

# TEACHER EVALUATION POLICY



**Spring Hill Unified School District No. 230  
101 E. South Street  
Spring Hill, Kansas 66083**

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## TEACHER EVALUATION COMMITTEE (1995-1996)

NAME	TITLE / ATTENDANCE CENTER
Marilyn Ablard	Teacher / Hilltop Elementary School
John Barnes	Parent / PTA Representative
Therese Bouck	Parent / PTA Representative
Elaine Corder	Teacher / Spring Hill High School
Dr. Verneda Edwards	Principal / Spring Hill Elementary School
Carmen Ellis	Patron / Chamber of Commerce Representative
*Steve Fleer	Principal / Spring Hill Middle School
Linda Hansen	Teacher / Spring Hill Elementary School
*Dr. Joe Meyers	Director of Special Services
Sue Smit	Teacher / Spring Hill Elementary Teacher
*Co-Chairs of the Committee	

### FORWARD

The previous "Evaluation Instrument and Policy" was last reviewed and accepted as policy on January 25, 1988. The current updating of the instrument and the policy resulted in major revisions of the January 1988 document. During September 1994, Superintendent Dr. Barton Goering formed a committee to study current U.S.D. 230 teacher evaluation procedures and criteria and the impact of K.S.A. 72-9004. This committee was further charged with recommending changes in current practices that would enhance the evaluation process. Included in the following pages are the products of this committee's work, from November 1994 until March 1995. The committee reconvened in the 1995-1996 school year and completed recommendations in January 1996. The final product was highly influenced by: 1.) a review of the literature; 2.) in-service with Dr. Al Wilson, KSU; and 3.) Southeast Kansas Education Service Center (Greenbush) Teacher Evaluation Model developed during summer 1994. The 1996 instrument and policy is designed to encourage the concept of continuous improvement in the areas of student achievement and professional growth. This document was adopted by the U.S.D. 230 Board of Education.

### INTRODUCTION

In Kansas, interest centering on teacher evaluation grew during the spring of 1994 when our state legislature passed new laws increasing the requirements of local school districts for personnel evaluation. Amendments to K.S.A. 72-9004 require that school districts shall give consideration to the following evaluation criteria:

- Efficiency
- Personal qualities
- Professional deportment
- Ability
- Results and performance including improvements in the academic performance of pupils or students insofar as the evaluated employee has authority to cause such academic improvement.
- Ability to maintain control of pupils or students
- Such other matters as may be deemed material

The new statutes further require that:

- Community attitudes toward support for, and expectations with regard to educational programs shall be reflected.
- The original policy and amendments thereto shall be developed by the Board in cooperation with the persons responsible for making evaluations and the persons who are to be evaluated, and to

the extent practical, consideration shall be give to comment and suggestions from other community interests.

- Evaluations of the chief administrator employed by a Board shall be developed by the Board. The Board shall place primary responsibility upon members of the administrative staff in making evaluations of other employees.
- Persons to be evaluated shall participate in their evaluations and shall be afforded the opportunity of self-evaluation.
- The contract of any person subject to evaluation shall not be non-renewed on the basis of incompetence unless an evaluation of such person has been made prior to notice of non-renewal of the contract and unless the evaluation is in substantial compliance with the state board in accordance with the provisions of K.S.A. 72-9003, and amendments thereto.

## **FUNDAMENTAL BELIEFS**

Four major purposes for teacher evaluation are to:

1. recognize outstanding performance,
2. provide for the improvement of performance,
3. promote individual growth, and
4. allow decisions on continued employment to be based upon specific information.

## **PURPOSES OF TEACHER EVALUATION**

The main purpose of the evaluation system is for the improvement of individual performance. The system is not designed to compare the performance of one teacher to another. The U.S.D. 230 teacher evaluation committee believes that:

- The evaluation process will improve instruction for all students.
- The evaluation process will communicate standards and expectations for district-wide teacher performance and responsibilities.
- The evaluation process will enable teachers and administrators to clearly identify areas of teacher strength and needs for teacher growth.
- The evaluation process will provide information and documentation for decisions regarding teacher assignments, retention, and dismissal.
- The evaluation process will meet local, state, and federal requirements pertaining to teacher evaluation.

## **EVALUATION PROCEDURES**

### **EVALUATION CYCLE**

1. Those new to the district or specialty shall be evaluated:
  - a. First and second years – evaluation at least once each semester by not later than the 60<sup>th</sup> school day of the semester.
  - b. Third and fourth years – evaluation at least once each school year by not later than February 15<sup>th</sup>.
  - c. New in field of specialty – evaluation at least once each school year for two years by not later than February 15<sup>th</sup>.
2. Teachers experienced in the district or specialty shall be evaluated.
  - a. At least once in each three-year period after their fourth year in the district or specialty by not later than February 15<sup>th</sup> of the school year in which the employee is evaluated.
3. Each evaluation cycle shall consist of at least two on-site observations one of which may be pre-scheduled by teacher request. The requested observation shall be scheduled at a mutually agreed upon time.

**PLAN OF ASSISTANCE**

- A. All personnel covered by this section may be evaluated by his or her supervisor at the time not regularly scheduled as required in item 1, 2, or 3 above, when in the judgment of the supervisor, the need for evaluation exists, or as a result of placement on probationary status.
- B. Notice to a person being placed on non-scheduled evaluation shall be given in writing, stating the reason(s) for the action and the time when evaluation is to begin.
- C. Non-scheduled evaluation may follow the following time sequence and steps:

<b>STEP</b>	<b>ACTION</b>	<b>START</b>
1	Notice of placement on evaluation	Date specified
2	Orientation of individual and establishment of performance objectives. Evaluatee to be informed that failure to adequately improve unacceptable performance may result in a recommendation for non-renewal of contract.	1-2 weeks after Step 1
3	Observations of evaluatee by evaluator of at least once each month with follow-up conference.	Next 3 months following Step 2
4	Evaluation progress conference to measure progress towards completion of performance objectives. Evaluator to inform evaluatee in writing of any possible consequences or recommendations which may be made in Step 6. Performance Objectives may be redefined, altered, or added to at this time.	At end of observation period in Step 3
*5	Observation of evaluatee by evaluator of at least once each month for the next two months follow-up conference.	Next 2 months following Step 4. *Should Step 5 be completed before February 1 of the year, it may be repeated.
6	a) Evaluator assess progress of evaluatee on completion of the performance objectives.	At end of observation period
	b) Conference with evaluator and evaluatee, during which evaluator will, in writing inform evaluatee of the intended recommendations to the superintendent of schools.	
	c) Forwarding of recommendation to superintendent not later than April 1 from among the following alternatives:	
	1) Continuation of contract without further nonscheduled evaluation.	
	2) Continuation on nonscheduled evaluation.	
	3) Probationary status without financial penalty for next school year.	
	4) Probationary status without increase in salary for the next school year.	
7	Upon receipt of recommendation number 3 above (step 6), the superintendent shall confer with the evaluatee and review the evaluation and recommendation, and inform evaluatee of his recommendation to the board of education.	Within 1 week following Step 6
8	Names of those recommended for non-renewal shall be presented to the board of education no later than the April meeting.	

### **Post-Observation Conference**

The confidential post-observation conference should be held within five (5) school days after the observation except when prevented by unusual circumstances. However, the delayed conference will be held as soon as possible.

### **Responsibility for Evaluation**

- A. Teachers and special category personnel shall be evaluated by either the principal or assistant principal of the building to which they are assigned as directed by the principal.
- B. All certified employees who serve in more than one (1) district attendance center and who are scheduled to be evaluated will be evaluated jointly by the appropriate building administrators or his or her designee.

### **TABLE OF SCHEDULED EVALUATION STEPS**

<b>STEP</b>	<b>ACTION</b>
1	Group orientation of those to be evaluated
2	Self-evaluation (EVALUTEE OPTION)
3	On-site visitations by evaluator or evaluators and follow-up conferences
4	First semester self-evaluation (EVALUTEE OPTION)
5	Second semester self-evaluation (EVALUTEE OPTION)
6	Second semester on-site visitations by evaluator and evaluators and follow-up conferences
7	Second semester evaluations completed

### **The Handling of Evaluation Data**

- A. Evaluation data is confidential. Current files shall be maintained in a secure file in the office of the principal of the building(s) to which personnel are assigned.
- B. Personnel evaluation documents and responses thereto shall be available to the following:
  - 1. The board of education, in session.
  - 2. Appropriate administrative staff members designed by the board.
  - 3. The board of education's attorney upon request of the board.
  - 4. The evaluated employee or any other person specified by the employee in writing to the board of education.
  - 5. The board of administrative staff of any school to which such employee applies for employment.
  - 6. The State Board of Education as provided in K.S.A. 71-7515
  - 7. Any other person designated by order to any court of competent jurisdiction.

### **Evaluation Review Procedure**

Should an evaluation document(s) be challenged by the employee, within a two week period, under the provisions of K.S.A. 72-9005, an evaluatee may request a review to determine if such document(s) shall remain a part of the evaluatee's evaluation file. This review shall be conducted by the superintendent of schools and a member of the board of education, appointed by the president of the board, in the company of the evaluatee and the evaluator preparing the document(s) in question, within ten (10) working days following the filing of the request for review with the superintendent of schools.

## **Evaluation Forms**

Information maintained in evaluation forms shall be reported in the manner approved by the superintendent and on the forms promulgated by her/him for such purposes.

### **THE CLASSROOM TEACHER EVALUATION PROCESS**

The classroom teacher evaluation process involves in general: (a) the pre-conference, (b) the classroom observation, (c) the post-conference with structured questions, (d) self-assessment (optional), (e) the summative conference, and (f) options for professional development. The emphasis on evaluation for improvement requires that the outcome of the time spent on evaluation culminate with a professional development plan or goal accountability plan.

#### **THE PRE-CONFERENCE**

It is recommended that a pre-conference be conducted whenever possible. It is especially important that the pre-conference be held with beginning teachers, new staff members, or when an administrator is new to a building. Pre-conferencing can take many forms. It can be done individually or in a group setting. The pre-conference allows the teacher and principal to discuss instruction and students. Information for competency 10, Planning (p.1 of the teacher evaluation), may be obtained during the pre-conference or post-conference.

#### **CLASSROOM OBSERVATION**

The evaluation criteria identify numerous competencies, indicators, and descriptors that can be assessed during observation of instruction. Studies of effective teaching have established evidence that competent teachers use various styles of teaching, and these styles are reflected in the criteria. Principals should keep a written record of the observation to be used in discussing the lesson with the teacher during the post-conference. First and second year teachers shall have a minimum of two observations per semester, and third and fourth year teacher shall be a minimum of two observations by February 15.

#### **POST-CONFERENCE**

A post-conference shall be held within five (5) school days after the observation, except when prevented by unusual circumstances. During this conference, the teacher and principal shall discuss the lesson. The principal shall obtain information about competency four, Evaluation and Communication Student Progress. Three indicators are discussed that demonstrate how the teacher: (a) evaluated his/her own progress in terms of student performance, (b) assesses student performance, and (c) communicated progress to students and parents. The teacher should bring sample materials that document this information. Materials may include:

- Student pre- and post-test results
- Student portfolios
- Student written work samples
- Grading period and end-of-semester student examinations
- Standardized or criterion-referenced test results
- Products such as student written plays, artwork, cooperative group work.

In the case of physical education or music teachers, examples of student progress might include demonstration of learned skills during field days or musical productions.

Teachers may also bring materials, which demonstrate how they communicate student progress to students and parents. Materials may include:

- Report cards with narrative comments.
- Letters received from parents
- Documentation of telephone calls to parents
- Records of the conduct of parent-teacher conferences
- Written student referrals and IEP
- Written comments of student papers

## **PRINCIPAL'S JUDGMENT**

The principal's judgment, based upon observation of the teacher in the school setting, determines the result of competency six, Professional Responsibility. The principal determines whether the teacher demonstrates professionalism and adheres to school policies. The principal also determines the result of competency seven, Communicated Effectively. This area includes the teacher's ability to write and speak clearly, correctly, and effectively.

## **SELF-ASSESSMENT**

An important part of any evaluation process is the opportunity for teachers to use self-assessment. An *optional* self-assessment process is included in this evaluation model. The teacher completes a form that is the same as the Summative Evaluation Report (Teacher Evaluation Form). This self-assessment is to be used only by the teacher. If the teacher and principal agree to share information from the self-assessment during the evaluation process, it should occur only with the consent of the teacher. The self-assessment is not considered in deriving results for the formal evaluation process.

## **SUMMATIVE EVALUATION REPORT**

The principal shall complete the summative evaluation report after carefully considering the information obtained from the multiple sources used in the teacher evaluation system. The completed evaluation may reflect only those targeted areas which were previously agreed upon and not the entire document. This includes information from the pre-conference, the classroom observation, the post-conference, and the principal's judgment based on observation of the teacher in the school setting.

## **PROFESSIONAL DEVELOPMENT PLAN**

The professional Development Plan (PDP) contains the following standards: Content, Professional Education, and Service to the Profession. A copy of a sample PDP form (revised May 2003) is included with this document. The PDP provides information on the standards, goals, proposed activities, timeline, assessment methods, and mid-year/end-of-year reviews with the building administrator.

The certified staff member and administrator should select and mutually agree upon specific measurable activities, timelines, and methods of assessing Content (1) goals for student achievement and development. They can also select a Professional Education goal (2) or a Service to Profession goal (3). No more than two standard areas should be identified for an individual PDP. The PDP should be completed by October 1.



**APPENDIX F**  
**SPRING HILL USD 230**  
**PROFESSIONAL DEVELOPMENT PLAN**  
 (Individual Professional Plan)

Certified staff member: \_\_\_\_\_ Position: \_\_\_\_\_ Date Filed: \_\_\_\_\_

Degree Earned: \_\_\_\_\_ Certification Expiration Date: \_\_\_\_\_ Social Sec. #: \_\_\_\_\_

Directions: The certified staff member and administrator should select and mutually agree upon specific measurable activities, timelines, and methods of assessing goals for student achievement/development and professional development. (To be completed by certified staff member with input from building administrator.)

<b>STANDARD AREA/GOAL</b> (Please write standard, name or number, and goal.)	<b>PROPOSED ACTIVITIES</b>	<b>TIME-LINE</b>	<b>ASSESSMENT METHODS</b>	<b>MID-YEAR REVIEW</b> (TO BE SIGNED BY ADMINISTRATOR)	<b>END-OF-YEAR REVIEW</b> (TO BE SIGNED BY ADMINISTRATOR)

We, the undersigned, agree upon the Development Areas and Goals, Activities, Timelines, and Assessment Method(s) listed.

Certified staff member: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX G**  
**STANDARD AREAS AND GOALS**

<b>Standard Areas –</b>	<b>Goals</b>
<b>Content – 1</b>	
Improvement in reading comprehension	A
Improvement in writing skills	B
Improvement in math	C
Improvement in other content areas	D
<b>Professional Education Standards – 2</b>	
Improvement in technology	A
Other (student discipline, management, motivations, etc.)	B
<b>Service to Profession – 3</b>	
Service to Profession	A
Building or District Committees	B
Extra-Curricular Staff Development	C

**Suggested Activities:**

- Attend inservice on curriculum related subjects (1)
- Participate in curriculum writing projects (1)
- Develop knowledge and implement skills applicable for all students (2)
- Implement building, district, and/or out-of-district activities related to school improvement (1 or 2)
- Attend conferences/workshops (1 or 2)
- Implement curriculum approved by the district (1)
- Participate in staff training for use of technology (2)
- Participate in staff awareness and training in use of software and hardware selected for use in instructional areas (2)
- Serve on Professional Development Council, Site councils, District Curriculum Council, and School Improvement Plan Teams (Superintendent Advisory Council is not included.) (3)