TABLE OF CONTENTS

EVALUATION COMMITTEE

Gaylene Barker, Elementary Teacher

Katie Bray, High School Principal

Dr. Jackie Higlin, Elementary Principal

Steve Moore, Assistant Middle School Principal

Sue Podoll, High School Teacher

Dr. Susie Roth, Principal on Special Assignment

Shanna Sandal, Elementary Teacher

Jackie Swanson, Middle School Teacher

May 2006

PURPOSES FOR EVALUATION

1. Unify teachers and administrators in their collaborative and collective efforts to educate students.

2. Engage in constructive dialogue with individual educators.

3. Provide direction for implementation of professional development and growth.

4. Recognize and foster outstanding service.

5. Provide a spirit of support and assistance for quality assurance and accountability.

6. Assist in making employment decisions.

TEACHER EVALUATION

(ARTICLE XVI – Teachers' Negotiated Agreement)

A.   Overview

Evaluation is the procedure for measuring the effectiveness of the teacher and his/her teaching by means of established criteria as set forth in the evaluation handbook. The criteria are extensive in scope, dealing with all phases of the teacher's relationship to his/her students and his/her profession. The evaluation of teachers should lead to improved instruction and to definite recommendations for employment. Formal observations, conference reviews and informal observations including all activities and behaviors during work hours are a part of the evaluation process. Classroom visitation is a part of the evaluation process, but visitations to a teacher's classroom shall not necessarily be construed to be an evaluation as such under this Article and may be conducted at any time. All monitoring or observation of the work performance of a teacher shall be conducted openly and with full knowledge of the teacher.

B.   Meetings

A meeting or meetings shall be held early in the school year with teachers so that they will have an understanding of the process and purpose of evaluation.

C.   Frequency of Evaluation

1.   Probationary Teachers. Probationary teachers are all of those teachers who are not in or beyond their fourth term of employment in the District. Probationary teachers shall be formally evaluated at least once every year.

2.   Continuing Contract Teachers. Continuing contract teachers are those who are in or beyond their fourth term of employment in the District. Continuing contract teachers shall be formally evaluated at least once every other year. When conducted, evaluations shall be completed by the end of the school year unless individual circumstances necessitate earlier completion.

D. Procedure for Evaluation

1. When an evaluation form has been completed by the principal, assistant principal, or supervisor most directly responsible for the teacher's work, a conference shall be held with each teacher to discuss the evaluation. All completed evaluations, which shall note any deficiencies and provide suggestions for correction, shall be signed by the evaluator and the teacher, and a copy of such completed form shall be given to the teacher. Signing of the form by the teacher shall not imply agreement with the evaluation but merely indicates that the evaluation was discussed.

2. Employment recommendations on continuing contract teachers shall be checked in one (1) of three (3) categories:

    - Recommended
    - Recommended with qualifications
    - Not recommended

3. Before a continuing contract teacher is given the employment recommendation of "recommended with qualifications," the teacher involved shall be so apprised in a conference. At that time the teacher shall be advised in writing relative to any deficiencies including suggestions for correction. Following a "recommended with qualifications" recommendation, two (2) formal evaluations shall occur in the next school year, the first by January 1 and the second by April 15, to address the identified deficiencies.

4. Before a continuing contract teacher is given the employment recommendation of "not recommended," the principal and/or supervisor conducting the evaluation shall have a minimum of two (2) conferences with the teacher relative to any deficiencies and suggestions for correction.

Employee: _____ _____ Probationary

Building: _____ _____ Continuing Contract

<div align="center">CERTIFIED EVALUATION</div>

This form is to be used as an evaluation summary of an individual's performance in the Rapid City Area School District. Comments may include, if applicable, the individual's strengths, suggestions for professional growth, and deficiencies including suggestions for correction. The evaluator could include examples of exemplary creativity, compassion, preparation of materials, innovation, teaching skills, interactions with students, and variety in methods.

PART I:

Observation Notes:

Date _____ Time _____ to _____ Total Time: _____

Activity/Class

_____

A.   The Teaching Act/Service Provided:

B.   Observation Comments:

PART II: Overall Job Appraisal (may include examples of an individual's performance above and beyond the classroom instruction)

Employee Response (optional):

Signing shall not imply agreement by the staff member to the evaluation but merely indicates that the evaluation has been discussed.

_____   _____   _____
          Evaluatee   Date   Evaluator

COMPLETE IN TRIPLICATE: One copy for administrator, one for staff member and the original for the Assistant Superintendent of Human Resources.

RCAS Form 03-292
Revised   6/88
Revised   9/90
Revised   8/95
Revised   7/96
Revised   5/06

CONFERENCE REVIEW

PURPOSE:

_____Compliment   Name _____

_____Concern   Building/Position _____

_____Other   (_____)

This form is to be used as an aid in providing a more accurate record of employment performance in the Rapid City Area Schools, and will compliment the evaluation process. It should be utilized whenever a conference is held to either compliment a staff member or to discuss a problem or concern.

SUMMARY OF THE CONFERENCE:

FOLLOW-UP CONFERENCE: Yes _____ No_____ Date _____

Signing shall not imply agreement by the staff member to the conference review but merely indicates that the information has been discussed.

_____   _____   _____
          Evaluatee   Date   Evaluator

COMPLETE IN TRIPLICATE: One copy for administrator, one for staff member and the original for the Assistant Superintendent of Human Resources.

RCAS Form 03-293
Revised   7/88
Revised   7/90
Revised   9/92
Revised   8/95
Revised   5/06

FINAL EVALUATION REPORT
RAPID CITY AREA SCHOOL DISTRICT NO. 51-4

Name of Evaluatee _____

Position _____ Building _____

Name/Position of Evaluator _____

School Year covered by this evaluation _____

Contract Status: Probationary _____ Continuing Contract _____

_____ Recommended for Continued Employment

_____ Recommended for Continued Employment with Qualifications*

_____ Recommended for Non-Renewal*

*Conference and signature required.

ADDITIONAL COMMENTS (if applicable):

EMPLOYEE'S RESPONSE (Optional):

Signing shall not imply agreement by the staff member to the evaluation but merely indicates that the evaluation has been discussed.

_____   _____   _____
Evaluatee   Date   Evaluator

COMPLETE IN TRIPLICATE: One copy for administrator, one copy for staff member, and original for the Assistant Superintendent of Human Resources.

August, 1996
Revised   5/06

7

Suggested Evaluation Criteria

<u>**Teaching Staff**</u>

Domain 1: Planning and Preparation
Domain 1 (Planning and Preparation) includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designed instruction and assessment. Its components are:

1a.   Demonstrating knowledge of content and pedagogy

1b.   Demonstrating knowledge of students

1c.   Selecting instructional goals

1d.   Demonstrating knowledge of resources

1e.   Designing coherent instruction

1f.   Assessing student learning

Domain 2: The Classroom Environment
Domain 2 (The Classroom Environment) addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:
.
2a.   Creating an environment of respect and rapport

2b.   Establishing a culture for learning

2c.   Managing classroom procedures

2d.   Managing student behavior

2e.   Organizing physical space

Domain 3: Instruction
Domain 3 (Instruction) is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:

3a.   Communicating clearly and accurately

3b.   Using questioning and discussion techniques

3c.   Engaging students in learning

3d.   Providing feedback to students

3e.   Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities
Domain 4 (Professional Responsibilities) addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are:

4a.   Reflecting on teaching

4b.   Maintaining accurate records

4c.   Communicating with families

4d.   Contributing to the school and district

4e   Growing and developing professionally

4f.   Demonstrating professionalism

Source: Danielson, C. (1996)*. Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.

Extra-Curricular Staff

1. Relationship with students.

    A. Ability to communicate and relate effectively with students.

    B. Develops respect by example in appearance, manners, behavior, language and interest.

    C. Fair, understanding, tolerant, patient.

    D. Individual/group/team control.

    E. Encourages student participation.

    F. Prompt attendance for practices and performances.

    G. Supervises/administers activity areas.

2. Relationship with parents, community and media.

    A. Communicates rules, regulations and other significant information.

    B. Cooperates with newspapers, radio, TV, parents and interested spectators.

    C. Cooperative in sharing use of facilities.

3. Relationship with staff.

    A. Develops integrity with staff and community.

    B. Has good rapport with teachers, administrators and activity staff.

    C. Submits to directors all necessary information.

    D. Prepares for daily practice with staff.

4. Proper knowledge and leadership abilities.

    A. Motivates students.

    B. Provides leadership and attitudes to help maximize efforts by participants.

    C. Displays enthusiasm in his/her assignment.

    D. Shows innovation by using new techniques and ideas, in addition to using sound, proven methods.

    E. Has self-control and poise in all areas.

    F. Understands the rules and regulations as set forth by all governing agencies of the activity.

    G. Responsible for the issuance, maintenance and storage of equipment. Students have been instructed as to proper use and care of equipment.

Suggested Formal Evaluation Guidelines

Formal Evaluations

Observations are a practical way of collecting data about teacher performance. A formal evaluation includes an observation and a post-conference. It may also include a pre-conference.

1. Pre-Conference

A pre-conference allows a teacher and administrator to focus energy on a set of teaching standards and on what will occur during the observation. A pre-conference may be held at the request of either the teacher or the principal. The pre-conference may occur either verbally or in writing.

A PRE-CONFERENCE GUIDE is included in this Evaluation Handbook (page 12). This form is offered as an example that could generate a conversation that directs the pre-conference and sets the stage for the observation.

2. The Formal Observation

Observation is a source of data and can be used for professional discussion and reflection on teaching and learning. It is an information-gathering activity available to the administrator. A CLASSROOM OBSERVATION GUIDE is included in this Evaluation Handbook (page 13) as an example of an observation guide which can serve to focus the attention of the administrator and teacher regarding the criteria for evaluation.

3. Post-Conference

The post-conference is directed at what happened during the observation. It is a time for reflection, review, constructive feedback, and reinforcement. The CLASSROOM OBSERVATION GUIDE can be utilized to focus the conversation between the administrator and the teacher during the post-conference. To support the use of the post-conference as a time for reflection and review, an OBSERVATION REFLECTION GUIDE is included in this Evaluation Handbook (page 14). A teacher may bring the completed form to the post-conference and share it with the observer.

Timelines

It is recommended that the post-conference meeting be held within 30 school days of the formal observation, at which time the results of the observation will be shared either verbally or in writing.

This guide may be used to generate a conversation that directs the pre-conference and sets the stage for the observation.

PRE-CONFERENCE GUIDE Rapid City Area Schools	
Name_____ Administrator_____ Date of Pre-Conference_____ Date/Time of Observation_____ Grade Level/Curriculum Area Observed _____	
1. Briefly describe the students in this class, including those with special needs. (Component 1b)	6. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 1a)
2. Briefly describe the classroom environment. (Component 2b)	7. What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson.) (Component 1d)
3. What are the objectives to the lesson? What do you want the students to learn? (Component 1c)	8. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with rubrics or scoring guides.) (Component 1f)
4. How do these objectives support the district's curriculum and the content standards?	9. How do you plan to use the results of the assessment?
5. How do you plan to engage students in the content? What will you do? What will the students do? (Component 3c)	
Teacher comments: *Administrator comments:*	

Adapted from*: Danielson, C. (1996). Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development; and Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice.* Princeton, NJ: Educational Testing Service.

This guide may be used to focus the attention of the administrator and teacher regarding the criteria for evaluation.

CLASSROOM OBSERVATION GUIDE	
Name_____ School_____	
Grade Level_____ Subject_____ School Year_____	
Observer Name_____ Position _____	
Component 2a: Creating an Environment of Respect and Rapport	Component 3a: Communicating Clearly and Accurately
Component 2b: Establishing a Culture for Learning	Component 3b: Using Questioning and Discussion Techniques
Component 2c: Managing Classroom Procedures	Component 3c: Engaging Students in Learning
Component 2d: Managing Student Behavior	Component 3e: Demonstrating Flexibility and Responsiveness
Other:	

Adapted from: Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development; and Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice.* Princeton, NJ: Educational Testing Service.

This guide may be completed by the teacher and brought to the post-conference to be shared with the administrator.

OBSERVATION REFLECTION GUIDE

Name _____ School _____

Grade/Subject _____

Observation Date _____ Time _____

Post Conference Date _____ Time _____

1. As I reflect on the lesson, to what extent were students productively engaged? (Components 4a, 1e, 3c).

2. Did the students learn what I intended? Were my instructional objectives met? How do I know?

3. Did I alter my objectives or instructional plan as I taught the lesson? If so, why? (Components 1e and 3e)

4. If I had the opportunity to teach this lesson again to this same group of students what would I do differently? Why? (Components 4a).

5. I would like to discuss the following:

Adapted from: Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development; and Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice.* Princeton, NJ: Educational Testing Service.

REFERENCES

Bloom, G. (2005). Opt in to an effective supervision process. *Leadership, 34*(5), 34-36.

Braun, H. I. (2005). *Using student progress to evaluate teachers: A primer on value-added models.* Princeton, NJ: Educational Testing Service. Retrieved January 17, 2006, from http://www.ets.org/research/pic

Danielson, C. (1996)*. Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2001). New trends in teacher evaluation. *Educational Leadership, 58*(5), 12-15.

Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice.* Princeton, NJ: Educational Testing Service.

Educational Research Service. (1998). *Teacher evaluation to promote professional growth.* Arlington, VA: Author.

Fenstermacher, G. D., & Richardson, V. (2005). On making determinations of quality in teaching. *Teachers College Record, 107*(1), 186-213.

Howard, B. B., & McColskey, W. H. (2001). Evaluating experienced teachers. *Educational Leadership, 58*(5), 48-51.

Iwanicki, E. F. (2001). Focusing teacher evaluations on student learning. *Educational Leadership, 58*(5), 57-59.

Kleinhenz, E., & Ingvarson, L., (2004). Teacher accountability in Australia: Current policies and practices and their relation to the improvement of teaching and learning. *Research Papers in Education, 19*(1), 31-49.

Marshall, K. (2005). It's time to rethink teacher supervision and evaluation. *Phi Delta Kappan, 86*(10), 727-735.

Milanowski, A. (2004). The relationship between teacher performance evaluation scores and student achievement: Evidence from Cincinnati. *Peabody Journal of Education, 79*(4), 33-53.

National Board for Professional Teaching Standards. (2002). *What teachers should know and be able to do.* Southfield, MI: Author. Retrieved May 9, 2006, from http://www.nbpts.org/pdf/coreprops.pdf

Odden, A. (2004). Lessons learned about standards-based teacher evaluation systems. *Peabody Journal of Education, 79*(4), 126-137.

Painter, B. (2001). Using teaching portfolios. *Educational Leadership, 58*(5), 31-34.

Peterson, K. D., Wahlquist, C., Bone, K., Thompson, J., & Chatterton, K. (2001). Using more data sources to evaluate teachers. *Educational Leadership, 58*(5), 40-43.

Rooney, J. (1993). Teacher evaluation: No more "super" vision. *Educational Leadership, 58*(5), 43-51.

Sawyer, L. (2001). Revamping a teacher evaluation system. *Educational Leadership, 58*(5), 44-47.

Tucker, P. (2001). Helping struggling teachers. *Educational Leadership, 58*(5), 52-55.