

CCPS Teacher Evaluation Systems

Introduction

Teacher evaluation consists of two primary components: observation and evaluation. Observations and evaluation differ in that an observation relates to the analysis of a single instructional segment. Observations are formative in nature and are designed to give teachers timely and specific feedback to help affirm effective teaching practices and offer suggestions for professional growth. Therefore, observers will rate each of the indicators listed on the observation document and assign an overall rating of effectiveness to the lesson. On the other hand, evaluation is summative in nature. It represents an appraisal of all pieces of information over a much longer period of time, usually a year or two. Included in the evaluation are all observations in that time period as well as other pertinent information related to the standards being assessed. Evaluators will rate only the five standards of effectiveness and assign an overall rating of effectiveness on the evaluation document. (Teacher Evaluation Booklet, page 4).

Process

All tenured teachers are evaluated at least once every two (2) years by personnel certified by the State Department of Education and designated by the Superintendent. Tenured teachers may be evaluated on a more frequent basis at the determination of the supervisor and principal or at the request of the teacher. Non-tenured teachers are formally evaluated at least once every semester. Each evaluation includes a conference with the school administrator and the supervisor responsible for the teacher's area of certification. (Teacher Evaluation Booklet, pages 5 & 6).

- 1) How are the teacher evaluation results used regarding **professional development**:

RESPONSE:

From the information gathered from their evaluations, teachers provide evidence of their own professional growth. Teachers shall document their participation in professional development activities, as well as their participation in activities that support school-based and system-wide initiatives. An assessment of the teacher's professional growth based upon his or her participation in the documented activities shall be recorded on page 2 of the teacher evaluation instrument. (Teacher Evaluation Booklet, page 9)

CCPS also invites tenured teachers to explore a variety of professional development opportunities as alternatives to classroom observation will support their professional interests. Rather than using a single approach for gathering data about the performance of tenured staff, CCPS encourages teachers to focus instead on their professional development and pursue aspects of teaching that are of significance to them and that support student achievement.

Three models for differentiated supervision and evaluation are available to the teaching staff: The Traditional Observation/Evaluation Model, The Professional Portfolio Model, and The Collaborative Professional Development Model. Teachers are encouraged to plan their work based on school improvement goals, student data, and related professional development needs. Differentiated supervision is intended to deepen teachers' understandings and skills related to performance expectations. Therefore, planning teams are encouraged to use differentiated supervision to support their professional development related to effective curriculum implementation and school improvement. (Teacher Evaluation Booklet, pages 68-89).

- 2) How are the teacher evaluation results used regarding **compensation**:

RESPONSE:

Upon a successful evaluation at the end of the school year, teachers are moved to their appropriate Schedule Step and Class in the negotiated agreement and compensated accordingly. (CCEA Master Agreement, pages 7-9, & non-numbered 2009-2010 Salary Scale).

- 3) How are the teacher evaluation results used regarding **promotion**:

RESPONSE:

Evaluations may be considered when teachers apply for administrative and supervisory positions, but are not explicitly required. The evaluations are considered for in-school "add-on" (or merit-based) promotions such as Team Leader or Department Chair. (CCEA Master Agreement, page 8).

- 4) How are the teacher evaluation results used regarding **retention and removal**:

RESPONSE:

Teacher evaluation results are used in both the retention and removal processes. All tenured teachers are evaluated at least once every two (2) years by personnel certified by the State Department of Education and designated by the Superintendent. Tenured teachers may be evaluated on a more frequent basis at the determination of the supervisor and principal or at the request of the teacher. Non-tenured teachers are formally evaluated at least once every semester. Each evaluation includes a conference with the school administrator and the supervisor responsible for the teacher's area of certification.

The results of teacher evaluations are also used to retain teachers. Upon successful evaluations for a two-year period, tenure is granted and teachers may move along the corresponding Step and Class in the negotiated agreement.

The evaluation results are also used to identify and provide intermediate steps for teachers who are struggling or need additional professional development. This performance evaluation data serves as the basis for decisions to recommend a teacher's placement on a Second-Class Certificate or 3rd Year Non-Tenured Status. The evaluation results are also used as a basis for the removal process.