



Procedure Name:	Employee Performance and Effectiveness Evaluation Procedure
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Standard:	Standard 8: A 3

Employee Performance and Effectiveness Evaluation Procedure

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 set performance goals in consultation with the employee, conduct continuous performance evaluations and complete a written summative evaluation annually.

Teacher Evaluations

The superintendent or designee ("evaluator") will annually complete a summative evaluation of the performance of the district's 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 Comprehensive School Improvement Plan (CSIP) and, where applicable, building improvement plans (BIPs). Results of the evaluation will inform employment decisions, but may not be the only factor considered.

The superintendent or designee, 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. **Content Knowledge Aligned with the Appropriate Instruction:** 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 all students.
2. **Student Learning, Growth and Development:** 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.
3. **Curriculum Implementation:** The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements and evaluates curriculum based on student, district and state standards data.
4. **Critical Thinking:** The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem-solving and performance skills.
5. **Positive Classroom Environment:** The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
6. **Effective Communication:** The teacher models effective verbal, nonverbal and media communication techniques with students, colleagues and families to foster active inquiry, collaboration and supportive interaction in the classroom.

7. **Student Assessment and Data Analysis:** 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.
8. **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.
9. **Professional Collaboration:** The teacher has effective working relationships with students, parents/guardians, 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.

Step by Step Instructions

Step 1: Identify the indicators to be assessed (As a district we have identified Standard 1.2 - Student Engagement and Standard 7.2 -Student Assessment & Data Analysis

Step 2: Determine a baseline score for each identified indicator

Step 3: Develop an Educator Growth Plan

Step 4: Regularly assess progress and provide feedback. Administrators will conduct walk-throughs on every teacher in the building with the required number dependent on length of teacher employment.

Step 5: Determine a follow-up score for each indicator

Step 6: Complete the final summative evaluation (All nontenured teachers will have a summative evaluation each year. Tenured teachers will have a summative evaluation every other year.)

Step 7: Reflect and Plan

Reference Location or Policy

Board Policy (GCN) - Evaluation of Professional Staff

When the Board of Directors meets, it is the responsibility of the Board to evaluate the performance of the professional staff. The Board should evaluate the performance of the professional staff on an annual basis. The Board should evaluate the performance of the professional staff on the basis of the following criteria:

1. Quality of Work

2. Quantity of Work

3. Efficiency of Work

4. Attitude of Work

5. Cooperation of Work