

**Administrative Procedure for Evaluation of Non-Administrative Licensed Personnel
Evaluation Process for Probationary Teachers**

OUTCOME STATEMENT	<i>Licensed staff of Academy School District 20 will engage in a differentiated, collaborative, and reflective evaluation process which defines competency, builds trust, leads to meaningful professional growth and contributes to maximizing student learning.</i>
PURPOSES OF EVALUATION	The purposes of evaluation, as outlined in Colorado Revised Statute (C.R.S. 22-9-106), include but are not limited to: • Providing a basis for the improvement of instruction • Enhancing the implementation of programs of curriculum • Providing the measurement of satisfactory performance for individual licensed personnel and serving as documentation for an unsatisfactory performance dismissal proceeding • Serving as a measurement of the professional growth and development of licensed personnel • Measuring the level of performance of all licensed personnel within the school district
DEFINITION	Probationary Teacher – A staff member who holds a valid Type A, B, C, or E Colorado Teaching License and who has been employed as a licensed staff member in the district for less than three full continuous years. Satisfactory performance is the successful demonstration of the following performance standards: 1. <i>Planning and Preparation</i>, 2. <i>The Classroom Environment</i>, 3. <i>Instruction</i>, and 4. <i>Professional Responsibilities</i>. Data sources may include but are not limited to formal observations, informal observations, conferences, peer input, parent/community input, student input, and measures of student performance. Performance standards are the expectations that Academy School District 20 has for its licensed personnel. The performance standards include: 1. Planning and Preparation 2. Classroom Environment 3. Instruction 4. Professional Responsibilities Within each of these standards are criteria which are indicators of satisfactory performance.

Evaluation Process for Probationary Teachers	1. Planning & Preparation 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Goals 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments 2. Classroom Environment 2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space 3. Instruction 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging in Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4. Professional Responsibilities 4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Showing Professionalism The evaluation process will be conducted in a manner consistent with the legal and constitutional rights of employees. No information will be gathered by electronic means without the permission of the employee. Each full-time probationary teacher or part-time teacher shall be evaluated annually. Teachers follow a developmental path as they grow in experience, competence, and confidence in their work. In keeping with this developmental cycle, Academy School District 20 has adopted a differentiated approach for the evaluation of all teachers. All probationary teachers are assessed using the Performance Standards and Criteria for Evaluation of Non-Administrative Licensed Personnel: Formative Evaluation/Self-Assessment (Form A). Probationary teachers, in their first year in the district, are assigned a mentor. Probationary teachers in years two and three participate in a goal-setting process.
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Steps in the Process 1. <i>Principal/Supervisor reviews performance standards and criteria with probationary teachers</i> 2. <i>Principal/supervisor meets with first year teachers and verifies mentor support</i>	The evaluation process for probationary teachers has a number of steps which are described in these procedures. The evaluation process will be conducted in a manner consistent with the legal and constitutional rights of employees. No information will be gathered by electronic means without permission of the employee. All the forms needed to support this process are listed in the Appendix for the Evaluation of Non-Administrative Licensed Personnel (GCN-1-E-A). By September 30th (or at the commencement of employment), the principal/supervisor informs all probationary teachers of the Performance Standards and Criteria for Evaluation of Non-Administrative Licensed Personnel: Formative Evaluation/Self Assessment (Form A) on which they will be assessed. This notification may occur with teachers in a group setting or individually, as determined by the principal/supervisor. <u>Components of orientation shall include:</u> • Copies of adopted district performance standards and criteria (Form A) as well as all other forms and supporting documents for the evaluation of probationary teachers shall be distributed and reviewed. • The district performance standards and criteria shall be provided. • Personnel shall be advised as to who their primary evaluator shall be. • Evaluation conference formats shall be explained. • Meaning and use of data sources shall be discussed. • Communication Policy and Procedure (Appendix GCN-2-R) shall be explained. • The “Building Evaluation Orientation Meeting” will be completed by the administrator and kept on file in the building. By September 30th (or at the commencement of employment), the principal/supervisor meets individually with all first year teachers to review the Performance Standards and Criteria for Evaluation of Non-Administrative Licensed Personnel: Formative Assessment/Self Assessment (Form A) and to verify that a mentor has been assigned for support. In preparation for this initial conference, each first year teacher reviews the Performance Standards and Criteria for Evaluation of Non-Administrative Licensed Personnel: Formative Assessment/Self-Assessment (Form A). In selecting mentors for first year teachers, the principal/supervisor identifies (non-probationary) teachers who consistently perform at the proficient and/or distinguished level related to the district performance standards and criteria. These mentor teachers are encouraged to use the district performance standards and criteria to guide, support, and provide feedback to their mentees. However, mentors are not a formal part of the evaluation process.
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3. <i>Principal/supervisor schedules a Professional Growth Plan Conference to Establish a Goal(s) (Years 2-3 only)</i> 4. <i>Informal observations</i> 5. <i>Formal Observation with Pre-Conference and Post-Conference</i> 6. <i>Mid-Year Conference</i>	By the end of the first quarter, the principal/supervisor meets with all second and third year probationary teachers for a professional growth plan conference. These second and third year probationary teachers develop a goal(s) with guidance from their principal/supervisor; teachers have the option of developing a goal(s) individually or in collaboration with other colleagues. • Each teacher reviews the Performance Standards and Criteria for Evaluation of Non-Administrative Licensed Personnel: Formative Assessment/Self-Assessment (Form A). • Each teacher or team drafts one or more S.M.A.R.T. (Specific, Measurable, Attainable, Results-oriented, and Time-bound) goals, using the Professional Growth Plan (Form B). Teachers or teams are encouraged to use the Guide for Developing a Meaningful Growth Plan (Appendix A). Draft goal(s) should be brought to the goal-setting conference. • All members of a team involving a collaborative goal(s) must be present for a professional growth plan conference. For probationary teachers, the principal/supervisor conducts multiple informal observations throughout the school year. The purpose of these observations is to gather information about the teachers' performance, styles, and strengths. These observations will also help principals/supervisors determine if problems exist and provide the probationary teacher with assistance. By the end of the first semester, the principal/supervisor will have conducted his/her first formal observation focused on specific district performance standards and criteria. Prior to the formal observation, the principal/supervisor will meet with the probationary teacher for a pre-conference. Following the formal observation, the principal/supervisor will meet with the teacher for a post-conference to engage the teacher in reflecting on the lesson as well as to provide feedback regarding the teacher's strengths and areas for growth (Form A) as related to the district's performance standards and criteria. By the end of the first semester, the principal/supervisor will conduct a mid-year conference using the Mid-Year Conference Summary for Probationary Teachers (Form C) to discuss the teacher's performance related to the district's performance standards and criteria (Form A). Probationary teachers in their second or third year in the district will also discuss the progress toward their goal(s) using the second portion of Form C. Completion of a written mid-year evaluation (Form E) is optional for all probationary teachers unless requested by the principal/supervisor or employee. A signed copy of any written mid-year evaluation shall
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	be given to the employee. Any original signed written mid-year evaluation shall be placed in the employee's personnel file at the Department for Human Resources.
7. <i>Formal Observation with Pre-Conference and Post-Conference</i>	By spring break, the principal/supervisor will have conducted his/her second formal observation focused on specific district performance standards and criteria. Prior to the formal observation, the principal/supervisor will meet with the probationary teacher for a pre-conference. Following the formal observation, the principal/supervisor will meet with the teacher for a post-conference to engage the teacher in reflecting on the lesson as well as to provide feedback regarding the teacher's strengths and areas for growth (Form A) as related to the performance standards and criteria.
8. <i>End-of-Year Conference</i>	By the end of the second semester, the principal/supervisor will have conducted an end-of-year conference with the probationary teacher regarding his/her overall performance of the district's performance standards and criteria (Form A). In addition, probationary teachers in their second or third year in the district will complete the End-of-Year Professional Growth Plan for Review (Form F) in preparation for an end-of-year conference.
9. <i>Written End-of-Year Evaluation</i>	By the end of the second semester, the principal/supervisor will have completed a written End-of-Year Evaluation (Form G) for all probationary teachers regarding their overall performance of the district's performance standards and criteria. The principal/supervisor will also have completed Section E of the End-of-Year Professional Growth Plan for Review (Form F).
10. <i>Additional Formal Observations with Pre-Conference and Post-Conference</i>	In addition to the two required formal observations (with pre- and post-conferences), it is always the prerogative of the principal/supervisor to conduct additional observations and conferences through their own initiative or at the request of the teacher.

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