

Evaluating Teacher Performance

Evaluation is a continuous process designed to recognize performance, improve instruction, promote professional growth, strengthen communication and provide data for personnel decisions. The responsibility for evaluation is shared by the board, administration and faculty in that each must be committed to the development of a respectful climate, a constructive process and a beneficial outcome. The formal evaluation system must be collectively defined and periodically assessed.

The Fargo Public School District is committed to evaluation because the quality of education, the motivation of staff and the achievement of students can be strengthened by the implementation of thorough, growth-oriented appraisal practices.

Criteria for Evaluation Process

It is the FPS goal that our evaluation system will:

1. Be based on multiple approved contacts including classroom observations.
2. Utilize instruments which:
 - a. Promote open constructive communication.
 - b. Recognize diverse teaching styles.
 - c. Provide specific feedback.
 - d. Define a prescription for growth as needed.
 - e. Provide supervised response to the evaluation.
3. Insure that in-service programming and resources required by the growth plan are reasonable.
4. Designate the supervisor responsible for carrying out the evaluation process.
5. Require training for supervisors to help insure quality and uniformity of supervision.
6. Be implemented with consistency in all departments and buildings.
7. Follow due process principles.

Procedures for Formal Evaluation

The school district shall conduct two performance reviews of each individual employed as a teacher, during each of the first three years an individual holds such a position. The school district shall prepare written reports of the individual's performance. The school district shall make the first yearly report available to the individual on or before December fifteenth. The school district shall make the second yearly report available to the individual on or before April fifteenth. If an individual begins employment after January first, the school district shall conduct one review of the individual's performance. The school district shall make the written report available to the individual on or before April fifteenth.

Beginning with the fourth year of an individual's employment, the school district shall conduct at least one review of the individual's performance each year. The school district shall prepare a written report of the individual's performance and make the report available to the individual on or before April fifteenth. (NDCC 15.1-15-01)

1. Evaluation will be based on performance reviews based upon a classroom or other educational programming observation(s) that shall be completed and made available to the teacher.
2. The primary responsibility for evaluation rests with the building principal. The principal will identify the administrator(s) or designee who will carry out the evaluation process.
3. Performance reviews may include:
 - a. Student assessments submitted by the teacher or requested by the administrator.
 - b. Colleague evaluations submitted by the teacher or requested by the administrator.
 - c. Department chair, director or coordinator evaluations submitted by the teacher or requested by the administrator.
 - d. Self-evaluation submitted by the teacher or requested by the administrator.
 - e. Parent input submitted by the teacher or administrator.
4. If improved performance is indicated, the principal will in writing:
 - a. Identify and clearly state the problem (what and why.)
 - b. State a course of action to correct the problem and improve performance (goals-action plan.)
 - c. Set the time line in which the problem is to be corrected and reviewed (when.)
 - d. Review of progress.

If the review of progress is unsatisfactory, the teacher is placed on an improvement plan.

Improvement Plan

The purpose of the Improvement Plan is to develop a list of essential improvements to be accomplished in a specific time frame if employment is to continue. If needed, additional resource professionals (re: directors or coordinators) can be consulted. The plan should be designed so that it will:

1. Develop specific, sequential steps which will serve as a plan of action toward improvement.
2. Develop time lines in which the teacher will achieve the plan of action.
3. Develop methods by which the action plans will be measured.
4. Explain the plan, time lines and measurement plans.
5. Implement the steps A through C above and document performance.
6. If the teacher successfully achieves the plan of action, the teacher is removed from the improvement plan.
7. If the teacher is unsuccessful in achieving the plan of action, nonrenewal procedures may be considered.

Procedures for Annual Performance Review - Conferences

Because classroom observations may facilitate communication, foster curricular understanding and encourage professional growth, building principals/designates must observe and complete a performance review for each teacher no later than April 15. The procedures for the formal classroom observation - conferences are defined below:

1. The building administrator will complete the formal observation associated with the written performance review with the teacher.
2. The building administrator and the teacher observed will discuss this formal classroom observation.

3. The building administrator will provide feedback regarding instruction and interpersonal/organizational relations.
4. The building principal will review with the teacher and file a record of any completed written performance reviews and or informal observation(s) with the Human Resources Department at the District Office.

Policy is referenced in Board-FEA Contract

Adopted 8/8/67
Reviewed 12/2002
Reviewed 7/200
Reviewed 9/2009
Reviewed 3/2013
Revised 3/2014
Revised 8/2018