

## TEACHER PERFORMANCE EVALUATION

The work performance of all non-tenured teachers is to be evaluated annually by appropriate administrative personnel according to the instructions below and the requirements of the JCBE-JCTA Agreement. The work performance of all tenured teachers is to be evaluated at least every three (3) years. The major purposes of the evaluation process are recognition and improvement of job performance.

### General Instructions for Teacher Evaluation

1. Both tenured and non-tenured teachers are documented using Form D:
  - a. Each tenured teacher is to be evaluated at least once every three years using the Comprehensive Teacher Performance Evaluation (Form D) including when significant deficiencies in teacher work performance are observed.
  - b. Each non-tenured contract teacher is to be evaluated annually using the Comprehensive Teacher Performance Evaluation (Form D).
2. No later than the end of the first month of each year, a pre-observation conference is to be held with each teacher to discuss job expectations and applicable evaluation criteria, forms and procedures. This requirement may be satisfied in either a group format (faculty/team meeting) or in an individual conference format. An individual pre-observation conference is to be summarized on a Formative Evaluation Form E-2. A meeting agenda which includes a notation regarding discussion of Teacher Evaluation will satisfy documentation of a group format.
3. Performance evaluations are to be conducted in such a manner as to allow a reasonable amount of time for deficiencies to be corrected before completing the Summative Evaluation Form.
4. All monitoring or observation of work performance of a teacher is to be conducted openly and with the full knowledge of the teacher.
5. The teacher is to be notified in advance of the time and date of one (1) observation for evaluative purposes.
6. Observations by the evaluator are required prior to the summative evaluation of a teacher's work performance. Although more than one (1) observation/conference is recommended, principals/supervisors must observe the performance of a tenured teacher at least one (1) time and provide feedback on that observation in a conference. Multiple observations are required for all non-tenured teachers and those undergoing the deficiency process.
7. In a conference held to discuss an observation, the evaluator is to acknowledge both the strengths as well as the deficiencies of the teacher and is to note all data used to support the conclusions reached. The conference is to be summarized on the Formative Evaluation Form E-2.
8. The evaluator is to provide/suggest materials, staff resources, ideas designed to assist the teacher to improve and is to make a fair and objective effort to determine whether deficiencies have been corrected.
9. A Professional Growth Plan (a plan for personal professional growth related to the assignment or to characteristics of effective teaching and the criteria for assessing the degree to which progress is made), which the teacher has helped develop, is to be established for each teacher during the year. The most effective time to establish the Professional Growth Plan is during the first formative observation conference. However, a Professional Growth Plan may also be discussed during the summative evaluation conference in the spring with a review and finalization occurring in the early part of the next school year. This is especially appropriate if it is necessary to begin the process prior to the beginning of the next school year.
10. The Professional Growth Plan shall be aligned with specific goals and objectives of the school improvement plan or the district improvement plan. The evaluative criteria or characteristic of effective teaching in which growth is desired, the specific performance objective/desired outcome, the procedures/strategies for reaching the objective, the method for appraising when the objective is reached, and the timelines/target dates for reaching the objective or parts of the objective are to be clearly stated in narrative style on a Formative Evaluation Form E-2.
11. All summative evaluations are to be in narrative style for any teacher standard rating that is marked "adequately meets", "inconsistently meets", or "does not meet". A narrative style may be used for "consistently meets" at the option of the evaluator.
12. The evaluator is to comment on the performance of professional responsibilities including professional leadership, knowledge of content, planning instruction, learning climate, instruction, assessment and communication, teacher/learning, collaboration, professional development, and professional responsibilities.
13. The Professional Growth Plan section on summative form D is to be completed by noting the specific performance objective established as the desirable outcome of the Plan and by checking the appropriate box regarding whether the current year's Professional Growth Plan was achieved, was revised, or is to continue for the next year. The "not applicable" box on Form D is to be checked ONLY when appropriate as a result of the significant deficiency process.

14. The teacher may request observations by another teacher trained in the teacher's content area or by a curriculum content specialist. The selection of the observer shall, if possible, be determined through mutual agreement by the evaluator and the evaluatee. The teacher who exercises this option must do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and the evaluatee have not agreed upon the selection of the observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.
15. A conference is to be held to discuss the summative evaluation when it is received by the teacher. Evaluations must be completed by no later than April 15 and submitted to the employees by no later than May 1, except for those employees who have been identified as having significant deficiencies.
16. Summative evaluation forms are to be completed in triplicate--one (1) form retained by the evaluator, one (1) form to the teacher, and one (1) form for inclusion in the personnel file forwarded with supporting documentation first to the appropriate department head for review.
17. When significant deficiencies (those which could be grounds for the non-renewal or termination of a teacher's contract) in work performance are observed, the General Instructions are to be followed, and
  - a. the appropriate department head and the Director of Employee Relations are to be consulted for further instructions, and
  - b. the instructions and forms for noting significant deficiencies are to be used.