

Mercer County Schools
CERTIFIED EVALUATION PLAN

June 2025



Philosophy

The Mercer County Teacher Evaluation Plan provides a systematic process to ensure continuous professional growth and enhance educational practice. This multifaceted process is a collaboration between staff and evaluators. The evaluation will improve the quality of instruction, enhance the learning climate and foster greater student learning. In alignment with its purpose and philosophy, the Mercer County Teacher Evaluation Plan is designed to reflect these common values:

Trust	Fairness	Professionalism
Continuous Learning	Teaching & Learning	Collaboration

To these ends, the members of the Evaluation Task Force invite the staff and administration to commit to this plan which we believe promotes mutual respect, intellectual inquiry and a positive learning environment throughout the Mercer County Schools Community.

We are committed to the following beliefs about learning:

- Students learn best when instruction is varied in its practice and is individualized to students' particular learning styles.
- Students learn best when they are fully engaged and self-motivated.
- Students learn best by experience and by developing higher levels of mastery when they can apply learned knowledge and skills to new situations.

We further believe:

- Students learn best when the school's demanding curricula provide exposure to diverse experiences, opportunities for creative ability and broad engagement in cooperative endeavors focused on real world lessons.
- Students learn best when they are challenged to set high goals and to independently reflect on and assess their progress in achieving those goals.
- Students learn best when assessment by the school is designed not only to assess and analyze current levels of achievement, but also to establish new goals for achievement.

Students learn best when:

- Teachers are committed to continual growth and improvement.
- Teachers self-evaluate, reflect and set goals for improvement.
- Teachers work collaboratively with stakeholders.

We further believe that:

- Students learn best in physically and emotionally safe environments.
- Students learn best when the parents and community fully support their learning in all regards; financial, personal, social, and emotional.
- Students learn best when basic needs are met, regardless of socio-economic status.

Summative Evaluation Process

The summative evaluation process will be completed once every three years for tenured teachers who received either an “excellent” or “proficient” rating in their last performance evaluation. The summative evaluation process will be completed each year for non-tenured teachers and tenured teachers who received a “needs improvement” or “unsatisfactory” rating in their last performance evaluation. By the first student attendance day, the evaluator will notify teachers who will receive a summative evaluation during that school year and share the evaluation instrument and process.

For tenured teachers, a summative evaluation consists of one (1) formal observation and one (1) informal observation. For non-tenured teachers and tenured teachers who received a “needs improvement” or “unsatisfactory” rating in their last performance evaluation, a summative evaluation consists of two (2) formal observations and one (1) informal observation. Either party may elect for all observations to be formal rather than the combination of formal and informal. Tenured teachers who received a “needs improvement” or “unsatisfactory” summative evaluation rating will follow the terms of a properly developed Professional Development or Remediation Plan. This includes a minimum of three (3) observations in the school year immediately following the evaluation year, two of which must be formal observations.

Teachers will share a completed Self-Evaluation Form, Evidence of Domain 1 Worksheet, and the Evidence of Domain 4 Worksheet with their assigned evaluator by February 1. Each Summative Evaluation cycle will conclude with a summative evaluation conference. The Summative Evaluation process will conclude by March 1.

During the Summative Evaluation Conference the evaluator will discuss the self evaluation and contents of the evaluation with the teacher, will give the teacher a summative evaluation rating, will obtain necessary signatures, and will give a copy of the evaluation to the teacher. The completed evaluation will be placed into the teacher’s personnel file and shall include the following:

- The Summative Evaluation Report – completed by the evaluator
- Written Teacher Rebuttal (optional)

The evaluator may choose to evaluate tenured teachers each year or multiple times each year. Teachers may request additional formal and/or informal observations.

Formal Observation

A formal observation consists of a Pre-Observation Conference, a Formal Observation, and a Post-Observation Conference. Formal observation dates will be established by the evaluator and teacher.

For the pre-conference, teachers will share a completed Pre-Observation Questionnaire with their evaluator no later than two (2) workdays prior. Upon mutual agreement, this form can be shared at the pre-conference. The Pre-Observation Questionnaire will be discussed during the pre-observation conference. The qualified evaluator and the teacher shall also discuss the lesson plan or instructional planning and any areas on which the qualified evaluator

should focus during the observation, if applicable.

A formal observation shall involve one of the following activities:

- An observation of the teacher in his or her classroom for a minimum of 45 minutes at a time.
- An observation during a complete lesson; or an observation during an entire class period.

Within ten (10) workdays of the formal observation, the qualified evaluator shall discuss with the teacher the evidence collected about the teacher's professional practice using the Formal Observation Rubric as a guide. The evaluator shall provide feedback to the teacher about the individual's professional practice, including data and evidence specific to areas of focus designated during the conference preceding the observation. The evaluator and teacher will sign the Formal Observation Form.

Informal Observation

Walk-throughs by the evaluator are not considered to be informal observations. Information gathered during walk-throughs can be used in the evaluation process.

Informal observations are to be unannounced. The duration of informal observations shall last a minimum of ten (10) minutes. No pre-conference is necessary for an informal observation.

Within ten (10) workdays following an informal observation, the evaluator shall give written feedback to the teacher using the Informal Observation Form. The evaluator and teacher will sign the Informal Observation Form.

Kathy, supt. 6/3/25

Amber J. Miller, Pres. 6-3-25

Holly J. Stoll, teacher 6-3-25

E. Hall MCHS Principal 6-3-25