

Administrative Procedure for Evaluation of Non-Administrative Licensed Personnel
Evaluation Process for Non-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	Teacher (Non-Probationary) – A staff member who holds a valid Type A, B, C, or E Colorado Teaching License and who has completed three full years of continuous employment as a licensed staff member with the school district and has been reemployed for the fourth year. For purposes of this procedure, the term teacher does not apply to licensed administrative personnel. Throughout Procedure GCN-1-R-B and Appendix GCN-1-E-B, ‘non-probationary teachers’ will be referred to as ‘teachers’. 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. 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. Full-time teachers who have been employed for more than three consecutive years shall be observed annually and evaluated by a supervisor at least once every three years.
Evaluation Process for Teachers	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.
Steps in the Process	The evaluation process for 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-B).
<i>1. Principal/supervisor reviews performance standards and criteria with teachers</i>	By September 30th, the principal/supervisor shall inform all 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 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.
<i>2. Principal/supervisor schedules a professional Growth Plan conference to Establish a Goal(s)</i>	By end of the first quarter, the principal/supervisor meets with all teachers for a professional growth plan conference. These 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 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 professional growth plan conference. • All members of a team involving a collaborative goal(s) must be present for the professional growth plan conference.
<i>3. Informal observations</i>	Throughout the school year, informal observations of all teachers occur for the purposes of assessing the important work in the classroom, maintaining awareness of management and instructional practices which impact student learning, increasing communication with teachers, and encouraging reflective practices.
<i>4. Mid-Year Conference</i>	By the end of the first semester, the principal/supervisor conducts a mid-year conference with the teacher to discuss the status of the district’s performance standards and criteria and the Professional Growth Plan (Form B). Mid-Year Professional Growth Plan

	Conference Summary for Teachers (Form D) may be used as a guide for this discussion. Completion of a written mid-year evaluation (Form E) is optional for all teachers unless requested by the principal/supervisor or employee. A signed copy of any written mid-year evaluation shall 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.
<i>5. Formal Observation with Pre-Conference and Post-Conference</i>	By the end of the second semester, the principal/supervisor will have conducted one formal observation of the teacher focused on specific district performance standards and criteria. Prior to the formal observation, the principal/supervisor will meet with the 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).
<i>6. 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 teacher. When applicable, the principal/supervisor shall also conduct an end-of-year conference with the team of teachers regarding progress toward their professional growth plan. Teachers will complete an End-of-Year Professional Growth Plan Review (Form F) in preparation for the summative conference. Following the conference, the principal/supervisor completes Section 5. of the End-of-Year Professional Growth Plan Review (Form F).
<i>7. End-of-Year Written Evaluation</i>	By the end of the second semester, the principal/supervisor will have completed a written End-of-Year Evaluation (Form G) of the teacher regarding his/her overall performance of the district performance standards and criteria (Form A).
<i>8. Additional Formal Observations with Pre-Conference and Post-Conference</i>	In addition to the one required formal observation (with pre- and post-conferences), it is always the prerogative of the principal/supervisor to conduct and complete additional observations and conferences through their own initiative or at the request of the teacher.
Teacher Assistance for Less than Proficient Performance	Teachers performing below a level of proficiency in the performance standards and criteria for effective teaching will be informed of the performance concerns and the need for additional assistance will be addressed.
Steps in the Process	The evaluation process for teachers demonstrating less than proficient performance may include two stages (<i>Awareness Stage</i> and <i>Intensive Assistance Stage</i>). A principal/supervisor may initiate the Awareness Stage or the Intensive Assistance Stage at any time during the

Adopted: July 14, 2010
Revised: July 1, 2012