



Dixon Public School District #170

Teacher Evaluation Process

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Philosophy of Education and Instruction

The primary focus of Dixon Public Schools #170 is to provide opportunities which encourage learning to the maximum potential of each student. Student learning depends on effective teaching. Evaluation of teaching depends on assessment of best practices and student learning. Specific, research-based criteria exist and are necessary for a balanced, clinical, and holistic understanding of teacher performance.

Learning is enhanced when all members of the school community fulfill their obligations to the educational program. A cooperative approach is used in the selection of materials while the teacher assumes the primary role in the instructional process and is responsible for effective utilization of materials and methodology. The learning achieved by students helps them become:

1. Contributing adults in their work, family and community.
2. Informed decision-makers.
3. Life-long learners able to cope with a changing society.

The foundation for this learning is laid in the academic basic skill areas which receive top priority. Social, emotional, physical, and career development are built upon this foundation.

Philosophy of Personnel Evaluations

The purpose of evaluation of the professional staff is to improve the quality of instruction. By improving the quality of instruction we are allowing all students the ability to learn at high levels. This goal can best be achieved through teacher evaluation systems which accomplish the following objectives:

1. Improve specific skills.
2. Recognize proficient and excellent performance.
3. Communicate expectations to the evaluatee.
4. Facilitate two-way communication between evaluator and evaluatee.
5. Develop trust and confidence between evaluator and evaluatee.
6. Provide a needs assessment for staff development programs.
7. Motivate the professional development of individuals.
8. Provide information needed for personnel decisions such as tenure, promotion, transfer, and termination.

Evaluation judgments and decisions are limited by the quality of data collected. Data sources include work, observation by the evaluator and others, and interviews with the evaluatee. As the significance of the evaluation decision increases, the number of sources of data expands. The evaluatee may request reasonable, additional data collection. The teacher evaluation system shall include:

1. Research-based criteria reflecting the current findings in effective instructional and administrative practice.
2. Clearly stated standards of performance.
3. Evaluation procedures incorporating the due process rights of the evaluatee and evaluator.
4. Training for evaluators and evaluatees which provides for the effective accomplishment of the objectives of personnel evaluation.

This evaluation process should be continuous, constructive and cooperative in nature.

Purpose and Use

The district has stated in its philosophy of Personnel Evaluation that “the purpose of evaluation of the professional staff is to improve the quality of instruction.” The evaluation procedures outlined below provide the employer the opportunity to assess and evaluate the professional performance evaluation criteria. This evaluation process is intended to be continuous, constructive and cooperative in nature.

- A. The building principal or appropriate supervisor shall acquaint each employee under his/her supervision with such formal written evaluation procedures and instruments as may be used, and shall give each employee the name(s) of the administrator(s) who will observe and evaluate his/her performance.
- B. Tenured teachers shall normally be evaluated, in accordance with the following policies, formally once every two years. Probationary (non-tenured) teachers will be observed and evaluated twice each year. Any teacher may be evaluated on a more frequent basis for the following reasons:
 - A significant change in the teacher’s program.
 - An unsatisfactory or needs improvement rating on the Overall Summary of Performance.
 - The teacher’s current performance has significantly declined since the last evaluation.
 - A principal new to a building may choose to evaluate any teachers within a school during their first year as principal.

There shall be a minimum of one formal observation per evaluation cycle. Additional observations may be scheduled at the discretion of the evaluator or the request of the evaluatee.

C. Unlimited informal observations and input from supervisors and other district administration familiar with the teacher's work may be used to assist in getting a total picture of the teacher's performance. Information from parents and community members may be considered for informal and formal observation reports. Said input will be made known to the teacher and the accuracy of the stated information will be verified before being included in the formal observation report.

Verification of information will be made known to the teacher. Teachers are encouraged to seek input from students using some type of rating form which shall be only for the teacher's review.

D. Student input may be submitted at the discretion of the evaluatee. If the evaluatee wants such data used, he/she must seek it out.

E. Self-evaluation is optional and reports of such evaluation may be placed in the evaluation folder at the discretion of the teacher.

F. Each formal observation shall cover a minimum of 30 minutes a lesson, not to exceed a class period.

G. The evaluation observation shall be reduced to writing and a copy of it given to the evaluatee within five (5) school days after the observation. The evaluatee and the evaluator shall discuss the observation and the written evaluation.

H. After the discussion of any written evaluation or observation report, the form shall be signed and dated by both parties. Each shall have a copy. The teacher's signature does not indicate agreement with the evaluation/observation, but rather signifies awareness of the content. It is the intent of the evaluation cycle that each conference provide positive reinforcement, identification of areas that need improvement, and planning for improved future performance.

- I. Before any evaluation or observation report becomes a part of his/her permanent file, the evaluatee will have fifteen (15) school days following receipt of the report to include a written response for clarification or to add information or opinion. This response becomes a permanent part of the evaluation report.
- J. The evaluation becomes a part of the teacher's personnel file housed at the district office.
- K. Written suggestions for improvement may be made by the evaluator whenever he/she deems it necessary. In order to provide an opportunity to improve their instructional performance, teachers who are rated in their Overall Summary of Performance to need improvement must be evaluated at least once in the next school year. The evaluator's role is to assist teachers, and such a system shall include but not be limited to:
 1. Notification, in writing, of areas where improvements are needed.
 2. Specific recommendations for improvement within a specified time and methods by which improvement will be assessed.
 3. Additional resources, if any, to be utilized to assist in implementing such recommendations.

Within 30 school days of receiving an Overall Summary of Performance evaluation rating of needs improvement for a tenured teacher, a professional development plan will be created collaboratively by the evaluator and evaluatee. The professional development plan will be directed to the areas that need improvement, and state any supports that the district will provide to address the areas identified as needing improvement. Review of the professional development plan will occur at a minimum of every forty (40) schools days between the evaluator and evaluatee. The review will include an update on the progress of the professional development plan to ensure that progress is being made toward areas identified as needing improvement.

- L. Upon completion of an evaluation rating of unsatisfactory for a tenured teacher, a remediation plan must be developed. Evaluations during the remediation period will occur at the mid-point (45 days) and at the end point (90 days), with a written copy of deficiencies and recommendations for correction provided within 10 days. In the event that a formal remediation plan must be developed, all parties will refer to Illinois School Code section 105 ILCS 5/24A-5.

The evaluatee and/or evaluator may request and shall mutually agree upon another district and/or administrator, and a consulting teacher to help a teacher in need of intensive assistance.

Rights regarding the employee's personnel file and any evaluative data contained therein are subject to the statutes of the State of Illinois and the Dixon Education Association collective bargaining agreement with the Dixon Board of Education.

- M. Annually, district-wide in-service sessions will be conducted to familiarize observers/evaluators and evaluatees with the procedures and materials used in this evaluation system.
- N. Before any teacher can be evaluated on district or school wide initiatives, training must be provided.

The Evaluation Cycle

- Non-Tenured teacher = a minimum of (2) formal observations per year. Non-tenured teachers will be evaluated twice a year for 4 years. The observations, will occur a minimum of 2 months apart.
 - 1) Building Level Evaluation Orientation Meeting
 - 2) Pre-observation
 - 3) Observation
 - 4) Post Observation

- Tenured teacher = normally 1 formal observation every (2) years.

- 1) Building Level Evaluation Orientation Meeting
- 2) Pre-observation
- 3) Observation
- 4) Post Observation

A. Evaluation Orientation Meeting

At the beginning of the cycle's evaluation year, an evaluation orientation meeting will be held. The meeting will occur prior to any formal observation. The purpose of this meeting is to provide an orientation and updating for the teacher related to the evaluation process.

B. Pre-observation

No later than two working days prior to the scheduled observation, the teacher will submit lesson plans to the evaluating administrator.

The evaluatee will state his/her objectives for the lesson, the State Goal(s), materials to be used, instructional procedures, evaluation/assessments, and other information which the teacher deems pertinent may be noted.

C. Observation

The observation will encompass a minimum of 30 minutes and not to exceed one (1) class period. During the observation, the evaluator will follow procedures listed below:

1. The evaluator is expected to arrive promptly at the scheduled time and is expected to remain for the entire lesson.
2. The evaluator will look for evidence that the teacher is meeting the established performance characteristics as outlined in the teacher evaluation instrument.

3. Observational practices will be consistent with the Dixon Public Schools Philosophy of Personnel Evaluation, but the activities will vary in the experiences and needs of the teacher. The evaluator will:
 - a. Observe the total classroom situation.
 - b. Try to remain inconspicuous, although under certain circumstances he/she may enter into activity with the class.
 - c. Consider the class activities before and after the period being observed.

D. Post Observation Conference

The primary purpose of the post observation conference is to identify strengths and provide recommendations to overcome weaknesses. Following the observation visit, the evaluator will analyze the data collected. The evaluation shall be reduced to writing and a copy given to the teacher within five (5) school days after the observation.

The evaluator may review the teacher's past evaluation based upon district-established performance areas, district goals and objectives, and previously established SMART goals. Upon receiving the evaluation, a discussion can occur immediately, or another mutually agreed upon date can be scheduled to review the evaluation report. It is the teacher's responsibility to provide the evaluator any additional information he/she wishes to be attached to the teacher evaluation report.

The evaluation shall not be predicated upon lawful nonschool-related activities which have no impact or bearing on his/her effectiveness as an employee.

Upon receiving the teacher evaluation report, the teacher may, within fifteen (15) school days, file a written response which would be attached to the evaluation report and be included in the teacher's personnel file.

SMART Goals

SMART Definition:

Specific – Well defined. Answers the question – Who?

Measurable – The success toward the goal can be measured. Know when it has been achieved. Answers the question – What?

Attainable – Goal can be achieved in a specific amount of time. Answers the question – How?

Relevant – Focused on student learning and performance. Answers the question – Why?

Time Based – Goals have a clearly defined time frame including a target date. Answers the question – When?

The Dixon Teacher Performance Evaluation system requires that two (2) SMART goals be written, monitored, and achieved during each two-year cycle for tenured teachers. Both goals will be of a personal/professional nature. For non-tenured teachers, one SMART goal per year is required. This goal will be personal/professional.

- A. Accomplishment of SMART goals is a dual task. Part of the responsibility for change/improvement is with the teacher and some is assumed by the evaluator.
- B. The SMART goals will be agreed upon by the evaluatee and evaluator.
- C. All SMART goals must be written. Those not met in one cycle may become a goal for the next cycle.

- D. The purpose of SMART goals is to support personal and professional growth during one or two year evaluation cycles. SMART goal work is an on-going and flexible process that needs to be monitored and documented. SMART goals must be actively pursued during the evaluation cycle.

Due Process

It is understood that everyone involved in the Dixon Public Schools' performance evaluation system is to be provided substantive due process, i.e., what is to be done in the evaluation process is fair, rational, and reasonable. This means that the teacher who is not presently meeting job standards must be given the time, the support, and the opportunity to improve.

The Dixon Public Schools' system of teacher performance evaluation has the following provisions to guarantee due process protection for evaluators and evaluatees:

- A. All parties have had extensive involvement and committee representation in the design, research, and development of the evaluation process.
- B. The teacher evaluation process will be available on the district website.
- C. Annually, every teacher and administrator is provided an opportunity for familiarization and training related to the process, its procedures and its use.
- D. Teachers are provided rebuttal opportunity as a part of each reporting cycle.

- E. All reports of needs improvement or unsatisfactory performance must be in writing and must be specific in manner and include suggestions for improvement.
- F. Each teacher is provided access to the file of his/her evaluation reports located at the district office.

This document will be reviewed on a yearly basis by administration and DEA representatives.