

**Personnel – Certified/Non-Certified**

**ADMINISTRATIVE REGULATIONS ON APPOINTMENT  
AND CONDITIONS OF EMPLOYMENT – EVALUATION**

**4115-4215AR(a)**

**Administrative Regulations for Educator and Leader Evaluation and Support**

The following administrative regulations will be followed when evaluating certified personnel:

**I. Goal Setting Process and Requirements for Educators and Leaders**

- A. Educators and leaders will meet with their supervisor no fewer than three times a year (fall goal setting, mid-year review, end of the year reflection) and consistent with the timelines and frameworks developed by the PDEC. The meetings shall be approached in a spirit of continuous improvement, reflection, and collaboration. In addition, meetings shall provide opportunities for evaluator and evaluatee constructive feedback. Goals should always be connected to standards recommended by PDEC, approved by the Board, and based on evidence, observation, and artifacts of professional practice.
- B. The first meeting shall focus on goal setting, which can be proposed by an individual or a collaborative group.
- C. The mid-year review shall provide the educator(s)/leaders(s) and evaluator the opportunity to review the extent to which the established goal is being reached and reflect on ways additional attention and support may be provided to adjust the goal or support its successful attainment.
- D. The end-of-the-year meeting shall be used to reflect on the current year and how it might inform the next evaluation cycle.
- E. An appropriate summary of the educator/leader growth achieved through the process, as well as considerations for future work, shall be provided by the evaluator annually. This summary should be tied to the agreed-upon standards and goals determined through this process.
- F. Educators and their evaluators must mutually agree upon a goal and timeline and develop a plan for professional development and support consistent with the educator's professional status and goals.
- G. The district's PDEC shall determine protocols for each level of educator (e.g., novice, provisional, professional, transfers to the district, part-time or partial year, educator, or leader in need of support, etc.)
- H. Dialogue through the professional growth process should begin with evaluator self-reflection/self-assessment of the impact of professional learning and educator/leader practice on student achievement, growth, and success, and identifying next steps.

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#### **II. Evaluator/Observer Feedback and Engagement**

- A. Current rubrics may be used as talking points for feedback and deepening reflection on practice but are encouraged to be framed or converted as single points for increased clarity. PDEC will be responsible for developing or adopting external, state, or national standards-based models for district use.
- B. The district will establish a clearly articulated vision of highly effective instruction and educational practice focusing on student achievement, growth, and success.
- C. Within the required process structure, the district's PDEC shall identify a minimum or recommend the number of observations and/or reviews of practice and required artifacts aligned with the current professional needs of the educator (e.g., novice, provisional, professional).
- D. Feedback, tied to standards, identifies strengths and areas of focus for advancement.
  - PDEC will determine clear timelines for both written and verbal feedback.
  - PDEC will determine a process for appropriate feedback and how to use informal and formal feedback from stakeholders.
- E. A check-in cycle for the purpose of discussing what is occurring in the classroom/school or district and to identify additional mutually agreed upon needs is advised. It is required that a balance of written and verbal feedback be provided periodically.
- F. For the Educator, the cycle of check-ins should provide opportunities for discussion linking student achievement, growth, and success with observations and reviews of practice and performance.
- G. For the Leader, the cycle of check-ins should provide opportunities for discussion linking organizational growth and development with observations of practice and performance.

#### **III. Process Elements – Educator and Leader Observation and Evaluation**

- A. PDEC shall articulate agreed-upon processes for observations.
- B. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a corrective support plan. The corrective support plan must include indicators of success for transitioning out of the plan.
  - PDEC shall establish a clearly articulated corrective support model, which will be distinct from the typical educator and leader growth model.
  - The corrective support model shall include:
    - Clear objectives specific to the well-documented area of concern.
    - Resources, support, and interventions to address the area of concern.
    - Timelines for implementing the resources, support, and interventions.
    - Supportive actions from the evaluator.

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- C. The district PDEC plan should include differentiated supports and be responsive to educator and leader needs.
  - Utilize and document differentiated support prior to movement to a corrective support plan.
  - Ongoing training to ensure all stakeholders understand tiers, supports, and process.
  - Support models should always include clear objectives specific to the well-documented area of concern, timeframes, interventions, and supportive actions from the evaluator.
- D. The PDEC agrees upon orientation, training, and support elements for evaluators and educators/leaders on the critical components of success.

**IV. Additional Process Elements**

In addition to these required elements, PDEC should consider the following best practices as additional process elements:

- A. Intermediate support should be in place prior to an educator or leader having to be placed on a corrective support plan.
- B. A support plan should not be initiated without appropriate evidence of concern.
- C. Ensure coaching/mentoring is available for new educators and leaders.
- D. Educators involved in a formal induction process should have an evaluation pathway that is aligned but separate from their induction process to reduce the work burden on the beginning educator and support their transition to provisional and professional educator status.
- E. The intention of the Educator and Leader Evaluation Plan should be to reduce the burden of evaluation on beginning educators without compromising the distinct separation between induction and evaluation.
  - There should be regular check-ins/interactions with evaluators and mentors for beginning educators and leaders.
- F. Establish procedures and guidelines for PDEC operations, which include membership, quorum, and consensus criteria.
- G. PDEC should create a reflective process through surveys, etc., that reviews the evaluation plan and process and provides constructive feedback, reflection, assessment, and revision as needed.