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## EXPLANATION: EVALUATION OF PROFESSIONAL STAFF

MSBA has revised this policy to assist districts in complying with the new employee evaluation requirements the State Board of Education committed to as part of the Elementary and Secondary Education Act (ESEA) flexibility waiver granted by the U.S. Department of Education. MSBA has also revised this policy to help districts comply with the new educator evaluation requirements included in the Missouri School Improvement Program (MSIP) 5 Process Standards.

The Department of Elementary and Secondary Education (DESE) has been in the process of soliciting input and revising educator evaluation recommendations since 2008. In 2012, Missouri received an ESEA flexibility waiver from the U.S. Department of Education. This waiver requires the state of Missouri to address three principles: "college- and career-ready expectations for all students; state-developed recognition, accountability and support; and supporting effective instruction and leadership." Pursuant to the waiver, every district in Missouri must have an effective evaluation process in place by the 2014–2015 school year. An effective evaluation process is one that is aligned with the Essential Principles of Effective Evaluation (Essential Principles) as defined in the Missouri Code of State Regulations.

DESE, in cooperation with educational organizations, educators and others, has developed model evaluation tools for teachers, leaders and superintendents, and the DESE model incorporates the Essential Principles. Districts have the option of using the DESE model or creating their own evaluation forms and process as long as they are based on the Essential Principles. This policy was also revised to align with current research on effective educator evaluation and recommendations from DESE.

The details of this policy may be modified to reflect the district's chosen method for evaluating teachers, but please be advised that any process the district uses must conform to the Essential Principles!

State statute includes a requirement that districts adopt teaching standards, and the statute actually lists the minimum standards. DESE, in cooperation with a number of school districts and organizations, has created more comprehensive standards that incorporate the statutory standards. For that reason, MSBA has chosen to include the more comprehensive standards of the DESE model in this policy because they more closely tie to the DESE model evaluation form. Districts that use that form will want to use the model standards as well. For a crosswalk between the statutory standards and the DESE model standards, see the DESE website at:

<http://www.dese.mo.gov/eq/documents/StandardsInformationDocument.pdf>.

**DESE's model Teacher Evaluation and Teacher Evaluation Protocol are available at:**

**<http://www.dese.mo.gov/eq/TeacherEvaluation.htm>.**

**The Essential Principles are explained at:**

**<http://www.dese.mo.gov/eq/essprinoverview.htm>.**

**Some school districts have chosen to partner with the University of Missouri to implement a teacher evaluation model. The university has developed its own policy with input from MSBA. Districts partnering with the university should use that model policy. A copy of the policy is available from MSBA.**

**This update also includes new policies for evaluating the superintendent and principals.**

#### **Counselors and Librarians**

**Currently, there are no model evaluation instruments specific to counselors or librarians. There are, however, standards upon which an evaluation should be conducted. Missouri standards for the evaluation of counselors and librarians are based on national standards. Practitioners and others with expertise worked with DESE to develop standards applicable to counselors and librarians that are designed to promote excellence in those fields. The same principles of effective evaluation that apply to teachers and leaders are also appropriate for counselors and librarians.**

**At this time, MSBA has not developed an evaluation tool for counselors or librarians, although it is our understanding that such models are in the works. In the meantime, districts can use this model teacher evaluation in conjunction with the appropriate model standards to evaluate librarians and counselors.**

**The model librarian standards are available at:**

**<http://www.dese.mo.gov/eq/documents/LibrarianStandards.pdf>.**

**The model counseling standards are available at:**

**<http://www.dese.mo.gov/eq/documents/CounselorStandards.pdf>.**

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*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources	X	Principals	X	Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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## EVALUATION OF PROFESSIONAL STAFF

The Board requires a program of comprehensive, performance-based evaluations for ~~each professional staff member~~ **the teachers and other professional staff members** it employs in order to ensure high-quality staff performance that improves student achievement and enhances the instructional programs of the district. ~~The evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability.~~ **Evaluation instruments used by the district will minimally reflect the standards for evaluation of professional staff adopted by the Missouri State Board of Education (State Board).**

### Evaluation of Professional Staff Other Than Teachers

**All professional staff members contribute toward the achievement of the district's students and the overall success of the district. To ensure continuous improvement and growth, the supervisors of professional staff members will set performance goals, conduct continuous performance evaluations and complete a written summative evaluation annually.**

### Teacher Evaluations

**The superintendent or designee will annually complete a summative evaluation of the performance of teachers in the district using an evaluation instrument that incorporates the Essential Principles of Effective Evaluation as adopted by the State Board.**

**The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of teachers in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP) and, where applicable, building improvement plans (BIPs). Results of the evaluation will inform employment and compensation decisions, but may not be the only factor considered.** ~~The primary purpose of a performance-based evaluation is to facilitate and improve employee performance and instruction to enhance student learning. An effective evaluation system should identify areas of teaching/administrative strength and weakness and provide direction for maintaining and improving teacher/administrator skills through professional staff development activities. The secondary purpose is to determine whether performance meets the degree of competency required for continued employment.~~

~~Probationary and tenured teachers are minimally expected to perform at the expectation level on all criteria on the district's performance-based evaluation instrument. Failure to maintain this level of performance is a ground for nonrenewal for probationary teachers.~~

**The superintendent or designee, in consultation with the district's teaching staff, will develop procedures and instruments for professional staff evaluation** ~~will be developed by the administration, in consultation with the district's professional staff, and will be approved by the Board. Teacher~~

~~evaluation instruments must minimally reflect the standards listed in this policy. One copy of the completed evaluation form shall be given to the staff member concerned, one copy filed in the employee's personnel file at the office of the Board of Education and one copy retained by the appropriate administrator/evaluator.~~

### **Teaching** **Teacher Evaluation** Standards

All teachers in the Camdenton R-III School District shall:

- ~~1. Be knowledgeable of the content and prepared for instruction.~~
- ~~2. Keep current on instructional knowledge and explore changes in teaching behaviors that will improve student performance.~~
- ~~3. Promote active student participation in the learning process and ensure that all students have success.~~
- ~~4. Use various forms of assessment to monitor and manage student learning.~~
- ~~5. Communicate and interact with the community in a professional manner.~~
- ~~6. Effectively maintain student time on task.~~
- ~~7. Act as a responsible professional in carrying out the mission of the district.~~

Teachers in the Camdenton R-III School District will be held to the following standards:

1. *Content Knowledge Aligned with the Appropriate Instruction:* The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) taught and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
2. *Student Learning, Growth and Development:* The teacher understands how students learn, develop and differ in their approaches to learning and provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.
3. *Curriculum Implementation:* The teacher recognizes the importance of long-range planning and curriculum development and develops, implements and evaluates curriculum based on student, district and state standards data.

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4. *Critical Thinking:* The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem-solving and performance skills, including instructional resources.
5. *Positive Classroom Environment:* The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
6. *Effective Communication:* The teacher models effective verbal, nonverbal and media communication techniques with students, colleagues and families to foster active inquiry, collaboration and supportive interaction in the classroom.
7. *Student Assessment and Data Analysis:* The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses classroom and standardized assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow, develop and make adequate academic progress.
8. *Professionalism:* The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others and actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. *Professional Collaboration:* The teacher has effective working relationships with students, parents/guardians, school colleagues and community members.

## Counselor and Librarian Evaluation Standards

The district adopts the model standards for librarians and counselors developed by the Department of Elementary and Secondary Education and adopted by the State Board.

## Recordkeeping

A copy of the professional staff member's summative evaluation and supporting documentation will be kept in the employee's personnel file.

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**Note:** *The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

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Adopted: 08/08/1994

Revised: 06/12/2000; 06/16/2010;

MSIP Refs: 6.5.2

Legal Refs: §§ 160.045, 168.128, ~~410~~, RSMo.  
5 C.S.R. 20 - 400.375

Camdenton R-III School District, Camdenton, Missouri