

# REFERENCE COPY

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Critical

## EXPLANATION: EVALUATION OF PROFESSIONAL STAFF (Teachers)

This NEW procedure was developed as a companion document to policy GCN, Evaluation of Professional Staff. The evaluation process described in this procedure is based loosely on the teacher evaluation process developed by the Department of Elementary and Secondary Education (DESE). The district may revise this procedure to reflect district practices, but **remember that any process the district uses must conform to the Essential Principles of Effective Evaluation (Essential Principles)**. The district may need to reconsider past practices in light of these Essential Principles.

MSBA has purposefully created only an outline of what can be a very detailed process and urges each district to develop procedures that are specific to the district. MSBA has chosen March 1 as the date by which the teacher's summative evaluation will be completed. This date is not established by law and can be changed by the district, but the Board must make hiring decisions about probationary teachers in time to notify any who will be nonrenewed by April 15. Assuming the summative evaluation will, as the policy states, inform hiring decisions, the summative evaluation must be completed prior to the Board meeting where employment decisions about teachers are made.

This procedure requires the teacher and his or her evaluator to work cooperatively to choose those aspects of the teacher's performance that will be the focus of the evaluation. If the DESE model is used, those aspects of performance would be the quality indicators assigned to the standards. Another model may use a term other than "quality indicators" to describe the specific aspects of performance that will be the focus of the evaluation. For this reason, MSBA uses the more general term "areas of focus" as well as the DESE-specific term "quality indicators."

This procedure can also be used to evaluate counselors and librarians using the standards and quality indicators specific to those positions.

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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## EVALUATION OF PROFESSIONAL STAFF (Teachers)

The teacher evaluation process will consist of a formative and a summative evaluation administered in accordance with Board policy. Generally, the teacher's supervising principal will work with the teacher to complete the evaluation process; however, if circumstances dictate, the superintendent may assign the responsibility for evaluating the teacher to another individual.

### **Evaluation Process**

#### *Formative Evaluation*

The principal and teacher will meet regularly during the formative evaluation period to discuss the teacher's progress toward established goals.

The teacher and the principal will cooperatively identify three to five areas of focus or quality indicators for the upcoming year's evaluation. This will be done within the first six weeks of employment for a new teacher and at the end of the previous school year for a returning teacher.

Chosen areas of focus or quality indicators must be aligned with the district's current Comprehensive School Improvement Plan (CSIP) and building improvement plans (BIPs) where applicable. Areas of focus or quality indicators may be changed as circumstances dictate.

The teacher and the principal will:

1. Establish a baseline score for each chosen area of focus or quality indicator based on the teacher's current level of proficiency.
2. Cooperatively develop a growth plan for the teacher.
3. Meet regularly to assess progress on the growth plan.

The teacher will be responsible for providing evidence of growth.

#### *Summative Evaluation*

The summative evaluation incorporates all the information accumulated through the formative evaluation process. It reflects the principal's final assessment of the teacher's performance.

The principal will determine the amount of growth over the established baseline score and the overall level of performance of the teacher. In addition, the principal will determine the impact the teacher

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has made on student performance. This summative evaluation will be presented to the teacher no later than March 1 unless extenuating circumstances exist, and the teacher will be given the chance to respond in writing to any item on the evaluation. A copy of the evaluation will be provided to the teacher.

### Other Evaluation Factors

Nothing in this evaluation process prevents the superintendent, principal or other supervisors from addressing additional issues related to a teacher's performance as they arise. When an issue involving a teacher is brought to the attention of the principal, the principal will determine whether the issue requires a modification to the selected areas of focus or quality indicators or whether a separate action is necessary or more appropriate. If the evaluator is someone other than the supervising principal, the evaluator and the principal will work together to correct the issue.

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*Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.*

Implemented: **FIELD**(AdoptDate)

Revised:

**FIELD**(DistrictLocationLine)