

## **BEFORD PUBLIC SCHOOLS ADMINISTRATIVE REGULATIONS**

### **TEACHER EVALUATION**

- (1) The performance of all teachers both probationary and tenured shall be evaluated in writing annually.
- (2) Anything contained within this Administrative Regulation notwithstanding, all evaluations of teachers shall be conducted pursuant to current state law.
- (3) Evaluation of a teacher in relation to his/her assignment is a continuous process and shall be conducted by a qualified evaluator(s) as designated by the Superintendent (“Evaluator(s)”). Each Observation by the Evaluator(s) shall be made in person.
- (4) Prior to the commencement of the evaluation process, those Evaluator(s) who will have responsibility for evaluating Bargaining Unit members shall schedule and hold a conference with the teachers scheduled to be evaluated for purposes of reviewing the evaluation process and procedures.
- (5) At the end of the school year, each teacher shall be assigned a year-end performance evaluation rating (“Year-End Evaluation”) of one of the following:
  - (1) Highly Effective (HE),
  - (2) Effective (E),
  - (3) Minimally Effective (ME), or
  - (4) Ineffective (I)
- (6) The Year-End Evaluation shall be completed using the **Bedford Public Schools Teacher Evaluation Form** and will be based upon an assessment of the following evaluation criteria (“Criteria”).
  - (a) Individual performance shall be the majority factor in making the decision, and shall consist of, but is not limited to, all of the following:
    1. Evidence of student growth, which shall be the predominant factor in assessing the individual performance of an employee.
    2. The teacher’s demonstrated pedagogical skills, including at least a special determination concerning the teacher’s knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.

3. The teacher's management of the classroom, manner and efficacy of disciplining pupils, rapport and communication with parents and other teachers, and ability to withstand the strain of teaching.
  4. The teacher's attendance and disciplinary record, if any.
- (b) Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal contractual expectations, at an effective level, for an individual in his or her peer group and having demonstrated a record of exceptional performance.
  - (c) Relevant special training. This factor shall be based on completion of additional relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.
- (7) The system determines professional competence through multiple direct observations of classroom practices and professional practices throughout the school year.
    - (a) Probationary teachers shall have their annual year-end performance evaluation based on classroom observations. The District shall determine the format and number of the classroom observations.
    - (b) Tenured teachers shall have multiple classroom observations conducted during the period covered by the evaluation. The District shall determine the format and number of the classroom observations.
  - (8) Individual performance shall be the majority factor in making effectiveness ratings and shall consist of but is not limited to all of the following:
    - (a) Evidence of student growth shall be the predominant factor in assessing an employee's individual performance.
    - (b) The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.

- (c) The teacher's management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to withstand the strain of teaching.
  - (d) The teacher's attendance and disciplinary record, if any.
- (9) All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature after review of the recommendations contained in the report of the governor's council on educator effectiveness.
- (a) If there are student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.
- (10) **Beginning in 2013-2014**, Student Growth Assessment Data shall be weighted as a factor of the Year-End Evaluation according to the following percentages:
- (a) 2013-2014 – 25%,
  - (b) 2014-2015 – 40% , and
  - (c) Each subsequent school-year – 50%.
- (11) In addition to the Criteria measuring effectiveness, the Year-End Evaluation for a **probationary teacher** shall include an assessment of the teacher's progress in meeting the goals of his or her *Individualized Development Plan* ("IDP").
- (12) In addition to the Criteria measuring effectiveness, the Year-End Evaluation for a **tenured teacher** on a *Performance Improvement Plan* (PIP) will be based on multiple classroom observations and shall include an assessment of the teacher's progress in meeting the goals of his or her PIP.
- (13) Teacher evaluations prepared by the Evaluator(s) shall not be limited to the observations of the classroom visitations/observations, but may also include all aspects of the teacher as a professional staff member. Any observation of a teacher that is used in an evaluation shall be documented and provided to the teacher at the final conference. Teachers shall be given notice of their final conference.
- (14) Lesson plans communicating objective(s), connection to standard(s) and other aspects of any lesson prior to being observed or following an observation, if requested, must be submitted to the Evaluator(s) within one day of the request.

- (15) Any **tenured teacher** who receives an evaluation rating of less than “Effective” on their Year-End Evaluation and who the District wishes to retain shall be provided with a PIP developed by the Evaluator(s) with a specific focus. The PIP will include a purpose, and a set of goals. The purpose will include the specific rationale for implementation, including statements of concern. The goals will list a detailed plan for the teacher, as well as, support given by the administrator.
- (a) A PIP resulting from an “Ineffective” Year-End Evaluation rating shall require that the teacher make progress towards the individual development goals of the PIP within a specific time period, as set by the evaluator(s). In no event shall the PIP as provided hereunder, exceed 180 days. The PIP resulting from an “Ineffective” rating shall include four (4) written updates. These updates will be comprehensive and should address the areas of concern from the previous evaluation.
- (b) A PIP resulting from a “Minimally Effective” Year-End Evaluation rating shall require that the teacher make progress towards the individual development goals of the PIP within a specific time period, as set by the administrator. In no event shall the PIP as provided hereunder, exceed 180 days. The PIP resulting from a “Minimally Effective” evaluation shall include three (3) written updates. These updates will be comprehensive and should address the areas of concern from the previous evaluation.

Nothing contained herein shall preclude the District or evaluator(s) from placing a teacher on a PIP at any time that an issue or concern regarding the performance of a teacher occurs.

- (16) Each year Human Resources and Labor Relations will provide to the building administrators/evaluators a written timeline which will note the specific dates the final evaluations will be due to Human Resources and Labor Relations.
- (17) A tenured teacher who receives a Year-End Evaluation of Ineffective may, within twenty (20) days of receiving the ineffective rating, request in writing a review of the evaluation and rating by the Superintendent. The Superintendent or his/her designee shall review the evaluation and may within his or her sole discretion make any modification based on that review. A review under this section may not be requested more than twice in a three (3) school-year period.