

**Performance Evaluation**

**Evaluation of Professional Staff**

The Board requires a program of comprehensive, performance-based evaluations for the teachers and other professional staff members it employs in order to ensure high-quality staff performance that improves student achievement. Evaluation instruments used by the district will minimally reflect the Essential Principles of Effective Evaluation as adopted by the Missouri State Board of Education (State Board). Pursuant to these principles, the evaluation process should:

1. Use research-based performance targets aligned with state standards;
2. Establish indicators of performance articulated across differentiated levels with standards specifying expectations at all levels of practice;
3. Be aligned with the probation period for the educator as specified in state law and provide for the accurate and appropriate accumulation of performance data;
4. Use student growth in learning as a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures;
5. Assess performance on a regular basis, providing timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement;
6. Be designed to ensure that evaluators who collect evidence of performance and provide feedback are highly trained and objective, ensuring that ratings are fair, accurate and reliable; and
7. Be designed to guide district decisions regarding determinations of status, recognition, development, interventions and policies that impact student learning in the system.

**Evaluation of Professional Staff Other Than Teachers**

All professional staff members contribute toward the achievement of the district's students and the overall success of the district. To ensure continuous improvement and growth, the supervisors of professional staff members or their designees will conduct annual performance evaluations, identify performance goals in consultation with the employee and conduct a written summative evaluation at least once every three years.

## **Teacher Evaluations**

The superintendent or designee ("evaluator") will annually complete an evaluation of the performance of the district's teachers. A summative evaluation will be completed at least annually for probationary teachers, and at least one every three years for tenured teachers.

The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of teachers in a manner that is aligned with the district's Strategic Plan and, where applicable, school improvement plans (SIPs ). Results of the evaluation will inform employment decisions, but may not be the only factor considered.

The superintendent or designees, in consultation with the district's teaching staff, will develop procedures and instruments for professional staff evaluation.

## **Teacher Evaluation Standards**

The evaluator will measure performance based on the Missouri Teacher Standards. In accordance with these standards, detailed below, the teacher must demonstrate the knowledge and ability to ensure the success of all students.

### *1. Curriculum and Instructional Practices:*

- The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
- The teacher recognizes the importance of long-range planning and curriculum development.
- The teacher develops, implements and evaluates curriculum based upon student, district and state standards data.

### *2. Learning Environment:*

- The teacher understands how students learn, develop and differ in their approaches to learning.
- The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.
- The teacher uses understanding of individual/ group motivation and behavior to create a learning environment that encourages active engagement in learning positive social interaction and self-motivation.

*Student Learning and Growth:*

- The teacher understands how students learn, develop and differ in their approaches to learning.
- The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.
- The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.
- The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

4. *Professionalism:*

- The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others.
- The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
- The teacher has effective working relationships with students, families, school colleagues and community members.

**Counselor and Librarian Evaluation Standards**

The district adopts the model standards for librarians and counselors developed by the Department of Elementary and Secondary Education and adopted by the State Board.

**Evaluation Records**

The summative evaluation and any written responses by the teacher or professional staff member will be maintained in the employee's personnel file in accordance with the state retention manuals applicable to schools. The district will not share the evaluation with any state or federal agency unless it is required by law to do so.

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Adopted: July 1, 2018  
Raymore-Peculiar R-II School District