

PAWNEE EVALUATION PLAN

I. START OF THE SCHOOL YEAR

- a. Prior to the first day of student attendance, or no later than 30 days after a teacher is hired if after the start of the school term a qualified evaluator must provide written notice, either paper or electronically, that a performance evaluation will be conducted in that school term to each teacher to be evaluated that year. The notice must include:
 - i. A copy of the rubric to be used to rate teacher against identified standards and goals, and other tools to be used to determine the performance evaluation rating.
 - ii. A summary of the manner in which measure of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of “excellent”, “proficient”, “needs improvement” and “unsatisfactory.”
 - iii. A summary of the district’s procedures related to the provision of professional development in the event a teacher receives a “needs improvement” rating or remediation in the event a teacher receives an “unsatisfactory” rating, to include evaluation tools to be used during the remediation period.
 - iv. Teachers will be provided electronic access to Evaluwise within the first ten school days of the school year.
 - v. First year teachers will be provided a mentor teacher, except in circumstances where it is not practical to do so.

II. OBSERVATION REQUIREMENTS AND PROCEDURES

- a. Teacher’s duties and responsibilities and standards to which teacher is expected to conform, including:
 - i. Personal observation of the teacher in the classroom by the evaluator, unless the teacher has no classroom duties
 - ii. Attendance
 - iii. Planning
 - iv. Instructional methods / delivery
 - v. Classroom management
 - vi. Competency in the subject matter taught
- b. Please note a principal is not prohibited from evaluating any tenured or non-tenured teacher during the principal’s first year as a principal of a school
- c. Pre-Observation Requirements
 - i. Each formal observation must be preceded by a pre-observation conference between the qualified evaluator and the teacher
 - ii. Prior to the conference, the teacher shall submit a written lesson or unit plan and/or other evidence of planning for the instruction that will be conducted on the day of the formal observation, and make recommendations for areas on which the qualified evaluator should focus during the observation.

- iii. During the pre-observation conference the qualified evaluator and the teacher shall discuss the lesson plan or instructional planning and any areas on which the qualified evaluator should focus during the observation
- d. Formal Observations
 - i. Each formal observation requires one of the following:
 - 1. Observation of teacher in his or her classroom for a minimum of 45 minutes at a time;
 - 2. Observation of the teacher during a complete lesson; or
 - 3. Observation during an entire class period
- e. Informal Observations
 - i. Following an informal observation, the evaluator must provide feedback to the teacher either in writing or orally within five school days.
 - 1. If the feedback is in written format, the evaluator must also provide the teacher with an opportunity to have an in-person discussion.
 - 2. Evidence gathered during an informal observation can only be considered in determining the teacher's performance evaluation rating if it is documented in writing.
- f. Post-Observation Requirements
 - i. Following a formal observation, the qualified evaluator must meet with the teacher within 10 school days to discuss the evidence collected about the teacher's professional practice. The evaluator must also provide feedback in writing (either electronically or in paper format)
 - ii. The qualified evaluator must share with the teacher any evidence collected and judgments made about the evidence during the post-observation conference
 - 1. The evaluator can only collect evidence during an observation that is consistent with the rubric set forth in the evaluation plan
 - iii. The teacher shall complete the self assessment and reflection document and if applicable, provide the qualified evaluator with additional information or explanations about the presentation
 - iv. The qualified evaluator shall provide feedback to the teacher about the teacher's professional practice, including data and evidence specific to the areas of focus designated during the pre-observation conference.
 - v. If the qualified evaluator determines that the data and evidence collected to date may result in the teacher receiving either a "needs improvement or "unsatisfactory" performance evaluation rating, the qualified evaluator must notify the teacher of that determination.
- g. Number of Required Observations
 - i. Tenured Teacher
 - 1. "Excellent" or "Proficient" in last evaluation rating:
 - At least two observations in the evaluation cycle
 - At least one must be formal

2. “Needs Improvement” or “Unsatisfactory” in last evaluation rating:
 - At least three observations in year immediately following assignment of rating
 - At least two must be formal
- ii. Non-Tenured Teachers:
 1. Non-tenured teachers are evaluated every year until they become tenured
 2. A minimum of three observations each school year
 3. At least two must be formal observations

III. ATTAINMENT OF TENURE

- a. Tenure may be acquired in one of two ways
 - i. In four years of being rated “Proficient” or “Excellent” a teacher may be recommended for tenure after the fourth year.
 - ii. In three years by being rated “Excellent” in each of the first three probationary teaching years.
- b. A teacher who was employed in another district and acquired tenure from that district may receive tenure in a new district after two years if:
 - i. The teacher receives overall ratings of “Excellent” in each of his or her first two annual evaluations in the new school district; and
 - ii. The teacher voluntarily departed or was honorably dismissed from the district at which he or she worked immediately prior to beginning employment at the new district; and
 - iii. The teacher was rated “Proficient” or “Excellent” in each of his or her last two years of service in the teacher’s former school district.
- c. If a probationary teacher’s performance does not qualify the teacher for tenure, the teacher shall not receive tenure and shall be dismissed
- d. A teacher’s performance shall be deemed “Proficient” for purposes of attaining tenure for any school term that a district fails to evaluate the teacher as required.
- e. A teacher must work a minimum of 120 days in order for the school year to count toward tenure. Leaves taken under the Family Medical Leave Act are considered days worked for this purpose.
- f. Written notices of dismissal specifying the reason for non-renewal must be provided to:
 - i. The teacher in their fourth year of probationary service
 - ii. The teacher in their third year of probationary service and who have been rated “Excellent” in each of the first three years.

IV. STUDENT GROWTH

- a. Student growth is a significant factor in the rating of the teacher’s performance
 - i. The Pawnee PERA committee agreed that student growth will count 30% of the teacher performance rating.
- b. Timeline
 - i. Assessment Submission

1. On or around September 1
 - ii. Mid-Year Check
 1. On or around November 15
 - iii. Final Measure
 1. On or before January 31
 - iv. Summative Rating
 1. Tenured
 - a. No later than seventy-five days prior to the ending of the school year
 2. Non-Tenured
 - a. No later than March 1
- c. Assessments
- i. Teacher must identify at least two types of assessment for evaluating student growth
 - ii. Teacher must choose at least one Type II and one Type III assessment. If no Type II assessment can be identified, the evaluation plan shall require at least two Type III assessments.
 1. Examples of Type II Assessments
 - a. Grade Level Vocabulary
 - b. Department Level Vocabulary
 - c. Textbook Pre-Test/Post Test
 - d. Department of Grade Level Common Assessment
 - e. Aimsweb
 - f. Constitution Test
 - g. Pre-K Checklist
 - h. Fast Math
 - i. Critical 55
 2. Examples of Type III Assessments (SLO's)
 - a. Teacher Created Pre-Test/Post Test
 - b. DRA
 - c. Subject Based Teacher Created Vocabulary Tests/Concept Tests
 - d. Pre-K TS Gold
 - e. Project-Based Assessment
 - iii. Teachers must fill out the appropriate Type II and Type III forms located on Evaluwise prior to meeting on September 1.
 - iv. Teachers may use the Type II and Type III spreadsheet as provided by the qualified administrator to record Student Growth and Student Growth Goals.
 - v. For purposes of Student Growth, three Tiers have been agreed to by the Pawnee Joint Committee
 1. Tier I-General Ed and Resource (Case by Case)
 2. Tier II-Free and Reduced, ESL, IEP, Low Attendance

3. Tier III-Truant, Direct Instruction, Students w/aide
 - a. Tier II and Tier III students can be excluded from Student Growth goals as long as it is discussed with the qualified evaluator during or before the mid-term meeting.
- vi. For purposes of student growth, the requirements do not apply to teachers who hold a professional educator license endorsed for school support personnel issued under Article 21B of the School Code AND are assigned to an area designated as requiring this endorsement (e.g. school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, school marriage and family counselor, etc.).

V. SUMMATIVE EVALUATION

- a. The qualifying evaluator and the teacher must agree to conduct the final summative post-observation conference within 10 school days of the final observation, unless a different time is agreed upon by the qualified evaluator and the teacher.
- b. The overall summative evaluation rating will be “Excellent”, “Proficient”, “Needs Improvement”, or “Unsatisfactory.”
- c. The overall summative rating is based on 388 total points with Professional Practice counting for 70% and Student Growth Counting for 30%
 - i. For the Professional Practice scoring, Domain I and Domain IV will count single.
 - ii. For the Professional Practice scoring, Domain II and Domain III will count double.
 - iii. In order to receive an(a):
 1. Excellent Rating a teacher must have between 344-388 points
 2. Proficient Rating a teacher must have between 247-343 points
 3. Needs Improvement a teacher must have between 150-246 points
 4. Unsatisfactory a teacher must have 149 points and below
- d. The qualified evaluator must provide a paper copy of the evaluation to the teacher and place a paper copy in the personnel file.
- e. If a tenured teacher is assigned a summative evaluation rating of “Needs Improvement” a Professional Development Plan must be implemented within 30 school days
 - a. If tenured teacher is assigned a summative evaluation rating of “Unsatisfactory” a remediation plan must be implemented within 30 school days

VI. PROFESSIONAL DEVELOPMENT PLANS

- a. Must be developed within 30 school days after completion of a summative evaluation rating a tenured teacher “Needs Improvement”
- b. The plan is developed by the qualified evaluator, in consultation with the teacher
- c. The qualified evaluator should take into account the teacher’s on-going professional responsibilities, including regular teaching assignments, directed to the areas that need improvement

- d. The professional development plan will include supports that the district will provide to address the areas identified as needing improvement.
- e. Any professional development provided as part of a PDP shall align to Standards for Professional Learning (2011) published by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at <http://www.learningforward.org/standards/index.cfm>.

VII. REMEDIATION PLAN

- a. A remediation plan is only required for TENURED teachers:
- b. The plan should include a specification of teacher's strengths and weakness, with supporting reasons for identifying the areas as such.
- c. A remediation plan must be developed and commenced within 30 school days after completion of a summative evaluation rating a teacher in contractual continued service as "unsatisfactory."
- d. The remediation plan is developed by the evaluator with input from the consulting teacher and the teacher subject to the remediation plan. A qualified consulting teacher must be selected prior to implementation of the remediation period and prior to adoption of the plan itself.
- e. The remediation plan must define how the evidence to be collected will be used to determine a final professional practice rating.
- f. A tenured teacher will return to regular evaluation cycle in evaluation plan when and if that teacher is given a summative rating of "Proficient" or better in the school year following a rating of "Unsatisfactory" or "Needs Improvement."
- g. If a tenured teacher receives a second "Unsatisfactory" evaluation rating within 36 months of the successful completion of a remediation plan, then the school district may forego remediation and seek dismissal of the teacher in accordance with Section 24-12 of The School Code.
- h. Provide for 90 school days of remediation within the classroom, unless an applicable collective bargaining agreement provides for a shorter duration.
- i. Issuance of evaluation at conclusion of plan within 10 days (not school days) after conclusion of plan. Statute clarifies that failure to meet this deadline will not foreclose ability to dismiss a teacher who does not complete the plan successfully.
- j. Participation by teacher rated "unsatisfactory", an evaluator, and a consulting teacher selected by the evaluator of the teacher rated "unsatisfactory."
- k. Consulting teacher is educational employee under IELRA, has 5 years of teaching experience, reasonable familiarity with the assignment of the teacher being evaluated, and received "excellent" rating on most recent evaluation
- l. If no qualified consulting teachers in the district, the district shall request and the ROE shall supply an individual meeting the criteria
- m. If population less than 500,000, the bargaining agent may supply a roster of qualified teachers from whom the consulting teacher is to be selected. List shall contain 5 qualified teachers, or if less than 5 qualified teachers in the district, all qualified teachers.

- n. Disputes related to qualification of teachers shall be resolved by the State Board of Education.
- o. The qualified evaluator must meet at the mid-point as well as for the final evaluation.
 - a. Each evaluation must assess the teacher's performance during the time period since the prior evaluation;
 - b. Last evaluation shall also include an overall evaluation of the teacher's performance during the entire remediation period.
 - c. Written copy of the evaluations and ratings shall be provided to and discussed with the teacher within 10 school days after date of the evaluation unless CBA provides otherwise.
 - i. Written evaluation must contain deficiencies in performance and recommendations for correction identified.
 - d. Evaluations at conclusion of remediation must be separate and distinct from annual evaluations of teachers
 - e. Evaluations at conclusion of remediation are not subject to the statutory and regulatory guidelines and procedures relating to annual evaluations
 - f. Evaluator may, but is not required to, use the forms provided for the annual evaluation of teachers in the evaluation plan. Note, however, that the regulations require that the "evaluation tools" to be used in a remediation must be provided at the beginning of the school term to teachers on cycle to be evaluated in the notice.
- p. If the teacher completes the remediation with an evaluation of "proficient" or better, he returns to the regular evaluation schedule. But note the final remediation evaluation cannot be used for the regularly scheduled evaluation. Both may need to be done in the same school term.
- q. If a teacher fails to complete the remediation with an evaluation of "proficient" or better, he shall be dismissed pursuant to the provisions of The School Code and related regulations.
- r. Any professional development provided as part of a remediation plan shall align to Standards for Professional Learning (2011) published by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at <http://www.learningforward.org/standards/index.cfm>. No later amendments to or editions of these standards are incorporated into the regulations.