

WASHOE COUNTY SCHOOL DISTRICT ADMINISTRATIVE REGULATIONS TEACHER PROBATION AND EVALUATION 4117 Purpose

The purpose of the evaluation process is to foster professional growth, ensure the quality of teaching, and encourage collaborative conversations between a teacher and an administrator about **teacher performance standards**, a common set of expectations for teacher performance. An evaluation should attempt to capture a teacher's best work. In addition, the evaluation serves as a process for the administrator to identify performance deficiencies, and a structure for the teacher to improve performance in order to meet professional standards. Effective teaching is described in four domains: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. Teachers are evaluated on a four- point scale in the components and elements relevant to each domain. The four points are: area of strength, proficient, target for growth and unsatisfactory. The overall evaluation is designated either satisfactory or unsatisfactory. **Probationary Period** All teachers new to Nevada are on a probationary period during their first year of employment. Three evaluations are required during this year, to be completed no later than December 1, February 1 and April 1. If a probationary teacher achieves three satisfactory evaluations in the first year of probation, as provided in NRS 391.3197, he or she will be granted postprobationary status. A second year of probation may be required if the teacher does not achieve three satisfactory evaluations during the first year of probation. **Postprobationary Evaluation Cycle** Postprobationary teachers receive one performance evaluation per year, to be completed no later than April 1. Upon achieving postprobationary status, teachers enter a three-year cycle, which includes one major and two minor evaluations. • Major: Two domains are evaluated, with a minimum of two formal observations, plus one additional source of data, such as IEP meetings, parent conferences, department meetings, PLC meetings, teacher interviews, etc., and frequent walk- through observations • Minor: One domain is evaluated, with a minimum of one formal observation, plus one additional source of data, such as IEP meetings, parent conferences, department meetings, PLC meetings, teacher interviews, etc., and frequent walk- through observations Over the course of the three-year cycle, all four Domains of Teaching will be evaluated. The administrator will determine where in the evaluation cycle a postprobationary teacher is to be placed. A major evaluation may be appropriate when the teacher is new to the District, to - 2 - the school, or to the subject or grade assignment, or when specific performance improvement is required. A minor evaluation may be appropriate when the teacher has previously achieved satisfactory performance on a major evaluation, or when the administrator has a disproportionate number of major and probationary evaluations to complete. Postprobationary teachers who have satisfactorily completed a major evaluation may, with agreement of the administrator, enter a self-directed growth track for evaluation. A specific plan for professional growth and achievement will be developed by the teacher and administrator. The activities may include: • Action research • Mentoring a new teacher • Peer coaching/learning partners • National Board Certification process • Self-directed professional growth • Lead Teacher for a Student Intern A teacher whose performance will not be evaluated as satisfactory in any area may be placed on a focused plan of assistance by the administrator. The specific deficiencies, required evidence of improvement, and resources for assistance will be specified in the plan. Regular monitoring and feedback by the administrator will provide the teacher with ongoing status reports and opportunities for improvement prior to the evaluation deadline. **Evaluation of Other Certified Employees** Non-teaching certified employees (counselors, librarians, speech pathologists, etc.) will have evaluations following the same schedule and procedures as those for teachers, with domains that are appropriate to their areas of specialty. **Evaluation Procedures** 1. By the end of the

first month of the appropriate school year, the administrator will: a. Conduct a staff meeting to explain the process, any changes, review documents and answer questions from staff. The purpose of the orientation meeting is to introduce or review the appraisal instrument and the procedures involved. Emphasis will be placed on the planned observation of positive teacher behaviors and on the idea that evaluations are done with, not to, the teacher in order to maintain high levels of performance and/or to bring about needed or desired improvement. b. Individually: i. identify major/minor cycle for each teacher ii. identify potential domains for each teacher (with input from the teacher) iii. have each teacher conduct the self-evaluation before the goal-setting meeting 2. By the end of the second month of the school year, the administrator will: a. Meet with each teacher to discuss goal setting b. Establish the observation schedule with each teacher 3. To encourage a free and open exchange of ideas and a relationship conducive to continuous growth, the principal will meet with each teacher in a pre-evaluation conference. The purpose of the conference is to enable the administrator and teacher to - 3 - establish goals from the domains upon which the evaluation will focus. The pre-observation conference will take place within five work days prior to the observation. 4. Formal, structured classroom observations are required. Additional sources of data may include IEP meetings, parent conferences, department meetings, PLC meetings, teacher interviews, etc. Note: Different types of observations may be appropriate for non-classroom teachers. 5. The post-observation conference must be held within five work days after the observation, and in addition to the meeting itself, the administrator's documentation from the observation must be provided to the teacher. A formal conference will be held after each classroom visit with an emphasis on the observed behaviors of students, particularly as they relate to areas targeted in the pre-observation conference. 6. The written evaluation report must: a. Be drafted by the administrator and a copy personally and confidentially delivered to the teacher prior to the final evaluation meeting b. Include narrative which provides a description of observation data, recommendations and commendations including acknowledgement of progress made c. No later than April 1, be reviewed and signed in a face-to-face conference with the administrator d. Submitted to Human Resources, for inclusion in the teacher's personnel file. The teacher may provide a written response, which will be attached to the evaluation and included in his/her personnel file. 7. When indicated in the current evaluation, the administrator will continue to provide feedback and support in the identified areas of concern for the remainder of the school year. With the signed agreement of the teacher and administrator, the planning and observation cycle for the next year may begin April 2. Unexpected problems in teacher performance in April, May and June should be documented, when appropriate, in the site file. Adopted: 10-27-92 Revised: 07-14-98; 11-22-05

WASHOE COUNTY SCHOOL DISTRICT

SCHOOL BOARD POLICIES

EVALUATIONS – CONFLICT OF INTEREST 4117.1

The Board of Trustees recognizes that an inherent conflict of interest and/or appearance of impropriety arises when a supervisor or other school employee evaluates another employee with whom he or she is involved in an intimate or romantic relationship. Such a relationship between evaluator and evaluatee taints the evaluation process, adversely affects employee morale and productivity, and compromises the school district's interest in promoting qualified employees on a fair and objective basis. Although the Board recognizes that all school district employees have the right to engage in a consensual intimate or romantic relationship with another employee, the evaluation process itself should not be compromised as a result of such private activity.

For purposes of this policy, an "intimate or romantic relationship" includes dating, sexual contact of any type, or any other similar private activity which may compromise an employee's ability to

evaluate his or her partner effectively and impartially. A marital relationship is presumed to be an "intimate or romantic relationship."

Adopted: 07-14-98

**WASHOE COUNTY SCHOOL DISTRICT
ADMINISTRATIVE REGULATIONS**

EVALUATIONS - CONFLICT OF INTEREST 4117.1

1. It is the duty of both school district employees involved in an intimate or romantic relationship to avoid the evaluation by one such employee of the other. The employee who is chosen to evaluate his or her partner shall consult with the school district to select a suitable and qualified replacement. The evaluatee shall notify the school district to select a suitable and qualified replacement in the absence of action taken by his or her partner. When a replacement evaluator is selected pursuant to this policy, the school district shall respect the privacy of the two (2) employees involved in the intimate or romantic relationship and shall not create any record, or place in either employee's personnel file, the reason for the need of a replacement evaluator.

2. If, after an independent investigation, the school district learns that an evaluation is conducted in violation of this policy, the school district may take the following action, depending upon the circumstances:

a. Reevaluate the evaluatee for the evaluation period in question, which reevaluation will be conducted by a suitable and qualified replacement of his or her partner or former partner; and/or

b. Create a record in both employee's respective personnel files indicating that an evaluation was conducted in violation of this policy; and/or

c. Such other disciplinary action as deemed appropriate.

Adopted: 07-14-98