materials, concepts, and theories is demonstrated.

B. *Teaching Techniques* (Instruction and Classroom Management):

1. Ability in Planning and Organization usually occurs before the class starts. Planning is evident if the lesson has a goal and is related to content standards. Materials are organized in a clear and logical manner. Resources beyond the text are utilized. Time is used efficiently and effectively. There is a smooth transition between activities.

2. Skill in Questioning and Explaining is a means to the achievement of a lesson's goal. Clearly stated questions that are appropriate to the students' level of understanding, questions which take advantage of teachable moments, questions that are open-ended to stimulate thought and discussion on the part of the student are used. Appropriate response time is allowed. Ability to communicate effectively through both oral and written expression is demonstrated.

3. Judgment in Use of Materials refers to the use of teaching aids such as charts, pictures, films, overheads, textbooks, chalkboards, smartboards, computers, maps and recordings. The use of these materials is adjusted to the abilities of the pupils. A variety of instructional materials appropriate to the lesson is provided to accommodate group needs and promote learning.

4. Ability to Secure Pupil Participation refers to specific evidence of the ability to involve the student in a variety of purposeful activities and to hold the student's attention. Appropriate student dialogue and the use of complete sentences and thoughts in student responses is encouraged.

5. Classroom Atmosphere incorporates a number of factors contributing to a general environment conducive to learning. The classroom is arranged to best facilitate learning in a safe environment and is neat and orderly. Bulletin boards are appropriate to subject/grade level. Students' work is displayed to motivate, teach and evaluate.

6. Rapport with Pupils refers to a mutually respectful relationship that can exist between teachers and students. Students are greeted at the door. A warm, friendly, yet business-like atmosphere is maintained. Students are encouraged to take ownership in the classroom operation. Sensitivity to cultural/ethnic differences is evident. Positive verbal/non-verbal reinforcements are given. Students are encouraged to take risks through hypothesizing, brainstorming, and reasoning.

7. Classroom Control is evident when students clearly respect the role of the teacher and each other. Efforts are channeled for self-discipline and self respect on the part of the student. Classroom rules are established and enforced. Conscious modeling to modify attitudes and behaviors is provided.

### **II. Professional Characteristics:**

1. Professional Development refers to participation in ongoing high quality professional development opportunities directly related to the teacher's assignment/subject area, his/her certification/licensure, or education in general. The teacher's certification/licensure is current and valid. An Individual Professional Development Plan (IPDP) is on file with the district, if appropriate.

2. Dependability is exhibited through punctuality, attendance at meetings, maintenance of accurate records of student progress, and submission of records and reports in a timely manner.

3. Judgment is demonstrated when there is adherence to established policies, regulations, and procedures. Effective communication with co-workers, administration, and parents/guardians and sensitivity to the individual needs of students are displayed. Rational responses and the ability to discriminate between events that require action on the Teacher's part and those that do not are exhibited.

## **ARTICLE 8**

### **CERTIFICATION REQUIREMENTS, TEACHER EVALUATION AND PROCEDURE FOR NON-REAPPOINTMENT OF TEACHERS**

#### **Section 1. Certification Requirements.**

A. If any changes in certification requirements for any position are to be implemented, the District shall notify the Union of the reasons such changes are necessary, and shall also notify employees in advance before such changes are implemented.

B. For certification/licensure, professional development shall be by state standards only. However, and notwithstanding any other provision of this Agreement, reasonable additional mandatory professional development, payable at the in-service rate, may be required for teachers who have received a "substandard" year-end Principal's Composite Evaluation. A professional improvement plan will be mutually designed between the individual and the Principal and any resulting professional development shall be paid at the in-service rate.

C. The District will monitor individual certification requirements, send timely notice to individuals specifying what they must do to renew their certificates and provide reasonable and courteous assistance to individuals doing so.

D. Certification applications shall be processed on at least a monthly basis.

#### **Section 2. Teacher Evaluation Policy and Procedure.**

A. The purpose of evaluation is to improve and/or recognize effective instruction.

1. Teachers on limited contract may be evaluated no more than once per semester, except as stipulated below.

2. Teachers on continuing contract may be evaluated no more than once per year, except as stipulated below. If the evaluation is unsatisfactory, the teacher may be subject to further visits and evaluations. Any teacher may request additional evaluations at any time and the appropriate administrator shall comply within ten (10) working days.

B. The "Principal's Composite Evaluation" form shall be signed by the teacher indicating that a conference was held; the teacher has seen but not necessarily agreed with the evaluation; and that a copy of the form has been given to the teacher. This assessment instrument may be replaced during the term of this Agreement by a revised assessment instrument developed by written mutual agreement of the CTU and the District. Recommendations may be made by a committee comprised of five (5) District administrators and five (5) individuals selected by the CTU.

C. When a teacher is visited by a Principal or District personnel who are allowed to evaluate under House Bill 330 or who hold current teacher supervisory certification/licensure from a state other than Ohio, and who are working toward supervisory certification/licensure in Ohio, and who are designated by the Chief Academic Officer for the purpose of evaluation, an "Individual Visit Evaluation" form shall be completed, and a copy provided to the teacher and school Principal.

D. Department Heads and Supervisors/Curriculum Specialists will be assistance and support resource people for Principals or teachers, but will not engage in the formal process of evaluating teaching personnel. Such personnel will provide assistance and support including, but not limited to observation, demonstrative lessons and feedback. This paragraph does not apply to administrators who are certified and/or employed to supervise school psychologists, nurses, or adult education teachers.

E. No other forms for evaluations shall be used.

F. A pre-evaluation conference will be held before formal evaluation at least two (2) working days prior to evaluation. Post-evaluation conferences will be held within ten (10) working days after the evaluation and with at least two (2) working day's notice. Composite evaluation conferences shall be scheduled with at least two (2) days' notice and shall not, unless unusual conditions exist, take place on the last day of the school year (Appendix M).

G. No evaluation or conference will be scheduled on the last day of the semester unless unusual conditions exist. The evaluation conference schedule shall be provided to teachers at least two (2) weeks before the end of the school year.

### **Section 3. Procedure for Non-Reappointment of Teachers.**

To supersede statutory requirements regarding the evaluation of non-reappointment of teachers on limited contracts, the following procedures will prevail:

- A. Principals and/or Supervisors shall have a conference with the teacher indicating improvable areas following any evaluation; at least one formal evaluation using the approved form must be conducted in each of the following periods in a school year: (1) the month of October; (2) the month of November and, (3) the month of February through the first two weeks of March. If a teacher is not present at work on the date and time of a scheduled pre-evaluation conference, formal evaluation, or post-evaluation conference, the time lines set forth in this article will be extended accordingly. If a teacher is not present at work for two (2) scheduled pre-evaluation conferences, formal evaluations, or post-evaluation conferences during a school year, the missed conference or evaluation shall be deemed waived.
- B. Written reviews of the conferences are to be given to the teacher shortly after the conferences have taken place.
- C. Upon final recommendation by the Principal/Administrator, that teacher will be given notice of recommendation of non-reappointment. A hearing shall be held by the designated Regional Superintendent with the teacher, CTU representative, Principal/Administrator.
- D. If a recommendation is made by the Regional Superintendent that the teacher should not be reappointed, it will be transmitted to the CEO with a copy to the teacher.
- E. The Union shall have the right to appeal to the CEO in cases of disagreement with the recommendation of the Regional Superintendent. The CEO may choose to refer the appeal to his/her designee.
- F. The CMSD Board of Education has final authority regarding all non-reappointments per statutory time lines.