

SUPERVISION/EVALUATION HANDBOOK
Joint School District No. 2
Meridian, Idaho



All aspects of the supervision/evaluation process in the Meridian School District are confidential.



EVALUATION COMPONENTS

Each summative evaluation shall be based upon a supervisory process that shall include:

- Two informal observations and one formal observation
or
- A minimum of four informal evaluations

Informal Observations

- No pre/post conference
- Written feedback to the teacher
- No set time limit for observation
- Two of these observations may extend beyond the classroom to include
 - Planning meetings for the purpose of discussing instruction
 - MDT/CST meetings
 - Parent Conferences
 - Quality Team Meeting

Formal Observations

- Pre/post conference
- Observation covers the entire lesson sequence (for date/time of observation)

Other types of information that contribute to the evaluation may include, but are not limited to:

- Walk-thru observations
- Portfolios
- Assessment tools
- Lesson plans
- Parent communication



SUPERVISION AND EVALUATION TEACHERS Commencing 2001-2002

As per Idaho Code 33-514: There shall be three (3) categories of annual contracts available to local school district under which to employ certificated personnel:

Category I

- Limited one year contract for those hired after August 1st
- District Support (Beginning Teacher) Program Provided
- Minimum of two (2) written evaluations annually, one evaluation completed before January 1
- No notice is required by the district to terminate the contract at the conclusion of the contract year

Category II

- First and second year of continuous employment in district
- District Support (Beginning Teacher) Program Provided
- Minimum of two (2) written evaluations annually; one evaluation completed before January 1st
- Written statement of Reasons for Non-Reemployment provided by May 25th
- No property rights
- No Board review of reason or decision not to reemploy

Category III

- Third year of continuous employment in district
- District Support (Beginning Teacher) Program Provided
- Minimum of two (2) written evaluations annually; one evaluation before January 1st
- If work is unsatisfactory, a probationary period, as defined by the board of Trustees (not less than 8 weeks)
- Notice in writing (by May 25th) of re-employment status for ensuing year
- If not to be re-employed, notice must contain reasons for decision
- Informal review by Board of Trustees, if requested by teacher

A certificated employee who has been on renewable contract in another Idaho district or has out-of state experience that would qualify for renewable contract – *at the discretion of the district*, may be placed on (1) Renewable contract status or (2) Category 3 status (for 1, 2 or 3 years)

- Minimum of two written evaluations in each of the annual contract years of employment with at least one evaluation completed before January 1st



SUPERVISION AND EVALUATION TEACHERS

Commencing 2001-2002

CLASSIFICATION

Category I

All teachers hired after
August 1st

Category II

First and second year of continuous
employment in the Meridian School
District

Category III

Third year of continuous employment in
the Meridian School District or teacher
previously on renewable contract status
in another Idaho district or with
comparable out-of-state experience [*at
district's discretion*]

Continuing Contract

Four continuous years or more in the
District or teacher previously on
renewable contract status in another
Idaho district or with comparable out-of
state experience [*at district's discretion*]

EVALUATION REQUIREMENTS

District support program provided;
Written evaluations due **January 1st**
and **first Friday in May**
(short form/short form)

District support program provided;
written evaluations due January 1st and
first Friday in May (short form/long
form)

District support program provided;
written evaluations by January 1st and
first Friday in May (short form/short
form)

Formal evaluations once each year
unless teacher is on Expanded Growth
Plan. Written evaluation is due in the
District Office by the **second Friday in
May**. (short form)

*The long form may be used at any time
to provide comprehensive feed back for
any staff member.*



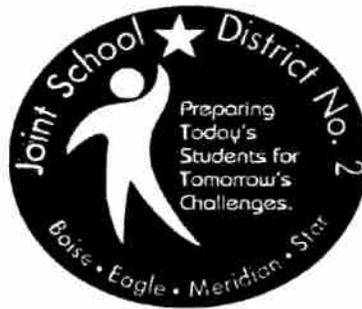
EVALUATION DUE DATES Commencing 2001-2002

Mid-year Evaluations for: Category I, II, III Teachers	January 1st
Administrators in First Year of Position	Last Friday of the First Semester
Final Evaluations Category I, II, III Teachers	1 st Friday in May
Annual Evaluations Continuing Contract Teachers	2nd Friday in May
Annual Evaluations Classified Employees	3rd Friday in May
Annual Evaluations Assistant Principals/Interns	4th Friday in May
Annual Evaluations Principals/Supervisors/Coordinators	1 st Friday in June
Annual Evaluations Directors	2nd Friday in June

TEACHER EVALUATION



TEACHER EVALUATION



December, 2000



Teacher Evaluation: Standard

911 MERIDIAN STREET

JOINT SCHOOL DISTRICT NO. 2
MERIDIAN, ID 83642

Phone: (208) 888-6701

Name:

Evaluator:

Evaluation Date:

School:

Subject:

I. Learning Environment

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Some Deficiencies Noted	<input type="checkbox"/> Achieves District Expectations	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Exemplary
Does not foster a sense of belonging and a feeling of security; does not treat students in a fair, firm and respectful manner; classroom is unorganized; space is ineffectively used for instruction; vague, inconsistent expectations; confusion hampers instruction		Establishes a positive rapport, fosters a sense of belonging and a sense of security; classroom is attractive and well maintained; sets, reinforces and administers reasonable and fair expectations and consequences; maintains appropriate, professional relationships with students		Establishes a rapport that results in a high level of mutual concern and respect, effectively establishes a sense of community; classroom provides a stimulating and motivating environment for learning; establishes procedures that promote student self-reliance and self-discipline, creatively uses natural consequences

II. Planning and Organization

A. Lesson/Unit Planning

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Some Deficiencies Noted	<input type="checkbox"/> Achieves District Expectations	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Exemplary
Knowledge in subject matter is lacking; does not follow adopted curriculum; lesson/unit planning is incomplete and/or vague		Knowledgeable in subject matter; follows adopted curriculum; plans include purpose/objective, materials, activities and assessment		Has strong mastery of subject matter; continually seeks to update knowledge and skill; integrates academic objectives with prior and/or future learning

B. Learning Opportunities/Styles

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Some Deficiencies Noted	<input type="checkbox"/> Achieves District Expectations	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Exemplary
No adjustments for student instructional levels/styles are evident		Designs varied learning opportunities to accommodate students' individual needs and learning styles; willingly accepts and makes appropriate accommodations for special needs students		Extra effort is made to ensure the effectiveness of instructions for every student using a variety of techniques

III. Lesson Presentation

A. Instructional Strategies

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Some Deficiencies Noted	<input type="checkbox"/> Achieves District Expectations	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Exemplary
Limited variation in mode of instruction; little or no opportunity for practice; utilizes poor questioning strategies; makes little or no effort to ask questions that promote varied levels of thought		Uses varied techniques for presenting information; utilizes appropriate questioning techniques and makes provisions for questions that promote varied levels of thought		Uses creative/innovative methods to present information, to enhance guided and independent practice; skilled in designing and utilizing effective questioning techniques to facilitate student response/discussion

B. Parent/Teacher Relationships

<input type="checkbox"/> Unsatisfactory Does not communicate effectively with parents	<input type="checkbox"/> Some Deficiencies Noted	<input type="checkbox"/> Achieves District Expectations Initiates written and/or oral communication with parents regarding student progress and/or behavior	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Exemplary Establishes and maintains regular, systematic communication with parents
---	---	---	--	---

C. Staff Relationships

<input type="checkbox"/> Unsatisfactory Often uncooperative, sometimes a "roadblock" to others; non-contributor; negative influence	<input type="checkbox"/> Some Deficiencies Noted	<input type="checkbox"/> Achieves District Expectations Consistently works cooperatively; maintains professional relationships with others; keeps administrator informed	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Exemplary Contributes to overall morale; positive influence within the school community; always willing to help others
---	---	--	--	---

D. Communication Skills

<input type="checkbox"/> Unsatisfactory Speaking and writing skills are weak; uses poor grammar and/or does not communicate effectively	<input type="checkbox"/> Some Deficiencies Noted	<input type="checkbox"/> Achieves District Expectations Communicates in an effective, professional manner	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Exemplary Highly skilled in both oral and written communication
---	---	---	--	--

E. Response to Change

<input type="checkbox"/> Unsatisfactory Disregards suggestion for improvement and makes no attempt to change	<input type="checkbox"/> Some Deficiencies Noted	<input type="checkbox"/> Achieves District Expectations Responds well to suggestions for improvement	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Exemplary Accepts suggestion for improvement and takes the initiative and steps to incorporate change
--	---	--	--	--

VI. Professional Responsibilities

A. Knowledge of Subject Matter

<input type="checkbox"/> Unsatisfactory Knowledge of subject matter is lacking	<input type="checkbox"/> Some Deficiencies Noted	<input type="checkbox"/> Achieves District Expectations Knowledgeable in subject matter	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Exemplary Has strong mastery of subject; continually seeks to stay current in subject area
--	---	---	--	---

C. List of Annual Goals and Level of Attainment:

D. Targeted Goals for Coming Year:

Evaluator's Signature

Date

I understand that I will receive one copy of this report; one copy will be filed in the evaluator's office; and one copy will be filed in the District Administration Office. Signing this report does not imply agreement, but does indicate that the information has been discussed.

Employee's Signature

Date

Employee Comments (optional):

SPECIFIC INDICATORS OF PERFORMANCE

Teacher Evaluation Form

Purpose: to provide specific examples of observable behaviors which are indicative of each level of proficiency

ELEMENT	DEFICIENCIES	ACHIEVES EXPECTATIONS	EXCEEDS EXPECTATIONS
I. LEARNING ENVIRONMENT			
CLASSROOM ATMOSPHERE	* Disorganized	* Student work displayed	* Displays enhance curriculum
	* Irrelevant displays	* Displays changed on regular basis	* Excellent organization
	* Poor housekeeping Skills	* Space used effectively for instruction	* Evidence of variety of materials to challenge and stimulate growth
	* No/little student work displayed	* Room is organized, clean, free of clutter	* Proactive approach to room care/ housekeeping (projects, etc.)
	* Careless maintenance of classroom	* Relevant and attractive displays	* Nurturing, risk-free environment
	* Rigid, uninviting environment	* Health and safety standards met	* Masterfully uses humor
	* Lack of cooperation	* Mutual respect is evident	* Sense of family
	* Students are not always treated with respect	* Positive feeling tone	* Exhibits personal concern
	* Inappropriate use of humor	* Warm, inviting classroom	
	* Sarcasm	* Atmosphere of cooperation	
	* Doesn't know students by name	* Very approachable	
	* Harsh voice tone	* Calls on students by names	
	* Negative body language	* Pleasant, positive voice tone/ body language	
		* Employs active listening	
		* Uses good judgment in maintaining facility	
CLASSROOM MANAGEMENT	* Students repeatedly off task	* Expectations and consequences are clearly defined and visible in the room	* misbehavior is handled discretely, quickly and with a minimum of disruption to learning
	* Expectations for behavior are vague and/or inconsistent	* Consequences are administered fairly and consistently	* Students exhibit self-reliance and self-discipline
	* Actions/behaviors interfere with lesson	* Students on task, follow instructions	* Minimal instructional time lost in transitions
	* Teacher is unable to maintain/regain control		
	* Student dignity is compromised/demeaned		

	* Inappropriate consequences	* Respect & cooperation are observable	* Students may be involved
		* Smooth transitions	in rule setting
		* Uses good judgment in disciplinary situations	

II. PLANNING & ORGANIZATION

LESSON/UNIT PLANNING	* Lesson objective is not evident. Objective is Unclear or inappropriate	* Lesson plan regularly includes all elements	* Long term goals Are broken into Attainable steps
	* Lesson does not relate to prior learning	* Objectives are evident, appropriate and clearly communicated in the lesson	* Long range organization of unit is evident
	* Lesson progression not sequenced	* Planning is consistent	* Teacher effectively utilizes techniques such as curriculum compacting, 4MAT, Multiple Intellig., etc.
	* Activities incongruent with objectives	* Materials and activities are designed to compliment objectives	
	* Planning for substitute is insufficient	* Materials/supplies are prepared ahead of time	* Makes provisions to maximize learning Time
	* Instructional time is wasted	* Presentation reflects planned objectives	
	* Materials are not prepared ahead of time	* Academic objectives meet identified learner needs/ styles	* Pacing, focus, activities and enthusiasm Enhance attainment of planned objectives
	* Presentation is not focused to objectives	* Objective are clearly communicated in the lesson	* Uses rubrics to clarify and promote individual growth
	* Target for student achievement is not well established	* Demonstrates awareness of scope and sequence of instruction	* Challenge is provided for students of varying abilities
	* Teacher is inconsistent in stating objectives		* Objectives are tied to prior and future Learning
	* Instruction is not directly related to adopted curriculum		* Creatively enhances adopted curriculum
LEARNING OPPORTUNITIES/ STYLES	* Teaches to entire class without provision for instructional levels/ learning styles	* Varied learning opportunities may include: Coop. learning, small/ large group instruction, lecture, independent work, hands-on activities use of drama, movement	* Lesson/unit designs have targets for varying modalities & intelligences
	* Does not vary teaching techniques		* Designs instruction to meet diagnosed styles

ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS	* Makes negative comments about students	* Knowledgeable about IEPs	* Adaptations clearly reflect IEPs
	* Isolates student(s)	* Plans reflect accommodations for special needs student	* Uses MDT as a resource
	* Sarcasm	* Collaborates with special education staff	* Adaptations are made within the natural flow of curriculum, instruction and class routine
	* Little evidence of planning for special needs	* Accesses available resources for assistance	
		* Included in majority of appropriate class activities	* Consciously strives to promote sense of belonging
III. LESSON PRESENTATION			
MOTIVATION/ STUDENT ENGAGEMENT	* Low teacher energy level/dull	* Teacher demonstrates enthusiasm for the subject matter	* Students are enthusiastic/ have ownership
	* Low student interest	* Students are focused	* Variety of intrinsic and extrinsic motivators are employed
	* Few/ineffective motivational strategies used	* Students exhibit interest	
		* Learning is relevant to students	* Teacher moves students from extrinsic to intrinsic motivators
			* High teacher energy level
INSTRUCTIONAL STRATEGIES	* Topic, concept, activity has little or no relevance	* Activity has meaning/ relevance to students	* Students are highly involved in learning
	* Little/no student participation	* Students are actively involved in learning	* Teacher designs and implements varied opportunities for students to apply knowledge
	* Little/no variation in presentation and/or practice	* Varied modes of instruction	
	* Students are off task	* Makes provision for varied guided and independent practice	* Given parameters, students are self-directed to meet lesson objectives
	* Does not provide for group/individual practice	* Amount, frequency and content of practice are appropriate for each student	* Employs creative methods for instruction and Practice
			* Uses Bloom, 4MAT, Multiple. Intell., Coop. Learning to adapt/modify instruction and practice

FEEDBACK/	* Little or no feedback is given	* Provides feedback that is positive, equitable, specific and timely	* Extra effort to provide varied and meaningful feedback
ACKNOWLEDGEMENT	* Limited observable reinforcement	* Uses verbal reinforcement, proximity to provide varied reinforcement of behavior, participation, effort and success	* Systematic, planned reinforcement activities
EFFORT AND	* Repeat insignificant phrases		* Uses clearly deemed rubrics to indicate growth
SUCCESS	* Use of sarcasm/ put-downs		
	* Students do not respond		
CLOSURE	* Only signal of closure is bell	* Key points are summarized in lesson segments and/or conclusion	* Deliberately plans for closure of lesson segments
	* No summary/abrupt ending	* Tied to lesson objectives	* Prepares students for upcoming lessons
			* Summary applies learning to real life situations and/or future learning
			* Students involved in lesson summary
IV. EVALUATION			
VALIDITY	* Discrepancy between class presentation & assessment	* Assessment reflects class discussion & instruction	* Designs assessment tool in planning Process
	* Assessments are not age and/or skill appropriate	* Assessments are age and skill appropriate (length of test, vocabulary, etc.)	* Assessment focuses on higher levels of questioning
	* Test questions are confusing or hard to read	* Assessment questions or tasks are clear and understandable	* Assessment accommodates different modalities and learning styles over a period of time
	* Assessment includes only recall or low level questions	* Test adequately measures content	* Majority of test includes new information; previous critical learning is reviewed
	* Incidental items are given same importance as critical objectives	* Majority of assessment items are reflective of key objectives	* Assessment includes the opportunity to go beyond basic learning
	* Test items may come as a surprise	* Expectations for assessment content are clearly communicated	* Criteria for achievement is specific and guides
		* Assessment includes some different levels of questioning	
		* Creates a credible and useful record of student performance	

			instruction
			* Study guides &
			advanced organizers
			are made available to
			students and parents,
			when appropriate

DATA COLLECTION	* Uses only one form of assessment	* Frequently collects data to assess student performance	* Uses performance assessments with clear rubrics,
	* Assessments are not frequent	* Uses paper and pencil test, projects, and daily assignments to assess student progress	portfolios, anecdotal records, checklists, personal communication
	* Too much weight is placed on one test or assignment	* Some learning styles/intelligences are addressed	* Assessments reflect a variety of learning styles/intelligences
	* Data is not carefully recorded and managed	* Data is recorded in a clear manner	* Systematic record of observations/ data
		* Sufficient data is collected to clearly support report card grades	
ANALYSIS & USE	* Expectations are lowered to accommodate low scores rather than changing instruction	* Assessment is part of the instructional process - not the end	* Clear, defined target allows for higher expectations
	* Test results are not used to plan future instruction	* Re-teaching is designed to remediate the needs of the group	* Instruction is dynamic; is altered as a result of assessment data
	* Student/parent concerns regarding grades are common	* Grades accurately reflect student performance	* Re-teaching is designed to meet group and individual needs
	* Grades do not accurately reflect student performance	* Assessments are adapted to meet special needs	* Rubrics, clear targets are communicated to parents
	* Very little supporting evidence is presented to MDT/CST to support concerns	* Assessments reflect critical elements of district adopted curriculum	* Students may self-assess because of clearly defined target
		* Brings supporting evidence to MDT/CST to show evidence of concerns	* Students/parents can accurately project grades based on clearly communicated information
			* Documented evidence of intervention shared with MDT / CST

STAFF	* Selects not to be	* Actively involved in	* Seeks opportunities to
RELATIONSHIPS	actively involved in	school committees	be involved and to
	school/district	* Fosters Congeniality	" chair school/district
	committees	among peers	committees
	* Purposely excludes	* Allows for differences in	* Provides leadership in
	others	philosophies	organizing and
	* Does not allow for	* Demonstrates flexibility	coordinating
	differences in	* Willing/able to	activities that
	philosophy	compromise	involved the entire
	* Displays negative	* Accepts and welcomes	staff"
	attitude	new staff members	* Respects the rights of
	* Can be abrasive	* Works willingly &	others to have
	* Argumentative	cooperatively on	philosophical
	* Negative remarks made	committees, projects, etc.	differences and values
	about peers, parents,	* Active. positive team	those differences
	students, school or	member	* Willingly shares
	district	* Vocally supports goals of	Expertise, ideas,
	* Is uncooperative with	building and district	knowledge and "stuff"
	administrators/staff	* Supports public education	* Goes beyond own
	members	* Offers help and support	work to assist others
		to others	* Mentors others when
		* Responds positively to	appropriate
		administrator/staff	* Provides inspiration
		requests	to other staff
		* Flexible in dealing with	members
		day to day changes/	* Regarded as a
		occurrences	positive change agent
		* Deals positively with	* Shares & promotes a
		change	vision of excellence
		* Makes effort to follow	
		district/school policies.	
		procedures and guidelines	
WRITTEN AND	* Obvious spelling errors	* Written work is	* Excellent use of
ORAL	on lesson plans.	grammatically correct	words when
COMMUNICATION	communication, report	* Communication presents	communicating with
	cards, etc.	positive image	others orally or in
	* Grammatical errors	* Written communication is	written form
	when speaking to	neat & easy to read	* Written communi-
	adults, peers, students	* Takes time to proof or	cation is very
	* Written communication	have someone else proof	professionally
	is messy and difficult	written work	completed
	to read	* Speaks at a comfortable	
		level and pace	
		* Oral speech is organized	
		& focused	
		* Communication of ideas is	
		clear/non-confusing	
		* Communication occurs in	
		a timely manner - with	
		regularity	

KNOWLEDGE OF SUBJECT MATTER	* Presents information in a manner which lacks depth and/or is text reliant	* Gives concise & correct answers to student questions	* Often references current research to students or peers
	* Questions only at recall/low level	* Designs questions which foster student understanding of topic	* Integrates new ideas for conferences, inservice, etc. into instruction
	* Lacks knowledge of current literature or research in subject area	* Supplies information to students which goes beyond the text	* Can transfer concept to different learning styles
	* Unable to offer clear explanations of key concepts	* Demonstrates ability to explain concepts in a number of different ways	* Designs & simulations, assignments, demonstrations which provide added dimension to student understanding in
	* Unable to answer student questions on main concepts	* Provides relevant examples to demonstrate key concepts	* Provides challenges which require students to go beyond course content
	* Handouts, assignments, exams, etc. are outdated	* Handouts, assignments, etc. reflect current information	
		* Demonstrates relationships between key areas	
INITIATIVE/ RESPONSIBILITY	* Needs to be reminded to complete tasks	* Fulfills assigned jobs and obligations	* Assumes leadership role
	* Doesn't think rules & regulations apply to Him/her unless individually reminded	* Is self-directed in implementing procedures, policies & guidelines	* Identifies needs and responds without being asked
	* Requires considerable monitoring	* Dependable in completing duties	* Demonstrates pride/ownership in profession
	* Frequently misses duties and/or appointments	* Requires very little monitoring	* Assumes additional responsibilities for the good of students and/or school community
	* Assumes few/no additional tasks		
	* Reluctant to do anything extra in the classroom		* Makes impact school/district-wide

Teacher Evaluation
 Joint School District No. 2
 Meridian, Idaho 83642

Name:
 Subject:
 Evaluator:
 Date:
 School:

Learning Environment		
<input type="checkbox"/> Deficiencies Notes	<input type="checkbox"/> Achieves Expectations	<input type="checkbox"/> Exceeds Expectations
Does not foster a sense of belonging and a feeling of security; classroom is unorganized; space is ineffectively used for instruction; vague inconsistent expectations; confusion hampers instruction	Establishes a positive rapport, a sense of belonging, and a sense of security; classroom is attractive and well maintained; sets, reinforces, and administers reasonable and fair expectations and consequences; classroom provides a stimulating motivating environment for learning	Establishes a rapport that results in a high level of mutual concern and respect; effectively establishes a sense of safety and community; establishes procedures that promote student self-reliance and self-discipline; creatively uses natural consequences

Planning, Organization, Data Utilization		
<input type="checkbox"/> Deficiencies Notes	<input type="checkbox"/> Achieves Expectations	<input type="checkbox"/> Exceeds Expectations
Knowledge in subject matter is lacking; does not follow adopted curriculum; lesson and unit planning is incomplete or vague; relies on limited assessment; unreliable and lacks validity	Knowledgeable in subject matter; follows adopted curriculum; plans include purpose, objective, materials, activities and assessment; regularly assesses basic skills; uses evaluation data to adjust instruction; communicates clear data to students and parents	Strong mastery of subject matter; continually seeks to update knowledge and skill; integrates academic objectives with prior and/or future learning; uses a wide variety of instruments/techniques to collect informative data; adjusts instruction accordingly

Lesson Presentation		
<input type="checkbox"/> Deficiencies Notes	<input type="checkbox"/> Achieves Expectations	<input type="checkbox"/> Exceeds Expectations
Limited variation in mode of instruction; little or no opportunity for practice; utilizes poor questioning strategies; makes little or no effort to ask questions that promote varied levels of thought	Uses varied techniques for presenting information; utilizes appropriate questioning techniques and makes provisions for questions that promote varied levels of thought	Uses creative/innovative methods to present information to enhance guided and independent practice; skilled in designing and utilizing effective instruction techniques: questioning, modeling, grouping, discussion

Interpersonal Relationships		
<input type="checkbox"/> Deficiencies Notes	<input type="checkbox"/> Achieves Expectations	<input type="checkbox"/> Exceeds Expectations
Does not treat students in a fair, firm, and respectful manner; communicates ineffectively with others	Establishes a positive rapport and maintains appropriate, professional relationships with students, parents, patrons, and staff	Establishes rapport that results in a high level of mutual respect and concern; presents a positive professional image

Professional Responsibilities		
<input type="checkbox"/> Deficiencies Notes	<input type="checkbox"/> Achieves Expectations	<input type="checkbox"/> Exceeds Expectations
Does not develop appropriate growth goals, activities, or methods for evaluation of attainment; inconsistent in meeting deadlines and completing duties	Develops clear, effective goals; self-directed in implementing procedures, policies, and guidelines; dependable, punctual, reliable; demonstrates collegiality	Proficient in demonstrating professional growth and applying knowledge to improve instruction; assumes a leadership role; takes the initiative

EXPANDED IMPROVEMENT PLAN PROCESS



December, 2000



IMPROVEMENT PLANS

At any time that a teacher's performance is found to be unsatisfactory by the supervising administrator, the administrator will notify the teacher via a written evaluation – using the District adopted evaluation form. Assistance to the teacher will be provided by means of one of the following

- Level I Improvement Plan,
- Level II District Intensive Improvement Plan or
- Level III Probation Plan.

Staff members may be placed on improvement plans at any time during the course of a school year.

An *Intensified Improvement Team* shall be formed when a teacher is in need of intense assistance and has been placed on the District Intensified Improvement Plan or Probation. Peer coaches shall be provided for teachers who are placed on District Intensified Improvements Plans and/or Probation.



EXPANDED IMPROVEMENT PLANS

Any areas marked as “unsatisfactory” on the summative evaluation form require a written growth plan. The level of intervention for areas marked as “some deficiencies noted” shall be determined by the supervisor

LEVEL I – IMPROVEMENT PLAN

- Specific area of deficiency
- Specific written improvement plan developed by supervisor
- Signed by both employee and supervisor

LEVEL II – INTENSIFIED IMPROVEMENT PLAN

- Specific area(s) of deficiency
- Specific written improvement plan developed by supervisory team that includes direct supervisor, building administrator (where applicable), director/district supervisor, additional supervisor/administrator
- Director/district supervisor serves as chairman of supervisory team

LEVEL III – PROBATION

- Determined by Meridian School District Board of Trustees upon recommendation of the supervising administrator
- Recommendation for probation includes
 - Terms/conditions
 - Assistance to be given
 - Length of probationary period

As per Idaho Code 33-514 (effective April 1, 2001), **Category 3 teachers whose work is found to be unsatisfactory, shall be placed upon probation, as established by the Board of Trustees, for a period of not less than eight (8) weeks.**

(TO BE ADDED TO EVALUATION FORM WHEN REQUIRED)

The following area(s) require intensive development:

Date place on EXPANDED IMPROVEMENT PLAN _____

Level of Plan:

- | | | |
|------------|---------------------------------------|-------|
| LEVEL I. | Improvement Plan | _____ |
| LEVEL II. | District Intensified Improvement Plan | _____ |
| LEVEL III. | Probation | _____ |

Evaluator's Signature

Employee's Signature

**JOINT SCHOOL DISTRICT #2
Meridian, Idaho**

CRITICAL ATTRIBUTES OF LEVEL I IMPROVEMENT PLAN

- **Plan may be based on any of the areas noted on evaluation form**
- **Initiated by SUPERVISOR**
- **Noted on evaluation form (additional sheet)**
- **The intent is IMPROVEMENT**
- **Involves the EMPLOYEE and SUPERVISOR**
- **Level I Improvement Plan form includes specific objectives for improvement**
- **Form lists specific activities and resources**
- **The SUPERVISOR monitors progress and recommends any further action**
- **Not necessarily a pre-requisite to a DISTRICT INTENSIFIED IMPROVEMENT PLAN**

**JOINT SCHOOL DISTRICT #2
Meridian, Idaho**

**CRITICAL ATTRIBUTES OF LEVEL II
DISTRICT INTENSIFIED IMPROVEMENT PLAN**

- * **Plan may be based on any of the areas noted on the evaluation form**
- * **Initiated by the SUPERVISOR**
- * **The intent is IMPROVEMENT**
- * **Request for formation of the Improvement Team is made to the appropriate Director/District Supervisor**
- * **Required notation on evaluation form (additional sheet)**
- * **Form includes specific objectives for improvement**
- * **Team assignment is made by Director/District Supervisor (The employee may provide input into the formation of the team (specifically by requesting an individual as another supervisor); however, the final determination of team members shall be made by the director/district supervisor**
- * **Plan is in place for a specified amount of time (pre-determined as part of plan)**
- * **Improvement Team evaluates, monitors progress and make recommendation for further action**
- * **Scheduled observations and conferences are conducted by individual members of Improvement Team**
- * **Not necessarily a pre-requisite for probation**

**JOINT SCHOOL DISTRICT #2
Meridian, Idaho**

LEVEL II - INTENSIFIED IMPROVEMENT PLAN

Step 1: The supervisor determines an employee is in need of intense supervision and resource assistance.

Step 2: The supervisor informs the employee that a **DISTRICT INTENSIFIED IMPROVEMENT PLAN** will be initiated.

Step 3: The supervisor writes a letter to request that the director/district supervisor form an Improvement Team. This letter outlines the improvement objectives. A copy of the letter is sent to the employee.

Step 4: The Director/District Supervisor names team members (including the building principal/direct supervisor), establishes an initial conference date, and informs the employee and team members of the conference. A copy of this correspondence will also be sent to the District Personnel Office.

Step 5: The Director/District Supervisor holds an initial conference with the employee and team members to review improvement objectives. The following will be established:

- A. Improvement Objectives**
- B. Chairman of Improvement Team**
- C. Length of Improvement Plan**
- D. Observation/Conference Schedule**
- E. Date for Progress Review Conference**

Step 6: At the culmination of the Level II District Intensified Improvement Plan, a decision will be made to:

- A. Discontinue all resource assistance**
- B. Develop a Level I Improvement Plan**
- C. Continue District Intensified Improvement Plan**
- D. Recommend Probation**

**JOINT SCHOOL DISTRICT #2
Meridian, Idaho**

PROBATION CYCLE

- Step 1:** In writing to the superintendent, the supervisor recommends probationary status for the employee
- Step 2:** The superintendent recommends employee probation to the Board of Trustees
- Step 3:** The Board of Trustees takes action on the recommendation
- Step 4:** Following the Board's decision for probation, a probation plan will be developed. This plan will contain the following: terms, conditions and length of probationary period; specific plan for assistance. The probation plan shall be jointly written by the appropriate director/district supervisor, and direct supervisor and shall be monitored by the direct supervisor.