

Contract Corner

Section 8.4. EVALUATION OF CLASSROOM TEACHERS (DANIELSON MODEL)

The processes and meetings outlined below provide the structure to the comprehensive evaluation cycle. Each of the conferences identified below should take no longer than a planning period. Forms are intended to assist the evaluator and the classroom teacher, but it is not required that a teacher submit the completed forms unless specifically stated.

TIMELINE:

By February 15, or the Friday before President's Day weekend, whichever comes first:
Mid-year check-in must be completed and must have initial ratings for at least criteria 1-6 for comprehensive evaluations and on the chosen criterion for focused evaluation.

DEFINITIONS:

Artifacts: Shall mean any products generated, developed, or used by a teacher and/or students. These products are not intended to be created specifically for the evaluation system. Additionally, tools or forms used in the evaluation process may be considered as artifacts.

Evidence: Shall mean observed practice, artifacts, or results of a classroom teacher's work that demonstrates knowledge and skills with respect to the instructional framework and the evaluation tool. Evidence collection is a sampling of data to inform the decision about level of performance. Any evidence that may be used as part of a final summative evaluation must be shared with the teacher. It is expected that the evaluator and the teacher have formative conversations about the evidence collected through the year, and that they collaboratively share collected evidence within a reasonable time, typically within five (5) work days.

Evaluator: The principal, immediate supervisor or designee. The evaluator shall have training in observation, evaluation, and the use of the Danielson instructional framework and rubrics.

Observations for Classroom Teachers: Shall total at least sixty (60) minutes for the year. The first scheduled observation cycle must be completed by December 15 and will include a pre- and post-observation conference. All required observations must be completed no later than April 15. Observations may be of various lengths of time with at least one that is prearranged and is a minimum of thirty (30) minutes in duration with the following exceptions:

- New teachers are subject to a complete observation cycle (30 minutes minimum) and an initial summative evaluation within ninety (90) days after the beginning of the school year or from the date of hire, whichever is later. This may be combined with the first scheduled observation meeting cycle contained as part of the comprehensive evaluation.
- Third year provisional teachers must have three observations totaling not less than ninety (90) minutes.
- Any other bargaining unit member's input may **not** be used as evidence.

Observe or Observation means the gathering of evidence made through classroom or worksite visits, or other visits, work samples, or conversations that allow for the gathering of evidence of the performance of assigned duties for the purpose of examining evidence over time against the instructional framework rubrics. As appropriate, this may include observations of duties that occur outside the classroom setting.

Unscheduled Observations: Unscheduled observations that will be used as part of the evaluation process shall be documented in writing and provided to the teacher no later than five (5) days after the observation. Within three (3) days of receipt of the written observation notes, the teacher or evaluator may request a meeting to review or discuss the observation.

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8.4.1.2. Pre-Observation Conference:

This professional conversation is designed to review and discuss the teacher's plans and strategies to address the Danielson domains 1 and 4, as contained in the State Criteria 3, 4, 6, 7, 8, and to discuss the components to be reviewed during the prearranged observations. The Pre-Observation/Planning Conference Form is designed to assist the teacher and evaluator in preparing for the conference and guide their conversation. Ideally the pre-observation conference comes just a day or two before the observation, but if the situation requires the actual observation to be re-scheduled after the pre-observation conference has taken place, the rescheduled observation does not require a new pre-observation conference.

8.4.1.3. Post-observation Conference:

This conference provides feedback and conversation from the prearranged observation and write-up. The post-observation conference should take place **within five (5) days** of the observation. Also included in this conference can be the review of other evidence including unscheduled observations that leads to the initial formative evaluation of the teacher.

8.4.1.4. Mid-Year Check-In:

Additional professional conversations are required in order to address the collection of evidence and additional classroom observations which together support the formative process. The conversations should focus on the growth of the teacher's instructional practice. A preliminary mid-year summative conference must occur by February 15th in order to calibrate a summative score by the teacher and the evaluator on initial evaluation of the observations, evidence to date, and measures of student growth. Collaboration is strongly encouraged in order to maintain the focus on professional growth. Evaluators will have initial ratings for at least criteria 1-6 for comprehensive evaluations and on the chosen criterion for focused evaluation.

CLASS COMPOSITION:

Clause 9.7.9 The District and the Association recognize that class and workload composition are important factors for an optimum learning environment. Therefore, when an Employee has concerns with the composition of his/her class or workload, he/she shall explain the situation through appropriate administrative channels.

Step 1 – If/when a classroom teacher identifies a concern about class composition, the teacher should request a meeting with an administrator. The meeting will occur within five working days of the request. The administrator and the teacher will consider possible building options. If building resources are available, the resolution should be in place within ten (10) working days.

Step 2 – If building resources are not available, or if the teacher is not satisfied with the options developed, then the teacher may fill out a Class Composition Support Request Form and submit it to the principal. The principal will then submit this form within two (2) working days to the principal supervisor, Association President, and Human Resources (or designees).

Step 3 – The District and the Association will review and seek to resolve within ten (10) working days of the receipt of the form.

Step 4 -- The District and Association recognize that all certificated Employees have the right to appeal decisions through these channels, and, ultimately to the Superintendent using Article XII, Section 12.5 of this Contract (Grievance).