

Butte School District

THE BOARD OF TRUSTEES

5303P

Evaluation of Tenured Certified Staff

1. All tenured staff will receive and review the current evaluation procedure during the first staff meeting.
2. All certified staff will submit a growth plan based on the attached rubric 15 school days after the first day of instruction. All tenured teachers who are in Year 3 - the formal evaluation cycle will meet with the principal / director for an initial growth plan conference at least two weeks before their observation. The purpose of the meeting is to review the teacher's growth plan, evaluation, rubric and discuss the administrator's expectations and staff performance expectations.
3. The growth plan will include a list of performance expectations, as determined by the self-assessment, a plan of action for each goal, a statement about the type of data to be collected, how the data will be collected and a self-appraisal. All teachers will write their goals into their growth plan. The teacher's self-assessment will be used as the measurement statement. Year 1 and 2 teachers are to note their project completion in one of their goals within the growth plan.

Types of Goals in the Growth Plan:

- Classroom, teaching or job performance – this type of goal is of the highest priority and includes at least three Elements of Effective Instruction.
 - Programmatic – this type of goal deals with content, curriculum, etc.
 - Administrative/Organizational – this type of goal includes such things as reorganizing files, writing exams and organizing supplementary materials.
 - Outcomes driven – this type of goal is stated in terms of student outcomes that result from staff planning.
4. a) In Years 1 and 2 of the three-year evaluation cycle:
 - 1) Based upon goals written in their growth plan and self-evaluation on the established rubric, the teacher will develop a proposal from the options listed and submit the proposal to the building administrator for approval within the first fifteen days of school. This is completed through the self-assessment in the growth plan by the end of the year. By the end of the year, the self-appraisal will be completed and submitted to the building administrator. Year 1 will focus on an activity which improves the teacher's instruction skills. Year 2 will focus on being involved in the

school improvement activity: Examples of Year 2 activities include, but are not limited to:

- Mentoring
- Action Research
- Study Groups
- Portfolios
- Peer Coaching
- Teaching Strategy Teams

2) Both the teacher and the building administrator must agree upon all options.

b) In Year 3 of the evaluation cycle, the teacher will undergo a formal evaluation process with his/her administrator:

- 1) Formal observations may be conducted. The self-assessment/ goals in the growth plan are to be developed within the first fifteen days of school based on the self-evaluation on the evaluation rubric and submitted to the administrator. The completed self-appraisal of these goals will be completed by the end of the school year and submitted to the administrator.
- 2) The administrator will write a summative evaluation and have a post-conference with the teacher by April 30th.
- 3) The teacher will have the option to respond in writing to the summative evaluation.
- 4) The teacher and the building administrator will sign the summative evaluation.
- 5) The original copy of the administrator's evaluation along with the teacher's response to the evaluation will be submitted to the Human Resource Director by April 30th and placed in the teacher's personnel file.

5. Staff Performance Expectations

As a teacher in Butte School District No. 1, certain standards of performance are expected. An integral part of teaching and learning is striving to meet these standards every day. The District's standards of performance include, but are not limited to, the following:

- a) Sharing in the mission of the District and implementing the District's goals.
- b) Implementing the District's established curriculum.
- c) Developing thoughtful, well-planned lessons that involve effective teaching strategies.
- d) Demonstrating a thorough knowledge of the subject matter that is being instructed.
- e) Implementing effective classroom management so that students are able to maximize learning.
- f) Maintaining a safe and orderly environment.
- g) Creating a positive climate in the classroom through high expectations, organization and positive feedback for students.
- h) Communicating with fellow staff members and parents effectively both orally and in written format.
- i) Maintaining professionalism at all times and engaging in professional growth.

- j) Incorporating technology into each content area.

The building administrator will address deficiencies of the above-stated expectations on an individual basis.

6. Teacher on an Improvement Plan

- a) If there is a performance improvement need identified by the administrator, a meeting will be held with the teacher. Areas of performance improvement need may include: performance against goals established in the teacher's growth plan for the school year; attendance and punctuality; quality or effectiveness of classroom management, curriculum implementation, assessment and teaching strategies; and professional conduct.
- b) Following the meeting, a Performance Improvement Plan (PIP) will be established for the teacher.
- c) The improvement plan will identify the areas of performance improvement need, establish objectives to address these needs, establish a plan of action to achieve each objective, establish the manner and method that will be used to evaluate progress against each objective and establish the timeline for achievement of each objective.
- d) The administrator will observe the teacher with scheduled and non-scheduled observations to assure that the objectives are being achieved.
- e) By the end of the school year, the administrator will write a summative evaluation of the teacher's progress in meeting the objectives and hold a meeting with the teacher to review the administrator's evaluation.
- f) The teacher will have the option to respond in writing to the summative evaluation.
- g) The teacher and the building administrator will sign the summative evaluation.
- h) The original copy of the evaluation will be submitted to the Human Resource Director and placed in the teacher's personnel file.
- i) If the objectives established in the PIP are not met by the end of the school year, the plan may be carried over into the next academic year.
- j) At the beginning of the school year, the Human Resource Director will provide each Administrator a list of any staff member under their supervision who is on a PIP.

TENURED TEACHERS

Frameworks for Teaching (Rubric)



GROWTH PLANS



YEAR ONE

- [Self Evaluation](#) (Rubric)
- Growth Plan (Rubric)
- [Self Improvement](#) Activity
- Document with Administrator
- Walkthroughs

YEAR TWO

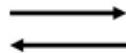
- [Self Evaluation](#) (Rubric)
- Growth Plan (Rubric)
- School Improvement Activity
- Document with Administrator
- Walkthroughs

YEAR THREE

- [Self Evaluation](#) (Rubric)
- Growth Plan (Rubric)
- Formal Administrative [Observations/Summative Evaluation/Conference](#) (Rubric)
- Formal Visits
- Observation/Reporting Tool (Electronic)
- Walkthroughs

PERFORMANCE IMPROVEMENT PLAN (PIP)

- Specific Intervention Plan
- Timeline for Improvement
- Walkthroughs
- Initiated by administrative action
- Summative Reports
- If successful, teacher goes to the evaluation process of appropriate year



Teacher/Specialist Evaluation Rubrics

Rationale and suggestions for implementation

1. These rubrics are organized around four domains covering all aspects of a teacher's job performance:

- Domain 1. Planning and Preparation
- Domain 2. The Classroom Environment
- Domain 3. Instruction
- Domain 4. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4. Distinguished
- 3. Proficient
- 2. Basic
- 1. Unsatisfactory

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas -and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, principals need to have been in classrooms frequently throughout the year; it is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 week followed by face-to-face conversations are the best way for principals to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to push-back.

3. The *Proficient* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Distinguished* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. Basic indicates that performance has real deficiencies; and nobody should be content to remain at this level. Performance at the *Unsatisfactory* level is clearly unacceptable and needs to be improved immediately. A Performance Improvement Plan will be instated for teachers who receive an overall score below 12.

4. When scoring, take each criteria, read across the four levels (Distinguished, Proficient, Basic, and Unsatisfactory), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. If a category is non-applicable in certain classrooms, it should be noted as such and it will not be considered in the domain score. When all four domains have been scored, record the ratings on the summary sheet.

Evaluation Summary Page

RATINGS ON INDIVIDUAL RUBRICS:

Domain 1: Planning and Preparation						
	Unsatisfactory		Basic		Proficient	Distinguished
Domain 2: Classroom Environment						
	Unsatisfactory		Basic		Proficient	Distinguished
Domain 3: Instruction						
	Unsatisfactory		Basic		Proficient	Distinguished
Domain 4: Professional Responsibilities						
	Unsatisfactory		Basic		Proficient	Distinguished
OVERALL RATING						
	Unsatisfactory		Basic		Proficient	Distinguished

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY TEACHER:

Evaluator's Signature: _____ Date: _____
(Copy forwarded to Personnel File)

Teacher's Signature: _____ Date: _____
(Copy received by Employee)

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Adopted: 3/19/07
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Reviewed: