

# MORGAN COUNTY

## SCHOOL DISTRICT

*United For Excellence*

### Morgan County School District Board Policy with Guidelines

**Subject** Licensed Staff Professional Assessment

**Effective Date** Revision of policy from September 1999  
Revision of policy from January 24, 2006  
Revision of policy from January 12, 2011

#### **Purpose of Professional Assessment**

The Morgan County School District believes that the quality of education provided for our students can be improved and enhanced by implementing a systematic, fair, and effective evaluation process. The purpose of professional assessment is to promote professional growth and identify and encourage teacher performance that contributes to student growth and progress. Additionally, this process identifies areas for improvement where educators could benefit from professional development. To this end, a joint committee comprised of teachers, community members, and administrators has developed the following policy that reinforces effective teaching practices, contributes to student growth, and promotes professional growth through professional development.

#### **Evaluation Process Orientation**

All educators in the Morgan County School District must be involved at some level in the evaluation process each year. The **Professional Assessment Sequence Rubric** outlines the components of the evaluation process that each educator must complete during any given school year. The building principal is required to orientate each educator with regards to the evaluation program, including the purpose of the process and the methods to be used before the individual is evaluated. This orientation must occur at least fifteen contract days before the first observation, and include a copy of the evaluation instruments to be used.

Formal evaluations are the responsibility of the building principal. However, when appropriate, part/or all of that responsibility may be delegated to the assistant principal. The special education director, and/or the career and technical education director may also be asked to assist with the evaluation process. With prior approval of the principal and teacher being evaluated, individuals who are serving as administrative interns and other classroom teachers may be involved in classroom observations as part of the formal evaluation process.

At the request of either the principal or the teacher being evaluated, the Superintendent may also be involved in classroom observations as part of the formal evaluation process with prior notification to the building principal and teacher involved.

### **Requirements for Continuing Contract Educators**

All educators on continuing contract must be formally evaluated at least once each year. During a three-year cycle, one of the evaluations must include administrative classroom observations. During the same three-year cycle, two of the evaluations may come from a different data source. The district reserves the right to conduct formal evaluations of any educator during the course of a contract year. This right includes the ability to observe a teacher's class at anytime without prior notice.

### **Requirements for Provisional Educators**

All provisional educators (non-continuing contract) must be formally evaluated at least twice each year. For educators new to the profession who are provisional, both evaluations during the first two years must include classroom observations. During the third year, one evaluation must include classroom observations while the second may be from a different data source.

For educators new to our district with prior experience, both evaluations during the first year must include classroom observations. During the second and third year, one evaluation must include classroom observations while the other can be from a different data source. In most cases an educator new to the district will remain on provisional status for three years, and in some cases the educator may be required to remain on provisional status for up to five years. The building principal may recommend that a provisional educator, with prior experience, be promoted from provisional status upon competing one or two successful years of teaching within the Morgan County School District.

### **Formal Evaluation with Classroom Observations**

A formal evaluation with classroom observations must include a reasonable number of observation periods in order to insure an adequate opportunity for the evaluation of the educator, (3-5 visits in most cases). This includes observations for part and/or full class periods or lessons as well as a mixture of announced and unannounced visits. Each observation associated with a formal evaluation is to be recorded on the **MCS D Educator Observation Form** (form A) or the **MCS D Inter-School Peer Observation Form** (form B) with a copy provided to the teacher upon completion. An observation does not necessarily deal with all dimensions of these forms.

Within fifteen contract days of the completed formal evaluation process, a written summary of the formal observations must be reviewed and discussed with the educator. During that discussion a summary of the evaluator's observations are to be provided to them using the **MCS D Summary of Formal Evaluations Form** (form C).

### **Evaluation Through Various Data Sources**

The evaluation process through various data sources provides the teacher and administrator with a variety of techniques that can be used to promote professional

growth and encourage teacher behaviors that contribute to student progress. The following options have been approved for evaluation using other data sources:

- A. The establishment, implementation, and monitoring of a professional goal that deals specifically with student performance that is measured through an objective process.
- B. A minimum of three informal observations by at least two different peers who provide written feedback to the teacher being observed and also to the administrator. Each observation associated with this option is to be recorded on the **MCS D Educator Observation Form** (form A) or the **MCS D Inter-School Peer Observation Form** (form B). An observation does not necessarily deal with all dimensions of these forms.
- C. An age appropriate survey of students, that includes questions that have been mutually agreed upon by the teacher and the administrator. The results of the survey must be analyzed and summarized.
- D. The development and utilization of a parent survey that includes questions that have been mutually agreed upon by the teacher and the administrator. The results of the survey must be analyzed and summarized.
- E. Educators may request a formal evaluation with classroom observations during a year when they could use other data sources.
- F. The development and presentation of a traditional or electronic portfolio during the year that includes a minimum of the following:
  - 1. A lesson plan that was successfully used in your classroom.
  - 2. An analysis of student performance data in your classroom, including a narrative of how the analysis impacted your instruction.
  - 3. A short narrative of one example where you served as a student advocate during the school year, i.e. you had an impact upon a student's life.
  - 4. A listing of the professional development activities that you were involved in during the year.
  - 5. A minimum of three examples of student work that document student learning has taken place in your classroom during the year.
- G. The completion of an action research project that includes:
  - 1. Outline of the project
  - 2. An action research paper, which includes:
    - a. Introduction

- b. History or topic and the question you would like to answer about student learning or your teaching.
  - c. Short review of the literature
  - d. Methods used to gather data
  - e. Resources used
  - f. Data analysis including what you have learned
  - g. Plan of action to implement what you have learned
- H. Involvement in a significant professional activity during the year that leads to improved instruction and/or curriculum development with a written summary of the activity the educator was involved in and how it impacted instruction and/or curriculum development. Examples could include: participation on a visiting accreditation team, leading a school or district-wide professional development activity that extends over several sessions, presenting one or more sessions at professional conferences, leading an on-site professional development activity, actively participating on a state-wide committee involved in curriculum, instruction, or assessment.
- I. Work as part of a collaborative learning community in which three or more educators identify a common concern regarding instruction, learning, and curriculum or classroom management. Working together, the educators are to develop and implement changes in their classroom to address their concern. A written summary of their work as well as an oral presentation to their staff is required as evidence of their performance.
- J. Educators who are taking a minimum of six semester hours of university studies leading to an advanced degree may submit a written narrative explaining how their graduate program has impacted their classroom instruction.
- K. Negotiate an individualized personal plan with the building administrator in the area of professional development or student improvement. Examples could include: develop and implement a professional web page, use new technologies to enhance instruction, engage in an in depth study of professional literature either individually or as part of a collaborative group.

Educators involved in an evaluation using one of the various data sources are to meet with their principal to discuss their plan on/or before October 15. The building principal must approve the data source being used during the school year. With the exception of graduate studies, the plan must be substantially completed on/or before April 1. Individual exceptions may be made in unique situations by the principal. Within fifteen contract days of the completing the various data source option agreed upon, the administrator must complete the **MCSD Formal Evaluation Through Various Data Sources Form** (form D), and review and discuss the results with the educator. During that discussion a copy of the completed form D should be given to the educator.

### Annual Summative Evaluations

In addition to either of the evaluations outlined above, there shall be a yearly summative evaluation of all licensed employees. The summative evaluation involves professional responsibilities and serves as an exit interview with the evaluator. The summative evaluation includes the completion of two annual evaluation forms. The administrator will complete the **MCS D Annual Professional Responsibilities Assessment** (form E) and the **MCS D Annual Professional Assessment Summary** (form F) and discuss the results with the educator. During the discussion the following must be addressed:

1. If the educator was formally evaluated using classroom observations the results of the formal evaluation with classroom observations will be discussed. The information from the **MCS D Educator Observation Form** (form A) or the **MCS D Inter-School Peer Observation Form** (form B) and the **MCS D Summary of Formal Evaluations Form** (form C) will be reviewed and discussed with the educator.
2. If the educator was evaluated using one of the various data sources the results of the data source used should be discussed. The information from the **MCS D Formal Evaluation Through Various Data Sources Form** (form D) will be reviewed and discussed with the educator.
3. The results from the **MCS D Annual Professional Responsibilities Assessment** (form E) and the **MCS D Annual Professional Assessment Summary** (form F) will be reviewed and discussed with the educator. Commendations and recommendations from these forms should include specific comments about the educator's professional responsibilities and performance.
4. Two improvement goals for the upcoming year are to be set, one goal focusing on professional development and one goal focusing on student improvement. These goals should be mutually agreed upon by the educator and the evaluator and should be observable and measurable.
5. Goals from the previous summative evaluation are to be reviewed.
6. All required forms must be completed and signed by the administrator and the educator.
7. If there is a disagreement about the results of the evaluation between the educator and the administrator, the educator is to be provided an opportunity for self-evaluation using the **MCS D Annual Professional Responsibilities Assessment** (form E).

Although professional behavior outside of the classroom could be addressed, the major focus is instruction and student learning. Following any revisions made as a result of the discussion, a copy of the evaluation form F, **MCS D Annual Professional Assessment Summary** is to be sent to the district office to be filed in the educator's personnel file. A copy is also provided for the educator. An educator has the right to

submit a written response to any part of the evaluation and have that response attached to the evaluation report. The written response must be submitted to the superintendent's office within thirty days of the exit interview.

### **Remediation**

If the performance of a teacher is deemed to be inadequate, or in need of improvement a remediation plan shall be developed and implemented. The plan must include the following:

1. A written document clearly identifying deficiencies.
2. A plan of improvement that includes resources that will be available to help the teacher remediate the concerns.
3. A specific timeline with expected outcomes.

### **Review Of Evaluation**

An educator who is not satisfied with an evaluation has thirty days after receiving the written evaluation to request a review of the evaluation. The educator, principal, and superintendent will mutually agree upon a method of review. If a mutual agreement is not reached within ten contract days of having received the request for review, the superintendent shall appoint a person to review and make recommendations to the superintendent regarding the teacher's evaluation. The person appointed shall not be an employee of the school district, but should have expertise in teacher or personnel evaluation.

### **Post Evaluation Timeline**

When an issue or problem is noted the administrator has a professional and ethical obligation to address the issue with the educator immediately. At least sixty days before the end of the school year, the principal of an educator whose performance has been determined to be inadequate or in need of improvement, shall complete all written evaluations and recommendations regarding the educator evaluated during the contract school year. The final evaluation shall contain only data previously considered and discussed with the individual educator.

Legal reference: UCA 53A-10-101 – UCA 53A-10-111 – UCA-53A-8-106

Teacher:

Date [Click here to enter a date.](#)

Observer:

School [Choose an item.](#)

Times Observed [Choose an item.](#)

Date of Last Observation [Click here to enter a date.](#)

Check boxes of the items observed during visit to teacher's classroom. **Note:** Not all items will be observed in one visit.

**Domain I – Instructional Planning and Preparation**

- Objectives reflect the core and drive instruction
- Appropriate materials and presentation are ready for instruction
- Lesson part of a larger sequence of learning
- Academic learning time is optimized

Notes

**Domain II – Managing the Classroom**

- Teacher establishes routines/procedures that promote student responsibility
- Smooth classroom transitions
- Effective use of time
- Consistent in response to student behavior
- Students on task
- Teacher addresses misunderstandings
- Adjusts instruction based on students' needs

Notes

**Domain III – Interacting with Students**

- Encouragement and support of struggling or reluctant students
- Communicates effectively and appropriately with students
- Includes individual and group performance activities
- Provides continuous positive feedback
- Reinforces desired academic behaviors
- Acknowledges students efforts
- Generates positive climate
- Develops a positive relationship with each individual student

Notes

**Domain IV – Instruction**

- Students are actively engaged in instruction and activities
- Students are engaged in successful critical thinking/problem solving

Instruction Delivery

- Shared and guided practice of the objective
- Independent practice is appropriate for objective
- Prior/future learning is connected
- Sets purpose for lesson: identifies goals, core objectives, & expectations
- Demonstrates high energy and enthusiasm
- Incorporates higher-level thinking skills
- Organizes and sequences activities
- Accommodates different learning styles
- Provides clear directions and demonstrations

Teacher as a Facilitator

- Questioning strategies challenge and engage students
- Pacing is appropriate
- Prepares students effectively for activities
- Supervises independent practice and provides correctives
- Monitors student performance
- Provides timely academic feedback

Notes

**Domain V – Learning and Assessment**

- Monitoring/checking for understanding throughout lesson
- Assessment and instruction are aligned with core objectives
- Formal/informal assessment is used and acted upon to adjust teaching
- Reteaching occurs as appropriate
- Uses a variety of assessment strategies
- Documents student progress
- Provides remediation strategies that meet student needs

Notes

Comments

Recommendations

Educator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Observer's Signature \_\_\_\_\_

Date \_\_\_\_\_

## Inter-School Peer Observation Response

Date Scheduled for Observation  
Teacher Conducting the Observation  
Teacher Receiving the Observation  
School  
Subject/Grade Level

1. Identify the lesson objective:
  
2. Comment on the following instructional elements:
  - Planning and preparation
  - Managing the classroom
  - Interacting with students
  - Classroom Instruction
  - Teaching and learning
  
3. What ideas/techniques have you taken from this observation that may assist you in your present teaching assignment?
  
4. What recommendations might you have for the teacher being observed?
  
5. How might collaboration between you and the teacher observed strengthen the overall educational experience of our students in the Morgan School District?

**Morgan County School District**  
 Summary of Formal Observations

**Form C**

Teacher \_\_\_\_\_

Date [Click here to enter a date.](#)

Name of Evaluator \_\_\_\_\_

School [Choose an item.](#)

Number of Observations [Choose an item.](#)

Area	Meets or Exceeds Expectations	Needs Improvement	Below Expectations	Comments
Instructional Planning and Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Managing the Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interacting with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning and Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Student Improvement Goal \_\_\_\_\_

Commendations \_\_\_\_\_

Recommendations \_\_\_\_\_

Educator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Educator:

Date [Click here to enter a date.](#)

School: [Choose an item.](#)

Year [Choose an item.](#)

Options for a Formal Evaluation Using Various Data Sources

- A. The establishment, implementation, and monitoring of a professional goal that deals specifically with student performance that is measured through an objective process.
- B. A minimum of three informal observations by at least two different peers who provide written feedback to the teacher. This source may include a peer observation/response group that works together to help each other. It may focus on instruction, program implementation, and/or classroom management techniques.
- C. An age appropriate survey of students, that includes questions that have been mutually agreed upon by the teacher and the administrator. The results of the survey must be analyzed and summarized.
- D. The development and utilization of a parent survey that includes questions that have been mutually agreed upon by the teacher and the administrator. The results of the survey must be analyzed and summarized.
- E. Educators may request a formal evaluation with classroom observations during a year when they could use other data sources.
- F. The development and presentation of a traditional or electronic portfolio during the year.
- G. The completion of an action research project that includes the elements found in the Licensed Staff Professional Assessment Procedures.
- H. Involvement in a significant professional activity during the year that leads to improved instruction and/or curriculum development with a written summary of the activity the educator was involved in and how it impacted instruction and/or curriculum development.
- I. Participate in a collaborative learning community activity in which three or more educators identify a common concern regarding instruction, learning, and curriculum or classroom management. The group develops and implements changes in their classrooms to address their concerns, then writes a summary of their work and gives an oral presentation to their staff.

- J. Educators completing a minimum of six semester hours of university studies leading to an advanced degree may submit a written narrative explaining how their graduate program has impacted their classroom instruction.
- K. Negotiate an individualized personal plan with the building administrator in the area of professional development or student improvement.

Using option **Choose an item.**, my intent is to accomplish the following Student Improvement Goal:  
 (include a specific description of what you plan to do)

Educator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Approved:

Administrator's Signature \_\_\_\_\_

Date \_\_\_\_\_

	<b>Yes</b>	<b>No</b>	<b>Comments</b>
The project was completed on time.	<input type="checkbox"/>	<input type="checkbox"/>	
The quality of the work was acceptable.	<input type="checkbox"/>	<input type="checkbox"/>	
The initial goal of the project was met.	<input type="checkbox"/>	<input type="checkbox"/>	

Educator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Approved:

Administrator's Signature \_\_\_\_\_

Date \_\_\_\_\_

**Morgan County School District**  
Annual Professional Responsibilities Assessment

**Form E**

Educator

Date [Click here to enter a date.](#)

Administrator

School [Choose an item.](#)

Area	Meet or Exceeds Expectations	Needs Improvement	Below Expectations	Comments
Follows policies and procedures of the school and district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Punctuality and attendance at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attendance at faculty meetings, IEPs and other required meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Completes assigned tasks accurately and on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Submits timely and accurate attendance, grades, and citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Collaborates and cooperates with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cooperates with administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicates with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Area	Meets or Exceeds Expectation	Needs Improvement	Below Expectations	Comments
Willing to accept additional assignments at building and district level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supports school and districts objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shows evidence of student growth through data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Professional Improvement Goal

Commendations

Recommendations

Educator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Educator

School Year Choose an item.

**I. Professional Responsibilities**

<b>Performance Level</b>	<b>Overall Educator Rating</b>	<b>Overall Administrator Rating</b>
Meets or Exceeds Expectations	<input type="checkbox"/>	<input type="checkbox"/>
Needs Improvement	<input type="checkbox"/>	<input type="checkbox"/>
Below Expectations	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Commendations

Recommendations

**II. Evaluation Using Administrative Observations**

<b>Performance Level</b>	<b>Overall Educator Rating</b>	<b>Overall Administrator Rating</b>
Meets or Exceeds Expectations	<input type="checkbox"/>	<input type="checkbox"/>
Needs Improvement	<input type="checkbox"/>	<input type="checkbox"/>
Below Expectations	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Commendations

Recommendations

**III. Evaluation Using Other Data Sources**

<b>Performance Level</b>	<b>Overall Educator Rating</b>	<b>Overall Administrator Rating</b>
Meets or Exceeds Expectations	<input type="checkbox"/>	<input type="checkbox"/>
Needs Improvement	<input type="checkbox"/>	<input type="checkbox"/>
Below Expectations	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Commendations

Recommendations

**IV. Goals**

Student Improvement Goal

Professional Improvement Goal

**V. Comments**

Administrative Comments

Educator Comments

**VI. Signatures**

Educator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

**Morgan County School District**  
Professional Assessment Sequence Rubric

	Professional Responsibilities	Formal Evaluation with Observations	Evaluation through various Data Sources
<b>First Year in District</b>	Yes	Yes - Twice	No
<b>Second Year in District</b>  Educators with 1-2 years experience  Educators with 3 or more years experience	Yes  Yes	Yes – Twice  Once Required, maybe twice	No  May be used as a substitute for second evaluation with observation
<b>Third Year in District</b>	Yes	Once Required, maybe twice	May be used as a substitute for second evaluation with observation
<b>Continuing Contract Teachers</b>	Yes – Each Year	Yes – Once every three years	Yes – each year that a formal evaluation with observations is not conducted

Administrators have the authority to require a formal evaluation with observations during any year and as often as they feel necessary. During a year when the educator is to be evaluated by a method other than by observations, the administrator may recommend the use of a specific data source by the educator.