

# RIPON AREA SCHOOL DISTRICT

*Teacher Performance Evaluation* (Updated October 2014)

## ***RASD Clarifications & Modifications of the CESA 6 Effectiveness Model***

*Ripon professional educators should follow these clarifications and modifications of the CESA 6 Effectiveness Model which are contained in the Teacher Performance Evaluation Handbook and/or the Educational Specialist Performance Evaluation Handbook. The Ripon modifications will be used in place of the CESA specifications for the comparable areas.*

### **Responsibilities of Site Administrators**

1. The principal has the authority to designate his/her assistant principal or other qualified administrator as the supervisor for any teacher.

### **Classroom Observations**

2. Those teachers within their first three years of employment as teachers in the RASD will be observed a minimum of two times annually (two announced formal observations) with three to five informal observations in accordance with the RASD timeline, except for experienced teachers who may be placed on an experienced teacher level for their third year.
3. Those teachers beyond their third year of employment as a teacher in the RASD will have at a minimum, two formal observations, with three to five informal observations in accordance with the RASD timeline, during their three year evaluation cycle. The first formal observation may be announced or unannounced based on the discretion of the administrator during the evaluation cycle. The second formal observation must be announced in the summative year. At least two of the informal observations must be in the summative year.
4. Additional classroom observations for any teacher may be conducted at the discretion of the evaluator.
5. Pre -conferences/post conferences are required for probationary teachers for the announced observation.
6. Pre -conferences/post conferences for veteran teachers for the announced observation will be held if either the administrator or teacher requests that one be held.
7. The announced formal classroom observations will be approximately 45 minutes. Informal observations are to be 15-20 minutes.

### **Lesson Plans**

8. Probationary teachers submit lessons plans weekly to their evaluating supervisor.
9. Continuing contract teachers in their summative year are required to submit a minimum of one month (or four weeks) of lesson plans in the subject area being observed, in the District's GANAG format, to their evaluating supervisor associated with an announced formal observation. If two formal observations happen in the same year, only one set of GANAG lesson plans is expected, unless the evaluator requires additional plans.
10. Evaluating supervisors may require submission of lesson plans from any teacher at any time in addition to the regular procedure indicated for teachers in their summative year.

### **Documentation Logs**

11. Documentation Logs will be archived each year and will become part of the summative report. Note: Documentation Logs in the teacher's summative year must be submitted by December 31<sup>st</sup>.
12. Each Documentation Log (three total) will be reviewed as part of the summative evaluation.
13. Each year the documentation log should contain one artifact/reflection for each standard.

### **Surveys**

14. All RASD teachers are required to either survey students or parents annually but a teacher could choose to do both. All RASD teachers must survey parents during their summative year. Note: Probationary teachers must survey parents in their third year.
15. The teacher's evaluating supervisor may request additional surveys as it relates to areas in need of improvement per the Effectiveness Project.

### **Student Surveys**

16. Teachers that are surveying students should survey the same cohort of students twice a year (and complete the accompanying Student Survey Growth Plan or Student Survey Analysis) — first survey by October 31<sup>st</sup>, second survey by January 15<sup>th</sup> or end of the semester. Semester reference is for 6-12 teachers.
17. Teachers with multiple classes of students should select two classes to be surveyed. If possible, the classes should be of different grade levels or different courses to obtain a wider response spectrum.
18. Teachers may add additional questions to the survey at their discretion.
19. Survey forms are on the RASD website.
20. Teachers, in consultation with their principal/supervisor, may use the student or learner survey from a different level (K- 2, 3 - 5, 6 - 8, 9 -12) if it would be more appropriate.

### **Parent Surveys**

21. Teachers that are surveying parents should do so November 15th – December 15th.
22. Teachers with multiple classes of students should select two classes to be surveyed. If possible, the classes should be of different grade levels or different courses to obtain a wider response spectrum.
23. Middle and high school teachers may choose to use an electronic surveying format of their own design utilizing the standardized RASD questions.
24. Survey forms are on the RASD website.
25. Teachers, in consultation with their principal/supervisor, may use the parent survey from a different level (K - 2, 3 - 5, 6 - 8, 9 - 12) if it would be more appropriate.

### **Performance Improvement Plans**

26. Target dates will be developed specifically for each unique situation in consultation with the teacher.
27. The evaluator will confer with the teacher regarding the teacher's preference for an administrative evaluator and the rationale, and respond appropriately.

### **Educational Specialists**

28. RASD classifies the following positions as educational specialists for the purposes of evaluation: school counselors, school nurses, school psychologists, media specialists, and speech/language pathologists.
29. Educational specialist observations will occur with the same frequency as teachers.
30. Educational specialist observations will consist of a minimum of 20 minutes, or less if the individual or group student interaction is less than 20 minutes.
31. The same timeline will be used with educational specialists as for teachers.
32. Educational specialists that are surveying students will select or develop the grade appropriate student survey as their annual student survey instrument. Educational specialists will select the appropriate classes and/or individual students to survey depending on what will provide the most useful feedback.
33. Educational specialists that are surveying parents will utilize the appropriate survey as their annual parent survey instrument. If possible, the parent survey should be directed to parents of individual students who have received services from the educational specialists.