

Harrisonburg City
Public Schools

Model for Instructional Improvement

Professional Staff
Evaluation

Implemented 9-24-09

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Vision Statement

Motivate, Educate, Celebrate:
Learning together for a better future.

Mission Statement

Our mission is to prepare every student to succeed and to contribute to a better world. We will strive to do this in an academically challenging, safe, and nurturing environment where all students, parents, and community members are active participants.

Evaluation Philosophy

It is the philosophy of Harrisonburg City Schools that the major aim of this evaluation model is to improve performance and thereby enhance student achievement in our schools. The prevailing attitude toward evaluation is that we can all improve in some professional aspect. All staff should want to be aware of any weaknesses in their professional performances and, likewise, have the responsibility to students for self-improvement and continued learning through professional development. The principal and other administrators, as leaders, have responsibility for directing a well-organized, cooperative, continuous, and comprehensive evaluation program. All evaluations of performance are to be based on mutually understood and clearly definable standards and procedures. Evaluations are also appropriate tools in which employment decisions are made.

Purpose

The primary purpose of the evaluation of staff members is to improve the quality of education for students. Therefore, staff members should develop annual instructional objectives and professional development goals with strategies to meet them. These goals and strategies should be reviewed with their immediate supervisor, with input from principals, and an agreement should be reached. During the course of the year, evidence should be assembled (by both the professional staff member and the administrator) to verify the completion of this evaluation process as described in this handbook. This evaluation model is intended for the following professional staff positions:

1. Differentiation Specialists – evaluated by Director of Exception Children Services with input from principals
2. ESL Specialists – evaluated by Instr. Supervisor for LA with input from principals
3. Guidance Counselors (non-instructional) – evaluated by principals
4. Home School Liaisons – evaluated by home school building principal with input from other principals
5. Math Specialists – evaluated by Instr. Supervisor for Math with input from principals
6. Nurses – evaluated by Instr. Supervisor for Health & PE with input from principals
7. Reading/Literacy Coaches – evaluated by principals
8. Technology Resource Teachers – evaluated by Instr. Technology Supervisor with input from principals
9. Other non-instructional staff on the Teacher Salary Scale – evaluated by direct supervisor

Objectives

The objectives of the evaluation process are to:

1. Ensure that the ultimate goal is to improve student achievement.
2. Focus upon aspects of current performance wherein strengths may be enhanced and weaknesses converted into strengths.
3. Produce quality outcomes through cooperative efforts of professional staff, supervisors, and administrators.
4. Stimulate desirable changes in student behavior, learning outcomes and student academic progress.
5. Recognize the worth and dignity of each student and other staff members.
6. Promote professional growth and development.
7. Enhance communication between professional staff and evaluator through cooperative efforts.
8. Promote staff professionalism.
9. Evaluate effectiveness and maintain staff accountability.
10. Provide an appropriate tool for employment related decisions.

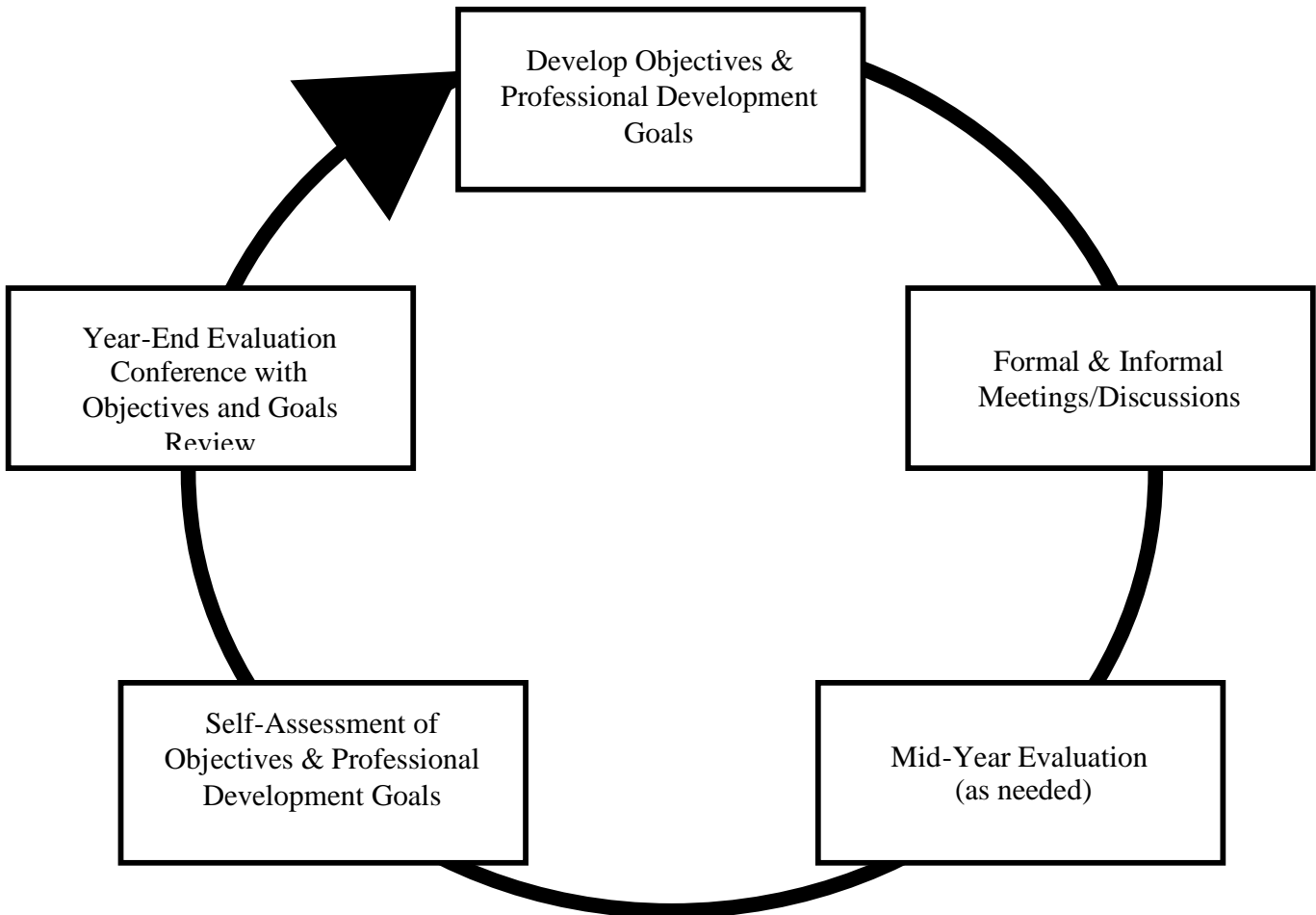
To be an effective evaluator requires performance criteria to be clearly stated and understood, performance objectives explicitly stated, assessment cooperatively carried out, and plans for future action cooperatively developed.

General Points about Evaluations

- The process should be:
 - Cooperative, clear and continuous.
 - Directed at improving student learning and achievement.
 - Positive, professional, and open.
 - Focused on developing appropriate objectives and professional development goals and end of year evaluation conferences.
- Components of a meaningful professional staff evaluation process are:
 - A desire for professional development and growth of professional staff.
 - Candid professional staff self-assessment and reflection.
 - Establishing and achieving relevant objectives focused on improving student achievement.
 - An effective evaluation instrument focused on the best interest of students, while supporting professional staff growth and development.

Professional Staff Evaluation Cycle

Each staff member begins the school year by developing objectives and professional development goals, with the collaboration of school administrators and/or supervisors. Throughout the school year, administrators & supervisors will meet with professional staff members formally and informally to discuss current assignments and projects, needs, responsibilities and/or concerns. A Mid-Year Evaluation may be conducted as necessary. Near the end of the school year, staff will submit a self-assessment of their progress towards the objectives and professional development goals established at the beginning of the year. A final Year-End Evaluation will then be conducted by a school administrator and/or supervisor, and a conference is held with the professional staff member to discuss the self-assessment and Year-End evaluation. This “year-end” discussion will influence the professional staff member’s objectives and professional development goals for the next school year, continuing the cycle.



Timetable and Sequence of the Professional Staff Evaluation Process

August - September	Principal reviews evaluation procedures and forms with all new staff (brief review during new teacher orientation).
August – June	Administrators and/or supervisors will meet formally and informally with professional staff members during the school year to discuss current assignments and projects, needs, responsibilities and/or concerns.
September 30	All staff will submit Objectives & Professional Development Goals (<i>PSE 1</i>). Staff and administrator/supervisor should develop objectives cooperatively. Administrator/supervisor retains the original of the <i>PSE 1</i> form.
December - January	Mid-Year Evaluation (<i>PSE 2</i>) for probationary contract staff considered for non-renewal as well as staff on a plan of assistance or those whose performance warrants a mid-year evaluation.
December - January	Administrator/Supervisor assists Director of Human Resources by distributing and collecting letters of intent and requests for transfer.
February 15	Administrator/supervisor submits a list of staff recommended for re-employment. Also, administrator/supervisor shall advise the Director of Human Resources and Superintendent if he/she plans to place staff on a Plan of Assistance or recommend staff for non-renewal. (School Board policy Human Resources #618)
April 1	Staff completes the self-assessment of Objectives & Professional Development Goal (<i>PSE 1</i>) form and submit to administrator/supervisor. Staff also begins preliminary work on next year's Objectives & Professional Development Goals (<i>PSE 1</i>).
April 1 - June 15	Administrator/supervisor holds Year-End Evaluation (<i>PSE 3</i>) with professional staff member (each year) to review yearly performance and Objectives & Professional Development Goals. Initial discussion should be held for the following year's Objectives & Professional Development Goals. The professional staff member's signature indicates that the yearly performance evaluation has been held. Staff may attach additional professional comments. A copy of the Yearly Performance Evaluation is reviewed by the Director of Human Resources and placed in the professional staff member's personnel file at the Central Office.

Guidelines for the Professional Staff Evaluation Process

1. All staff will engage in the Professional Staff Evaluation Process, which will include developing goals and professional objectives in cooperation with a school administrator/supervisor. Objectives and strategies will be recorded on the Objectives & Professional Development Goals form (*PSE 1*). The staff member and administrator/supervisor will meet at the end of each evaluation cycle to assess progress in attainment of stated objectives. The staff member will share evidence of completion of objectives and record this information on the Objectives & Professional Development Goals form (*PSE 1*). Objectives for the new evaluation cycle will also be completed as a part of this process.
2. Observations, evaluations, and recommendations will be communicated effectively to those persons affected and involved including the professional staff member, appropriate administrators, and the school board when appropriate.
3. Harrisonburg City Public Schools maintains high expectations for staff performance. Therefore we expect most staff evaluations to fall within the “Meets Expectations” category. To receive a rating of “Exceeds Expectations” would require an individual to go well beyond the high expectations already in place.
4. When a professional staff member’s performance is judged to exceed expectations, this will be noted on the Year-End Evaluation form (*PSE 3*).
5. When a professional staff member’s performance is rated as “Area for Improvement,” written corrective measures will be developed by the administrator/supervisor, with professional staff member input. The corrective measures may be placed on the Objectives & Professional Development Goals (*PSE 1*).
6. When a Year-End Evaluation includes a rating of “Unsatisfactory” the administrator or immediate supervisor will develop goals for improvement. Professional staff may also be provided with a Plan of Assistance with a specific time period to remediate concerns identified in the evaluations. Unsatisfactory performance on the Plan of Assistance may result in non-renewal of contract or dismissal.
7. At any time, professional staff may be placed on a Plan of Assistance if the principal deems that a significant deficiency in performance or professional conduct exists. (See page 22 – “Plan of Assistance Guidelines”.)
8. All Professional Staff Members will receive a formal evaluation each year.

Summary Description of Evaluated Professional Practices For Classroom Teachers & Professional Staff

Multiple professional practices are deemed important for effective classroom instruction and professionalism, and thus will be considered during a teacher and professional staff evaluation. These aspects fall into several categories, as summarized below.

Planning and Assessment: Daily lesson plans are developed and implemented that include objectives, appropriate SOLs, activities, and assessments. Student understanding is assessed in a variety of ways and documented, and instruction is revised to improve understanding. Students are encouraged to think independently and to employ critical thinking and problem-solving skills. Instructional materials are prepared and technology resources are used to meet lesson objectives and serve students with special needs.

Instruction: Instruction is differentiated and strategies are utilized to meet lesson objectives and serve students with a variety of needs and abilities. Effective classroom management is in place, including appropriate student behavior and efficient use of instructional time. The teacher and other professional staff demonstrate a strong knowledge of the material being taught, is resourceful and flexible, and displays enthusiasm for teaching. Students are given appropriate expectations and are motivated to learn.

Safety and Learning Environment: The learning environment is safe and accommodates individual and group activities; the teacher and other professional staff promote positive learning experiences and celebrates students' successes. Physical appearance of the classroom will be maintained in an organized and orderly fashion.

Communication: The teacher and other professional staff model strong language skills, communicate effectively with, and provide appropriate feedback to students.

Professionalism and Community Relations: The teacher and other professional staff display professionalism by using assessment measures to improve instruction, modeling moral and ethical standards, participating in professional development, working collaboratively with colleagues, and contributing to the profession, division, and community.



HARRISONBURG CITY PUBLIC SCHOOLS

Professional Staff Evaluation (PSE 1) Objectives and Professional Development Goals

Name:		School Year:	
Position:		School/Location:	

DIRECTIONS: List below 2-3 objectives and professional development goals, plus any school-wide (and/or departmental) objectives with input from the principal and/or supervisor. At least one objective must address expectations for improved student achievement, and the remaining objectives and goals should address professional development and growth. Objectives must be measurable and include strategies to meet the objectives.

Objectives & Goals (due by September 30 th)	Strategies for Meeting Objectives & Goals:	Self-Assessment: (due by April 1 st) – <i>attach evidence of completion</i>
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1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.



HARRISONBURG CITY PUBLIC SCHOOLS

Professional Staff Evaluation (PSE 2) Mid-Year Evaluation

Name:		Administrator:	
Position:		School/Location:	

Directions: The administrator must complete this form. Mid-Year evaluations should be conducted for professional staff that are on a Plan of Assistance or might otherwise benefit from a Mid-Year evaluation. Staff performance, practices or conduct judged not to meet expectations must be explained in the evaluation summary.

This Mid-Year evaluation is a year-to-date evaluation of the professional staff member's performance and will include form *PSE 1* and *Plan of Assistance Goals* (if applicable).

PROFESSIONAL PRACTICES

- E = Exceeds Expectations** Performance exceeds evaluation criteria.
- M = Meets Expectations** Performance meets evaluation criteria (*most checks should fall in this category*).
- I = Area for Improvement** Performance does not meet evaluation criteria. There is, however, evidence of this skill set and will be targeted for further development (*may be included on PSE 1 goals*).
- U = Unsatisfactory** Performance is inadequate and unacceptable (*must receive immediate attention*).

A. PROFESSIONALISM AND COMMUNITY RELATIONS

		E	M	I	U
1.	Uses Measures of Student Learning to Improve Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Correctly utilizes approved valid measures of student learning.				
	b. Compares learning gains from one point in time to another for the same students.				
2.	Models Professional, Moral and Ethical Standards and Personal Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Relates to colleagues, parents and others in an ethical, moral and professional manner.				
	b. Represents the school and program(s) favorably in the school division/community.				
	c. Uses acceptable written and oral language.				
	d. Takes responsibility for resolving concerns and problems in a constructive manner.				
	e. Maintains confidentiality in all matters.				
	f. Maintains a professional demeanor and appearance.				
	g. Works in the best interest of students, colleagues, the school and the community.				
3.	Participates in a Meaningful and Continuous Process of Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Participates and shows evidence of professional growth activities (conferences, workshops, coursework, etc.)				
	b. Evaluates and identifies areas of personal strength and weakness related to professional skills and their effect on student learning and sets goals for improvement of skills and professional performance.				
	c. Comprehends and applies current practices that enhance knowledge of education issues, trends and practices.				

	d. Shares knowledge from professional activities with colleagues to improve and enhance student achievement.				
	e. Maintains and takes a proactive approach to ensuring proper licensure and certification.				
4.	Works in a Collegial and Collaborative Manner with Peers, Staff, Parents and Community Resources to Support the Success of a Diverse Student Population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Demonstrates flexibility and a collaborative attitude in supporting co-workers/grade level team/administration.				
	b. Maintains effective working relationships with teachers, staff and administration.				
	c. Works collaboratively with other staff members to plan for individual student learning and alignment of goals and standards across classroom and grade levels.				
	d. Makes a positive contribution to the overall climate of the school and division.				
	e. Supports school/division-wide programs and activities.				
	f. Considers the interests & needs of colleagues & parents in promoting/supporting school & division goals.				
	g. Effectively shares ideas and information with parents.				
	h. Effectively follows the school's crisis management plan.				
5.	Provides Services to the Profession, the Division and/or the Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Serves on school, division, state and/or national committees.				
	b. Contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, sponsor, advisor, researcher and/or supervisor.				
	c. Supports and participates in efforts to align school and division goals and activities with community endeavors.				
	d. Other:				
6.	Displays Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Practices punctual attendance.				
	b. Submits required reports on time and meets other deadlines.				
	c. Maintains accurate records.				
	d. Follows proper channels of communication.				
	e. Is familiar with and abides by School Board policies, regulations and school procedures.				

B. PLAN OF ASSISTANCE GOALS OR OBJECTIVES		E	M	I	U
7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MID-YEAR EVALUATION SUMMARY:

Administrator:		Date:	
Professional Staff:		Date:	

*Professional staff member's signature indicates that he/she has read and received a copy of this mid-year evaluation.
The professional staff member may attach additional professional comments.*



HARRISONBURG CITY PUBLIC SCHOOLS

Professional Staff Evaluation (PSE 3) Year-End Evaluation

Name:		Administrator:	
Position:		School/Location:	

Directions: The administrator must complete this form and review the professional staff member's self-assessment of their current year's Objectives and Professional Development Goals (*PSE 1*). Professional staff performance, practices or conduct judged not to meet expectations must be explained in the evaluation summary section and included on the following year's Objectives and Professional Development Goals (*PSE 1*).

The Year-End evaluation is a cumulative summary of the professional staff member's performance and will include forms *PSE 1 & possibly PSE 2*.

PROFESSIONAL PRACTICES

<i>E = Exceeds Expectations</i>	Performance exceeds evaluation criteria.
<i>M = Meets Expectations</i>	Performance meets evaluation criteria (<i>most checks should fall in this category</i>).
<i>I = Area for Improvement</i>	Performance does not meet evaluation criteria. There is, however, evidence of this skill set and will be targeted for further development (<i>may be included on PSE 1 goals</i>).
<i>U = Unsatisfactory</i>	Performance is inadequate and unacceptable (<i>must receive immediate attention</i>).

A. PROFESSIONALISM AND COMMUNITY RELATIONS

		E	M	I	U
1.	Uses Measures of Student Learning to Improve Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Correctly utilizes approved valid measures of student learning.				
	b. Compares learning gains from one point in time to another for the same students.				
2.	Models Professional, Moral and Ethical Standards and Personal Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Relates to colleagues, parents and others in an ethical, moral and professional manner.				
	b. Represents the school and program(s) favorably in the school division/community.				
	c. Uses acceptable written and oral language.				
	d. Takes responsibility for resolving concerns and problems in a constructive manner.				
	e. Maintains confidentiality in all matters.				
	f. Maintains a professional demeanor and appearance.				
	g. Works in the best interest of students, colleagues, the school and the community.				
3.	Participates in a Meaningful and Continuous Process of Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Participates and shows evidence of professional growth activities (conferences, workshops, coursework, etc.)				
	b. Evaluates and identifies areas of personal strength and weakness related to professional skills and their effect on student learning and sets goals for improvement of skills and professional performance.				
	c. Comprehends and applies current practices that enhance knowledge of education issues, trends and practices.				
	d. Shares knowledge from professional activities with colleagues to improve and enhance student achievement.				

	e. Maintains and takes a proactive approach to ensuring proper licensure and certification.				
4.	Works in a Collegial and Collaborative Manner with Peers, Staff, Parents and Community Resources to Support the Success of a Diverse Student Population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Demonstrates flexibility and a collaborative attitude in supporting co-workers/grade level team/administration.				
	b. Maintains effective working relationships with teachers, staff and administration.				
	c. Works collaboratively with other staff members to plan for individual student learning and alignment of goals and standards across classroom and grade levels.				
	d. Makes a positive contribution to the overall climate of the school and division.				
	e. Supports school/division-wide programs and activities.				
	f. Considers the interests & needs of colleagues & parents in promoting/supporting school & division goals.				
	g. Effectively shares ideas and information with parents.				
	h. Effectively follows the school's crisis management plan.				
5.	Provides Services to the Profession, the Division and/or the Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Serves on school, division, state and/or national committees.				
	b. Contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, sponsor, advisor, researcher and/or supervisor.				
	c. Supports and participates in efforts to align school and division goals and activities with community endeavors.				
	d. Other:				
6.	Displays Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Practices punctual attendance.				
	b. Submits required reports on time and meets other deadlines.				
	c. Maintains accurate records.				
	d. Follows proper channels of communication.				
	e. Is familiar with and abides by School Board policies, regulations and school procedures.				

YEAR-END/MID-YEAR EVALUATION SUMMARY:

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Administrator:		Date:	
Professional Staff:		Date:	

Professional staff member's signature indicates that he/she has read and received a copy of this year-end evaluation. The professional staff member may attach additional professional comments.



HARRISONBURG CITY PUBLIC SCHOOLS

Plan of Assistance Guidelines

1. What is a Plan of Assistance?

- a. A plan of assistance, per School Board Policy #619, is a written design, which provides an outline of the areas of deficiency in instructional performance and/or professional conduct for a continuing contract teacher and other professional staff.
- b. A plan of assistance includes specific objectives and strategies intended to meet those objectives and the means for assessment within a reasonable time frame.
- c. During a plan of assistance student teachers and/or practicum students will not be allowed.

2. Who determines if a teacher or other professional staff will be placed on a Plan of Assistance?

- a. The building administrator, with concurrence of the Assistant Superintendent for Instruction, places a teacher or other professional staff on a plan of assistance.
- b. This decision is based on instructional deficiencies or repeated or significant professional conduct deficiencies.

3. What is the time frame of a Plan of Assistance?

- a. The plan of assistance may go into effect at any point during a school year or at the beginning of the school year.
- b. There are three options:
 - i. The teacher or other professional staff has made satisfactory improvement and will not be on a plan of assistance for the following school year.
 - ii. The teacher or other professional staff has made progress but has not met all objectives of the plan and will be placed on an additional plan of assistance for the following school year.
 - iii. The teacher or other professional staff has not made acceptable progress and is informed of the recommendation for termination of employment.

4. How will a Plan of Assistance be monitored?

- a. The building administrator will review relevant data specified in the plan of assistance on a regular basis.
- b. For an individual on a plan of assistance for the school year:
 - i. A minimum of two observers will complete a total of six (6) formal observations and follow-up conferences. Four observations will be completed prior to February 15th.
 - ii. The building administrator will conduct a mid-year review of the teacher or other professional staff's performance before February 15th.
- c. For an individual placed on a plan of assistance for less than a school year, the administrator will define in the plan the number of observations and the time frame to be followed.
- d. The Director of Human Resources will periodically review progress of those individuals on a plan of assistance.

5. What are the salary implications of a Plan of Assistance?

- a. Any continuing contract teacher or other professional staff who is placed on a Plan of Assistance for the upcoming year will not receive a salary increase for that year (see School Board Regulation #619-R).
- b. After a teacher or other professional staff has successfully completed a Plan of Assistance, the teacher or other professional staff will receive the same percentage or dollar amount increase as other teachers and be reassigned to the nearest step on the teacher salary scale.
- c. Future salary increases are then computed based on the teacher or other professional staff's reassigned step on the teacher salary scale. Salary steps lost due to placement on a plan of assistance are not regained. However, the year of experience while on a plan of assistance counts for retirement purposes.