Springfield Public Schools
Educator Evaluation Process & Procedures
Guidebook

TABLE OF CONTENTS

Statutory Authority for Performance-Based Evaluation

Following is the test of the statute that requires districts to implement a performance-based teacher evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to "provide suggested procedures for such an evaluation." The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute, **168.128. Teacher records, how maintained — evaluations, how performed and maintained. —** The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of sections 168.102 to 168.130. In addition, the board of education of each school district shall cause a comprehensive, performance-based evaluation for each teacher employed by the district. Such evaluations shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher's personnel file. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The state department of elementary and secondary education shall provide suggested procedures for such an evaluation. (L. 1969 p. 275 § 168.114, A.L. 1983 H.B. 38 & 783)

Purpose of the Performance-Based Evaluation

The purpose of performance evaluation in the Springfield Public Schools is to promote student learning through facilitation and improvement of instruction. Performance evaluation enhances professional competence through an atmosphere of mutual trust and respect.

Evaluation will assess performance on predetermined, valid criteria which can be measured with consistency. The appraisal system will include conforming to related expectations, gathering of objective data, communicating information on performance, providing for the selection of activities that contribute to improved performance, and providing positive reinforcement.

Evaluation is best when it is a cooperative and continuous process, while protecting the rights of the individual, and operates within the board policies of the Springfield Public Schools and the Statutes of the State of Missouri. Springfield Public School employees and the Board of Education are committed to providing time, resources, and training as necessary for the successful implementation of performance-based evaluation.

To ensure that the District's educator evaluation and disciplinary procedures are in accordance with the Educator Collective Bargaining Agreement, this guidebook includes all requirements. The district will ensure the regular evaluation of the performance of all Employees. The primary purpose of the evaluation is to promote the continuous growth of employees in a manner that is aligned with the District's Strategic Plan and strategic objectives and, where applicable, building or department improvement plans with the goal of contributing to a positive educational environment. Results of the evaluation will inform employment decisions but will not be the only factor considered.

The District's evaluation tool will be aligned with Missouri standards published by the Missouri Department of Elementary and Secondary Education. The tool (platform) utilized for educators is: KickUp.

Springfield Public Schools Strategic Plan Alignment

Our Mission: SPS is committed to the well-being of each student by providing high-quality academic opportunities.

Our Vision: SPS will be the district of choice that equips each student to pursue their goals and highest potential as an engaged contributor to society.

4 Priorities for Brighter Futures: Success-Ready Students, Organizational Efficiency, Collaborative Culture, Quality Learning Environments.

Governing Priority 1: Success-Reach Students
- Objective 1.1: Demonstrate continuous growth towards mastery in all academic areas.
- Objective 1.5: Provide high-quality professional learning for teachers and staff aligned to evidence-based practice.
  - SMART Goal 1.1.5: Develop and monitor professional learning focused on collaboration, effective teaching, and content knowledge.
    - Strategy B: Identify professional learning needs based on teacher and student data.
    - Strategy C: Monitor application and impact of professional learning on classroom instruction.
  - SMART Goal 1.1.1: Increase the percentage of students meeting proficiency standards on local, state, and national examinations.
    - Strategy B: Monitor classroom implementation of evidence-based instructional strategies for all students as evidenced by site visits, classroom-walkthrough data, and educator evaluations.

Performance-Based Teacher* Evaluation Procedures

The following is an explanation of the procedures for performance-based teacher evaluation. The process begins with orientation for administrators and teachers and continues through the Formative and Summative Phases. The employee will be evaluated by their designated supervisors. This evaluation process is intended to be continuous, constructive, and cooperative. To ensure that the District's educator evaluation procedures are in accordance with the Educator Collective Bargaining Agreement, this guidebook includes all requirements. The district will ensure the regular evaluation of the performance of all Employees. The primary purpose of the evaluation is to promote the continuous growth of employees in a manner that is aligned with the District's Strategic Plan and strategic objectives and, where applicable, building or department improvement plans with the goal of contributing to a positive educational environment. Results of the evaluation will inform employment decisions but will not be the only factor considered.

The District's evaluation tool is aligned with Missouri standards published by the Missouri Department of Elementary and Secondary Education. The tool (platform) utilized for educators is: KickUp.

I. **Definition of Terms**

1. <u>Artifact Data</u> - Documents or tangible items of information related to performance. Artifacts are typically supplied by the teacher but may be collected from other related sources.

2. <u>Confidential Guidance Activities</u> - Guidance activities which are confidential in nature and could be compromised by an outside observer. Individual intelligence testing is another instance in which an observer would compromise the situation or cause results to be considered invalid.

3. <u>Descriptors</u> - Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion. The descriptors are not an all-inclusive listing or behaviors that might be associated with a criterion.

4. <u>Evaluation</u> - A cooperative and continuous process used to assess performance on predetermined, valid criteria. The purpose is to promote student learning through facilitation and improvement of instruction.

5. <u>Evaluation Cycle or Phase</u> - An evaluation process incorporating a Formative Phase of observations, collection of data, post-observation conference(s), and a Summative Phase.

6. <u>Formative Phase</u> - The ongoing process of objective data collection for professional improvement that includes scheduled observation, unscheduled observation, non-observed data, artifact data, completion of Formative Data Forms, conferencing, and constructing Professional Plans.

7. <u>Formative Pre-observation Worksheet</u> - Form that may be used to plan scheduled observation. -*Optional step*

8. <u>Lesson Plans</u> - A guide for the lesson to be taught. Details are dependent on the purpose for the plan. A teacher's daily working plans will not be as comprehensive as the plans a supervisor requests for evaluation purposes.

9. <u>Meets</u> - The teacher is performing that criterion at an acceptable level.

10. <u>Missouri Comprehensive Guidance Program</u> - A program to help school districts plan, design, implement, and evaluate comprehensive and systematic guidance programs in kindergarten through grade twelve.

11. <u>Non-Confidential Guidance Activities</u> - Any guidance related activity in which confidentiality is not compromised by the presence of an outside observer. Non-confidential guidance activities are situations that do not violate the ethical standard of confidentiality of professional school counselors. These activities include, but are not limited to, classroom guidance activities, small group activities of an instructional nature (e.g., study skills), parent education activities, instructional groups, staff development, interpretation of group data, child study team meetings (IDEA), educational advisement and parent conferences.

12. <u>Orientation Phase</u> - An evaluation process review for all personnel will be conducted annually with orientation to the process provided to new employees.

13. <u>Performance Criteria</u> - The items used to evaluate the teacher's performance. The criteria describe the behavior of the students and teacher or the skill of the teacher related to effective performance.

14. <u>Post-Observation Conference</u> - A discussion between teacher and supervisor after the observation to objectively review data collected from the observation.

15. <u>Principal/Supervisor</u> - The personnel trained and authorized to implement the evaluation process.

16. Pre-Observation Conference - A meeting between the principal /supervisor and the teacher during which the lesson or activity is previewed, and the purpose, time, length, and location of the observation are confirmed. A formative pre-observation worksheet may be completed by the teacher prior to the conference.
17. Probationary Teacher - As identified by RSMo 168.104.5.
18. Professional Improvement Plan (PIP) - A plan that assists professional school teachers in attaining a satisfactory level of performance on a criterion.
19. Professional Learning Plan (Growth Plan) - An outcome-based plan of action to promote developmental competencies related to performance criteria, professional improvement, school improvement objectives, and district objectives.
20. Scheduled Observation - A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect information in the evaluation phase.
21. Summative Evaluation Report - The document used to summarize the evaluator's rating for each criterion.
22. Summative Phase - The review and synthesis of formative data pertaining to the performance of the teachers and includes the completion of the Summative Evaluation Report Form and the Summative Conference.
23. Supervisor/Evaluator - The administrator who is assigned to supervise and evaluate the teachers' performance.
24. Teacher - The term "teacher" includes teachers, professional school counselors, or library media specialists and refers to the one who is being supervised and evaluated through the Performance-Base Teacher Evaluation process.
25. Teacher Performance Feedback Form - feedback forms used for recording documented data.
26. Tenured/Permanent Teacher - As identified by RSMo 168.104.4.
27. Unscheduled Observation - An unannounced observation used to collect data during the evaluation phase.

II. Orientation Phase

Supervisors

Prior to initiating the evaluation process, each supervisor will receive training and demonstrate competence in the essential skills of Performance-Based Teacher Evaluation. Annual training sessions will be conducted by the District to improve the consistency and quality of supervisory skills. Supervisors include all personnel responsible for supervising or evaluating teachers.

Teachers

New teachers will receive orientation about Performance-Based Teacher Evaluation at the beginning of their employment. Annual orientation for all teachers should be provided at the beginning of every school year. This orientation (training) should include, but not limited to:
- Criteria and related descriptors
- The evaluation process and procedures specifically including any changes
- The role of teacher and the role of the supervisor

III. Evaluation Cycle- On & Off Cycle for a Summative Evaluation Report

Scheduling for Tenured Teacher

A Summative Evaluation Report will be completed at least once every five years for tenured teachers. The Summative Evaluation Report for probationary teachers should be completed by MARCH 15, or as directed by the District, in preparation for the March Board of Education meeting. Teacher and professional contract recommendations for renewal and non renewal typically occur at the March meeting. Additional Summative Evaluation Reports may be written as deemed necessary by the administration and/or may be requested by the teacher. If a Summative Evaluation Report for a tenured teacher is going to occur more frequently than once every five years, the teacher will be notified as soon as practical. Typical examples of reasons for more frequent Summative Evaluation Reports are reassignments, administrative concerns, and teacher requests. An evaluation will be scheduled for all intra-district transfers, and that transfer will begin a new summative evaluation cycle.

Scheduling for Probationary Teacher

A Summative Evaluation Report will be completed for probationary teachers for each year of probationary status. This report shall be completed **PRIOR TO MARCH 15.**

IV. Formative Phase

The Formative Phase is the on-going process for professional improvement. **All teachers are in the Formative Phase on a continuous basis.** The Formative Phase is critical to the success of performance evaluation and the improvement of instruction for students. Because this phase is critical, principals and teachers must be provided with the support and resources to complete the required tasks. The support may include assistance from colleagues and district resource personnel. The essential components of the Formative Phase follow.

Data collection

Effective supervision includes the collection and sharing of objective data about teacher performance for each criterion. The data may be planned or incidental and may include observed data, non-observed data, and artifact data recorded within the KickUp platform.

1. Schedule Observation: Scheduled observations produce focused and diverse data. A minimum of one scheduled observation will occur during the Formative Phase for teachers who are probationary.

Unexpected events may necessitate a change in the scheduled observation time. If so, the teacher and supervisor will work together to identify an appropriate time for another observation.

Observations will include feedback to support employee effectiveness.

If any areas of concern are identified, they will be discussed with the employee and recommendations for support will be identified, as appropriate. Employees will be notified of the area of concern before the indicator is assessed again by the supervisor.

Scheduled Observation- Optional Additional Resources:
- Formative Pre-observation Worksheet (template- example)
- Post Conference: Lesson Reflection Sheet (template- example)

A Post Conference after a scheduled observation is required to provide an in person reflection and feedback opportunity. This conference will occur within 5 working days of a scheduled observation. A Teacher Performance Feedback Form will be submitted to document the scheduled observation and feedback. Teachers may submit a follow up feedback response and/or rebuttal to the Teacher Performance Feedback Form if they choose. A teacher may make a copy of the "Teacher Performance Feedback-Teacher Comments/Follow Up Form" to complete, save as a pdf, and upload as an artifact to this Educator Performance Feedback Form. See "Add Artifact" button on the Teacher Performance Feedback Form task. For librarians, counselors, and virtual teachers, the steps, tools and process will mirror the same process.

2. Unscheduled Observation: Unscheduled observations produce focused and diverse data. A minimum of one unscheduled observation will occur during each school year. Typically, several unscheduled observations will occur every school year (Formative Phase).

Observations will include feedback to support employee effectiveness. KickUp is the platform utilized by the District for employee evaluations, which includes observation data.

If any areas of concern are identified, they will be discussed with the employee and recommendations for support will be identified, as appropriate. Employees will be notified of the area of concern before the indicator is assessed again by the supervisor. If there are any areas of concern, supervisors will provide the teacher an opportunity to discuss the concerns from the observation within five working days of the observation prior to observed data in KickUp. A Teacher Performance Feedback Form will be submitted to document the observation data and feedback. Teachers may submit a follow up feedback response and/or rebuttal to the Teacher Performance Feedback Form if they choose. A teacher may make a copy of the "Teacher Performance Feedback- Teacher Comments/Follow Up Form" to complete, save as a pdf, and upload as an artifact to this Educator Performance Feedback Form. See "Add Artifact" button on the Teacher Performance Feedback Form task.

3. Non-observed Data: Non-observed data are those types of information which come to the attention of the supervisor indirectly. These are data which are not observed by the supervisor. This may include, but not limited to: information letters, telephone calls, personal contact, etc. Supervisors will provide the teacher an opportunity to discuss non-observed data within five working days of the event prior to submitting the non-observed data in KickUp. Hearsay or unsubstantiated complaints will not be used on evaluations. A Teacher Performance Feedback Form will be submitted to document the non-observed data and feedback. Teachers may submit a follow up feedback response and/or rebuttal to the Teacher Performance Feedback Form if they choose. A teacher may make a copy of the "Teacher Performance Feedback- Teacher Comments/Follow Up Form" to complete, save as a pdf, and upload as an artifact to this Educator Performance Feedback Form. See "Add Artifact" button on the Teacher Performance Feedback Form task.

4. Artifact Data: Artifact data are information which should enhance the supervisor's understanding of the skill of the teachers as related to specific criteria. Artifact data are typically identified at the beginning of the school year and are collected during the formative phase. Examples might include grade books, lesson plans, copies of classroom materials, attendance records, discipline referrals, workshop handouts, surveys, etc. (electronic and paper).

The Teacher Performance Feedback Form is to be used to provide the format for documenting all data collected in the Formative Phase, within each position's evaluation cycle in KickUp. The role of the supervisor is to record pertinent data on a Formative Data Form, that is built within the employee's evaluation cycle. The data on Formative Data forms should stimulate discussion between the teacher and supervisor relating to job performance.

The Teacher Performance Feedback Form may be utilized for the follow data types:
- Scheduled Observations
- Unscheduled Observations
- Artifact Data
- Non-Observed Data

The Formative Data form is also used by the administrator/supervisor during classroom observation and shared at the post-observation conference. During classroom observation, the administrator/supervisor is to take notes regarding student and teacher behavior. It is not necessary to script the entire oral discourse of the teacher, however the supervisor should record specific student behaviors and comments as well as specific teacher behaviors and comments. These notes can be taken separately and/or recorded on the Formative Data form, or recorded directly on the Formative Data Form. Standards correlate with Standards and Criteria of the employee's position. Observations will include feedback to support employee effectiveness. Areas of Concern will be discussed with the employee and recommendations for support will be identified, as appropriate. Employees will be notified of the area of concern before the indicator is assessed again by the supervisor.

Formative Data Related to Instructional/Curriculum Requirements

Supervisors/evaluators may utilize scheduled observations on a feedback form in the "Growth" hub to provide effective feedback aligned with Teacher Standard 3: Curriculum Implementation. This may include data that is documented within District instructional configuration rubrics/forms within the "Foundations" hub. This may include, but not limited to Standard Implementation Guides (SIGs)- such as K-5 Literacy SIGs, Writing, Language and Grammar (WLGs), etc. The "Foundations" hub in KickUp has more efficient interactive feedback functionality between administrator and educator. Therefore that is the location in which Standard Implementation Guides was developed, to provide a higher level of effective feedback/context that aligned with the Standard/Indicator(s) related to curriculum expectations and implementation.

Opportunity for Educator Response to Formative Data (Educator Performance Feedback Form)

Employees may submit a follow up response or rebuttal to a performance tool document if they so choose. Teachers may make a copy of the "Teacher Performance Feedback Form: Teacher Comments/Follow Up" to complete, save as a pdf, and upload as an artifact to this Educator Performance Feedback Form. In addition, all employees have the ability to upload and attach a response or rebuttal within KickUp as an "attachment."

V. Professional Plans

There are two types of professional plans:
- Growth Plan

- All educators complete a Growth Plan annually.
  - The Professional Improvement Plan
    - As needed, to assist teachers in correcting a documented deficiency of one or more criteria (one to three would be considered a typical number to address at one time, additional deficiencies may be addressed after the others are mastered).

Growth Plan

The purpose of the Professional Learning Plan (Growth Plan) will be to improve and/or enrich professional skills. The Educator Growth Plan, is a required step within the Educator Evaluation Cycle, developed in KickUp, and has been designed to align with the components of the: Missouri's Educator Evaluation System's Educator Growth Plan (Based on the Data Team Process Model).

The Growth Plan should be reviewed by the teacher and supervisor during a conference. The plan may provide for short or long-range goals designed to enrich the skill(s) of the teacher related to criteria from the performance evaluation, and support the school improvement plan. The beginning of the year growth score will be reviewed, with the administrator having the final decision score. An educator's "Overall Teacher"- Final Effectiveness Rating on their Summative Evaluation Report is determined based on data collected through the year, along with the Educator Effectiveness Rating Rubric, which includes growth as indicated on the Educator's Growth Plan, as a guide.

Growth Plan Procedures- required for all educators

- This Growth Plan- Step by Step Procedures Guide should be reviewed and fully completed, within timelines provided.
- Educators with the same Growth Plan goal(s) as previous year, should begin at their End of the Year (EOY) "Growth Score." Educators who have a Professional Improvement Plan in place should continue to focus on those goals first, until directed differently by the District.
- All educators complete a growth plan each year (all probationary and tenure). Educators are identified to either be "on evaluation cycle" or "off-evaluation cycle."

  - **On-Evaluation Cycle with Summative Evaluation Report-** Teachers will have a collaborative conversation with their administrator to determine beginning-of-year scores. (Probationary Teachers: PBTE Code P's & W's & Tenured Teachers: PBTE Code T-5, TR (1st year in new building or grade/subject), on a PIP, and/or as determined by the direct supervisor. Tenured Teachers- minimum every 5 years receive a summative evaluation.
  - **Off- Evaluation Cycle with Summative Evaluation Report (no summative evaluation report required)-** Teachers self-assess their scores. Please review the rubrics in the Educator Growth Guide for guidance in determining scores. At the end of the evaluation cycle, you and your administrator will enter end-of-year scores and close out the growth plan. Off Cycle- Tenured Teachers T-1, T-2, T-3, T-4 Unless on a PIP and/or as desired by direct supervisor.

Growth Plan Beginning of the Year Steps-
Step 1: Educator/Direct Supervisor will: Identify Goals for Educator Growth Plan

Identify 3 Growth Goals (2 District/Site Selected and 1 Educator Selected)- connect with your direct supervisor to identify guidance on Goal #1 and Goal 2. Goal #3 is a self-selected goal by all employees.

- Professional Growth Goal 1: District-Selected Standard & Indicator
- Professional Growth Goal 2: District-Selected Standard & Indicator
- Professional Growth Goal 3: Employee-Selected Standard & Indicator.
  - *Growth Plans* include two site indicators and one choice indicator, unless a Growth Opportunity was marked on last year's summative, in which case the choice indicator is replaced with one that addresses the need.
  - If on a *Professional Improvement Plan*, those identified goals would remain in place, as well.

Record in KickUp- Educator Evaluation Cycle- Step: "Indicator Selection"

- Log into your evaluation cycle in the KickUp platform, and record your Growth Plan Goals in step: "Indicator Selection"
  - Professional Growth Goal 1: District-Selected Standard & Indicator
  - Professional Growth Goal 2: District-Selected Standard & Indicator
  - Professional Growth Goal 3: Employee-Selected Standard & Indicator.
  *See your direct supervisor for Goals 1 & 2, as they may vary depending on the department and/or position.
- Submit when completed

Step 2: Educator will: Review Standard & Indicator Selections for Growth Plan to Provide a Self Reflection Baseline Score

- Identify Growth Guide aligned with position.
  - Educator Growth Guide
- Locate the Standard/Indicator for each goal (recommend printing off page)
  - Review "Possible Sources of Evidence" for each standard/indicator- selected for Growth Plan
  - Review Each Performance Rating Column (Emerging, Developing, Proficient & Distinguished)
    - Review Evidence of Commitment, Evidence of Practice & Evidence of Impact to identify baseline score that aligns to current performance.
  - Circle where you are in each column. This will help you determine what number you should select at the beginning of the year. Keep a copy for Growth Plan Meetings. To identify the baseline score, all "evidence" must indicate a performance within that column or higher.

Step 3: Educator will: Develop SMART Goals for each Professional Goal

- The SPS Educator Growth Plan, to be completed within KickUp, aligns with the components of the: Missouri's Educator Evaluation System's Educator Growth Plan (Based on the Data Team Process Model).
- Log into KickUp to enter
  - Indicator Selection (3 Professional Goals identified for Growth Plan)
  - Eductor Growth Guide

- ■ Complete the following sections on the Educator Growth Plan for each Professional Growth Goal:
    - ● Focus
    - ● Goal
        - ○ *Ensure Goal Language Articulates:*
            - ● Cause: The teacher's intentional actions
            - ● Effects: How those actions will enhance learning
                - ○ Example: Increase student response rates
                    - ■ Use specific questioning strategies to increase the number of students responding to questions, <u>so I can</u> engage more learners in the learning process in order to assess their understanding of concepts and provide adequate feedback based on their answers.
    - ● Strategy
- ● Click "Submit" so the evaluator has access to view.

Step 4: Growth Plan Meeting- Administrator (Evaluator) & Educator
- ● Review Growth Plan Draft together
- ● Review Educator's Self Reflection/Baseline Score & Evidence to Support
- ● Administrator will review/discuss and determine the final baseline score for each standard/indicator, with supporting evidence
- ● Educators will make revisions if needed, and/or as directed on their Growth Plan. This would include the final beginning of the year baseline score for each goal, as determined/confirmed by the administrator.
    - ○ *Note: Keep form in editable format to complete end of year growth plan steps.*

Step 5: Provide Feedback Related to Standard/Indicator(s) & Specifically to Growth Plan Goals to Show Progress Throughout Year.
- ● Evaluator will:
    - ○ Utilize [Educator- Teacher Performance Feedback Form](#) in KickUp
- ● Teacher will:
    - ○ Upload Artifacts as Sources of Evidence that align to their goals:
- ● Sources of Evidence- artifacts; multiple measures of performance
    - ○ Evidence- 3 Professional Frames
        - ■ *Professional Practice* (classroom observations: mini observations, traditional observations- scheduled and unscheduled observation). Researched based strategies- ex: Marzano, Teach Like a Champion and Hattie's.

- - ■ *Professional Impact* (observable student behaviors, student growth data, student input)
    - ■ *Professional Commitment* (not measured through observation data or student data; `non-observable. Teacher preparation-artifacts. Ex: material evidence of teacher preparation- ex: professional collaboration documents, instructional planning materials, parent and community outreach efforts, lesson plans, unit plans, data tracking tools, etc.). The "Do" section of the Growth Plan and what Artifacts that will be provided and when. Applicable to indicator on Growth Plan.

Growth Plan- End of the Year Steps-

    Step 6: Educator will: Review & Update Growth Plan to Include "Results" & Follow-Up Score

- Review Goals (Standard/Indicator) Selected
- Review Growth Guide
- Review Focus, Goal & Strategies listed for each Goal (on Growth Plan)
- Enter "Results"for each Goal
- Enter Follow Up Score
- Reflect on Progress and Growth
  - Identify Evidence & Artifacts to Support that align to self identified follow up score for each goal.
  - Upload as artifacts, as needed
- Meet with Administrator for End of Year Growth Plan Meeting
  - Review Growth Plan updates for reflection/feedback
  - Review Educator's Self Reflection/Baseline Score & Evidence to Support
    - Administrator will review/discuss and determine the final baseline score for each standard/indicator, with supporting evidence
    - Educator will make revisions if needed, and/or as directed
    - Finalize Growth Plan and submit
- Meet with the Administrator for a Summative Meeting (if "on-cycle" for summative).
  - May be combined with End of Year Growth Plan Meeting
  - An educator's "Overall Teacher"- Final Effectiveness Rating on their Summative Evaluation Report is determined by the administrator based on data throughout the year. The <u>Educator Effectiveness Rating Rubric</u> is utilized as a component in making a final determination of the final effectiveness rating.

	Ineffective	Emerging	Developing	Proficient	Distinguished
Probationary Educators	**Standards Section:** Multiple Areas of Concern	**Standards Section** 1 Area of Concern and/or Multiple Growth Opportunities	**Standards Section** 1 or More Growth Opportunities	**Standards Section** Meets Expectations in All Areas	**Standards Section** Meets Expectations in All Areas
	Growth Plan Section No growth occurred	**Growth Plan Section** No growth occurred or End-of-year Growth Scores increased one level on just one indicator	**Growth Plan Section** End-of-year Growth Scores increased at least one level on at least two indicators	**Growth Plan Section** End-ofyear Growth Score increases at least one level on at least two indicators or all 6's were maintained from previous year	**Growth Plan Section** End-of-year Growth Scores increased to all 6's or 7's, or 6's and 7's were maintained from previous year
	Ineffective	Needs Improvement	Effective	Highly Effective	Distinguished
Tenured Educators	**Standards Section** Multiple Areas of Concern	**Standards Section** 1 Area of Concern and/or Multiple Growth Opportunities	**Standards Section** Meets Expectations in all areas or 1 Growth Opportunity	**Standards Section** Meets Expectations in All Areas	**Standards Section** Meets Expectations in All Areas
	Growth Plan Section No growth occurred	**Growth Plan Section-** No growth occurred or End-of-year Growth Scores increased one level on just one indicator	**Growth Plan Section** End-of-year Growth Scores increased at least one level on at least two indicators	**Growth Plan Section** End-of-year Growth Scores increased to all 6's	**Growth Plan Section** End-of-year Growth Scores increased to all 7's

Professional Improvement Plan

While the primary purpose of the Educator Growth Plan is to identify and capitalize on growth opportunities, the focus of the Educator Improvement Protocol is on intervention for areas of concern that

require immediate attention. Thus, the Professional Improvement Plan targets very specific standards, indicators, and actions that must be improved within a specific timeline. Accordingly, the Educator Improvement Protocol is not only a collaborative process between teacher and evaluator; it is also one of direction and guidance from the evaluator requiring the achievement of certain outcomes in a timely fashion. It is important to remember that the Professional Improvement Plan protocol is a single process within a larger process of evaluation and growth. Therefore, the Educator Improvement Protocol should only be followed after formal and/or informal documentation has been collected and discussed with the teacher. If the evaluator detects an area of concern, the next step is to conduct an initial conference to notify the teacher of the area(s) of concern and begin the development process of the PIP. While the Professional Improvement Plan should represent consensus between the teacher and the administrator/supervisor, in cases where disagreement arises, the decision of the administrator/supervisor is final.

1. Observations will include feedback to support employee effectiveness. Areas of concern will be discussed with the employee and recommendations for support will be identified, as appropriate. Employees may submit a rebuttal to a performance tool document if they so choose. Employees will be notified of the area of concern before the indicator is assessed again by the supervisor.
2. The PIP process will include:
    ● A PIP development meeting with the employee in which input is gathered to be considered for inclusion in the PIP.
    ● The employee may choose to have representation present during a PIP development meeting.
    ● The PIP will include an improvement period of no less than thirty (30) days. Hearsay or unsubstantiated complaints will not be used on evaluations.
3. Administrators/supervisors will assist the teacher to identify related resources and personnel to assist the teacher.
4. The supervisor and teacher will meet at agreed upon times during the period covered by the PIP for improvement purposes to assess progress toward the achievement of established goals. Upon review of the goals the supervisor may extend the time to accomplish the goals.
5. The Professional Improvement Plan must be submitted within KickUp.
    ● The development and steps above may be completed outside the KickUp platform. However, the PIP must be entered within the Professional Improvement Plan step.
6. After follow-up observations and/or other identified steps for data collection, the evaluator should complete the Summative Evaluation Form to determine the respective teacher's employment status accordingly.
    ● *NOTE:* For incidents involving blatant violations of Board policy and state or federal law, immediate employment action may be taken as prescribed or permitted by law.
7. Upon completion of the PIP, the administrator/supervisor may allow the teacher to return to his/her selected PLP.
8. *Transfer Impact:* There are no limitations on the number of times an employee can transfer, per their Educator CBA transfer guidelines, except when the employee is on a Professional Improvement Plan (PIP). An employee who is on a Professional Improvement Plan (PIP) cannot apply for transfer until successful completion of the PIP as determined by the District or by the mutual consent of the Bargaining Unit employee and the principals at both schools.

VI. Summative Evaluation Phase

The Summative Evaluation Report provides the review and synthesis of formative data pertaining to the performance of the teacher.

Summative Evaluation Report Form

The Summative Evaluation Report Form is the document used to summarize the supervisor's rating of performance for each criterion. The teacher may also be asked or choose to complete a self-evaluation using the Summative Evaluation Report Form. Sharing of the self-evaluation results with the supervisor is optional for the teachers.

Summative Conference

After the supervisor has completed the Summative Evaluation Report, a conference between the teacher and supervisor will be conducted to review the reported information. The Summative Evaluation Report form and the conference will be completed **prior to March 15**. The teacher will be informed of the upcoming conference at least one day prior to the conference. Tenured teachers who are on an evaluation cycle that includes a summative evaluation, will receive no later than May 15.

The teacher and evaluator will sign the Summative Evaluation Report form indicating the document has been read and discussed. Supportive statements for each performance criterion shall be written in the comments section. Ratings of "Area of Concern" and "Growth Opportunity" require specific, explanatory comments. Ratings of "Area of Concern" shall not be made on the Summative Evaluation Report form unless identified on a PIP for improvement purposes. A Summative Evaluation Report provided to a Tenured Teacher with a "Final Effectiveness Rating" for the school year as "Ineffective" or "Needs Improvement" is required to have a Professional Improvement Plan in place. When the supervisor/administrator is unable to characterize a criterion as "Meets" but no prior PIP addressed that criterion, the supervisor may leave the rating blank with an explanation. Additional written comments by either party may be shared within five (5) working days and appended to the Summative Evaluation Report Form. Copies of the Summative Evaluation Report Form will be retained by the teacher, the supervisor, and the Human Resources office.

VII. PBTE Progress Review

A review of the evaluation system will be conducted periodically to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance based. This review will be completed by teachers as well as administrators.

VIII. Due Process

The Springfield Public Schools' system of teacher performance evaluation has the following provisions to guarantee due process protection for personnel involved.

A. The evaluation handbook is distributed to all teachers to promote awareness and understanding of the evaluation process.
B. Significant modifications of the evaluation process are communicated to all staff.
C. Each teacher is provided an opportunity for familiarization and training related to the evaluation system, its procedures, and its use.

D. Teachers are provided the opportunity to express in writing any concerns about judgments rendered in the Summative Evaluation Report. Those concerns are appended to the Summative Evaluation Report.
E. All Summative Evaluation reports of unsatisfactory performance are written and enumerate shortcomings in a specific manner.
F. Teachers are provided access to their evaluation reports.
G. In addition, it is understood that everyone involved in the Springfield Public Schools performance based evaluation system is provided with substantive due process, i.e.,what is done in the evaluation process is fair, rational, and reasonable. This means that the teacher who is not presently meeting performance expectations is to be given the time, the support, and the chance to improve. Also, it is understood that established grievance procedures made available by policies of the Board of Education exist to protect the substantive due process of everyone involved in the Springfield Public Schools' performance evaluation system.

IX. Expectations and Timeline of Evaluation Cycle Steps

VIII. TIMELINE	Probationary Teachers	Tenured Teachers
Building Level Orientation	August/September	August/September
Formative Phase		
Growth Plan- BOY Steps	Prior to September 30	Prior to September 30
Observations- Scheduled & Unscheduled	Prior to End of Year Growth Plan Meeting & Summative	Prior to End of Year Growth Plan Meeting or Summative
After Observation: Scheduled & Unscheduled Face-to-face post-conference Teacher Performance Feedback Form	Required after every scheduled or unscheduled observation with Teacher Performance Feedback Form	Required after every scheduled or unscheduled observation with Teacher Performance Feedback Form
Minimum Required # of Observations- recorded on a Teacher Performance Feedback Form	<u>**All Probationary**</u>: Minimum of 1 <u>Scheduled </u>Observation Remainder of required feedback forms can be used for scheduled or unscheduled observations. ***Total Req. by PBTE Code***: **8 Observations:** P-1, P-2, P-3; W-1, W-2, W-3 **5 Observations:** P-4, P-5, W-4	<u>**Tenured- On Cycle**</u>: Minimum of 4 Observations: T-5, TR, or on-cycle- as determined by admin. *Minimum 1 scheduled observation <u>**Tenured- Off Cycle**</u>: 2 Observations: T-1, T-2, T-3, T-4 *Minimum 1 scheduled
Growth Plan- EOY Steps	Prior to Summative Meeting	Prior to Summative Meeting or by May 15
Summative Evaluation Report	Prior to March 15	***Tenured- On Cycle- Prior to May 15***
Formative Phase- Ongoing for All		

Observation(s)/Conference(s)	Throughout the year- minimum requirements prior to the end of year Growth Plan Meeting.	Throughout the year- minimum requirements prior to the end of year Growth Plan Meeting.
Feedback Provided	Throughout remainder of year until next Summative	Ongoing until next Summative

*Any teacher may be evaluated on a more frequent basis than is noted above.

X. Performance Based Teacher Evaluation Procedural Checklist

This checklist is provided as an aid in following procedures for performance based teacher evaluation as previously mentioned in this handbook. This checklist is not to be construed as replacing any portion of the Performance Based Teacher Evaluation Handbook. Rather, this checklist should be regarded as amplifying information mentioned in this handbook.

The following items represent the normal ordering of procedures in the evaluation of teachers as noted in the Performance Based Teacher Evaluation Handbook. With each time that follows, particular page numbers are noted in parentheses. These pages can provide further explanation and/or specific details about the checklist item.

Formative Phase Checklist
1. All teachers are in the Formative Phase at all times EXCEPT when the Summative Report is being completed and discussed.
2. Teachers will receive orientation on Performance Based Teacher Evaluation at the beginning of the year.
3. All teachers/educators will have a Growth Plan by Sept. 30.
   - All teachers will have a Growth Plan by the end of the school year of year one of the cycle. These plans are written with the involvement of the supervisor and teacher. Reference the Growth Plan document within KickUp.
4. A date is determined for the scheduled observation of the teacher by the supervisor.
5. The supervisor conducts scheduled observations and unscheduled observation, observations of the teacher and formative conferences, as deemed appropriate, to gather additional input for the formative data collection process. The supervisor may collect input from other supervisors and consultants indirectly involved with the teacher's work and subject area. Data should be submitted in KickUp, using the Teacher Performance Feedback Form.
6. The supervisor and the teacher will complete the end of the year Growth Plan process.
7. The Formative Phase includes all data gathering between summative evaluations with steps 2-6 formally scheduled and conducted the year of the summative evaluation report.
8. The teacher may be asked to or may choose to complete a self-evaluation of the teacher's teaching performance.
9. The supervisor completes the Summative Evaluation Report based upon data collected during the Formative Phase.
10. The supervisor schedules a Summative Evaluation Report conference with the teacher.
11. The teacher and the supervisor review and discuss the Summative Evaluation Report completed by the supervisor to indicate that it has been read and discussed. The teacher has five working days in which to file rebuttal statements to the Summative Evaluation Report.

12. For teachers who have three or more evaluation criteria marked "Does Not Meet" on the Summative Evaluation Report, additional support may be offered for the teacher.

Administrators/Principals should be cautious of unscheduled observations when the visit might be intrusive on testing situations or sensitive conversations.

XI. **Performance that Leads to Disciplinary Documentation and/or Action Steps**

Performance Counseling Records (PCR) are utilized to educate, address and provide employees with notice of professional expectations and to address issues and violations such as but not limited to excessive absenteeism, unprofessionalism, inappropriate staff conduct, etc. PCRs generally follow a progressive approach. Prior to adding disciplinary documentation to an employee's official personnel file; administrators will provide the affected employee an opportunity to discuss such matters within five (5) working days of the event prior to issuing the disciplinary documents. Hearsay or unsubstantiated complaints will not be used for reprimand or negative comments on evaluations. For a complaint to be substantiated, the administration shall verify the incident occurred prior to any disciplinary action. At the District's discretion, the documents may then be amended and reissued.

- Employee discipline shall be fair and exercised for just cause. Discipline shall be administered in a timely and professional manner and in accordance with due process.
- Employees may submit a rebuttal to be attached to any evaluation and/or disciplinary documentation.
- Employees have the right to representation at any interaction that could be used as a basis for discipline, demotion, or other adverse consequences to the employee's job status or any other part of the employer's disciplinary procedure.
- Employees will be given written notification prior to a meeting in which concerns disciplinary action or are investigatory in nature; in which involves either an administrator, supervisor, HR representative, the Board of Education, and afforded due process and union representation.
  - The prior written notice of the meeting will include: the purpose of the meeting and the invited participants, including third-party individuals in order to determine the need for legal representation. If a law enforcement officer is present, the employee will be notified of their right to representation.

XII. **Standards/Indicator Selection(s) for Growth Plans**

- Counselors-
  - Contact: Alison Roffers (Director of Counseling Services)
  - Counseling Standards
    - 2024-2025 Goals
      - Goal 1: TBD
      - Goal 2: TBD
      - Goal 3: Self Selected
- Educators
  - Contact:Direct Supervisor
  - Educator Standards
    - 2024-2025 Goals
      - Goal 1: TBD
      - Goal 2: TBD

- ● Goal 3: Self Selected
- ● Virtual Educators
  - ○ Contact: Direct Supervisor
  - ○ [Virtual Educator Guide](#)
    - ■ 2024-2025 Goals
      - ● Goal 1: TBD
      - ● Goal 2: TBD
      - ● Goal 3: Self Selected
- ● Librarians (K-12)- [DESE Librarian Standards](#)
  - ○ Contact: Wendy Burns
  - ○ 2024-2025 Goals
    - ■ Goal 1: Librarian Standard 5.2: Program Management & Administration, Collection Management
    - ■ Goal 2: Librarian Standard 1.2 Teaching for Learning, Instructional partner
    - ■ Goal 2: Self Selected

Overview

- ● **SPS utilizes the following hubs in KickUp** (Professional Learning/Curriculum Dept: Foundations & Learning hubs; Evaluators/Supervisors: Growth hub (formerly called Evaluation)
  - ○ *KickUp Foundations (Instructional Coaches/Principals)-* organization improvement hub that brings together activity from PLC's, coaching and learning walks.
    - ■ Log coaching/mentoring activities
    - ■ Run coaching cycles
    - ■ Support PLC's
    - ■ Manage action items with teachers
    - ■ Conduct learning walks
  - ○ *KickUp Learning (District/Secretaries)-* Connect all of your online and offline PL to one simple source of truth.
    - ■ Create and organize PL events
    - ■ Track self-paced and out-of-district learning
    - ■ Manage credits and transcripts
    - ■ Run attendance reports
    - ■ Capture and analyze event feedback
  - ○ *KickUp Growth (Sites/Evaluators)-* More educator performance evaluation from compliance to growth
    - ■ Run performance management
    - ■ Pair evaluators with staff
    - ■ View progress in the context of your instructional framework
    - ■ Understand growth across individuals, campuses, or strategic goals
    - ■ Contains Evaluation Cycles (steps within each evaluation cycle) per position type.

KickUp Growth Hub- Platform used for Evaluations

Our District utilizes the comprehensive KickUp Growth Hub for Educator Engagement, Growth and Retention. This Hub was previously named "Evaluation." It was updated to "Growth," effective July 1, 2024.

SPS Employees KickUp Platform Log-In & Guides

[KickUp Platform Log-In Link](#)

Intro to KickUp Evaluations for Staff

Adding Artifacts

Adding Signatures

Email Notifications

Evaluation Cycles in KickUp

Positions that currently have their evaluation cycles in the KickUp- platform for certified and some select classified position evaluations. Note: The goal is for all evaluation cycles to be built into KickUp.

- Exempt (certified positions & classified , other than those listed below)
- Counselor
- ECSE Assessment
- Educational Diagnostician
- Teacher
- In School Suspension
- Leader (Principal and Asst. Principals)
- Librarian
- School Psychologist
- Process Coordinator (SPED and 504)
- Instructional Coach
- Virtual (Launch) Teacher (not adjunct)

Educator- Teacher Evaluation Steps & Resources

- ○ Indicator Selection (Growth Goals)- Teacher completes and submits.
- ○ Educator Growth Plan
- ○ Teacher Performance Feedback Form
- ○ Summative

Link: Educator- Standards and Criteria for Performance-Based Teacher Evaluation

Link: Educator Growth Guide

Link: Educator Effectiveness Rating Rubric

Link: SPS R-12's: Educator- Teacher Evaluation Guide

Link: Missouri's Education Evaluation: Teacher Standards;

Link: Research and Proven Practices

Link: Literature Review-Missouri Teaching Standards

Link: Research and Proven Practices of Dr. Robert Marzano

Link: Research and Proven Practices of Dr. John Hattie

Link: Proven Practices from Teach Like A Champion by Dr. Doug Lemov

Additional Resources

Pre and Post Conference Worksheet Template(s)

- Formative Pre-observation Worksheet (template- example)- *optional*
- Post Conference: Lesson Reflection Sheet (template- example)

Comprehensive Data Collection Form
- Comprehensive Data Collection Form (template- example)- *optional*

BOE Policy: GCN- Evaluation of Professional Staff
  - Teacher Standards- will be measured based on Missouri Teacher Standards.

Board Policies- Evaluation Expectations: Board Policies GCN and GDN

Collective Bargaining Agreements- Evaluation Article & Compliance
- Educator CBA
- Educator Collective Bargaining Agreement Compliance Overview

DESE Educator Standards & Educator Growth Toolbox
- DESE Educator Standards & Educator Growth Toolbox
- Missouri Educator Evaluation System- Teacher Standards (9 Standards), May 2013
  - Standard #1 Content knowledge aligned with appropriate instruction.
  - Standard #2 Student Learning, Growth and Development
  - Standard #3 Curriculum Implementation
  - Standard #4 Critical Thinking
  - Standard #5 Positive Classroom Environment

- Standard #6 Effective Communication
- Standard #7 Student Assessment and Data Analysis
- Standard #8 Professionalism
- Standard #9 Professional Collaboration
  - DESE's Professional Continuum of the Missouri Teacher
    - Candidate, Emerging Teacher, Developing Teacher, Proficient Teacher & Distinguished Teacher

DESE Educator Standards & Educator Growth Toolbox

- Essential principles- guidance, training and monitoring
- Observations & Feedback
- Student Growth (student impact)- using state assessments, student learning objectives (SLO Handbook)
- Professional Learning and Support

2024-2025 Employee Handbook

Growth Guides

Educator Growth Guide

Virtual Educator Guide

Counselor Growth Guide

Librarian Growth Guide

ECSE Assessment Team Growth Guide

Educational Diagnostician- School Psychological Examiner Growth Plan Guide

- Educational Diagnostician- School Psychological Examiner Evaluation Procedures

Leader Standards & Possible Sources of Evidence

Sources of Evidence/Researched-Proven Practices

DOK Chart

Research-Proven Practices- Hattie

Research-Proven Practices- Marzano

Research-Proven Practices-Lemov

KickUp Technical Assistance

If you need any assistance getting logged into KickUp or other technical support, please contact the IT Help Desk at 417-523-HELP (4357) or extension 33333. Enter Help Desk Ticket for KickUp technician support.

Probationary and Tenure Teachers & Contract Renewal- Board Policies

Policy GCPF: Renewal of Professional Staff Members

Policy GCG: Professional Probation and Tenure

Definition of Teacher- RSMO 168.104 pg. 332. SPS tenured teachers who leave the District and then return as a teacher, and is placed on W4 and regains tenure the following year, if re-employed. Also see language for those who are hired as Asst. Principal or Principal for 2 years in a row- shall have tenure as a permanent teacher of that system.