

# **Oxford USD 358**

## **Teacher Evaluation**

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Superintendent – Dr. Deborah Hamm

Board of Education:  
President – Susan Spoon  
Vice-President – Todd DeMint  
Margaret Schmitz  
Don Shimkus  
Lawrence Neises  
Roger Emley  
Peggy Terry

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Adopted 2005-2006

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Committee Members:  
Elementary: Principal – Terri Wiseman, Kay Gehring, and Sharon Short  
Junior/Senior High: Principal – Lindell Franz, Lisa Deal, and Carey Lybarger  
Superintendent – Charles Coblentz

## CERTIFIED STAFF EVALUATION

In order to insure a high quality of performance on the part of the certified employees of USD 358, a continuous program of teacher and administrator evaluation shall be established in the school district. The purpose of such evaluation shall be:

1. To improve the instructional program of the school district.
2. To provide a method of improvement for personnel in their jobs.

Kansas Statute 72, Article 90 specifies that the evaluation process should give consideration to the following employee attributes: Efficiency, personal qualities, professional deportment, ability, results and performance, including improvement in the academic performance of pupils or students insofar as the evaluated employee has authority to cause such academic improvement, in the case of teachers, the capacity to maintain control of pupils or students, and such other matters as may be deemed material.

Persons to be evaluated shall participate in their evaluations, and shall be afforded the opportunity for self-evaluation.

The district Board of Education policy, in agreement with Kansas Statute 72-9003, specifies that evaluations shall be made in writing and maintained in a personnel file for each employee for a period of not less than three years from the date each evaluation is made.

- Employees in the first two consecutive school years of employment shall be evaluated at least one time per semester with each evaluation being completed before the 60<sup>th</sup> school day of each semester. Any employee who is not employed for the entire semester shall not be required to be evaluated.
- During the third and fourth years of employment, every employee shall be evaluated at least one time each school year by no later than February 15.
- After the fourth year of employment, every employee shall be evaluated at least once in every three years not later than February 15 of the school year in which the employee is evaluated.

Following an evaluation, at any time not later than two weeks after such presentation, the employee may respond thereto in writing. Each recipient of an evaluation must acknowledge receipt of such evaluation by his/her signature.

Except by order of a court of competent jurisdiction, evaluation documents and responses shall be available only to the evaluated employee, the board, the administrative staff making the same, the State Board of Education as provided in K.S.A. 72-7515, the board and the administrative staff of any school which such employee applies for employment, and other persons specified by the employee in writing to his/her board.

Each teacher will establish an Individual Development Plan which will include district and school staff development goals and also include individual goals for improvement.

A teacher who exhibits unsatisfactory performance or unprofessional activities will receive notification stating:

1. The area(s) that require improvement.
2. Recommended corrective action.
3. Appropriate time line schedule to correct performance.
4. Results if there is failure to implement corrective action.

## THE EVALUATION PROCESS

The goal of the evaluation process is to evaluate and improve instruction, however that improvement can only take place if the teacher is knowledgeable about the criteria by which performance is judged. In addition, there must be a process in place to offer feedback and to evaluate effectiveness in an objective and supportive manner. The steps of the process would include:

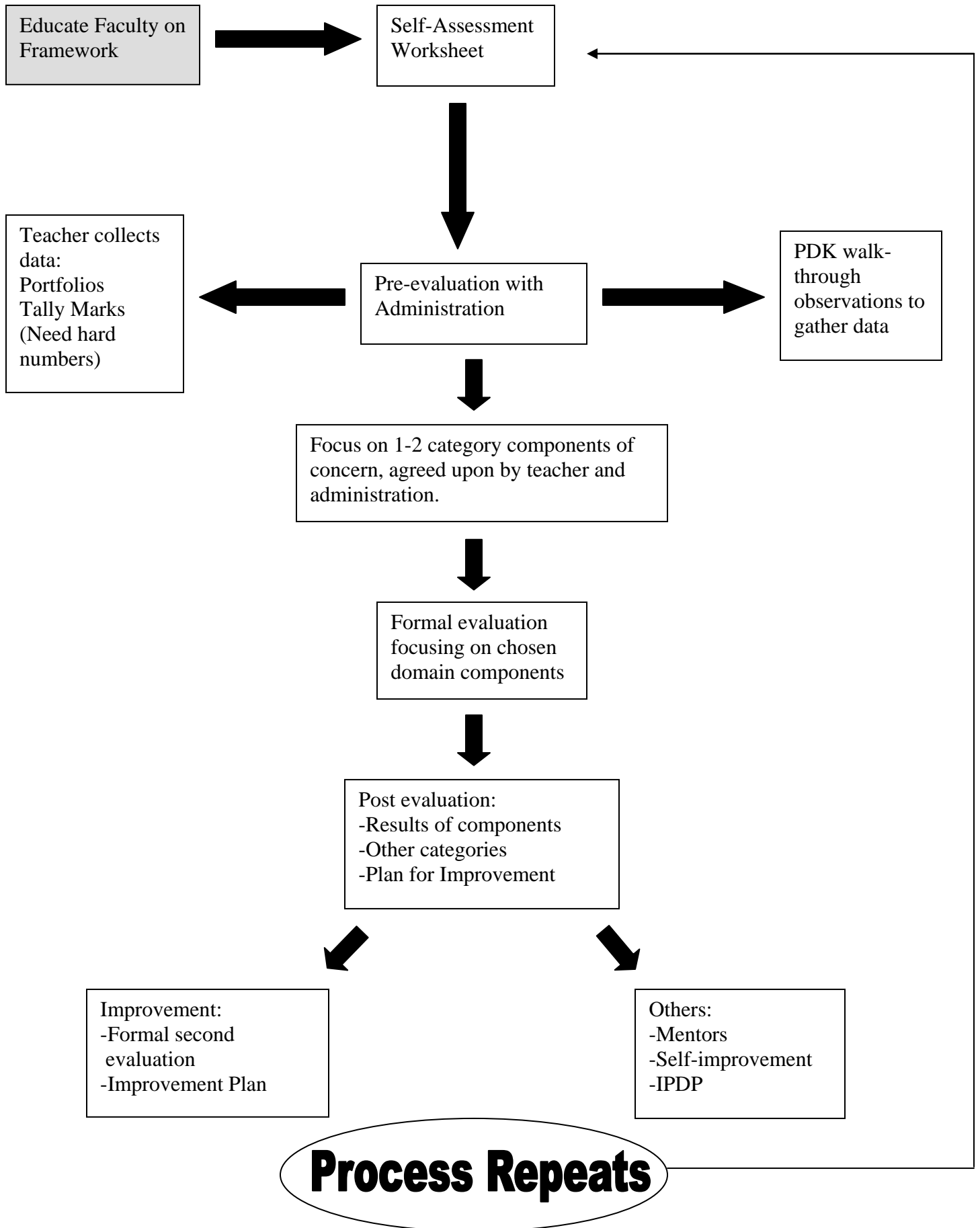
**Preconference and training:** This meeting may occur as an individual conference or as a group with other teachers to be evaluated. The purpose of this meeting would be to specify the purpose of evaluation, clarify the performance criteria and identify the potential data which would be supportive of the criteria. Following this meeting, the dates for observations will be selected. The individual goals of the teacher will be established in the fall and are related to the overall district and school professional growth and staff development goals. Individual goals should be recorded on the Individual Development Plan and filed with the school principal by September 15 of each year.

**Multiple Data Collection:** Data may be collected from a variety of opportunities, including at least one formal and one informal observation. The teacher will plan and prepare for the formal observation, however, the informal observation may be unplanned.

**Post Conference:** Following the collection of data, the evaluator will complete the evaluation instrument and confer with the teacher to review observations and data, deficiencies if noted, and other ratings as provided. At that time, the teacher and evaluator will cooperatively plan assistance and training to map a path of professional growth. The teacher will be invited to respond in writing to the evaluation.

**Professional Growth:** Development of improved strategies and teaching performance will involve participation in the school improvement plan and district priority goals, as well as in other training and education to improve in the areas of individual goals. This may incorporate the assistance of mentoring teachers within the district and the support of instructional leaders.

## Evaluation Flow Chart



## A Plan for Evaluation

Month	Non-Tenured and Probationary Teacher Activities	Non probationary Teacher Activities	
		Formal Evaluation Years	Self-Directed Professional Growth Years
August	Receive Evaluation Packet	Receive Evaluation Packet	Receive Evaluation Packet
September	Meet with administration and discuss goals	(Throughout the year) Teacher collects evidence of student learning and professional activities	Teacher conducts self-assessment
October	Administrator conducts the first formal observation (Pre-Conference, Observation, Post-Conference) By 60 <sup>th</sup> day of the semester	Teacher and administrator conduct initial conference-discuss goals	Study groups meet monthly; implement growth plan
November		Administrator conducts formal observation (Oct. – Feb. 1 <sup>st</sup> )	
December		Administrator conducts the second formal observation (Jan. – Mid March)	
January			
February		Teacher and administrator hold conference to examine teacher artifacts (By Feb. 15 <sup>th</sup> )	
March	Administrator completes evaluation; holds conference with teacher (Late March by 60 <sup>th</sup> day of the semester)		Teacher conduct self-assessment and reflects on the professional growth process
April			
May			
June			

# Self-Assessment Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Carefully reflect on your teaching performance in all three domains. Complete the Self-Assessment by using the tables showing levels of performance. Prepare to discuss your performance in all domains during the goal-setting conference with your administrator.

Key: U.....Unsatisfactory    A.....Adequate    P.....Proficient    E.....Exemplary

<b>I. Planning and Instruction</b>	<b>U</b>	<b>A</b>	<b>P</b>	<b>E</b>
A. Demonstrates Knowledge of Curriculum and Application				
B. Demonstrates Effective Planning and Organization				
C. Practices Effective Instructional Strategies				
D. Focuses on Student Performance				
E. Utilizes Appropriate Resources				
<b>II. Safe and Orderly Environment</b>	<b>U</b>	<b>A</b>	<b>P</b>	<b>E</b>
A. Upholds District and Building Policies and Procedures				
B. Establishes Classroom Policies and Procedures				
C. Provides Supervision				
<b>III. Professional Responsibilities</b>	<b>U</b>	<b>A</b>	<b>P</b>	<b>E</b>
A. Demonstrates Professional Growth and Development				
B. Demonstrates/Performs Certified Staff Responsibilities				
C. Demonstrates Professional Behaviors				
D. Maintains Positive Interpersonal Relationships				

# LONG RANGE INDIVIDUAL DEVELOPMENT PLAN

## USD 358 OXFORD SCHOOLS

CHECK ONE:  
☐ ORIGINAL  
☐ AMENDMENT

PLEASE PRINT

CERTIFICATION EFFECTIVE DATE

CERTIFICATION EXPIRATION DATE

NAME

SOCIAL SECURITY NUMBER

TEACHING ASSIGNMENT AND LEVEL

DEGREE

**Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.**

PERSONAL GOAL
1. Reading Goal (Bldg. Goal)
2. Math Goal (Bldg. Goal)
3. Personal Goal (developed from self-assessment form)
4. Personal Goal (optional to have more personal goals-attach extra sheet if needed)

APPLICANT'S SIGNATURE

DATE

ADMINISTRATOR'S SIGNATURE

DATE

OXFORD PDC CHAIRPERSON'S SIGNATURE

DATE

OXFORD BOE PRESIDENT'S SIGNATURE

DATE

# Pre-Observation Form

Name\_\_\_\_\_School/Administrator\_\_\_\_\_

Date of Preconference\_\_\_\_\_Date/Time of Observation\_\_\_\_\_

Grade Level/Curriculum Area Observed\_\_\_\_\_

## **Due at the Pre-Conference with Administrator.**

1. Describe the class to be observed: (Number of kids, subject, structure...)
  
  
  
  
  
  
  
  
  
  
2. What standard(s) will you cover?
  
  
  
  
  
  
  
  
  
  
3. What teaching strategy/methods will you use?
  
  
  
  
  
  
  
  
  
  
4. How will you assess student progress?
  
  
  
  
  
  
  
  
  
  
5. How will you reflect on student understanding?
  
  
  
  
  
  
  
  
  
  
6. What observations would you like the administrator to watch? (Teaching techniques, discipline, questioning techniques, classroom management, use of technology...)



# Observation Reflection Sheet

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?
  
2. Did the students learn what I intended? Were my instructional goals met? How do I know?
  
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?
  
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?
  
5. Several samples of student work on this assignment may be included. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers.

Teacher's Signature\_\_\_\_\_

Date:\_\_\_\_\_

Administrator's Signature\_\_\_\_\_

Date:\_\_\_\_\_

# Evaluation Form

Name\_\_\_\_\_School/Administrator\_\_\_\_\_

Date of Preconference\_\_\_\_\_Date/Time of Observation\_\_\_\_\_

Grade Level/Curriculum Area Observed\_\_\_\_\_

Key: U.....Unsatisfactory    A.....Adequate    P.....Proficient    E.....Exemplary

<b>I. Planning and Instruction</b>	<b>U</b>	<b>A</b>	<b>P</b>	<b>E</b>
A. Demonstrates Knowledge of Curriculum and Application				
B. Demonstrates Effective Planning and Organization				
C. Practices Effective Instructional Strategies				
D. Focuses on Student Performance				
E. Utilizes Appropriate Resources				
<i>Comments:</i>				
<i>Strengths:</i>				
<i>Areas for Growth:</i>				
<b>II. Safe and Orderly Environment</b>	<b>U</b>	<b>A</b>	<b>P</b>	<b>E</b>
A. Upholds District and Building Policies and Procedures				
B. Establishes Classroom Policies and Procedures				
C. Provides Supervision				
<i>Comments:</i>				
<i>Strengths:</i>				
<i>Areas for Growth:</i>				

III. Professional Responsibilities	U	A	P	E
A. Demonstrates Professional Growth and Development				
B. Demonstrates/Performs Certified Staff Responsibilities				
C. Demonstrates Professional Behaviors				
D. Maintains Positive Interpersonal Relationships				
<i>Comments:</i>				
<i>Strengths:</i>				
<i>Areas for Growth:</i>				

Additional general comments and recommendations:

Staff member comments:

Teacher's Signature\_\_\_\_\_

Date:\_\_\_\_\_

Administrator's Signature\_\_\_\_\_

Date:\_\_\_\_\_

Staff member's signature indicates that the above evaluation has been read

**Oxford USD 358**  
**Improvement Plan**  
**For Unsatisfactory Performances**

Teacher\_\_\_\_\_School\_\_\_\_\_

Grade/Subject\_\_\_\_\_Date\_\_\_\_\_

Administrator: \_\_\_\_\_

Identify the performance expectation(s) requiring improvement:

Identify the recommended corrective action:

Evidence of sufficient improvement will include the following:

Identify the results if corrective action is not implemented:

Identify the time line schedule to complete the corrective action:

Teacher\_\_\_\_\_Date\_\_\_\_\_

Administrator\_\_\_\_\_Date\_\_\_\_\_

Review Date\_\_\_\_\_

Review Date\_\_\_\_\_

Review Date\_\_\_\_\_