

## **InTech Collegiate High School Employee Evaluation**

Faculty evaluation for classroom teachers at InTech is based on the *Utah Professional Teacher Standards: Continuum of Development (Continuum)*.

### **Evidence-Based Evaluation**

To complete the evaluation, the principal and faculty will use multiple streams of evidence from multiple points/periods in time. Evidence of performance will include observation notes, documentary evidence, and other performance evidence that will be collected jointly by the principal and the faculty member for inclusion in an evaluation portfolio. These artifacts will be used by the principal and the teacher to determine the teacher's competency level on each substandard of the *Continuum*.

### **Developmental and Summative Aspects of Evaluation**

The purposes of evaluation are both formative and summative. During the school year and from year to year, the evaluation process is meant to be developmental – assisting the teacher in improving her/his craft.

It is expected that educators in their first three years will have “basic” and “emerging” ratings. It is expected that after the third year, educators will have “proficient” and “master” ratings. In any substandard where at least a “basic” level of competency is not demonstrated an “unsatisfactory” rating will be given.

Faculty members with “unsatisfactory” ratings (which do not necessitate immediate termination) will be given written instruction on how to improve their performance, may be assigned a mentor (if they do not already have one), and will receive additional support from the principal. Faculty members with “unsatisfactory” ratings are expected to remediate these issues quickly (and will generally be given specific deadlines for improvement).

Near the end of the school year, the evaluation process is also meant to be a benchmark for summative appraisals, upon which future employment, assignments, and compensation may be based.

### **Educating Teachers about Educator Evaluation**

At the beginning of each school year, the Principal will review this procedure with the whole faculty.

In the first month of the school year, the principal will meet with each faculty member individually to discuss the educator evaluation process and the faculty member's goals for improvement on the *Continuum* rubric. The principal will continue to meet regularly with each faculty member (minimally at formal observation conferences) to review the *Continuum* and the teacher's performance/progress.

## **Observations**

Three types of observations will be used as

### *Formal Principal Observation*

Formal observations of a teacher's classroom instruction will be conducted by the principal at least once each school term. These observations will include a pre-conference with the teacher to discuss the rubric, previous observations, and areas in which the teacher would like specific feedback. The actual observation will span one or more full class periods. The observation notes will then be used as a line of evidence in the teacher's evaluation.

After observations are conducted, the principal and the faculty member will meet to discuss the observations. The faculty member and the principal will each discuss at what level they feel the faculty member performs on each sub-standard of the Utah Teacher Standards and provide anecdotal, observational, or documentary evidence. The principal will provide both commendations for excellent performance or growth and recommendations for further improvement. This discussion culminates in a rating being given to the educator on each sub-standard. Both parties will sign a completed evaluation form that includes ratings for all sub-standards and will keep a copy of the evaluation.

### *Walk-Through Principal Observations*

The principal will make frequent informal walk-throughs of classrooms. These "observations" are meant to give the principal a more broad view of teaching in each class (rather than just the snapshot of formal observations). The principal's notes of these observations will also be included as a line of evidence in the teacher's evaluation.

### *Semi-Formal Mentor/Peer Observations*

Teachers will also have semi-formal observations from their peers/mentors. (In the case of Entry Years teachers or teachers who have a significant deficiency, a mentor will be assigned.) The mentor/peer observations will be conducted similarly to the formal principal observations. The teacher may (but is not required to) use the observation notes from these observations as a line of evidence for their evaluation.

## **Documentary and Performance Evidence**

The principal and teacher will also use documentary evidence to determine teacher performance on the *Continuum*. Examples of such documentation include lesson plans, attendance records, phone/email logs, professional development plans/certifications, etc.

## **Appeals**

A faculty member who does not feel that the evaluation process is appropriately capturing her/his actual performance or that the process is being unfairly applied should first appeal to the principal and then to the InTech board.

### **Evaluation of Non-Teaching Faculty**

Evaluation for licensed educators who do not work primarily as a classroom teacher will use appropriate sections of the *Continuum* along with other supplemental rubrics or be supplanted by other rubrics more appropriate to non-classroom teaching roles (*as such supplemental and supplanting rubrics are developed or adopted*).

### **Evaluation of the Principal**

The principal will have a formal evaluation conducted by the InTech board similar to that between the faculty and the principal at least once annually. This evaluation will be based on the Interstate School Leaders Licensure Consortium (ISLLC) standards. The board will develop an appropriate rubric for the principal during the 2008-09 school year and begin its use in the 2009-10 school year.

### **Evaluation of Other Staff**

The evaluation process and materials for other current staff roles will be developed or adopted by the principal and non-faculty staff members during the 2008-09 or 2009-10 school year and will be put into formal use in the 2009-10 school year.

### **Use of Evaluations**

ICHS uses evaluations to make decision regarding development, compensation, promotion, retention, and removal of employees.

Evaluations will assist in determining the types of development opportunities provided/available employees.

Evaluations may impact teacher and principal compensation, as teachers and principals receive a portion of their salary based on having acceptable performance. Those licensed employees without acceptable evaluations will automatically forfeit this portion of their compensation. Should evaluations show deficiencies that are severe or persistent and employee may be subject to termination.