

470 TEACHER SUPERVISION, PERFORMANCE IMPROVEMENT AND EVALUATION

I. PURPOSE

The purpose of this policy is to define the school district's supervisory, performance improvement and evaluation process.

II. GENERAL STATEMENT OF POLICY

The primary function of our school district is to achieve educational excellence and inspire a lifelong passion for learning. A qualified constantly-learning professional teaching staff is needed to optimize the learning process. An effective on-going staff development and staff evaluation program is intended to maximize the staff's effectiveness. The program's purpose is:

- (a) to enhance the learning process
- (b) to provide a basis for recognition
- (c) to provide a basis for awarding tenure, and
- (d) to provide a basis for termination.

III. DEFINITIONS

- A. Teacher – Full or part-time positions required by the state or district that must hold a Minnesota Teacher's License. This includes, but is not limited to, regular classroom instructors, specialists, LRT's, special education, support services, and at-risk programming.
- B. Probationary Teacher – Teacher who has not been awarded a continuing contract status by the district. The duration of probation is:
 - Three years for an individual who has not achieved continuing contract (tenure) status in another Minnesota public school.
 - One year if the teacher has attained tenure in another Minnesota school district.
- C. Evaluation – A formal appraisal of teacher performance completed by an assigned district administrator based on administrative observations and data collected both formally and informally.
- D. Professional Growth Plan – A formal document containing goals and activities meant to improve instruction. The evaluation process will determine the professional growth plan.
- E. Administrative Notification – A formal process, initiated by administration, to improve deficiencies of a teacher.

IV. SUPERVISION, PERFORMANCE IMPROVEMENT AND EVALUATION PROCESS

The program will include two major components – Administrative Evaluation and Professional Growth Supervision. Teachers will be placed in a component by the administration and follow a supervision cycle to receive regular evaluation and professional growth opportunities.

A. Teacher Evaluation:

1. Criteria for Administrative Evaluation of Teachers: The criteria for evaluation will center on the domains:
 - Planning and Preparation
 - Classroom Environment
 - Instruction
 - Professional Responsibilities
2. Administrative Evaluation of Continuing Contract Teachers: Continuing contract teachers are teachers with continuing contract rights and will be evaluated every fourth year. A formal written evaluation will be completed at the end of every four-year cycle. This formal written evaluation will determine whether or not the teacher is performing at an acceptable level for the identified criteria areas.
3. Administrative Evaluation of Probationary Teachers: Probationary teachers will be administratively observed in various teaching settings a minimum of three times prior to March 31 of each year. The observation reports will be shared with the teacher and kept with the supervising administrator.

A synopsis of each will be placed in the personnel file at the District Office. An end-of-the-year evaluation is to be completed by the principal and submitted in written form to the Human Resource Department. The evaluation shall identify whether the teacher is performing at an acceptable level in the identified criteria areas which will lead to a recommendation regarding continued employment.

4. School District Action: District administration will formally update the school board as to the continuing contract status (after year 1 and 2) of individual teachers at the June board meeting. The update shall occur at a school board meeting per Minnesota State Statutes. The school board may alter the notification timeline if unforeseen circumstances occur.

Probationary teachers will receive continuing contract rights in the school district pursuant to Minnesota State Statutes. The school board will complete all necessary actions with the assistance of the administration.

The school board will also act on individual teachers **not** receiving a renewal of their employment with the district. Administrative recommendations will assist in the school board's actions.

B. Professional Growth Stage:

The purpose of professional growth supervision is to improve, enhance and develop continuing contract teacher's skills and performance. The intent of the process is to provide a non-threatening approach to address an individual teacher's growth needs. The process will last three years with annual administrative update conferences.

The first phase will include the development of a teacher's professional growth plan at the final probationary conference or at the end of the evaluation year for continuing contract teachers. The supervising administrator and the teacher will complete it. The plan will identify professional growth goals, "tools" to meet the identified goals and an assessment of the growth plan. Upon completion of the plan, implementation will occur.

- The "tools" are to be individualized and specific to the needs of a teacher and will include professional development teams.

C. Administrative Notification:

Teachers who may be having problems that hamper their teaching effectiveness and that could possibly lead to termination will be placed on an administrative notification work plan. Placement on this administrative notification may occur at any time in the review cycle (see Section IV). When a teacher is placed on administrative notification, the supervising administrator will notify the teacher and superintendent in writing.

Administrative notification is a separate process from the teacher discipline process in purpose and implementation. An administrative conference with the teacher will be held. The teacher has the right to representation at this conference. A plan of action to address the identified deficiencies will be developed. The plan of action will include the necessary support and opportunities to correct the deficiencies (time, materials, resources and consultative resources). The plan should include:

- Performance area
- Performance problem
- Required action
- Measurement
- Assistance
- Timeline
- Personnel involved.

The administrative notification will be lifted when the teacher's plan of action has been accomplished and/or satisfactory performance is reached. A teacher who does not satisfactorily accomplish the plan of action and/or reach satisfactory performance will have his/her plan of action revised, have a notice of performance deficiency identified or be notified of the district's intent to initiate action that could include termination.

D. Disciplinary Procedures

In the event a teacher exhibits behavior which is not in accordance with the contractual duties or professional responsibilities of his/her job performance (i.e. “inefficiency, neglect of duty, persistent violation of school laws, rules, regulations or directives” according to M.S. 125.12), a disciplinary meeting will be held with the teacher. All documentation of directives and meetings will be kept in a building file and the disciplinary procedure steps will be followed per the work agreement.

Information and data collected through the teacher evaluation and administrative notification components may be used as disciplinary documentation if deemed appropriate by the administration.

V. **TEACHER PERFORMANCE REVIEW CYCLES**

- A. Certified administrators will conduct supervision.
- B. No documentation will be placed into the teacher’s personnel file without the teacher’s knowledge. Teachers will have an opportunity to comment in writing to any inclusion in the file.
- C. Classroom observations are intended to provide an insight into the instructional process and professional responsibilities that extend beyond the classroom.
- D. Teachers are required to survey students in their classes to receive feedback on their teaching performance; however, this is not intended to be evaluative. The surveys are to enhance the teacher’s professional growth and will be used in the reflective conference.

Prior to a teacher completing his/her teaching assignment with a class, the survey must be completed and reviewed with administrators. Alternate surveys may be requested of parents or former students.

The surveys will be developed with direct input from the administration and teachers’ association. The surveys will be age-level appropriate for students.

- E. At least annually, all teachers are required to receive feedback on their progress in a reflective conference with the principal. The feedback is intended for the teacher’s professional growth and will not be included in the evaluation process.

Policy Adopted: April 18, 2005
Independent School District No. 206
Alexandria, Minnesota

Cycle of Probationary Teacher Supervision/Evaluation



Cycle of Continuing Contract Teacher Supervision/Evaluation

