

Eagle Butte School District	NEPN Code: AFC (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 and regular reports will be made to the Board concerning the outcomes of these evaluations.

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.

All teachers shall be evaluated formally at least once during the school year for a minimum of one class period. First and second year teachers in the school system shall be evaluated formally at least two times during the school year prior to March 15th. 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. Evaluations will be conducted in accordance with the applicable negotiated agreements and state law.
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. In cases where improvements are needed, an action plan will be developed, with the teacher, for each area of difficulty. This plan will include a written statement of positive actions to be taken by the teacher to correct deficiencies. A commitment for adequate supportive supervision will be made by the evaluatee. Any teacher who feels that he/she requires further informal or formal observations may request this of the supervisor.

Adopted: April 14, 2014

Revised: January 13, 2020