

POLICY 203-4

TEACHER PERFORMANCE EVALUATION POLICY

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 with information necessary to continually improve their instructional practice and leadership. Each teacher shall receive an annual overall performance rating.

The Department shall develop and maintain 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 exclusive representative of employees affected by the evaluation system. In addition, the Department shall involve teachers in the development and improvement of the evaluation system.

The evaluation of a teacher 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.

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 who are rated marginal.

The evaluation system shall be subject to due process provisions of the collective bargaining agreement, 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.

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.

The evaluation system must consist of multiple measures and shall have two major components, each of which counts towards at least 40 percent of the evaluation rating:

- **Teacher Practice:** The measurements of teacher practice may include but are not limited to classroom observations, stakeholder surveys, and evidence of reflective practice.
- **Student Learning and Growth:** The measurements of students' academic learning and growth may include but are not limited to statewide assessment and other relevant student learning objectives.

Rationale: 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.

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