

Sweetwater County School District Number One

Sweetwater Educator Evaluation System

The Sweetwater Educator Evaluation System (SEES) shall be the evaluation tool utilized. These scales consist of three possible levels of performance (developing, applying, and innovating) and professional responsibilities.

Philosophy of Instruction

The primary purpose of instruction in Sweetwater County School District Number One is to engage students in learning, providing opportunities to achieve their highest academic, intellectual and emotional growth within the educational community.

Philosophy of Evaluation

The purpose of an evaluation system, as described in Chapter 29, Section 6(a), is to measure the effectiveness with which teachers perform their roles. According to Chapter 29, a district's comprehensive teacher evaluation system should serve as a basis for:

- Improving student learning
- Improving instruction
- Enhancing curriculum program implementation
- Guiding individual teacher performance and professional growth
- Determining the performance level of all teachers

The SEES is designed to meet these purposes, and in addition, serves to:

- Determine the effectiveness of the teachers in achieving the goals of the district, their schools and classrooms, and adhering to job expectations
- Clarify responsibilities and expectations for teachers enhance the working relationship between teachers and principals
- Promote the professional development of teachers
- Guide decisions relative to continued employment and/or compensation

Orientation

A thorough explanation of the SEES scale rubrics, standards, benchmarks, indicators, and professional responsibilities and how they define expectations is an essential element to ensure a positive attitude toward evaluation.

It is the District's responsibility to ensure teachers have the opportunity to fully review the rubrics, standards, benchmarks, and indicators, professional responsibilities, forms and reporting formats related to the evaluation.

It is the contract staff member's responsibility to understand the SEES rubric standards, benchmarks, and indicators, professional responsibilities, and to ask any questions if in doubt.

Professional Practice Standards for Teachers

The Foundation of the SEES Standards of professional practice are the foundation of any evaluation system. The SEES is built around the Professional Practice Standards for Teachers, which were developed by the SEES Development Committee. The Professional Responsibilities takes a “Yes” or “No” approach – a teacher either demonstrates the responsibility or does not demonstrate the responsibility. This reflects the idea that the Professional Responsibilities identify actions and behaviors including compliance with and support of rules, procedures, policies, statutes, regulations, and licensure standards (site, district, state, and/or federal). These responsibilities are considered “non-negotiable” because they are foundational legal and ethical expectations for teachers. A “no” mark can lead to an Improvement Plan. The District expectation is to comply with all Professional Responsibilities.

Formative/Assessment and Summative/Evaluation

Sweetwater County School District Number One has designed a system of supervision for two purposes - one of evaluation and the other assessment. The first is a summative evaluation purpose, in which evaluation provides information for use in making personnel management decisions, such as dismissal and promotion. The second and primary focus of District One's supervision system is to promote the professional growth of teachers. Such formative assessment promotes an administrator teacher relationship built on collaboration, trust and mutual respect

Formal Observation

A pre-planned observation includes both pre- and post-observation conferences. The observation should last for a full class period, or the full lesson in elementary grades.

Administrators or teachers may initiate additional formal observation(s) at their discretion. Such an additional formal observation will be provided upon request of the teacher or administrator.

Informal Observation

An unannounced observation, not coordinated with the teacher prior to the visit. The informal observation should last for a full class period, or the full lesson in elementary grades, and shall conclude with a post-observation discussion.

Walkthrough Observation

The walkthrough observation is a short, unannounced visit to the classroom typically focusing on one specific aspect of the teacher's work (e.g., student engagement, questioning). The walkthrough may conclude with a post-observation discussion or written feedback.

Information gathered through formal and informal observations must be documented and in the Summative Evaluation Report. Hearsay input will not be used as supporting data.

Pre-Observation Conference

The purpose of a pre-observation conference is to provide a purposeful and meaningful dialogue regarding

- the objective of the activity to be observed,
- the prior learning of the students,
- the learning activities or methods to be used to meet the stated objectives, and/or
- any relevant characteristics of the learning environment of the classroom.

Post observation (Feedback) Conference

The post observation conference will occur within five school days following the completion of a formal or informal observation unless mutually agreed upon to change the follow-up time. The purpose of this conference shall be to:

- share pertinent data collected during the observation and
- focus on discussion of factors relevant to the SEES rubrics standards, benchmarks, and indicators.

The administrator will maintain the observation report, conference dates and matters discussed.

Timeline

Initial contract (1st year teacher): (3 observations)

One formal and one informal (No specified order): 1st observation completed by the end of the first 90 days of employment and the second observation completed by the end of first semester.

3rd observation (informal): Completed by the end of March

2nd and 3rd year teachers: (2 observations)

Informal observation: Completed by the end of January

2nd observation: formal observation (optional-dependent on results of initial informal) or informal observation by the end of March.

Continuing contract teachers (3 years plus (unless they were considered continuing contract from another Wyoming District and never had a break in service, they are considered continuing contract after 2 years).

Informal observation: Completed by the end of April

A minimum of four (4) walk-throughs are to be completed on all teachers throughout a school year. Information gathered may be used in the summative evaluation.

Self-Assessment and Professional-Growth Plan

Setting professional goals is essential for the Sweetwater County School District Number One evaluation process. It is a task which requires time and thoughtful reflection. The administrator and teacher will work together in identifying and completing the Professional Growth Plan. The administrator and the teacher shall discuss the SEES rubric standards and professional responsibilities which offer the greatest potential for professional growth. The professional growth plan consists of one to two goals related to the the SEES rubrics performance areas, benchmarks, and indicators, and one to two goals related to the professional

responsibilities. These goals and the plan for achieving them are mutually developed and approved in final form by the administrator by the end of each school year after the summative evaluation or no later than the end of the second week in October of the following school year.

Initial teachers will conduct a beginning, mid, and end of the year self-assessment, and year two, three, and continuing contract teachers will conduct a minimum of a mid-year and end of year self-assessment with follow-up with their evaluating administrator.

Summative Assessment

Summative Conference and Report

The summative conference and report will focus on the through, formal and/or informal observations, walk-throughs, evidence, conferences between the administrator and teacher and other data resources cited as appropriate to substantiate performance.

Administrator Comments

This section is used for narratives completed by the administrator which reflect the successes, progress, future direction and/or difficulties experienced by the staff member

Staff Member Comments

The staff member might wish to respond with supporting comments or rebut remarks made by the administrator. A comments section is listed for this purpose and could be written following the completion of the Administrator Comments section.

The summative report will be signed by the teacher within ten calendar days of the summative conference. The teacher may attach additional comments to the report before signing, if desired. The evaluation will be signed within three working days of the teacher's signature. A copy of the signed Summative Evaluation Report will be uploaded and filed in the District on-line personnel file

Timeline

All Teachers:

Summative meeting: No earlier than April 1 and no later than 10 calendar days before the last contract day.

Improvement Plan

The purpose of an improvement plan is to provide goals and suggestions to help the teacher improve in areas of deficiencies.

It is the expectation of Sweetwater School District Number One, that teachers show steady progress, growth, and improvement on the SEES Rubrics. If a teacher is performing at a "developing" level, it is expected that they are performing at an overall "applying" level within 3 years in their current position. The district promotes growth of teachers and expects to see progress through the SEES rubrics as they build capacity each year. The employee shall make growth toward the "innovating" level. Progress shall be defined as a process where an administrator and employee create a professional goal that is rigorous enough to stretch an employee and promote growth to build applying and/or innovative skills. Failure to show growth may result in an improvement plan.

If there are concerns that require immediate attention with the SEES rubric standards and professional responsibilities, an improvement plan can be implemented.

Inter-rater Reliability

Inter-rater reliability is the result of ongoing, frequent collaboration of a group of educators to:

- come to a common, shared understanding of what practice looks like at different performance levels
- establish and maintain consistency in aspects of the evaluation process including analyzing evidence, providing feedback, and using professional judgement to determine ratings

Inter-rater reliability training and practice will occur a minimum of twice a year for all academic administrators.

