

NATIONAL TRAIL LOCAL SCHOOLS

EVALUATION INSTRUMENT

FOR

LICENSED STAFF

**ORIGINALLY SUBMITTED BY
TEACHER EVALUATION COMMITTEE
September 15, 2006**

**CURRENT REVISIONS
May 10, 2011**

ADOPTED

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Staff Evaluation

The purpose of the evaluation is to improve the instructional effectiveness of each staff member, as well as identify and eliminate any instances of ineffectiveness. This evaluation plan is based on the belief that every individual is capable of continuous improvement. The evaluation plan supports and models those processes which support a personal responsibility for professional growth through individual reflection about one's own professional practice. It further supports the notion that staff members are professionals who recognize their own strengths and weaknesses and will address their needs in an appropriate manner. The evaluation system shall consist of two phases: Phase I is designed to encourage professional growth, and Phase II will be designed to identify professional competence and enhance professional practice.

The evaluation process is designed to:

- Integrate the evaluation and professional development functions.
- Respect the professional needs and interests of staff members at different levels of professional and career development.
- Improve the professional development relationship between the building principal and the staff member.
- Use a common language that promotes the dialogue on teaching and learning. This program will draw upon the formulation articulated in Standards for Ohio Educators, ODE September 2007 (may be downloaded from the ODE webpage).
- Acknowledge that accomplished teachers should have the opportunity to assume greater influence over the evaluation process as it relates to their continued professional growth.
- Discriminate with regard to the qualitative differences in the performance of novice and expert practitioners.
- Be consistent with, and supportive of, relevant trends in the profession (e.g. licensure, state standards, Interstate New Teacher Assessment and Support Consortium Standards, or National Board License).
- Be both a formative and summative process that is respected by both evaluators and staff members alike.

Explanation of the Evaluation Phase I and Phase II Process

PHASE I

The purpose of Phase I is to assess and enhance professional competency. It will include novice, new to the district, and veteran staff members in the last year of a limited contract. Phase I assessments will be based on the 34 elements as outlined in Standards for Ohio Educators, ODE September 2007. Classroom observations by administrators are the primary evaluation method of Phase I.

Phase I evaluations will be conducted with:

- A. All new licensed staff with fewer than three (3) years of experience and who are new employees to the National Trail Local School District. Staff members still participate in Phase I for the first four (4) years of employment with the NTLSD.
- B. Veteran staff (those with three (3) or more years' experience) who are new employees of the district will participate for the first two years of their employment with the NTLSD.
- C. Any licensed staff member who has been on a leave of absence for one year or more shall participate in Phase I the year immediately following their leave of absence.
- D. Any staff member in the last year of a limited contract.
- E. Unsuccessful completion of the criteria of the Phase I process could result in the veteran staff member remaining in the Phase I category, which may include utilization of the Assistance Program process (see page 6).
- F. By mutual agreement of the staff member and the administrator, any veteran teacher can request a Phase I evaluation before September 15th.

PHASE II

The purpose of Phase II is to support and assess veteran practitioners relative to their success in professional growth focused on one to three elements selected from the Standards for Ohio Educators, ODE September 2007. In order to qualify for the Phase II process, a veteran licensed staff member must successfully have completed a Phase I assessment process. Staff members participating in Phase II will be responsible for developing a minimum of one and a maximum of three professional performance goals, mutually agreed upon by the staff member and his/her evaluator. Phase II goals must be grounded in the Standards for Ohio Educators, ODE September 2007 framework, and must include a description of relevant strategies and the indicators of success for each goal.

PHASE II (continued)

Two conferences (Planning and Assessment) will set the context in which the teacher and evaluator have the opportunity to discuss the staff member's goals, strategies, and indicators for success. The first of the two conferences, the planning conference, may be held in the spring of the preceding school year in which goals are to be implemented or in the fall of the next school year. The time of the planning conference is to be mutually agreed upon by teacher and evaluator, but must be completed no later than October 1 of the school year in which the goals are to be implemented. The purpose of the goal setting conference is for the teacher and evaluator to reach agreement on the performance goals and the indicators of success to be assessed. During this initial conference teacher and evaluator will address pages 94-97 of the Standards for Ohio Educators in order to complete the Professional Performance Plan. Staff members participating in Phase II may have an observation by the evaluator using the Phase I observation cycle. The second conference, the assessment conference, provides the context in which the staff member and evaluator meet to discuss the extent to which the indicators of success have or have not been achieved. The evaluator is responsible for assessing the staff member's success in achieving the stated goal(s) by writing a narrative assessment statement. The staff member will have the opportunity to reflect on and respond to the evaluator's statement. The assessment conference must be completed by the end of the school year.

TENURED PHASE:

Two (2) year cycle will be established by the evaluator for licensed staff members who are currently on a continuing contract. For the first year of the cycle, the staff member will be responsible for submitting goal(s) and the name of a peer (non-administrator) reviewer by the end of September, and documenting a reflection by the end of the school year. *The role of the peer reviewer is to engage in professional dialogue to learn with and from colleagues in planning and implementing their own goals.* The teacher will address pages 93-97 and pages 14-38 of the Standards for Ohio Educators in order to complete the Tenured Professional Performance Plan. The cycle consists of the following:

First year:

- Create and submit goal(s) and strategies to administrator (see Tenured Professional Performance Plan form)
- Apply action steps for strategies
- Submit reflections on indicators of success (No formal evaluation)

Second year:

- Refer back to Phase II process
- Either continue implementing prior year's goal(s) or create a new goal
- Complete formal evaluation process

References:

Danielson, C, Enhancing Professional Practice: A Framework for Teaching, Association for Supervision and Curriculum Development, Alexandria, VA; November, 1996

Danielson, D & McGreal, T.L.; Teacher Evaluation: To Enhance Professional Practice, Association for Supervision and Curriculum Development, Alexandria, VA; 2000.

Standards for Ohio Educators, ODE September 2007

NATIONAL TRAIL LOCAL SCHOOLS EVALUATION SYSTEM PLAN

Month	Phase I Entry Year	Phase I Ltd. Contract	Phase II	Tenured Year One
August	Orientation to Evaluation Process	Orientation to Evaluation Process Conduct Self-Assessment	Conduct Self-Assessment Throughout the year, collect evidence of student learning and professional activities	Conduct Self-Assessment Reflect on possible goal(s)
September	Pre-observation, observation and Post-observation process begins Two (2) observation cycles to be completed	Pre-observation, observation and Post-observation process begins One (1) observation to be completed	Staff member and administrator conduct initial conference Identify elements to work on during this year and set goals Submit Professional Performance Plan	Identify elements to work on during the school year and set goal(s) and strategies Select peer reviewer Submit Tenured Professional Performance Plan for administrator
October			Implement Professional Performance Plan	Implement Tenured Professional Performance Plan
November				
December	Mid-year Evaluation completed by 1 st week of December	Mid-year Evaluation completed by 1 st week of December		
January	Third observation completed	Second observation to be completed		
February				
March	Complete final evaluation by March 15 th	Complete final evaluation by March 15 th	Staff member and administrator hold conference to examine data/evidence	
April	Contract action takes place at the April Board of Education Meeting.	Contract action takes place at the April Board of Education meeting		Staff member and peer reviewer complete the Tenured Reflection Form
May		Goal setting can begin for next school year	Final assessment is completed Goal setting can begin for next school year	Tenured Reflection Form to be submitted to administrator Goal setting can begin for Phase II

National Trail Evaluation Guidelines

Phase I, Entry Year, Evaluation Procedures (Refer to previous table for timeline):

- Step 1.) Orientation on evaluation process with the building administrator
- Step 2.) Pre-observation conference
- Set goals for lesson
 - Create a plan for lesson
 - Complete pre-observation form
- Step 3.) Classroom observation
- Step 4.) Post observation conference
- Complete post observation form
- Step 5.) Repeat steps 2 through 4 for second observation
- Step 6.) Conduct mid-year evaluation conference
- Step 7.) Repeat steps 2 through 4 for third observation
- Step 8.) Conduct final evaluation conference
- Step 9.) Contract recommendation made to superintendent

For all Phase I staff members:

1.) Any formal classroom observation after the second, may be unannounced.

2.) An administrator may complete more formal classroom observations than the stated minimum number.

Phase I, Limited Contract, Evaluation Procedures (Refer to previous table for timeline):

- Step 1.) Orientation on evaluation process with the building administrator, and completion of self-assessment instrument
- Step 2.) Pre-observation conference:
- Set goals for lesson
 - Create a plan for lesson
 - Complete the pre-observation form
- Step 3.) Classroom observation:
- Step 4.) Post observation conference:
- Complete post observation form
 - Re-visit self-assessment
- Step 5.) Conduct mid-year evaluation conference
- Step 6.) Repeat steps 2 through 4 for second observation
- Step 7.) Conduct final evaluation conference
- Step 8.) Contract recommendation made to superintendent

(All of Phase I should be completed before March 15th)

Phase II, Evaluation Procedures (Refer to previous table for timeline):

- Step 1.) Complete self-assessment instrument
- Step 2.) Goal setting/planning conference:
- Set mutually agreed upon goals for the year.
 - Complete Professional Performance goals (should be based on *Standards for Ohio Educators*, ODE September 2007)
- Step 3.) Collect data/evidence towards completion of goal(s) (if an observation is requested as a strategy, use the pre-post conference process from Phase I).
- Step 4.) Submit data/evidence to administrator for review
- Step 5.) Assessment conference:
- Share data with administrator
 - Review Professional Performance Plan
 - Review Final Evaluation Narrative with administrator to sign and place in personnel file

(All of Phase II should be completed by the last teacher workday)

Tenured, Evaluation Procedures (Refer to previous table for time line):

- Step 1. Identify elements that will focus and help create goal(s) using *Standards for Ohio Educators*, ODE September 2007. (Refer to pages 93-97 and 14-38)
- Step 2. Select peer reviewer
- Step 3. Complete the Tenured Professional Performance Plan (goals should be based on *Standards for Ohio Educators*, ODE September 2007) and submit to administrator
- Step 4. Collect data/evidence towards completion of goal(s)
- Step 5. Meet with peer reviewer to complete and submit the Tenured Reflection Form to administrator
- Step 6. Prepare for Phase II

Assistance Program

Purpose:

- To demonstrate the commitment of the District to the ongoing growth and development of all staff.
- To improve the performance of staff members identified by their administrators as needing assistance in meeting Professional Performance Expectations.
- To implement a process that is positive and should assist in professional growth.

When an administrator's observation and/or evaluation of any staff member indicates a significant level of unsatisfactory performance, a recommendation will be made to the Superintendent for the staff member to be placed on Assistance Program Status. Documentation (including observations), utilization of the current Phase I evaluation procedure, and any supporting items must accompany the request.

The administrator's recommendation for the Assistance Program will be reviewed by the Superintendent to verify that progressive assistance has occurred, and to substantiate that the teacher has had sufficient notification in writing that his/her performance has not been effective.

If the administrator's recommendation for the Assistance Program is approved by the Superintendent, the administrator and the Superintendent will meet with the staff member whose performance is unsatisfactory to review the Assistance Program process. The staff member may choose to be accompanied by a teacher representative of his/her choice. Strict confidentiality will be maintained.

Phases of the Assistance Program

Identification Phase

1. The administrator or the staff member identifies a concern in writing as illuminated as a result of chronic/substantial poor performance in the evaluation processes. (Identification of Concern Form.)
2. The administrator and the staff member set up a specific time to collaborate and address the concern.
3. Identification of Concern Form is forwarded to the superintendent.

Assistance Phase

1. Review recommendations for the Awareness Phase
2. A specific plan will be developed which includes: (Assistance Plan Form)
 - Growth promoting goals that are specific, measurable, action-oriented, realistic, and time bound (S.M.A.R.T.)
 - Strategies for the resolution of the concern.
 - Time lines.
 - Indicators of progress.
 - Resources and support needed.
3. The administrator and the staff member set-up a specific time to review progress. (Assistance Plan Progress Form)

4. One of the following recommendations will be made upon reviewing the staff member's progress: (Assistance Plan Final Summary Form)
 - The concern is resolved and the staff member is returned to Phase I or II
 - The staff member remains in the Assistance Phase with revised goals and time lines.
 - The concern is not resolved and the staff member is moved into the Disciplinary Phase.

Disciplinary Phase

The staff member may be placed in the Disciplinary Phase because of, but not limited to:

- Not meeting the Assistance Program goal(s) after being in the Assistance Phase.
- Insubordination/Inefficiency
- Specific policy or rule violation(s)

Refer to Article 41 – *Progressive Discipline Procedures* of the Master Contract Agreement (p. 32)

EVALUATION FORMS

APPENDIX

- Teacher Self-Assessment (3 pages)
 - Pre-Observation (1 page)
 - Observation (2 pages)
 - Post Observation form (1 page)
 - Post Observation Summary (1 page)
- Phase II Professional Performance Plan (1 page)
- Tenured Professional Performance Plan (1 page)
 - Tenured Reflection (1 page)
- Final Evaluation Narrative (1 page)
- Identification of Concern (1 page)
 - Assistance Plan (1 page)
 - Assistance Plan timeline (1 page)
 - Assistance Plan Progress (1 page)
 - Assistance Plan Final Summary (1 page)