

## **TEACHER AND PRINCIPAL PERFORMANCE EVALUATION POLICY 2055**

The Board of Education finds that the purpose of K-12 education is to prepare students for success in college, careers, family and community. The most critical factor in a student's success is an effective teacher, and the most critical factor in a school's success is an effective principal. Recruiting, training and retaining outstanding teachers and principals make a considerable difference in long-term outcomes for students. To invest in the effectiveness of our teachers and principals, a system must first be in place to give teachers and principals comprehensive and superior feedback on their performance.

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators.

### GENERAL

The Department of Education shall establish a common and consistent evaluation system to provide teachers and principals with information necessary to continually improve their instructional practice and leadership. Each teacher and principal shall receive an annual overall performance rating.

By May 31, 2012 the Department shall present to the Board a comprehensive and detailed implementation plan for development and implementation of the new evaluation system.

In developing and annually improving the evaluation systems, the Department shall consult and confer the evaluation design and may negotiate related agreements with the respective exclusive representatives of employees affected by the evaluation systems. In addition, the Department shall involve teachers and principals in the development and improvement of the evaluation systems.

The evaluation of a teacher and principal shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.

In developing the evaluation system, the Department shall utilize a pilot test system for either selected schools or for the statewide system. During the pilot years, the Department shall utilize the information and data that are collected to validate and revise the evaluation system. During the pilot years, the results of the redesigned individual evaluations shall not result in adverse consequences for teachers or principals.

The evaluation system must provide timely feedback to identify the needs of educators and guide their professional development. The Department shall include systematic and comprehensive staff

development for all participants. The staff development support shall be directed both to participant understanding and utilization of the evaluation system and to providing targeted support to teachers and principals who are rated marginal.

The evaluation system shall be subject to due process provisions of the respective collective bargaining agreements, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.

### TEACHERS

The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year. Performance levels and associated feedback must be used to inform personnel decisions no later than July 1, 2014.

The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

- Teacher Practice: The measurements of teacher practice may include classroom observations, stakeholder surveys, and evidence of reflective practice.
- Student Learning and Growth: The measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.

### PRINCIPALS

The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year.

The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

- Principal Leadership Practice: The measurement of principal leadership practice shall be based upon the updated Profile of an Effective School Leader that is adapted from ISLLC 2008 Education Leadership Policy Standards.
- Principal Performance: The measurement of principal performance will be based on school-wide academic learning and growth as well as at least one additional outcome indicator.

### PUBLIC CHARTER SCHOOLS

A public charter school's governing board may elect to implement the Department's evaluation

system and, in doing so, receive full access to any resources and supports related to the evaluation system. Alternatively, the charter school's governing board may elect to develop and implement its own evaluation system. Unless the charter school obtains a waiver from the Board from one or more of these criteria, any evaluation system the charter school adopts shall:

- Provide for annual evaluations;
- Be implemented beginning with the 2013-2014 school year;
- For teachers, be used to inform personnel decisions no later than July 1, 2014;
- For teachers, have the Teacher Practice and Student Learning and Growth components described above, each of which counts towards 50 percent of the evaluation rating; and
- For principals, be based at least 50 percent on school-wide academic learning and growth as well as at least one additional student outcome indicator.

Approved: 04/17/12