

In order to meet the needs of all students in the Allegany County Public Schools, it is important to have a system for evaluating the effectiveness of the professional employees. Performance evaluations are an effective way to help teachers grow professionally and improve the overall quality of education delivered to students.

The evaluation of the instructional staff, however, has professional implications for the teacher, organizational implications for the school system, and educational implications for students. An effective teacher evaluation system can define the nature of teaching, satisfy the need for accountability, promote the improvement of employee performance, guide the professional growth of staff, enhance the self-esteem of teachers, provide a permanent record of professional accomplishments, recognize outstanding contributions to students and the school system, and provide a foundation for administrative decisions about personnel.

An effective evaluation system acknowledges the developmental nature of teaching by allowing less experienced professionals an opportunity to develop an understanding of effective instructional techniques, while permitting all professionals an opportunity to engage in self-analysis, self-evaluation, and goal setting in an environment of mutual respect and trust.

Since teaching is viewed as a profession, the philosophy, the evaluative criteria, and the process followed in evaluating professional employees requires the instructional staff to possess and apply specialized techniques and skills in an educational setting.

Professional performance is measurable and teaching primarily involves a decision-making process before, during, and after interacting with students. An effective evaluation system for professional employees is constructive in nature and contains, in accordance with established standards, objective performance criteria that focus on a singular purpose and goal: the improvement of instruction to enhance learning for all students.

**Goals**

1. To improve instruction and enhance learning for all students
2. To identify strengths and needs of professional personnel
3. To promote the improvement of employee performance
4. To promote self-analysis of professional performance
5. To guide professional growth of staff

**Teacher Evaluation**

The teacher evaluation process is comprised of two basic components: Professional Practice and Student Growth. While each component can be considered a separate entity, these components are interrelated and essential to the total teacher evaluation process.

**Formal Observation**

A formal observation provides for teacher accountability and forms the basis for subsequent evaluations. Formal observations are formative in nature, are typically one instructional period in length, and are accompanied by a recorded summary.

Specific domains include teacher planning and preparation, classroom environment, instruction, and professional responsibilities have been identified and included on the Teacher Observation Form. All competencies and indicators may not be observed during every lesson. However, professional responsibilities are ongoing and will be assessed.

While all formal observations are conducted openly and with full knowledge of the teacher, the administrator/supervisor has the discretion of deciding if the formal observation will be announced or unannounced. A teacher may request that the administrator/supervisor conduct a formal observation of a specific class or lesson. When any competency on the Teacher Observation Form is rated an "ineffective," documentation must accompany the observation form indicating the concern with specific recommendations for improvement.

A recorded summary of a formal observation is prepared by the evaluator and shared with the teacher at the time of the post-observation conference. At the post-observation conference, the teacher signs records an electronic signature on the report and may receive a copy. Signatures indicate only that the teacher has received a copy or has access of the observation form. Comments by the teacher may be attached to the observation form.

**Informal Observation (Example: Walk Through)**

A walk through is a subcategory of informal observations. An informal observation contributes to teacher accountability and can be included in subsequent evaluations. Informal observations are generally of shorter duration than a formal observation and may or may not be accompanied by a written record. Teachers not on the evaluation cycle should receive a minimum of two classroom visits by a school administrator and/or supervisor, one per semester, during each year that the teacher is not undergoing formal evaluation. The walk through protocol may be used to record data. While all informal observations are conducted openly and with full knowledge of the teacher, the administrator/supervisor has the discretion of deciding if the informal observation will be announced or unannounced.

**Evaluation**

Evaluation is more summative in nature and represents an assessment of numerous pieces of information extending over a longer period of time. Included in an evaluation are all observations which occur during the period of evaluation in addition to other pertinent pieces of information related to the identified competencies being assessed. All evaluations are conducted openly and with full knowledge of the teacher.

An evaluation report is prepared by the evaluators and shared with the teacher at the time of the evaluation conference. At the evaluation conference, the teacher signs the evaluation report and may request a copy. Signatures indicate only that the teacher has received a copy or has access to the evaluation form. Comments by the teacher may be attached to the evaluation form.

**Professional Development Plan for Recertification or Professional Growth**

A professional development component to the teacher evaluation process is based on the belief that assessment should include encouragement and support for professional growth and is a requirement for certificate renewal. Teachers who engage in professional improvement will develop a plan based on personal objectives for instructional improvement. This plan may include improvement in classroom management, instructional planning, instructional delivery, increased knowledge in a content area, etc.

The Professional Development Plan (PDP) will list activities and credits, establish a target date for completion, and be approved by the administrator/supervisor. Teachers completing a PDP will be advised of available staff development activities to assist with the successful completion of approved goals and activities. The completed PDP and approved documentation will be forwarded to the Personnel Office by the teacher upon completion of the entire plan. College credits should be submitted to the Personnel Office upon completion of the course with reimbursement form, if eligible.

**GENERAL GUIDELINES****Schedules for Observations/Evaluations**

The calendar for observation/evaluation shall be determined for the school year by Human Resources.

Human Resources will provide a list of employee certification and evaluation status at the beginning of each school year.

School administrators and supervisors will review the Employee Certificate and Evaluation Status report by October 1 and will take steps to initiate the observation and evaluation process.

Teachers shall be notified by the school administrator or supervisor if they are on the evaluation cycle or for certificate renewal cycle. All teachers have access to the appropriate observation and evaluation forms, policies, and procedures.

The appropriate supervisor will determine who will complete the evaluation of teachers assigned to more than one school.

**Observation /Evaluation of Teachers**

Teachers shall be observed/evaluated by school administrators and central office staff.

Evaluations shall be completed jointly by a school administrator and by a supervisor.

**Conference Schedules**

A pre-observation conference shall be an optional part of the observation/evaluation process and may be requested by an administrator/supervisor or teacher.

A post-observation conference is required and will take place within five (5) duty days following any observation which contains an unsatisfactory rating.

A post-observation conference is required and will take place within ten (10) duty days following any observation which does not contain an unsatisfactory rating.

Principals have the responsibility of scheduling the evaluation conference in cooperation with the appropriate supervisor.

**Miscellaneous****Teachers Tenured Elsewhere**

Teachers having more than three (3) years experience in another school system when employed in the Allegany County Public Schools have non-tenured status and are evaluated accordingly.

**Teachers Returning To Service**

Teachers on leave of absence from the Allegany County Public Schools shall return to the same evaluation schedule that was in force at the time their leave was granted.

**Teachers Serving Less Than A Full Year**

New teachers who begin employment after the school year has started are granted tenure status in accordance with the provisions of the negotiated agreement. They are evaluated for each of their first six (6) semesters as non-tenured teachers.

**Tenured Teachers Rated As Ineffective**

Teachers who receive an overall “ineffective” rating on a final evaluation are to be evaluated the following year. Such teacher may be placed on a second class certificate and a teacher improvement plan.

Teachers who receive an overall “developing” rating on a final evaluation may be placed on a second class certificate and a teacher improvement plan.

Teachers who receive an overall developing rating for two consecutive years will receive an overall ineffective rating the second (2) year.

**Teachers Having A Second-Class Certificate**

Teachers who have been placed on a second-class certificate are observed and evaluated on the same schedule as non-tenured teachers.

**NON-TENURED TEACHERS****Formal Observation**

Non-tenured teachers shall receive at least two (2) formal observations by December 1 and at least two (2) additional observations prior to March 1.

Non-tenured teachers may be observed on a more frequent basis as determined by the principal and/or supervisor or at the request of the teacher.

**Evaluation**

Non-tenured teachers shall receive at least one (1) evaluation by December 1 and at least a second evaluation prior to March 1.

Non-tenured teachers may be evaluated on a more frequent basis as determined by the principal and/or supervisor or at the request of the teacher.

**Self-Evaluation**

Non-tenured teachers are encouraged to use the observation and evaluation instruments to evaluate teaching performance and work toward needed improvement.

Self-evaluation is intended solely for the teacher’s use but may be shared with school administrators and supervisors.

**TENURED TEACHERS****Formal Observation**

Tenured teachers holding a Standard Professional Certificate I or II or an Extended Standard Professional Certificate II shall be formally observed annually by the school administrator and supervisor.

Tenured teachers may be observed on a more frequent basis as determined by the principal and/or supervisor or at the request of the teacher.

Tenured teachers holding an Advanced Professional Certificate (APC) shall be observed one (1) time by the school administrator and one (1) additional time by the supervisor during the four year period immediately preceding the next certificate renewal and/or once within the three (3) year teacher principal evaluation cycle.

**Informal Observation**

School administrators and supervisors may visit tenured teachers additional times during the school year to conduct informal observations.

Informal observations are generally of shorter duration than a formal observation and may or may not be accompanied by a written record.

**Evaluation**

Tenured teachers holding a Standard Professional Certificate I or II or an Extended Standard Professional Certificate II shall be jointly evaluated annually by the school administrator and supervisor.

Tenured teachers holding an Advanced Professional Certificate (APC) shall be jointly evaluated a minimum of one (1) time during the initial year the certificate is issued or renewed and/or once within the three (3) year teacher principal evaluation cycle.

Tenured teachers holding an Advanced Professional Certificate (APC) shall be jointly evaluated by the school administrator and supervisor at least one additional time during the four year period immediately preceding the next certificate renewal and/or once within the three (3) year teacher principal evaluation cycle.

Tenured teachers may be evaluated on a more frequent basis as determined by the principal and/or supervisor.

**Self-Evaluation**

Tenured teachers are encouraged to use the observation and evaluation instrument(s) to evaluate teaching performance and work toward improvement.

Self-evaluation is intended solely for the teacher's use but may be shared with school administrator and supervisor.

**FORMS**

All evaluation forms are located on the electronic Teacher Principal Evaluation (TPE) application and the Employee Portal.

<b>Board Reviewed</b> <b>06/14/16</b>	<b>Superintendent Approved</b> <b>06/14/16</b>
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