

## **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**

1. Evaluation will be based on:
  - a. two written performance reviews based upon a classroom or other educational programming observation(s) that shall be completed and made available to the teacher the first year of employment and an additional every third year of their employment.
  - b. or at least one informal classroom observation with date(s) and time(s) documented for years where a formal evaluation is not required.
2. A comprehensive written formal evaluation based upon the performance reviews will be submitted to the Assistant Superintendent for Human Resources at least

once every three years. Each year the HR Office will identify the teachers who are due for this comprehensive formal evaluation.

3. 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.
4. In addition, the evaluation 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.
5. After each observation a post-conference or written review will be given to:
  - a. review the observation.
  - b. if appropriate, set short term goals to be accomplished for the next observation.
6. After the formal observations and the yearly written performance reviews are completed, the administrator will write the evaluation report and discuss it with the teacher. The evaluation report may include a plan for professional development and/or suggestions for improved performance. It may be necessary to submit a formal evaluation on a teacher more often than once every three years.

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.

## THE 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:

- a. Develop specific, sequential steps which will serve as a plan of action toward improvement.
- b. Develop time lines in which the teacher will achieve the plan of action.
- c. Develop methods by which the action plans will be measured.
- d. Explain the plan, time lines and measurement plans.
- e. Implement the steps A through C above and document performance.
- f. If the teacher successfully achieves the plan of action, the teacher is removed

from the improvement plan.

g. If the teacher is unsuccessful in achieving the plan of action, nonrenewal procedures will continue.

7. The yearly observation reports will be filed with the teacher, the building principal, when and where appropriate, and the Assistant Superintendent for Human Resources.
8. If an informal classroom observation is used, verification of the observation will be documented with date(s) and time(s). However, if the administrator determined that the teaching performance informally observed does not meet minimum standards, the administrator will immediately schedule a formal observation accompanied by a written performance review.
9. The building principal will file a record of completed written performance reviews and the informal observation(s) with the Assistant Superintendent for HR.
10. Instructional staff members new to the district will be evaluated two times during the first year of employment. The first evaluation will be completed by December 15. The second evaluation will be completed by March 15.

### **PROCEDURES FOR ANNUAL PERFORMANCE REVIEW - CONFERENCES**

Because classroom observations may facilitate communication, foster curricular understanding and encourage professional growth, building principals/designates must observe each teacher no later than March 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. A copy of the performance review will be filed with the teacher and building principal.
5. When an informal classroom observation is optioned, the building administrator may make "drop-in" visitations. The date(s) and time(s) of these informal observations must be verified with signatures of the teacher and administrator.
6. The building principal will file a yearly record of the formal reviews and informal classroom observations conducted with the Assistant Superintendent for HR.

### **PROCEDURES FOR IMPLEMENTING A PROFESSIONAL DEVELOPMENT/GOAL PLAN**

1. The professional development plan should be cooperatively developed each school year. It should delineate ways in which a teacher can grow professionally. The plan may be written to remedy specific weaknesses identified in an evaluation or observation report or it may be written when a teacher or administrator desires a written formula for professional growth (i.e. training in a

- specific skill such as computer related instruction, education leading to certification in a new field, advanced reading or research in a particular field, etc.)
2. Either a teacher or administrator may initiate parts or all of the plan, but it should be cooperatively understood.
  3. Reasonable options and time lines should be set.
  4. Provision should be made for follow-up on the prescribed plan. Was it completed? Has the plan achieved the desired results?

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