

Eagle Butte School District	NEPN Code: GCN
Policy Manual	

EVALUATION OF PROFESSIONAL STAFF

In order to assure a high quality of teacher and administrator performance to advance the instructional programs of the district schools, a continuous program for teacher and administrator evaluation will be established by the Superintendent.

Teachers and administrators will be evaluated on an annual basis. Teachers must be formally evaluated prior to March 15th and administrators must be formally evaluated prior to the March Board Meeting.

Any public school district seeking state accreditation shall evaluate the performance of each certified teacher in years one through three not less than annually. Teachers in years four to fifteen of employment must be evaluated each year. Teachers in sixteen years and beyond of employment must be evaluated every two years.

A formal evaluation shall consist of a pre-conference, an observation, and a post-conference, conducted at times which are mutually agreeable to the teacher and the supervisor. After a formal observation, a teacher may request additional observations at the convenience of the teacher's supervisor. The final formal evaluation shall be reviewed by the evaluator's immediate supervisor.

Evaluations should provide feedback to teachers and administrators noting strengths, as well as areas needing improvement.

The evaluation process will include:

1. An ongoing review of the techniques and procedures for making evaluations. Techniques and procedures that contribute to a teacher's understanding of his or her strengths and weaknesses should be used.
2. Goals and objectives that are understood and agreed upon by the teaching staff and the administration. The criteria should be built around the established educational philosophy, goals, objectives and educational program developed and accepted by the professional staff of the School District. Job specific criteria will be established for classroom teachers, school librarians and school counselors.
3. Application of the information gained to the planning of staff development and in-service training activities, which are designed to improve instruction and increase teacher competence.

The evaluation process will include self-evaluation, supervisor-initiated observations and teacher-initiated observations.

The formal evaluations will be written and will be discussed by the evaluator and the teacher or administrator. The discussions may either precede or follow the writing of the evaluation document. Copies of the written document will be signed and dated by both parties and incorporated into the personnel files of the teacher or administrator. The

signature of the teacher or administrator does not indicate approval or disapproval of the evaluation, but that the evaluation has been read and discussed.

The written evaluation should be specific in terms of a person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made. When a person's evaluation constitutes "poor performance" for two evaluations the Board may terminate employment. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty that is observed.

Every effort will be made to give positive assistance to those teachers having professional difficulty. The plan of assistance will be completed collaboratively by the administrator and the teacher which will include strategies in the area(s) of need to improve performance. This plan may include professional development, in-service trainings, and meetings with other education professionals as needed. A plan of assistance must be measureable, achievable, and objective.

Any teacher who feels that he/she requires further informal or formal observations may request this of the supervisor.

Adopted: February 11, 2015

Revised: October 15th, 2024