

## **GBI    Evaluation**

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The board shall adopt an approved evaluation instrument. The instrument shall govern evaluation of teachers, shall be filed in the central office with the clerk of the board and the state board of education and may be published in the teachers' handbooks.

### Availability of Evaluation Documents

Completed evaluation documents shall be available to the employee, the superintendent, assistant superintendent, other administrators under whose supervision the teacher works, and others authorized by law. (See GAK)

Evaluation Criteria - shall be established by the board.

### Philosophy

Evaluation should be a cooperative process wherein the individual being evaluated and the one responsible for making the assessment should feel a joint responsibility to focus on performance areas needing improvement, to work together to achieve the best results and to evaluate the results to give recognition for superior achievement and support in the areas of improvement. Performance improvement is not accidental. It results best when deliberate effort is made to achieve it. Evaluation is a means – not an end – in itself. the process should be more than mere inspection and rating. It should more properly involve work planning and review of past performance and positive motivation. There should be evaluation workshops for certified personnel on the procedures and techniques of evaluation conducted on a regular basis.

**Objectives**

- Clarify the performance expectations of the individual; make duties and responsibilities more clear.
- Establish both short and long-term performance area goals.
- Bring about a closer working relationship between the evaluatee and evaluator.
- Make evaluation relevant to on-going job performance.
- Establish “ground rules” or plans for both the evaluatee and evaluator to follow-up on performance area achievement.
- Keep records of visitations, follow-up conferences and other evaluatee-evaluator contacts.
- Assess results of job performance by means of self-evaluation and evaluator evaluation; make it a cooperative process.
- Conduct formal and informal evaluation conferences as needed or as agreed upon between the evaluatee and evaluator.
- Establish appropriate ways for follow-up of actions needed for further improvement.
- Keep evaluation a dynamic process; assess its effectiveness periodically; revise it as necessary.

**Teacher Evaluation Process(REF. Negotiated Policy**

Teachers new to the system shall be given a minimum of two (2) written evaluations during each school year for the first two (2) years. Each teacher new to the district and/or in the first year of teaching will have a pre-evaluation conference with the building administrator prior to the first formal evaluation. This conference should cover items such as evaluation procedures, items on the checklist and job targets. The first evaluation for a teacher new to the district will be completed no later than the sixtieth (60) school day.

Teachers in their third through fifth years in the system shall be given at least one (1) written evaluation each year. All teachers will be evaluated during their first year following a transfer or extended leave. Teachers with five (5) years or more experience shall be evaluated at least once every three

years. The evaluations for teachers in this section will be completed no later than February 15 of the school year.

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Before making the evaluations specified above, the evaluator shall make two or more classroom observations. Such evaluations shall be based only on information openly obtained. The administrative staff is responsible for making the evaluation. Except by order of a court of competent jurisdiction, evaluation documents and responses shall be available only to the evaluated employee, Board, administrative staff making the evaluation, State Board of Education as provided by K.S.A. 72-7515, Board and administrative staff of any school to which the employee makes application for employment, and other persons specified by the employee to the Board in writing.

Evaluations must be signed by the principal as the evaluator and by the teacher acknowledging that a conference was held and that the teacher is aware of the contents of the evaluation report. All formal evaluations are to be made in triplicate for distribution to the teacher, principal and superintendent. Each teacher will have two weeks to respond in writing to each evaluation.

Job targets are designed to improve instructional competence. All teachers should eventually work on the improvement of performance by developing job targets with their principal.

In the event a teacher is rated as unsatisfactory in any one category on a formal evaluation, the teacher and principal shall work together using the process developed for "job targets" to attempt to raise the teacher's level of performance before the next formal evaluation.

Participation in extracurricular activities shall not constitute a valid basis for evaluating a person's classroom teaching performance. However,

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services rendered under a supplemental contract may constitute a valid basis for instructor evaluation.

Any complaint regarding a teacher made to an administrator by any parent, student or other person, shall be promptly called to the teacher's attention when the complaint is used in evaluating the work performance of the teacher.

No teacher will be disciplined, reprimanded, reduced in rank, or deprived of assignment, (compensation, in the case of supplemental assignment, arbitrarily, capriciously, or without basis in fact.

Instructors shall not be monitored by intercom or other mechanical devices without their knowledge and permission.

At the beginning of the first school year that this policy goes into effect, the principal will discuss the new evaluation procedures with the faculty and each year thereafter with new teachers.

### **Role and Usage of Job Targets for Improvement of Teacher Performance**

The primary purpose and role of an evaluation program is to improve the educational program of the district by assisting the individual teacher in becoming more effective in the classroom.

A related part of the evaluation program is the identification and development of specific "job targets." Job targets will be developed by the

evaluatee and evaluator, using the performance area checklist or appraisal as a basis for their selection. The procedures to be followed are:

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### **GBI Establish**

Prior to or during the first evaluation each year, or at other appropriate times, every evaluator will individually and cooperatively review and/or develop “job performance

#### The Process of Utilizing Job Targets

Professional growth and improved performance can best be stimulated by an evaluation process.

- a. Definition of evaluatee’s job.
- b. Identification of areas that need improvement.
- c. Designation of specific job targets.
- d. An agreed upon plan of relating supervision and evaluation.
- e. Self-evaluation optional by the evaluatee.
- f. Evaluation by the evaluator.
- g. An evaluation conference.
- h. Appropriate follow-up action if needed.

#### Working With the Evaluatee

Recognizing that evaluation is not something that stops and starts with each new school year, the process of using “job performance targets” will insure that evaluation be a continuous process from one year to the next.

#### Appraising Results of Performance

Appraisal of job performance targets will be incorporated into and be an important part of the overall evaluation procedure. There should be es-

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established on-going inservice programs to help teachers better understand job targets – what they are, how to write them, and how to use them.

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