

Mercer  
County  
School  
District # 404

## CERTIFIED EVALUATION PLAN



May 2012 (Revised Summer 2013)

## Philosophy

The Mercer County Teacher Evaluation Plan provides a systematic process to ensure continuous professional growth and enhance educational practice. This multi-faceted 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	Continuous Learning
Fairness	Teaching and Learning
Professionalism	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 School District 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 activity, 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, students will learn

## Evaluation Process

1. At the beginning of the school year, the evaluator will notify those teachers who will be evaluated during the school year. The evaluator will also familiarize the teachers with the evaluation instrument and process.
2. The date of the formal observation and pre-observation conference will be established by the evaluator and teacher. Teachers will give the evaluator a completed Pre-Observation Questionnaire no later than two (2) days prior to the pre-observation conference (this can be brought directly to your pre-conference meeting with agreement between the employee and the evaluator .
3. During the pre-observation conference, the Pre-Observation Questionnaire will be discussed, and the date of the Post-observation Meeting will be determined.
4. Within ten (10) work days of the formal observation, the evaluator and teacher will conduct the Post-Observation Meeting. During the meeting, the evaluator and teacher will debrief about the lesson and the Formal Observation Rubric will be discussed.
5. The formal observation process will be repeated if the evaluator chooses not to have the second observation be informal.
6. At some point during the school year, including the time before the formal observation, the evaluator will conduct an informal observation (if the evaluator does not choose to have all observations be formal).
7. Within ten (10) days of the informal observation, the evaluator and teacher will conduct the Post-informal Observation Meeting and discuss the Informal Observation Feedback Form.
8. Teachers will give the evaluator a completed Self-Evaluation Form, Evidence of Domain 1 Worksheet and the Evidence of Domain 4 Worksheet by February 1.
9. The evaluator will complete the evaluation process by March 1.
10. A Summative Evaluation Meeting will take place later in the school year, but prior to the March 1<sup>st</sup> deadline. 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.
11. 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)

## Observations

The evaluation process will be completed once every two years for tenured teachers who received either an “excellent” or “proficient” rating in their last performance evaluation. The 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.

Tenured teachers who received either an “excellent” or “proficient” rating in their last performance evaluation will have a minimum of two observations, one of which must be a formal observation.

Tenured teachers who received a “needs improvement” or “unsatisfactory” performance evaluation rating in their last performance evaluation shall be required to have a minimum of three (3) observations in the school year immediately following the evaluation year, two of which must be formal observations.

For each non-tenured teacher, a minimum of three (3) observations shall be required each school year, two of which must be formal observations.

The evaluator, at his or her discretion, may choose to have all observations be formal. The evaluator may also choose to evaluate tenured teachers each year or multiple times each year.

Teachers may request that all of the observations be formal and/or ask for additional evaluations.

#### Formal Observation

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; or an observation during a complete lesson; or an observation during an entire class period.

Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.

- No later than two (2) days in advance of this conference, the teacher shall submit to the qualified evaluator written responses to the Pre-Conference Questionnaire and any additional evidence of planning for the instruction that will be conducted on the day of the formal observation.
- The qualified evaluator and the teacher shall discuss the lesson plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable.

Within ten (10) days 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 Post-Observation Meeting must take place no later than the end of the tenth (10<sup>th</sup>) work day after the observation.

#### 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 planning conference is necessary for an informal observation.

The evaluator is will use the Informal Observation Checklist as a guide during the informal observation.

Within ten (10) work days following the informal observation, the evaluator shall give written feedback to the teacher using the Informal Observation Checklist.

A discussion will be held after the informal observation to discuss the observation and written feedback. The evaluator and teacher will sign the Informal Observation Checklist.

# Evaluation Process Checklist

Teacher Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Orientation Meeting (within 15 days of start of school): \_\_\_\_\_

--go over process and timeline, teacher receives copies of pre-conference questionnaire, self-evaluation form and domain 4 worksheet

**Formal Observation (entire process is repeated if more than one formal observation is completed)**

Pre-Observation Conference and Formal Observation Dates Set \_\_\_\_\_

Pre-Conference Questionnaire Submitted \_\_\_\_\_

--2 days before pre-conference meeting

--can be brought directly to conference, if both parties agree

Pre-Conference Meeting \_\_\_\_\_

Formal Observation \_\_\_\_\_

Post-Observation Meeting \_\_\_\_\_

--within 10 school days of observation

--go over Formal Observation Rubric

**Informal Observation**

Informal Observation \_\_\_\_\_

Post-Informal Observation Meeting \_\_\_\_\_

--within 10 school days of observation

--go over Information Observation Checklist \_\_\_\_\_

**Additional Requirements**

Self-Assessment completed by Teacher \_\_\_\_\_

--submitted by February 1

Evidence of Domain 1 and 4 Worksheets completed by Teacher \_\_\_\_\_

--submitted by February 1

Summative Evaluation Meeting \_\_\_\_\_

--completed by March 1

--Summative Evaluation Form

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## **Evidence of Domain 4 Professional Responsibilities**

Directions: List the activities you have participated in this evaluation cycle which have contributed to your professional development. Attach additional sheets if necessary.

### 4a. Reflecting on Teaching

Describe how, when and what you do to reflect on your teaching/practice

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### 4b. Maintaining Accurate Records

Describe your upkeep of grades in Websis

Detail how often and by what means you communicate student progress to students

Detail how you monitor RTI interventions

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### 4c. Communicating with Families

Describe when and how you have communicated with parents, please provide specific examples

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Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

4d. Participating in a Professional Community

State what you have done to address your building's plans to increase student achievement

List the committees that you have served on and explain your contribution

List extra/co-curricular school activities and explain your responsibilities

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4e. Growing and Developing Professionally

Staff Development: List workshops/conferences attended/taught and how they impacted your work

College Courses: List courses, titles, credit hours, college/university and explain how they have impacted your work

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4f. Showing Professionalism

What do you see as your role within the building? Are you a teacher-leader: why or why not?

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## **Pre-Conference Questionnaire**

Please respond to the following questions and be prepared to discuss them at your pre-conference meeting with your evaluator. The questionnaire needs to be turned in to your evaluator at least 2 days prior to your pre-conference meeting (this can be brought directly to your pre-conference meeting with agreement between the employee and the evaluator).

1. To which part of your curriculum does this lesson relate?
2. How does this learning “fit” in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How and when will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?