

SPRINGFIELD TEACHER EVALUATION And DEVELOPMENT SYSTEM

Introduction

Driving principles of this evaluation and development system are that teachers are the most important resource of the school system and of the Springfield community, that teachers have the most important impact on the success and growth of student learning, and that teachers should have the opportunity to demonstrate their professional contributions to student learning and to the school system in a variety of ways.

The primary goals of the Springfield Teacher Evaluation and Development System (STEDS) are:

1. to observe and assess the quality of teaching practices and technical skills in the classroom;
2. to assess the demonstration of professional responsibility of teachers toward students, colleagues, parents and community members;
3. to assess the improved impact of teaching on student learning;
4. to provide continuous professional growth opportunities for teachers and career development opportunities.

Procedures

1. The teacher is identifying, gathering and using information as part of an ongoing process to improve professional performance and to judge total job effectiveness.
2. The following are authorized to observe/evaluate: Superintendent, Assistant Superintendent, Assistant to the Superintendent, Executive Director of Special Services, Executive Director of Human Resources, Principals, Assistant Principals, School Improvement Officers, Directors, and Supervisors may evaluate teachers. The Superintendent shall insure that evaluators have training in general principles of supervision and evaluation and have, or have available to them, expertise in the subject matter and/or area to be evaluated.
3. The ongoing evaluation cycle shall consist of several conferences and observations between the authorized evaluator and the teacher to be evaluated as necessary.

Observations

4. All observations of teacher's performance shall be conducted by the authorized evaluator and with the full knowledge of the teacher and for a minimum duration of fifteen (15) minutes.
5. At the beginning of each ongoing evaluation cycle, the authorized evaluator and the teacher shall meet to mutually select the lesson to be observed and to set any specific goals. If the authorized evaluator and the teacher fail to reach agreement on the evaluation cycle, then the authorized evaluator shall set the date, time and lesson to be observed. The teacher shall provide the evaluator with a copy of the lesson plan in advance of the observation. The evaluator shall provide the teacher with a copy of the observation and evaluation instruments and an explanation of the instruments prior to the observation. The foregoing process shall be repeated prior to each observation, except when a teacher is implementing a Professional Improvement Plan.
6. There shall be a minimum of fifteen (15) school days between observations of a teacher by an evaluator or evaluators, unless the teacher and evaluator agree to an earlier time.
7. No adverse comments shall be given to teachers by evaluators in the presence of pupils, parents, or other teachers.
8. Following every observation of a teacher, the evaluator(s) shall meet with the teacher to discuss the observation report and plan for the next observation as per item #5 above. The meeting shall be at the mutual convenience of the teacher and the evaluator(s) within ten (10) school days of the observation.
9. Following the final observation of a teacher, the authorized evaluator(s) shall meet with the teacher to discuss the evaluation report. The meeting shall be at the mutual convenience of the parties within ten (10) days following the final observation.

Evaluations

10. Evaluation Reports must recognize areas of strength as well as identifying any areas needing improvement.
11. For areas identified as needing improvement, the Observation and Evaluation Reports must provide specific recommendations for improving performance in those areas. At least fifteen (15) school days shall elapse to allow the teacher to benefit from the recommendation for improvement prior to any subsequent observation.

12. The teacher being evaluated may gather and provide additional information on his/her performance and submit it to the evaluator.
13. After each discussion, the teacher shall sign the Observation and Evaluation Report indicating he/she has seen it, but the teacher's signature does not necessarily indicate agreement with the contents. The teacher shall have the right to make a written statement which shall become part of the Final Evaluation Report. This statement must be submitted within fifteen (15) school days after receipt of the evaluation report.
14. A copy of each Observation and Evaluation Report shall be filed in the teacher's personnel file and a copy provided to the teacher following discussion referred to in item #9 above.
15. An unsatisfactory evaluation may be grieved, but only on the grounds of bad faith or discrimination.

Evaluation of Teachers Without Professional Status:

- a. Teachers without professional status shall be evaluated at least once a year and observed at least two (2) times each year. The first observations and conference shall be no later than November 1st and the second observation and conference not later than April 15th.
- b. Whenever a teacher is placed on a Professional Improvement Plan, the timing and number of observations will be determined by the plan. It is understood that a teacher in a Professional Improvement Plan will have no fewer than three (3) observations. Appropriate adjustments will be made for teachers hired after September.
- c. If a teacher is working on an area(s) of improvement identified in earlier observations, subsequent observations should occur no later than May 30th. A teacher without professional status not recommended for re-appointment must be observed a minimum of three (3) times.
- d. For other teachers without professional status, a third observation is at the request of the teacher or evaluator.

Evaluation of Teachers With Professional Status:

- a. Teachers with professional status will be evaluated on a two-year cycle. The evaluation process will be completed by April 15th. In the event the teacher is not meeting expectations, he/she may request a second evaluation by a mutually agreed upon authorized evaluator.
- b. The authorized evaluator must observe the teacher at least two (2) times for a period of no less than fifteen (15) minutes before making a formal evaluation report.

Evaluation of Teacher Leaders and Instructional Leadership Specialists

- a. Teacher Leaders and Instructional Leadership Specialists shall be appointed for two years. Teacher Leaders (TL) and Instructional Leader Specialists (ILS) will be evaluated each year.
- b. During the first year, evaluations will be the same process as a teacher with professional status.
- c. Any ILS or TL who receives a *Does Not Meet* (D) in an indicator will meet with the evaluator between April 15th of the first year and September 30th of the second year to review their progress on the indicator.
- d. During the second year of appointment, evaluations will be completed through a professional portfolio review which will include student growth data from the District's value added model and the Principle VIII Observation. The process, as stated above, replaces the Year 2 Final Evaluation Report Form.
- e. A meeting must be held with each ILS or TL who is entering their 2nd year by September 30th to discuss the reappointment process.
- f. in the second year only on Principle VIII. Those teachers will also be returned to their regular evaluation cycle the following year.
- g. Notification of intent to re-apply must be submitted by November 1st.

Professional Improvement Status

A teacher will be placed on a Professional Improvement Plan when an evaluator and/or principal identifies one or more Principles of Effective Teaching as not meeting expectations.

A minimum three (3) month plan will follow. If the teacher successfully completes the plan within three (3) months, he/she will be removed from professional improvement status and resume his/her normal placement on the evaluation cycle. If longer than three (3) months is needed, the teacher will remain in the professional improvement process.

It is understood that remediation implies a responsibility both for the teacher and for the supervisor or principal. The supervisor/principal is responsible for the recognition and explanation or documentation of any teacher weakness and for providing specific recommendations, suggestions, examples and opportunities for improvements as well as for giving feedback on progress. Instructional Leadership Specialists and/or Teacher Leaders may be involved in assisting teachers with any phase of the professional improvement process. The teacher is responsible for following the prescribed improvement plan and for demonstrating strengthening in the area(s) of weakness. Any significant expenses associated with requirements of the plan (i.e. courses, workshops, conferences and travel outside the district) will be assumed by the school system.

Earned Increments

A teacher on step eleven (11) or below, who is placed on a Professional Improvement Plan will have his/her next step increase withheld until the plan has been successfully completed; at which time he/she will be placed on the appropriate step.

A teacher on step twelve (12) or above, who is placed on a Professional Improvement Plan, will have his/her next salary increase withheld until the plan has been successfully completed; at which time he/she will receive the negotiated salary increase.