

I. THE PLAN

Professional employees will be grouped into four categories, or STAGES. Teacher evaluation occurs through a variety of activities: (1) required supervisory activities, (2) personalized supervisory activities, and (3) other professional growth/staff development activities. These are described below:

A. Stage I - Focused Assistance

Temporary Professional Employees (years 1 thru 3)

Professional Employees new to the district (year 1)

Employees requiring New Teacher Induction

Professional Employee coming off Stage 4

1. Required supervisory activities

- a) Planning conference at the beginning of each school year with the principal, assistant principal or his/her designee
- b) Two administrative observations by the principal, assistant principal or central office staff
- c) One student observation with a teacher analysis
- d) Exit interview conference with the principal or assistant principal

2. Other professional growth/staff development activities

- a) Successful completion of the district induction program
- b) Mentor visitation
- c) Inductee to participate in RSD workshops, appropriate graduate coursework, or school visitations
- d) Participation in appropriate IU Induction programs

B. Stage II- Administrative Consultation

Professional employees (years 4-6) and other employees not in Stage III (professional employees from other districts must spend a minimum of one year in Stage II)

1. Required supervisory activities

- a) Planning conference with the principal or assistant principal at the beginning of each school year
- b) One administrative observation by the principal or assistant principal
- c) Exit interview conference with the principal or his/her designee

2. Personalized supervisory activities

- a) Peer analysis, student observation or self-directed evaluation as mutually determined by teacher and supervisor

3. Other professional growth/staff development activities

- a) RSD workshops
- b) Workshop/conference
- c) Approved graduate level coursework
- d) Other professional activities

C. Stage III - Self Directed Development

Professional employees having at least 6 years of experience and having successfully completed Stage II

- 1. Required supervisory activities**
 - a) Planning conference with the principal or his/her designee
 - b) One administrative observation or other personalized supervisory activity listed below which must be approved by the principal
 - c) Exit interview conference and evaluation with the principal or his/her designee
- 2. Personalized supervisory activities**
 - a) Student observation, peer analysis, or self-directed evaluation as mutually determined by teacher and supervisor.
- 3. Other professional growth/staff development activities**
 - a) RSD workshops
 - b) Workshops or conference
 - c) Approved graduate level coursework
 - d) Other professional activities

D. Stage IV - Intensive Supervision

Experienced professional employees needing assistance

- 1. Required supervisory activities**
 - a) Planning conference with the principal or his/her designee at the beginning of the school year
 - b) Three observations by the principal or assistant principal
 - c) One student observation with a teacher analysis
 - d) One observation by a central office administrator / director
 - e) Exit interview conference and evaluation with the principal or central office administrator / director
- 2. Personalized supervisory activities**
 - a) Professional employee to participate in at least one extension activity tied to identified area of deficiency
 - b) Professional employee to participate in RSD workshops, appropriate graduate level coursework, or school visitation as deemed appropriate by the principal and central office administrator / director
- 3. Other professional growth/staff development activities**
 - a) RSD workshops
 - b) Workshop/conference
 - c) Approved graduate level coursework
 - d) Other professional activities

II. TEACHER EVALUATION PROCEDURE

A. Identification of Teachers Needing Intensive Supervision

1. Factors which may lead to the reassignment of a teacher to Stage IV:
 - a) Student achievement is not at an acceptable level, given student history and ability
 - b) The classroom environment does not meet district standard
 - c) Teaching deficiencies can be identified that negatively affect student learning
 - d) Persistent and significant input is received from students, parents, peers, counselors or other staff members to warrant a review

2. A teacher is reassigned by the administration and must be notified of the decision in writing and copied to the Superintendent of Schools.
3. Once assigned to Stage IV the teacher will receive assistance from a group of professionals to include but not limited to the following:
 - a. A building administrator
 - b. The department chairperson/master teacher
 - c. A central office administrator/director
 - d. A building mentor teacher
4. The above team works with the teacher to develop a specific and detailed plan for improvement, which is then put into action under team direction and observation.
5. Remediation of the teacher will continue until the group of professionals is satisfied with performance and deficiencies have been corrected.
6. This process continues in a cycle until such time that both the team and teacher are confident that the targeted skill(s) has/have been developed and will continue to be practiced. At this point the teacher will return to Stage I, administrative consultation mode.
7. The Superintendent is to be notified in writing of any teacher that is reassigned.

B. Supervisory Activities

Alternative forms of observation may be utilized but are not to replace a formal classroom visitation. Alternatives include but are not limited to walk through visits, peer observation.

C. Administrative Yearly Expectations

1. Principals - each building principal or assistant principal will complete the following:
 - a. Conduct or assign all planning conferences and exit interviews
 - b. Observe each new teacher or long term substitute at least two times.
 - c. In addition to the formal observations, administrators will conduct short visits of 10-15 minutes with each teacher in the building
 - d. Coordinate tracking of observations in the building
 - e. Coordinate the remediation of reassigned teachers
2. Planning conference: Each year, each staff member will meet with their immediate supervisor to develop a personal plan for professional growth. This planning conference meeting should be conducted no later than October. Goals, objectives and/or projects should be produced in written form using Form A and other documentation as necessary.
3. During the Spring/Summer of each year, the professional employee should develop a tentative individualized staff development plan for the following year and start thinking about his/her educational goals and supervisory plan for the following school year. This could become part of the year-end review.
4. Principals, Assistant Principals, Supervisors and Directors will conduct planning conferences, conduct exit interviews, and observe teachers as described in the above supervisory procedure or as defined by the Superintendent.

D. The Performance Statement and Exit Interview

1. Annual Timeline: The timeline is presented as a guide. It does not preclude the intermixing of activities. The intent is to avoid the submission of and completion of exit interviews in May.
 - a. September through October: Completion of all planning conferences
 - b. October through February: Completion of all formal observations in stages II and III
 - c. October through April: Completion of all formal observations in stages I and IV
 - d. May through June: Completion of all exit interviews and subsequent ratings; identification of teachers needing assistance
2. Copies of all observations and PDE 426 or PDE 428 evaluations are to be sent to the office of the Superintendent where they will be tracked.

APPENDIX A

**RIVERSIDE SCHOOL DISTRICT
Individual Action Plan
Planning Conference**

NAME SCHOOL YEAR
BUILDING SUBJECT/GRADE
SUPERVISION STAGE SUPERVISION ACTIVITY
SUPERVISOR DATE

Please check any staff development activities you plan to attend this year.

	Date Completed
____ Collegiate Coursework	
____ Mini Grant	_____
____ Membership on Committee (NAME)	_____

____ RSD Workshop	
____ Presenter of Professional Development Topic	_____
____ School Evaluation Team Member	_____
____ Additional Activities not Mentioned	_____

On the back please select two areas of professional growth that you plan to explore this year, and explain why you've chosen these areas of development. If you have any questions about this plan or need additional pages, please contact the building principal.

1. Area of Focus

A. Reason for choice _____

B. List of Objectives to Achieve Desired Focus	Date Completed

_____	_____
_____	_____
_____	_____

2. Area of Focus

A. Reason for choice _____

B. List of Objectives to Achieve Desired Focus	Date Completed

_____	_____

APPENDIX B

SUPERVISION ACTIVITIES

Each professional staff member will complete a supervision plan sheet for the following school year. The staff member will indicate one of the following:

- Administrative Observation
- Student Observation Analysis
- Peer Analysis
- Self-Directed Evaluation
- Intensive Supervision

Administrative Observation – The intent of this model is more supervisory. The focus for the observation may be developed through a pre-observation conference. The observation will be conducted for the entire class period. A post-observation conference will be held within one week after the actual observation takes place. All instructional staff must participate in this model a minimum of once every 3 years.

Student Observation Analysis – This is a model of supervision analysis that permits the teacher to analyze student feedback in a constructive manner. This model encompasses the development of a survey instrument that the professional staff member reviews during the first semester. A written analysis will be completed by the professional staff on a district approved classroom observation form.

*Two consecutive years in the program is maximum.

Peer Analysis – This is a method of supervision that permits a professional staff member to work with another staff member to examine, refine and enhance classroom performance. A teacher electing this model must have tenure and four years of experience. A mid-year and end-of-the year conference must be held with the principal to update each individual plan.

*Two consecutive years in program is the maximum.

Self-Directed Evaluation – This model of supervision allows a professional staff member to develop a project or program that will improve student performance and achievement. A written analysis will be completed by the professional staff member on the district approved classroom observation form. A teacher electing this model must have tenure and four years of experience. A mid-year and end-of-the year conference must be held with the principal to update each individual plan.

*One year in program is the maximum, however the program may carry over to next year.

Intensive Supervision – This model of supervision permits the supervisor to work closely with the individual staff member who is at-risk. A staff member who has an identified need may be placed in this mode by the supervisor. The staff member may or may not have an unsatisfactory rating. The staff member will continue in this mode until the remediation team is satisfied with performance and deficiencies are corrected.

APPENDIX C

CLASSROOM OBSERVATION FORM

Name: Class period: Date:

Length of class: Enrollment: Observer:

Objectives: The students will be able to:
Insert objectives sent to you by the teacher or if unannounced, insert objectives from lesson plan

Curriculum: The core concept and specific content addressed in lesson:
State or local standard / curriculum page reference from approved curriculum project.

Strategies used to understand material presented:
The teacher used:

The student used:

Summary of lesson:

Recommendations/Commendations:

Teacher Comments:

Teacher Signature: _____ Date: _____

APPENDIX D

ADMINISTRATIVE OBSERVATION

Definition of the Mode

Administrative Observation is an evaluation process designed to provide support to teachers and ensure that staff are carrying out responsibilities in a professional manner.

Terms and Definitions

Observation Cycle:

Building principals are expected to observe each teacher formally at least one time per school year. Pre and post-conferences are required. A formal written conference report should be completed after the observation.

As is the case in other modes, principals should also make brief and unannounced visits throughout the year. These observations typically consist of the observer entering the classroom at any time during a lesson, remaining in the room for a brief period of time—usually 5-10 minutes—and then exiting. The visit is not intended to be disruptive of the instruction occurring in the classroom.

Although no formal conference is held following these visits, and no formal written report is filed, the observer will provide feedback to the teacher concerning his/her perceptions during the visit. Such feedback may be in the form of a brief conversation or a brief written note and should follow the observation as soon as reasonably possible but within one week of the visit.

The focus of classroom visitations in this type of observation is learning-centered. That is, what learning is occurring in this classroom and how is the teacher facilitating this? Of particular interest are such things as the instructional model being implemented, level of pupil involvement, appropriate use of instructional materials, effectiveness of teacher feedback and teacher actions contributing to on-task behaviors.

Individual Action Plan:

A plan which includes a goal statement, specific action to be taken to achieve the goal and a description of the measurement process for goal achievement.

Eligibility

Teachers are automatically placed in this mode before they have achieved tenure. Additionally, every third year, each experienced teacher must recycle back into the administrative observation mode but may request to do colleague collaboration, clinical supervision, or self-directed development at the same time.

Role / Responsibility of Professional Staff

1. Develop, present, and obtain approval of an Individual Action Plan no later than **September 15**.
2. Complete the activities outlined in the Individual Action Plan by **June 1**.
3. Expect a classroom observation at any point in time.
4. A satisfactory rating on PDE 426 or PDE 428 is partially dependent upon acceptable completion of the Individual Action Plan.
5. The teacher is responsible for carrying out appropriate follow-up on suggestions and issues raised by the observer as a result of the monitoring visit.

Role / Responsibility of Administrative Staff

1. During October, alert those instructional staff members who are required to be involved in this mode.
2. Review Individual Action Plans by **October 15** of the next year.
3. Schedule and carry out one formal and several informal observations.

Steps Involved in the Administrative Observation Mode

1. Staff member will identify area of concentration in consultation with principal.
2. Staff member will develop an Individual Action Plan and submit it to the principal no later than **September 15** for that year.
3. Principal will review and approve a mutually agreed upon Individual Action Plan by **October 15** for that year.
4. Principal will make one formal and several informal classroom observations during the course of the school year.
5. Principal feedback during these observations should focus on the teacher's individual improvement goal when appropriate.

APPENDIX E

STUDENT OBSERVATION ANALYSIS

Definition of Mode

Student Observation Analysis is a method of supervision that enables an individual staff member to collect feedback from students to aide in the assessment of the learning and teaching processes. This mode will also allow the staff member to explore in depth, new ideas/interests from the student's perspective in order to refine teaching/job skills.

Terms and Definitions

Self Analysis:

A quality analysis that incorporates student input and staff perception onto a formal classroom observation form completed by the staff member and their supervisor utilizing the District Approved classroom observation form (Appendix C).

Individual Action Plan:

A plan that includes a goal statement, specific action to be taken to achieve the goal and a description of the measurement process for goal achievement.

Observation Cycle:

The focus of student observations of teachers is the collection of student input regarding teaching strategies and styles. Of particular interest are such things as the instructional model being implemented, level of pupil involvement, appropriate use of instructional materials, effectiveness of teacher feedback and teacher actions contributing to on-task behaviors.

As is the case in other modes, principals should also make brief and unannounced visits throughout the year. These observations typically consist of the observer entering the classroom at any time during a lesson, remaining in the room for a brief period of time—usually 5-10 minutes—and then exiting. The visit is not intended to be disruptive of the instruction occurring in the classroom.

Although no formal conference is held following these visits, and no formal written report is filed, the observer will provide feedback to the teacher concerning his/her perceptions during the visit. Such feedback may be in the form of a brief conversation or a written note and should follow the observation as soon as reasonably possible. Formal observations may occur at the discretion of the administration.

Eligibility

Teachers are automatically placed in this mode before they have achieved tenure or are new to the district.

Role / Responsibility of Professional Staff

1. Develop, present, and obtain approval of an Individual Action Plan no later than **September 15**.
2. Develop, present, and obtain approval of a student survey instrument for their supervisor no later than **October 15**.
3. Complete the student survey in a minimum of one class no later than **January 1**.
4. Complete the student observation analysis using the district approved observation form and review with supervisor no later than **January 15**.
5. Complete the activities outlined in the Individual Action Plan by **June 1**.
6. Expect a classroom observation at any point in time.
7. A satisfactory rating on PDE 426 or PDE 428 is partially dependent upon acceptable completion of the Individual Action Plan.
8. The teacher is responsible for carrying out appropriate follow-up on suggestions and issues raised by the supervisor as a result of the student observation analysis.

Role / Responsibility of Administrative Staff

1. During April of the current school year, alert those instructional staff members who are required to be involved in this mode.
2. Review Individual Action Plans by **October 15** of the next year.
3. Schedule and review Student Survey Instrument by **October 15** of the next year.
4. Review the student observation analysis with staff member no later than January 15 of the next year.

Steps Involved in the Student Observation Mode

1. Staff member will identify area of concentration in consultation with principal.
2. Staff member will develop an Individual Action Plan and submit it to the principal no later than **September 15** for that year.
3. Principal will review and approve a mutually agreed upon Individual Action Plan by **October 15** for that year.
4. Principal will review and approve a mutually agreed upon Student Survey by **October 15** for that year.
5. Principal will review with the staff member the written analysis completed by the staff member by **January 15** for that year.
6. Principal will make several informal classroom observations during the course of the school year.
7. Principal feedback during these observations should focus on the teacher's individual improvement goal when appropriate.

APPENDIX F

PEER ANALYSIS

Definition of Mode

Peer Analysis is a method of supervision that allows a professional staff member to work with another staff member in a collaborative setting to examine, refine, and enhance professional performance.

Terms and Definitions

Cycle:

A term referring to a planning conference, observation and reflective conference.

Individual Action Plan:

A plan that includes a goal statement, specific action to be taken to achieve the goal and a description of the measurement process for goal achievement.

Eligibility

Staff members may select this mode if they are tenured and have a minimum of four years' satisfactory experience.

Role / Responsibility of Professional Staff

1. Secure the building principal's approval to participate in peer analysis.
2. Develop and submit an individual action plan to the building principal for the peer analysis year.
3. Provide the building principal dates and times of peer analysis activities.
4. Complete a minimum of two (2) peer observations per year.
5. Attend a mid-year conference with the building principal to review your peer analysis action plans.
6. Attend a year-end conference with the building principal to review the outcome of the action plan during the month of **May**.
7. A satisfactory rating on PDE 426 or PDE 428 will be partially dependent upon acceptable completion of the action plan.
8. Complete the district observation form and submit it to the building principal by **March 1**.

Responsibility of Administrative Staff

1. Have the professional staff members submit their individual action plans no later than **September 15** of the school year.
2. Review individual action plans and meet with peer analysis participants during the month of **October**.
3. Plan and conduct an individual mid-year conference with each participant.
4. Plan and conduct an end-of-the-year conference with each participant.
5. Coordinate the time for participants to complete observations.
6. Complete a final summary report to be submitted to the superintendent.
7. Assist teachers as needed during the school year.

8. Update the superintendent on progress throughout the year.

Steps Involved in the Peer Analysis

1. The participant will initiate the instructional focus and judge his / her progress in professional growth with his / her colleague.
2. There will be a minimum of two (2) peer observations per year.
3. Time to coordinate the observations will be completed by the principal.
4. Action plans will be written at the beginning of the year and reviewed with building principals in the middle and the end of the year.
5. Secondary teachers should consider working with a colleague who teaches the same content area. If involved a second year, they should consider working with another teacher outside the content area.

APPENDIX H

SELF-DIRECTED/PORTFOLIO DEVELOPMENT

Definition of Mode

Self-Directed Development is a method of supervision that enables an individual or team of staff members to explore in depth, new ideas / interests in order to refine teaching / job skills, and to promote professional growth.

Terms and Definitions

Team Members:

An individual or group of two to four professionals who have a common focus or interest for a project which should improve student or program performance.

Self-Directed Project:

A quality action project that is of value to students and to staff, which maximizes the benefit to the student.

Individual Action Plan:

A plan that includes a goal statement, specific action to be taken to achieve the goal and a description of the measurement process for goal achievement.

Eligibility

Staff members may select this mode if they are tenured and have a minimum of four years' satisfactory experience.

Role / Responsibility of Professional Staff

1. Staff member must secure approval from the principal and present an Individual Action Plan to their principal no later than **September 15**.
2. Review the action plan with their principal by **October 1** of the self-directed year. **Develop benchmarks or a time line** for ongoing review of the project.
3. Staff member is responsible for keeping all data collection.
4. Staff member consults with their principal, program supervisor and, if appropriate, other curriculum or grade/staff colleagues about any adaptation in the proposed design that evolves and reports findings as agreed.
5. Staff member consults with the building administrator and program supervisor twice a year (mid-term and end of year). This shall be noted on the Individual Action Plan Evaluation form.
6. Submit a mid-point progress report that reviews / evaluates the work completed and any group process to that point.
7. Upon completion of the project, participates in a meeting to review the completed action.
8. A satisfactory rating on PDE 426 or PDE 428 will be partially dependent upon acceptable progress on the project.
9. Complete the district observation form and submit it to the building principal by **March 1**.

Role / Responsibility of Administrative Staff

1. Encourage staff members to select Self-Directed Development by early **May** of the year preceding Self-Directed Development.
2. The principal is responsible for initiating a pre-conference with the staff member or team of staff members to discuss the action plan. A connection must be shown between the action plan and the project to illustrate how students will benefit.
3. Administrators have the option with the staff member of suggesting other building personnel who might be interested in the same focus.
4. Sharing with other administrators and / or other staff members is deemed appropriate.
5. Each building principal will send a list of self-directed projects to the Superintendent by **October 15**.
6. Plan a mid-point conference with the staff member(s) to review the progress of the self-directed project.
7. Plan a conference for the end of the project to review the outcome of the action plan.
8. Staff members who complete a self-directed project of short duration should choose another mode of supervision for the remainder of the school term.

Steps Involved in the Self-Directed Development Mode

1. The staff member(s) will secure principal approval and submit a written proposal to the administration. This shall be done by **June 1** addressing the focus of the project for the next school year for review and approval during the month of **June**.

Suggested Ideas for Self-Directed Development Mode

REMEMBER: THE OUTCOME IS A QUALITY PROJECT THAT IS OF VALUE TO STAFF WHICH ENHANCES OR MAXIMIZES THE BENEFIT TO THE STUDENT.

1. Preparing a workshop for district staff development on an instructional approach, a specific educational topic, or a topic integral to maximizing student potential.
2. Writing a professional paper for submission to a professional journal or organization.
3. Developing an innovative teaching strategy for their situation or content area with evidences of its application in the classroom.
4. Creating and implementing alternative assessments, including the use of rubrics.
5. Researching and incorporating flexible grouping in reading or improving phonemic awareness in Kindergarten.
6. Developing units of study that address various learning approaches or integrate curriculum.
7. Writing, submitting and implementing a grant proposal.

APPENDIX I

INTENSIVE SUPERVISION

Definition of the Mode

Intensive Supervision is a process of evaluation used to assist in decisions of continued employment for at-risk staff.

Terms and Definitions

At Risk:

A staff member who has an identified need which has not been improved through the Administrative Evaluation mode. The staff member may or may not have had an unsatisfactory rating, but receiving an unsatisfactory rating places that staff member automatically in the intensified supervision mode.

Evaluation:

Process leading to decisions regarding continued employment.

Plan of Assistance:

An individual action plan which delineates the area(s) of deficiency, time line or benchmarks for improvement, and expected level of satisfactory performance.

Observation:

Typically a time when the administrator physically observes a lesson or an activity. A discussion regarding a specific event could serve as an observation for non-teaching staff such as counselors and psychologists.

Individual Action Plan:

A plan that includes a goal statement, specific action to be taken to achieve the goal and a description of the measurement process for goal achievement.

Eligibility

A teacher is assigned by the administration and must be notified of the decision.

Role / Responsibility of Professional Staff

1. Schedule a conference with the building principal when appropriate but prior to **September 15** to determine the focus of the Individual Action Plan for the upcoming school year.
2. Expect a minimum of three formal observations during the year and one student observation analysis. An administrator other than the building administrator shall conduct one observation. Other informal and unannounced observations will take place as necessary.
3. The professional staff member is responsible for complying with the four minimum observations. Professional staff members have the responsibility of making the administrator aware that quality performance is occurring through lesson plans or self-designed progress reports.
4. Complete the Individual Action Plan by **September 15** under the direction of the principal.
5. Comply with the terms found in the Individual Action Plan.

Role / Responsibility of Administrative Staff

1. Identify the professional staff who will be in the intensive supervision mode.
2. Identify the reason(s) the experienced staff member is placed in intensive supervision and provide a plan to remove the individual from intensive supervision. The intent of the program is to improve performance and to improve the individual's teaching skills.
3. Have the professional staff member prepare an Individual Action Plan under the direction of the administrator.
4. Discuss with the superintendent and the other appropriate administrators who would also be involved in the intensive supervision mode. Share, discuss, and agree on the process and observation sequence of the Individual Action Plan with the identified administrator.
5. Plan a minimum of four observations of these professional staff members and include pre and post-conferences.
6. Keep appropriate records, such as observation reports, PDE 426 or PDE 428, evaluation of plan, documentation, and comments relating to the professional criteria in Board Policy.
7. Activate procedures for staff member dismissal for those with continued identified deficiency or for recommending no tenure for non-tenured persons.

Steps Involved in Intensive Supervision Mode

1. Placement is automatic for any professional tenured staff member who is determined by the building administrator to be "at risk" for continued employment with the District.
2. A person exits from the program with the correction of the deficiency(ies) as noted by the principal through the completion of the Plan of Assistance.