

School District of Hortonville

Title: Teacher Assessment

Date Adopted: November 22, 1999

Policy No. 2025

Date Revised:

Policy Statement: *Complete handbook attached*

Rationale:

Scope: Professional Staff

Implementation:

HORTONVILLE AREA SCHOOL DISTRICT

PERSONNEL SUPERVISION AND EVALUATION HANDBOOK



Approved 5/97

First Review

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QUESTIONS AND ANSWERS

- 1. Question: Why is the supervision and evaluation of school district personnel important?**
Answer: Quality and accountability are major issues in American society. “A Nation At Risk” and other educational reform reports created national concern for educational quality. Quality performance is a key to quality education. A meaningful supervision and evaluation system helps to insure quality and demonstrate accountability.
- 2. Question: Supervision and evaluation are sometimes referred to separately and sometime conjunctively. How should we be using those term?**
Answer: Simply speaking, supervision is the process of overseeing and guiding someone’s performance. Evaluation is the process of judging how effective someone’s performance has been. Although they are separate activities, supervision and evaluation are very interdependent. Supervisory activities provide the familiarity necessary for appropriate performance evaluation.
- 3. Question: The terms formative and summative are often used in conjunction with supervision and evaluation. Clarify what is meant by those terms.**
Answer: At risk of oversimplification, it is useful to think of those activities that have to do with improvement as being formative and those activities that have to do with accountability as being summative. Improved performance is our primary goal and a substantial portion of our energy is focused in that direction. Accountability is also an important secondary goal.
- 4. Question: How will the summative evaluation process be handled?**
Answer: Your supervisor will conduct an evaluation conference(s) with you. The purpose of the conference(s) will be to review your performance as it has been recorded on a written evaluation form by your supervisor. The Observation Record will define the criteria for evaluation. The evaluation conference is a meeting in which the employee and supervisor discuss the written evaluation. This may be based upon the Observation Record and/or accumulation of supervisory activities that have occurred since that previous evaluation.
- 5. Question: How often will evaluation occur?**
Answer: An evaluation will occur no less than every two years for experienced educators and annually for educators in need of additional assistance and probationary educators. This evaluation will incorporate at least three observations for Instructional Probationary Staff and a minimum of two observations thereafter.
- 6. Question: What will happen to the Observation Record?**
Answer: You may request a copy. Your supervisor will retain a copy until the beginning of the next school year. The final written evaluation will be filed in the District Administrative Office and you will be given a copy.
- 7. Question: What recourse do you have if you disagree with any portion of the evaluation?**
Answer: You have the right to attach a written response to any portion of the evaluation.
- 8. Question: What is the DPI position on educator performance evaluation?**
Answer: Assembly Bill 85 became law on July 30, 1985. It sets a standard that had to be in place by September 1, 1998. School districts..... “shall evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every third year thereafter.”
- 9. Question: How does the school district provide for professional growth?**
Answer: Teachers who are new to the District receive specially designed assistance that includes orientation, instruction and mentoring activities. Professional growth opportunities are provided within and outside the inservice framework for all staff. The Staff Development Policy #7001 outlines the District-wide staff development program.

10. Question: How does the Just Cause standard from our Master Agreement affect the supervision and evaluation process?

Answer: It requires more formal procedures for communicating with employee about job performance. The observation record form has been developed to insure that administrative supervisors formally communicate with employees about performance expectations and disciplinary actions.

NOTE: Part of the Teacher Assessment Process includes establishing job goals. Each teacher is to submit at least two goals - one of which is an instructional goal pertaining to the improvement of instructional skills. In the course of writing goals, an instructor could ask him/herself, "What am I trying to improve?" "How will I measure my progress with the goal as I expect to complete the goal?"

HORTONVILLE AREA SCHOOL DISTRICT

JOB DESCRIPTION TEACHER

Title: Teacher

Reports to: Building Principal or designated administrative supervisor

Length of Contract: 190 days

Qualifications: Valid teaching license(s) for the State of Wisconsin appropriate to the specific teaching assignment(s)

Supervises: Instructional Aides when applicable

General: To help students acquire knowledge, skills and attitudes that will contribute to their development as mature, able and responsible adults.

Essential Functions:

1. Meets and instructs assigned classes in the locations and at the time designated.
2. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the student.
3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interest of the students.
4. Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor.
5. Communicates with parents to discuss pupil progress and behavior.
6. Guides the learning process toward the achievement of district curriculum goals and establishes clear objectives for all lessons, units, projects, etc. to communicate the objectives to the students.
7. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
8. Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.
9. Assesses the accomplishments of students on a regular basis and provides progress reports as required.
10. Diagnoses the learning characteristics of students on a regular basis, seeking the assistance of district specialists as required.
11. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
12. Maintains accurate, complete, and correct records as required by law, district policy and administrative regulation.
13. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner.
14. Plans and supervises purposeful assignments for instructional aide(s) and/or volunteer(s) and, provides input regarding job performance.
15. Strives to maintain and improve professional competence.
16. Attends staff meetings and serves on staff committees as required.
17. When agreed to, acts as a cooperating teacher for supervision of field experience and student teaching activities with prospective teachers.
18. Performs other duties related to the job as assigned by the principal or designated administrator.

Evaluation: Performance of this job will be evaluated in accordance with provision of the School District of Hortonville's Supervision and Evaluation Program.

Physical Aspects: This is a light job which involves exerting up to twenty (20) pounds of force occasionally (1-33%) and/or up to 10 pounds of force frequently (34-66%), and/or a negligible amount of force constantly (67-100%) to move objects. This job involves sitting, with a need to move about for significant periods of time. Reaching, handling objects and papers and fine manipulation are all performed frequently (34-67%). Communication, both verbal and auditory, are constantly (67-100%) utilized. Near acuity is frequently (34-66%) utilized. Some assignments may vary markedly.

Mental Aspects:

Specific Vocational Preparation: The amount of time to learn the techniques, acquire the knowledge and develop the facility for average performance in the job is two (2) to four (4) years.

Reasoning Development: Teaching requires the application of the principles of logic and/or scientific thinking to define problems, collect data, establish facts and draw valid conclusions.

Mathematical Development: Teaching requires the ability to perform arithmetic, algebraic and geometric operations as applied to standard situations.

Language Development: Teaching requires the ability to read or write speeches, book and play reviews, scientific and technical materials, financial reports, and legal documents and to be conversant in the principles and methods of persuasive speaking.

Temperament: Teaching involves directing others, dealing with people, influencing people in their opinions, attitudes, or judgments and making judgments and decisions.

Environment Aspects: Teaching is performed primarily inside with the occasional need to go outside the building and to district schools.

Teacher/Applicant

I have reviewed the preceding job description and functional analysis and understand the requirements of this position.

Teacher/Applicant Signature

After reviewing the preceding job description and functional analysis, I hereby certify that: I am able to perform all of the essential functions required of this position. Yes ___ No_

Are there any reasonable accommodation that could be made that would allow you to perform the essential functions above. Yes ___ No___ Not Applicable ____ If yes, please describe.

Teacher/Applicant Signature

Date

Administrator Signature

Date

**HORTONVILLE AREA SCHOOL DISTRICT
OBSERVATION RECORD
TEACHING STAFF CERTIFIED**

Employee _____ Supervisor _____

Location/Assignment _____ Date _____

<u>Performance Standards</u>	
Acceptable Performance	
Exemplary	= 4
Effective	= 3
Satisfactory	= 2
Unacceptable Performance	
Ineffective	= 1
Inadequate	= 0

I. Preparation and Planning

- o 1) Demonstrates knowledge of subject matter.
- o 2) Establishes appropriate goals and objectives.
- o 3) Prepares appropriately for instruction and learning activities.
- o 4) Plans for student differences
- o 5) Organizes and manages time effectively

II. Instruction

- o 6) Identifies and teaches to the objective
- o 7) Involves the student in the learning
- o 8) Monitors student understanding and adjusts as necessary
- o 9) Provides students with appropriate practice and review
- o 10) Provides maximum use of available learning time
- o 11) Employs principles of reinforcement appropriately
- o 12) Employs principles of motivation appropriately
- o 13) Effectively teaches for learning transfer
- o 14) Effectively teaches for learning retention

III. Evaluation

- o 15) Uses information about student performance to improve instruction
- o 16) Reports learning progress to students and parents
- o 17) Maintains professional confidentiality

IV. Management

- o 18) Establishes and maintains a climate conducive to learning
- o 19) Establishes and maintains appropriate student behavior
- o 20) Exercise appropriate professional judgment
- o 22) Effectively manages and utilizes resources

V. Human Relations

- o 22) Appropriately nurtures self concepts
- o 23) Demonstrates consideration of individual differences
- o 24) Has a positive impact upon educational consumers and colleagues

VI. Professionalism

- o 25) Performs professional responsibilities appropriately
- o 26) Improves professional skills and knowledge
- o 27) Takes a leadership role in improving education
- o 28) Works cooperatively with others
- o 29) Initiates and completes duties consistent with job description

NOTE: Use of numeric rating is optional. Numbers may not be used to calculate totals or subtotals. Process may be modified by mutual consent of teacher and supervisor only for teachers in Category A and may include the incorporation of peer coaching and alternative improvement strategies. A bibliography of alternative models for professional improvement is included in each Professional Library.

**HORTONVILLE AREA SCHOOL DISTRICT
JOB TARGET FORM
2007-08**

Part of the Teacher Assessment Process includes establishing job goals. Each teacher being assessed is to submit at least two goals -- one of which is an instructional goal pertaining to the improvement of instructional skills. In the course of writing goals, an instructor could ask him/herself *“What am I trying to improve?”*, *“How will I measure my progress with the goal as I expect to complete the goal?”*

My Job Goal: _____

How will I measure my progress? _____

TEACHER

ADMINISTRATOR

**HORTONVILLE AREA SCHOOL DISTRICT
SUPERVISORY RECORD**

Employee _____ Assignment _____

Supervisor _____ Date _____

<p>Check as appropriate</p> <p>_____ Summary of general supervisory observations</p> <p>_____ Summary of clinical supervisory observations</p> <p>_____ Clarification of performance expectations</p> <p>_____ Directive guidance for behavior expectations</p> <p>_____ Reprimand for unacceptable performance/behavior</p>
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SUPERVISORY RECORD

Supervisory Record forms will be maintained by the supervising administrator and provide a written record of all aspects of the supervision process including disciplinary actions. The district administrator will periodically review the supervisory records maintained by each supervisor. Copies of disciplinary actions (Reprimands and Notices of Suspension) will also be forwarded to and maintained in the district personnel file.

a) Summary of general supervisory observations.

The Supervisory Record can be used to record observations about general job performance. The record will help the supervisor recall earlier observations and events in preparation for the summative evaluation.

b) Summary of clinical supervisory observations.

The Supervisory Record can be used to record each clinical supervision experience. Teacher evaluations require clinical supervision in addition to general supervision. The record will help the supervisor recall earlier clinical supervision activities in preparation for the summative evaluation.

c) Clarification of performance expectations.

The Supervisory Record can be used to record clarifying communication when there is a need to address confusion or misunderstanding of performance expectations. The clarification should provide enough information so that the employee can understand how the expectation applies. The record will help to insure that the employee has received fair warning about reasonable work rules that are within the employee's control.

d) Directive guidance for behavior expectations.

The Supervisory Record can be used to record directive communication when there is a need to be explicit about correcting the behavior of an employee. The directive should explicitly identify the behavior that needs to be corrected. The record will help to insure that the employee has received fair warning about inappropriate behavior and has an opportunity to correct the behavior.

e) Reprimand for unacceptable performance/behavior.

The Supervisory Record can be used to record a written reprimand as the initial step in the application of progressive discipline. The supervisor is expected to consult with the district administrator prior to applying discipline.

Progressive discipline typically is applied in a sequence that is increasingly severe:

- 1) written reprimand,
- 2) suspension (one or more of increasing lengths), and
- 3) discharge.

The typical sequence may be disregarded if the employee's behavior is illegal or a threat to the safety of others.