



EMPLOYEE EVALUATION POLICY

This policy was approved by the Mountain Phoenix Governing Council on November 30, 2016.

Purpose

The purpose of this document is to clearly define the process for employee evaluation.

Job Descriptions

The Directors shall ensure there is a written job description for every position in the school. The Directors will review the job descriptions (attachment A) annually and, as needed, will make changes. Employees shall sign the Employee Handbook annually, to acknowledge that they have read and understand the school's expectations of their position and the criteria with which their overall performance will be evaluated.

Employee Evaluation Process

MPCS conducts its faculty and staff evaluation program with the purpose of supporting professional and personal development. We wish to recognize strengths and encourage the striving of each faculty and staff member to develop and grow. This process is intended to blend self-evaluation and helpful outside feedback.

In preparation for a performance evaluation, the appropriate Director will notify the employee regarding the timeline and outline below. The Director will compile results from all observations and documents in one summary document to share with the employee. Both parties will sign the evaluation summary document (attachment B and C) to acknowledge the results and verify that the evaluation took place. The evaluation summary will be included in the employee's personnel file and may be reviewed by the Governing Council as needed or requested.

First year teachers and staff members are evaluated during annually for the first three years. Multiple observations for evaluation may occur during the course of the year. Returning teachers and staff members are evaluated every 1 to 3 years, as determined necessary by the Director of Education or Director of Operations. Informal evaluations will occur in years not scheduled with a formal evaluation. A Director may decide to schedule formal and informal evaluations more frequently, if needed. We utilize the same format throughout the evaluation process, although a Performance Improvement Plan may outline more detailed goals and timelines.

The Evaluation Process includes the following:

Goal Setting

Teachers and staff are expected to be on a continuous path of professional learning and growth, with the support of MPCS. Employees will set professional goals for the year and submit them to the appropriate Director by October 1st of each year. These goals should stem from the employee's professional development plan, if one is already in place. They may be reviewed in a meeting with the appropriate Director, as needed or desired, during which the Director may make suggestions and provide feedback in order to ensure that goals serve both the employee's professional development and the school's priorities.

Self-Evaluation

Each January, all faculty and staff will write a self-evaluation using the format that will be distributed by the appropriate Director. This will be shared with the evaluator prior to the evaluation time, if it is an evaluation year. If an employee's evaluation occurs prior to January, the self-evaluation will be submitted prior to the evaluation. The self-evaluation is intended to support the evaluation process, but is not included in the evaluation summary that goes into the employee's confidential personnel file.

Observation and Conference

Typically between October and April, teachers are evaluated by a qualified observer. The evaluation for teachers may include, but is not limited to, observations of lessons, transitions, recess, snack/lunch, and/or meetings over several days. Additionally, a portfolio of work will be reviewed (see below). Input from colleagues and parents may be gathered using a formal and clearly defined process.

Non-instructional staff are evaluated by their supervising Director. The Director will solicit feedback of the employee's work from coworkers and/or parents to contribute toward the professional evaluation.

A follow-up conference will be held between the employee, the evaluator and/or the appropriate Director, ideally within 3-5 days of the last observation and is a time for discussion, questions, and clarification. A draft of the written evaluation may be available during the conference. The final written evaluation summary with a professional development plan will be completed after this conference and will be signed and dated by all parties and any attachments included, no more than three weeks from the evaluation date. It then becomes part of the confidential personnel file.

Each Director will be asked to give feedback for the evaluations of employees that do not report directly to that Director.

Portfolio for Teacher Evaluation

- Prior to the first observation, the teacher should have the following material available for the evaluator: The yearly block rotation and/or curriculum overview of the year
- Weekly/daily schedule
- A list of parent meeting topics covered or planned
- Parent letter samples
- Assessment materials or forms, student rubrics or conference reports
- Records monitoring student progress
- A sampling of student work including at least one example of a student struggling, one average, and one advanced. Class teachers should bring Main Lesson book and practice work examples.
- Samples of daily and weekly lesson plans, samples of monthly planning
- Samples of the teacher's work which may include drawings, paintings, written work, a teacher main lesson book, etc.
- To bring breadth to the evaluation, the teacher may also wish to include teacher-made materials and any other relevant items

Written Statements, Rating and Signatures

The last page of the evaluation form calls for written comments and recommendations by teacher, evaluator/Director. The Director will provide a rating

- Employee is recommended for continued employment
- Employee is recommended for continued employment with conditions (performance improvement plan)
- Employee is not recommended for continued employment

This rating will describe whether the faculty and staff professional improvement program, described below, is a condition of employment.

Performance Improvement Plan

In the case of the rating recommended for continued employment with conditions, a Performance Improvement Plan will be created by the appropriate Director with goals and a timeline that is regularly monitored for progress and improvement by the Director and employee.

If satisfactory progress has not been made on the improvement plan during the time allotted, the Director may initiate the following nonrenewal or termination procedure:

- The Director will meet with the employee and review past performance and inform the employee of the recommendation to terminate/non-renew employment. A GC member may be asked to attend this meeting.
- A plan will be made for communication to those needing this and a transition for replacement. It is expected that employees maintain professional standards during such communication and transition.

Closure

At the end of the year, time will be allotted for reflection on professional goals for the year, either verbally or written. The Director may require a meeting or written reflection at this time.

POLICY HISTORY

LEGAL REF

22-32-110(1)(k), C.R.S. Local board powers-Policies relating the in-service training and official conduct (*automatic state waiver*)
Original: approved by the GC on November 30, 2016

[POSITION TITLE] JOB DESCRIPTION

POSITION TITLE

Reports to:

Performance Review Date: Annual

Number of months to work per year: 10, 11, or 12

Classification: Full Time, Part Time, or Temporary

Job Objective:

Minimum Qualifications:

Job Responsibilities:

NOTE: The Mountain Phoenix Community School Governing Council is an equal opportunity employer. This position description identifies general responsibilities and is not intended to be a complete list of all duties performed. This document is subject to change in response to student demographics, staffing factors, funding variables, modified operating procedures, program/curriculum changes and unforeseen events.

Revision 11/13/2015

Attachment B

Teacher Evaluation Summary

Date _____

Dear _____,

It is in the spirit of supporting quality teaching and teachers at Mountain Phoenix Community School that your evaluation was completed during the week of >>>>>>>> with..... From your self evaluation, we know that

This report summarizes the observations of your evaluator and..... outlines a professional development plan.

- ____ Goals/Check-in
- ____ Self Assessment
- ____ Evaluation
- ____ Follow-up

Planning and Preparation for Learning Including Knowledge and Mastery of Content, Block and Lesson Planning, Learning Environment	<i>Highly Effective</i>	Effective	<i>Inconsistent, Needs Attention</i>	<i>Does Not Meet Expectation, Improvement Plan</i>
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Commendations:
Recommendations:

Form, Content, and Delivery of Lessons	<i>Highly Effective</i>	Effective	<i>Inconsistent, Needs Attention</i>	<i>Does Not Meet Expectation, Improvement Plan</i>
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Commendations:
Recommendations:

Classroom Form, Habits, Management and Discipline	<i>Highly Effective</i>	Effective	<i>Inconsistent, Needs Attention</i>	<i>Does Not Meet Expectation, Improvement Plan</i>
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Commendations:
Recommendations:

Student Work and Assessment	<i>Highly Effective</i>	Effective	<i>Inconsistent, Needs Attention</i>	<i>Does Not Meet Expectation, Improvement Plan</i>
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Commendations:
Recommendations:

Collaborates with Special Subject Teachers and Parents	<i>Highly Effective</i>	Effective	<i>Inconsistent, Needs</i>	<i>Does Not Meet Expectation,</i>
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			<i>Attention</i>	<i>Improvement Plan</i>
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Commendations:
Recommendations:

Performs Professional Responsibilities and Duties	<i>Highly Effective</i>	Effective	<i>Inconsistent, Needs Attention</i>	<i>Does Not Meet Expectation, Improvement Plan</i>
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Commendations:
Recommendations:

Teacher Evaluation Rating

Highly Effective, Effective, Inconsistently Meets/Improvement Needed, Does Not Meet/Improvement Plan and Support

- 4 – *Highly Effective* – Master teacher performance, highly developed area of expertise, goes “above and beyond” expectations
- 3 – *Effective* – Solid, **expected** professional performance; teachers should feel good about scoring at this level
- 2 – *Inconsistent, Needs Attention* – Performance is mediocre or inconsistent; no teacher should be content to remain at this level
- 1 – *Does Not Meet Standards, Improvement Plan* – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn’t made within a reasonable amount of time, dismissal

Teacher’s Comments:

Professional Development Plan

- 1.
- 2.
- 3.

Thank you for your participation in this important work of review and self-development. We appreciate your willingness to engage in this essential endeavor. It is our intention to support you in your development as a Public Waldorf teacher at our school. If you have any questions and concerns that were not addressed in our conversation about this evaluation, please feel free to schedule a time to discuss these.

___ Teacher is recommended for continued employment in current position.

___ Teacher is recommended to be considered for continued employment in a different position as _____

___ Teacher is recommended for continued employment in current position with conditions outlined in Improvement Plan (see attached).

___ Teacher is not recommended for continued employment.

Evaluator’s Signature

Date

Director of Education’s Signature

Date

Teacher’s Signature

Date

Educational Staff Evaluation Summary

Date _____

Dear _____,

It is in the spirit of supporting quality work at Mountain Phoenix Community School that your evaluation was completed during the week of >>>>>>>> with..... From your self evaluation, we know that

This report summarizes the observations of your evaluator and..... outlines a professional development plan.

- ___ Goals/Check-
- ___ Self Assessment
- ___ Evaluation
- ___ Follow-up

Job Performance, based on job description	<i>Highly Effective</i>	Effective	<i>Inconsistent, Needs Attention</i>	<i>Does Not Meet Expectation, Improvement Plan</i>
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Commendations:

Recommendations:

Communication	<i>Highly Effective</i>	Effective	<i>Inconsistent, Needs Attention</i>	<i>Does Not Meet Expectation, Improvement Plan</i>
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Commendations:

Recommendations:

Collaboration with teachers, parents	<i>Highly Effective</i>	Effective	<i>Inconsistent, Needs Attention</i>	<i>Does Not Meet Expectation, Improvement</i>
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				<i>Plan</i>
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Commendations:

Recommendations:

Professionalism, support of school	<i>Highly Effective</i>	Effective	<i>Inconsistent, Needs Attention</i>	<i>Does Not Meet Expectation, Improvement Plan</i>
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Commendations:

Recommendations:

Professional responsibilities and duties	<i>Highly Effective</i>	Effective	<i>Inconsistent, Needs Attention</i>	<i>Does Not Meet Expectation, Improvement Plan</i>
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Commendations:

Recommendations:

Ed. Staff Evaluation Rating

Highly Effective, Effective, Inconsistently Meets/Improvement Needed, Does Not Meet/Improvement Plan and Support

4 – *Highly Effective* – Master teacher performance, highly developed area of expertise, goes “above and beyond” expectations

3 – *Effective* – Solid, **expected** professional performance; employees should feel good about scoring at this level

2 – *Inconsistent, Improvement Necessary* – Performance is mediocre or inconsistent; no employee should be content

to remain at this level

1 – *Does Not Meet Standards* – Unacceptable performance leading to an improvement plan, intensive support,

and, if improvement isn’t made within a reasonable amount of time, dismissal

Staff member’s Comments:

Professional Development Plan

- 1.
- 2.
- 3.

Thank you for your participation in this important work of review and self-development. We appreciate your willingness to engage in this essential endeavor. It is our intention to support you in your development as a staff member at our school. If you have any questions and concerns that were not addressed in our conversation about this evaluation, please feel free to schedule a time to discuss these.

Recommended for continued employment in current position.

Recommended to be considered for continued employment in a different position as _____

Recommended for continued employment in current position with conditions outlined in Improvement Plan (see attached).

Not recommended for continued employment.

Director of Education's Signature

Date

Employee's Signature

Date

