

TEACHER EVALUATION HANDBOOK

**DODGE CITY PUBLIC SCHOOLS
UNIFIED SCHOOL DISTRICT 443**

Philosophy of Evaluation

The evaluation of teachers is essential to the underlying goal of improving the instructional opportunities that exist for each student in USD 443. Evaluation is a cooperative and continuing process which will enhance teaching skills and professional growth (formative), and which will be a tool for decision making about teachers performance regarding professional assignment (summative). Growth will ultimately provide improvement in instruction for the student and the school system.

Objectives of Evaluation

The specific objectives of the evaluation procedure include the following:

1. To improve the instruction received by all students in the USD 443 schools.
2. To establish district standards and expectations for teacher performance and responsibilities.
3. To enable teachers and administrators to clearly identify the areas of strength and weakness in teacher performance, and to establish plans for both parties to follow up on performance achievement.
4. To provide a basis for teachers' career planning and professional development.
5. To supply information that will lead to the modification of assignments, such as placements in other positions, promotions, and/or terminations.
6. To meet the requirements of Kansas Statutes and Regulations.

Evaluation Procedures

Evaluation shall be made in writing of every certified employee in accordance with the minimum requirements of K.S.A. 72-9001 es.seq. Evaluations beyond those required by law may be requested by the evaluating administrator or the teacher.

1. The building principal or evaluating administrator shall discuss teacher evaluation objectives and procedures with the staff at the beginning of the school year. All teachers shall be informed at the beginning of the school year of approximate dates and frequency of evaluations during the school year.
2. Teacher and evaluating administrator conferences shall be arranged according to the following schedules:
 - A. Every employee shall be evaluated at least two (2) times per year in the first two (2) consecutive years of employment. Observations for summative (formal) evaluation shall not occur on Halloween, Valentine's Day, or the day before the following designated school holidays/vacations: Thanksgiving, Christmas and Spring Break.
 - B. Every employee shall be evaluated at least one (1) time per year during the third and fourth year of employment. Observations for summative (formal) evaluation shall not occur on Halloween, Valentine's Day, or the day before the following designated school holidays/vacations: Thanksgiving, Christmas and Spring Break.
 - C. Every employee shall have a summative (formal) evaluation at least once every three (3) years after completion of the fourth year of employment. Observations for summative (formal) evaluation shall not occur on Halloween, Valentine's Day, or the day before the following designated school holidays/vacations: Thanksgiving, Christmas and Spring Break.
3. The evaluating administrator shall use the formally adopted USD 443 Observation Form and the Teacher Evaluation Form for information directly related to summative evaluation topics. Building or district letterhead shall be used as a memo form for other information directly related to summative evaluation topics, and must include a place for signatures of the certified staff, including explanatory notes, as per the Classroom Observation form. This does not preclude the use of complimentary or congratulatory notes.
4. A formal summative evaluation shall be based upon a minimum of three (3) classroom observations of no less than one (1) class period or instructional period. For teachers in the first two (2) years of employment, a minimum of two (2) observations shall be required prior to each summative evaluation.

When a Pre-Observation Planning form is utilized, the teacher and evaluating administrator shall discuss the planned observation prior to the observation.

- A. The district-adopted Pre-Observation Planning Form shall be completed by the teacher for use prior to at least one observation.
 - B. A post-observation conference shall be conducted within five (5) working days following any observation. Either party may request additional observations beyond the minimum and/or request another observer. The evaluating administrator shall secure the teacher's signature. The teacher shall receive a copy of the observation report signed by the evaluating administrator.
 - C. In the case of multiple building assignments, the respective administrators shall mutually agree to share responsibility in conducting classroom observations, providing feedback and writing the required evaluation. This provision is intended to avoid duplication of effort and excessive observations for both the teacher and each respective administrator.
- 5. A teacher may submit a self-evaluation to their evaluating administrator using a Teacher Self-Evaluation form.
 - 6. The Teacher Evaluation Form shall be completed based on documentation taken from the district adopted Observation or memo forms, as provided for in section three (3), prepared by the evaluating administrator prior to the evaluation conference. The evaluation report must be signed by the evaluating administrator and the teacher acknowledging that a conference has been held and that the evaluation report has been thoroughly discussed with the teacher. If, in the judgment of the teacher, the report is inaccurate, unfair or incomplete, a response may be attached to the summative evaluation report within ten (10) working days.
 - 7. If, in the judgment of the teacher, the evaluation is inaccurate, unfair or incomplete, the teacher may request a review of the evaluation by the Superintendent of Schools. Such a request for a review shall be made in writing with a copy sent to the evaluating administrator for his/her information. The Superintendent, or the designated representative, shall review all aspects of the evaluation within five (5) working days and render a written judgment to attempt to resolve the issue.
 - 8. Copies of the Teacher Evaluation Form shall be made for the evaluating administrator and the teacher. The teacher and the evaluating administrator shall sign the file copy.

Access to Evaluation

All official evaluations shall be made in writing. The formative evaluation documents and responses thereto shall be maintained in a confidential file in the office of the administrative supervisor. An original copy of the summative evaluation will be maintained in the district personnel file.

Nothing shall be added to the district personnel file so far as such pertains to evaluation without the knowledge of the teacher. Any employee may request, in writing, the removal of any evaluation documents from his/her file after three (3) years from the date of the evaluation.

Except by order of a court of competent jurisdiction, evaluation documents and responses thereto shall be available only to the evaluated employee, the appropriate administrative staff members designated by the board, the school attorney upon request of the board, the state board of education as provided in K.S. 72-7515, the board and the administrative staff of any school to which such employee applies for employment, and other persons specified by the employee in writing to his/her board. (K.S.A. 72-9005)

A teacher shall be allowed access to his/her evaluation file at any time during regular business hour. All requests for access to the evaluation documents shall be through his/her immediate supervisor.

TEACHER EVALUATION CRITERIA

I. Planning and Preparation

- A. Demonstrating Knowledge of Content and Pedagogy
 - 1. Demonstrates an awareness of prerequisite knowledge/skill required for current learner outcomes.
 - 2. Demonstrates the ability to apply learning to current and/or future situations.
 - 3. Demonstrates a knowledge and use of district approved curriculum.
- B. Demonstrating Knowledge of Students
 - 1. Insures that materials and information can be read or seen by the students.
 - 2. Utilizes a variety of information to assist in planning for individual needs.
- C. Demonstrating Knowledge of Resources
 - 1. Uses current and appropriate materials and resources to aid instruction.
- D. Designing Coherent Instruction
 - 1. Shows evidence of long and short-range planning.
 - 2. Shows evidence of adequate lesson preparation and organization of work with objectives clearly in mind.
 - 3. Presents materials in a well-organized fashion.
 - 4. Integrates variables related to retention of learning to promote mastery of learning. (meaning, feeling tone, transfer, practice theory and degree of original learning.)
 - 5. Provides adequate plans and procedures for substitute teachers.
- E. Assessing Student Learning
 - 1. Elicits student behaviors that indicate the current level of mastery.
 - 2. Obtains feedback from students in a variety of ways. (verbal responses, signaled responses, written responses, reports, projects and/or demonstrations.)
 - 3. Uses feedback to plan subsequent learning activities. (reteaching, moving ahead, enriching, conducting more practice or postponing instruction.)
 - 4. Use formal and informal assessment methods to evaluate learning.

II. The Classroom Environment

- A. Establishing a Culture for Learning
 - 1. Adjusts physical conditions in order to provide for a variety of learning styles.
 - 2. Maintains a functional, safe, and attractive classroom environment to support current functional learning activities.
 - 3. Integrates variables of motivation theory into the instructional

process. (i.e. levels of concern, feelings of success, knowledge of results, feeling tone, interest and rewards.)

B. Managing Classroom Procedures

1. Uses class time effectively.
2. Establishes and implements rules and procedures.

C. Managing Student Behavior

1. Manages discipline problems constructively and with approved discipline procedures and policies.
2. Establishes and clearly communicates parameters for student behavior.
3. Promotes student self-discipline.
4. Demonstrates fairness and consistency in handling student problems.

D. Organizing Physical Space

1. Insures that materials and information can be read or seen by the students.
2. Maintains proper care of instructional equipment and materials.

III. Instruction

A. Communicating Clearly and Accurately

1. Determines essential prerequisite skills.
2. States learner outcomes in a clear concise manner.
3. States learner outcomes in terms closely related to real life behaviors.
4. Divides concepts into smaller meaningful segments.

B. Engaging Students in Meaningful Learning

1. Maximizes use of instructional time by limiting non-instructional activities.
2. Extends academic learning time to match closely with the allocated instructional time.
3. Maintains a high student engagement rate on relevant tasks.
4. Uses a variety of questioning and discussion techniques to encourage higher level thinking.
5. Conducts related guided practice activities prior to assigning independent practice or homework.

C. Providing Feedback to Students

1. Obtains student feedback during the lesson as a guide to pacing.
2. Provides prompt feedback to students in order to correct or confirm learning.

IV. Professional Responsibilities

A. Reflecting on Teaching

1. Assesses teaching performance to improve student learning.

- B. Maintaining Accurate Records
 - 1. Maintains and provides accurate data required by the district.
- C. Communicating with Families
 - 1. Confers constructively with parents.
- D. Contributing to a Safe School Environment
 - 1. Exercises responsibility for student safety throughout the entire building and school grounds.
- E. Growing and Developing Professionally
 - 1. Keeps abreast of developments in subject area.
 - 2. Demonstrates commitment by participation in professional activities, (i.e., professional coursework, committee assignments.)
 - 3. Attends professional meetings (i.e., faculty meetings, conferences, staffings, screenings, teacher/student conferences, inservice.)
 - 4. Stays informed regarding policies and regulations applicable to his/her position.
- F. Showing Professionalism
 - 1. Has regular attendance.
 - 2. Is punctual.
 - 3. Shows calmness and maturity in dealing with students, parents and peers.
 - 4. Exercises discretion in dealing with confidential matters regarding students.

**Dodge City USD 443 Dodge City
Pre-Observation Planning Form**

Name _____ Subject _____

Date of Observation _____ Time/Period _____

What will be your objectives for this lesson?

Is this a new, review, or extension lesson?

Where are you in the course? (Unit, lesson, page, supplements, etc.)

What methods and/or materials will be used to achieve the objective?

What particular teaching behaviors/techniques are you planning to emphasize?
(See Teacher Evaluation Criteria)

How will you determine if the objective has been achieved?

Are there any group or individual characteristics or circumstances of which I should be aware?

_____/_____/_____
Supervisor Signature Date Teacher Signature /_____/_____
Date

Classroom Observation

Unified School District 443

Dodge City, Kansas

Date ____/____/____

Time: _____

Instructor: _____

Class/Subject: _____

Observed

X**Indicator****Comments**

I. Planning & Preparation	
Knowledge of Content and Pedagogy	
Knowledge of Students	
Knowledge of Resources	
Designing Coherent Instruction	
Assessing Student Learning	
II. Classroom Environment	
Establishing an Environment for Learning	
Managing Classroom Procedures	
Managing Student Behavior	
Organizing Physical Space	
III. Instruction	
Communicating Clearly and Accurately	
Engaging Students in Meaningful Learning	
Providing Feedback to Students	
IV. Prof. Responsibilities	
Reflecting on Teaching	
Maintaining Accurate Records	
Communicating with Families	
Contributing to a Safe School Environment	
Growing and Developing Professionally	
Showing Professionalism	

Comments: _____

Supervisor's Signature

The post-observation conference shall be conducted within five (5) working days following any observation

Date_____
Teacher's Signature

I have read this report and the evaluating administrative supervisor has discussed it with me. My signature does not necessarily indicate agreement. (The employee has five (5) working days to respond in writing.)

Date

Dodge City USD 443 Dodge City
Teacher Self-Evaluation Form
(Optional)

Name _____

Position _____

Job Location _____

Date _____

Instructions: The teacher may complete this self-evaluation process based on the teacher evaluation criteria. Space may be adjusted as needed.

A. Planning and Preparation

Comments and Recommendations

B. Classroom Environment

Comments and Recommendations

C. Instruction

Comments and Recommendations

D. Professional Responsibilities

Comments and Recommendations

**Dodge City USD 443 Dodge City
Teacher Evaluation Form
Administrator's Evaluation**

Name _____ Position _____

Job Location _____ Date _____

Instructions: The evaluating administrator shall complete this part of the teacher evaluation based on the teacher evaluation criteria. Space may be adjusted as needed.

This evaluation is based on the following written observations and/or other data.

<u>Date</u>	<u>Evaluator</u>	<u>Class/Subject</u>	<u>Length of Visit</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

A. Planning and Preparation

Comments and Recommendations

B. Classroom Environment

Comments and Recommendations

C. Instruction

Comments and Recommendations

D. Professional Responsibilities

Comments and Recommendations

E. Recommendations

I have read this report, and the evaluating administrative supervisor has discussed it with me. My signature does not necessarily indicate agreement. (The employee has ten (10) working days after presentation to respond in writing.)

Teacher's Signature

Date

Administrator's Signature

Date

(Teacher comments may be attached.)

PLAN OF ASSISTANCE PHILOSOPHY

A Plan of Assistance is a concentrated, comprehensive approach intended to increase the effectiveness of the teacher whose performance does not meet district standards as determined by established evaluation procedures.

A Plan of Assistance utilizes resources beyond that of a single building administrator or director. It is a team effort that brings together the skills, knowledge, and time of several well-trained individuals who concentrate their efforts to assist in securing positive changes in the behavior of the faculty member.

PLAN OF ASSISTANCE PROCEDURES

1. After at least two formal evaluations have been completed, the teacher in conference with the evaluating administrator shall be given notice that a Plan of Assistance will be developed.
2. The Plan of Assistance shall include all elements listed on the USD 443 Plan of Assistance format.
3. The Plan of Assistance shall be in effect for no longer than one calendar year and no less than one semester except when extended by mutual agreement.

PLAN OF ASSISTANCE FOR IMPROVING TEACHER PERFORMANCE

Background Information

Teacher's Name:

School and/or Department:

Teaching Experience:

Statement of Deficiency

This section should include:

Direct reference to specify area(s) of performance as noted in evaluation instrument.

General Statement for Plan of Assistance

This section should include:

1. The purpose of the plan
2. The role of the administrator
3. The directive that the Plan of Assistance is to be followed
4. What action may occur if desired improvements are not achieved or directive satisfactorily met.

Program to be Followed

This section should include:

1. A very specific statement as to what is expected of the teacher (tie to each area of performance noted or improvement on evaluation instrument).
2. A series of reasonable activities and time lines for each area.
3. What assistance will be offered by the administrator and other resources (do not include fellow teachers unless mutually agreeable by all parties).

Monitoring System

This section should include:

1. The schedule of conferences and observations to determine progress (each conference and observation must be followed by written report or summary, copy to be provided to the teacher).

2. The method of altering or adjusting program
3. A specific time for final assessment of program

Final Evaluation

This section should include:

A final assessment of the satisfactory or unsatisfactory achievement of the program.

Recommendation

This section should include:

Your recommendation regarding the future status of the teacher to be forwarded to the Personnel Office.

Signature Section

This section should include the following statement:

Signature below signify only receipt and delivery of this memorandum.

Teacher's Signature

Date

Administrator's Signature

Date

Copy Distribution

Personnel File

Any resource personnel mentioned in plan

Classroom Observation

Unified School District 443

Dodge City, Kansas

Date ____/____/____

Time: _____

Instructor: _____

Class/Subject: _____

Observed

X	Indicator	Comments
I.	Planning & Preparation	
	Knowledge of Content and Pedagogy	
	Knowledge of Students	
	Knowledge of Resources	
	Designing Coherent Instruction	
	Assessing Student Learning	
II.	Classroom Environment	
	Establishing an Environment for Learning	
	Managing Classroom Procedures	
	Managing Student Behavior	
	Organizing Physical Space	
III.	Instruction	
	Communicating Clearly and Accurately	
	Engaging Students in Meaningful Learning	
	Providing Feedback to Students	
IV.	Prof. Responsibilities	
	Reflecting on Teaching	
	Maintaining Accurate Records	
	Communicating with Families	
	Contributing to a Safe School Environment	
	Growing and Developing Professionally	
	Showing Professionalism	

Comments: _____

Supervisor's Signature

The post-observation conference shall be conducted within five (5) working days following any observation

*Date*_____
*Teacher's Signature*_____
Date

I have read this report and the evaluating administrative supervisor has discussed it with me. My signature does not necessarily indicate agreement. (The employee has five (5) working days to respond in writing.)

CLASSIFIED PERSONNEL SUPERVISOR EVALUATION FORM

DODGE CITY USD 443

DODGE CITY, KANSAS 67801

EMPLOYEE _____

DATE _____

POSITION _____

BUILDING _____

Rate each quality or skill according to the scale below. **A rating of 3 (Needs improvement) must be accompanied with a comment which includes a suggestion for improvement.**

COMMENDABLE = 1

ACCEPTABLE = 2

NEEDS IMPROVEMENT = 3

NOT APPLICABLE = N/A

I. Personal Qualities

_____ a. Is punctual

_____ b. Uses time well

_____ c. Is neat and well groomed

_____ d. Relates well to others

_____ e. Promotes good public relations

_____ f. Displays positive attitude

_____ g. Shows support for employer

_____ h. Demonstrates self-motivation

Evaluator comments (indicate if attached on separate page):

II. Work skills and expectations

_____ a. Copes well in stressful situations

_____ b. Communicates effectively

_____ c. Works cooperatively with others

_____ d. Completes work in quality manner

_____ e. Completes work assignments promptly

_____ f. Organizes work effectively

_____ g. Produces work in quantity expected

_____ h. Demonstrates understanding of expectations

_____ i. Follows directions

_____ j. Is flexible in changing circumstances

_____ k. Operates and cares for equipment

_____ l. Is able to direct and supervise others

_____ m. Prepares/uses instructional support materials as directed

Other expectations from a specific job description may be listed below:

_____ n. _____

_____ o. _____

Evaluator comments (indicate if attached on separate page):

(Continued)

III. Commitment to Duty

- _____ a. Strives for self-improvement
- _____ b. Takes responsibility for work
- _____ c. Is dependable
- _____ d. Uses wise judgment
- _____ e. Accepts criticism and suggestions in positive manner
- _____ f. Maintains confidentiality concerning information about school records, school operations, parents, students and staff

Evaluator comments (indicate if attached on separate page):

Employee comments may be listed below or attached on a separate page. Accordance with board policy GCI and accompanying regulations, the employee may also submit a written request to the superintendent for a review of this evaluation. Such actions must be completed within ten working days following the evaluation conference.

The evaluating supervisor must sign this evaluation below. An additional signature of a concurring supervisor is required when more than one supervisor is involved in completing this evaluation. The employee signature only indicates that this evaluation was reviewed in an evaluation conference and that a copy has been provided to the employee.

Date

Supervisor Signature

Date

Second Supervisor Signature (if required)

Date

Employee Signature

CLASSIFIED PERSONNEL EVALUATION FORM

Self Evaluation

DODGE CITY USD 443

DODGE CITY, KANSAS 67801

EMPLOYEE _____ DATE _____

POSITION _____ BUILDING _____

Rate each quality or skill according to the scale below. **A rating of 3 (Needs improvement) must be accompanied with a comment which includes a suggestion for improvement.**

COMMENDABLE = 1 ACCEPTABLE = 2 NEEDS IMPROVEMENT = 3 NOT APPLICABLE = N/A

I. Personal Qualities

- _____ a. Is punctual
- _____ b. Uses time well
- _____ c. Is neat and well groomed
- _____ d. Relates well to others
- _____ e. Promotes good public relations
- _____ f. Displays positive attitude
- _____ g. Shows support for employer
- _____ h. Demonstrates self-motivation

Evaluator comments (indicate if attached on separate page):

II. Work skills and expectations

- _____ a. Copes well in stressful situations
- _____ b. Communicates effectively
- _____ c. Works cooperatively with others
- _____ d. Completes work in quality manner
- _____ e. Completes work assignments promptly
- _____ f. Organizes work effectively
- _____ g. Produces work in quantity expected
- _____ h. Demonstrates understanding of expectations
- _____ i. Follows directions
- _____ j. Is flexible in changing circumstances
- _____ k. Operates and cares for equipment
- _____ l. Is able to direct and supervise others
- _____ m. Prepares/uses instructional support materials as directed

Other expectations from a specific job description may be listed below:

- _____ n. _____
- _____ o. _____

Evaluator comments (indicate if attached on separate page):

(Continued)

III. Commitment to Duty

- _____ a. Strives for self-improvement
- _____ b. Takes responsibility for work
- _____ c. Is dependable
- _____ d. Uses wise judgment
- _____ e. Accepts criticism and suggestions in positive manner
- _____ f. Maintains confidentiality concerning information about school records, school operations, parents, students and staff

Evaluator comments (indicate if attached on separate page):

Employee comments may be listed below or attached on a separate page. Accordance with board policy GCI and accompanying regulations, the employee may also submit a written request to the superintendent for a review of this evaluation. Such actions must be completed within ten working days following the evaluation conference.

The evaluating supervisor must sign this evaluation below. An additional signature of a concurring supervisor is required when more than one supervisor is involved in completing this evaluation. The employee signature only indicates that this evaluation was reviewed in an evaluation conference and that a copy has been provided to the employee.

Date

Supervisor Signature

Date

Second Supervisor Signature (if required)

Date

Employee Signature