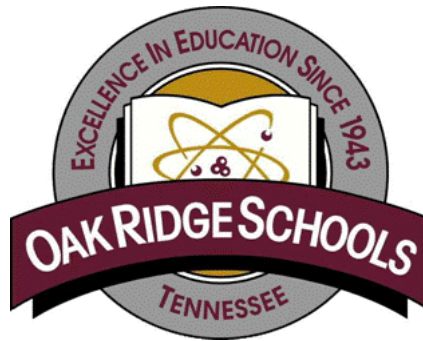


# **Oak Ridge Schools**

## **Office of the Superintendent**



### **Administrative Procedure 5.109**

### **Evaluation**

November 8, 2023

## **Evaluation Procedure**

All certified staff will be evaluated using a state approved model for evaluating licensed personnel. Specific evaluation requirements will vary according to an employee's current assignment and employment status. The following information provides specific requirements for individual positions.

### **Licensed Teaching Personnel**

The building principal will evaluate all licensed teaching personnel each year using a state approved model. The principal will comply with all requirements and timelines of the approved evaluation model. **The specific number of required observations is based on licensure status and evaluation scores from the previous school year.**

### **Part Time Licensed Teaching Staff**

Part time licensed staff will be marked as a Partial Year Exemption Employee, PYE. Any licensed employee marked as a PYE Employee is required to have a minimum of one observation each year. The observation will include the following three domains, Planning, Environment and Instruction. Employees designated as PYE will not receive a LOE Score for any year in which they are identified as a PYE employee. A part time employee is any certified employee that works less than 121 days during a contract year.

### **Teacher Assistants**

Non-licensed staff will be evaluated annually for the first three years and every three years thereafter. Building administrators have the option of evaluating support staff annually in order to provide yearly performance feedback or address performance concerns. Appendices A and B provide the evaluation instrument that will be used to evaluate non-licensed staff.

### **Assistant Principals / Assistant Administrators / Dean of Students**

The principal of each school is responsible for evaluating assistant principals, assistant administrators and dean of students using a state approved model. All requirements and timelines of the approved evaluation model will be followed. In addition, certified staff at each school will be provided the opportunity to provide input regarding the performance of assistant principals, assistant administrators and dean of students annually by participating in a Teacher Perception Survey.

### **Principal Evaluation**

The Executive Director of School Leadership will evaluate Principals using a state approved model. All requirements and timelines of the approved evaluation model will be followed. In addition, certified staff at each school will have the opportunity to provide input regarding principal performance by participating in a Teacher Perception Survey.

Evaluations shall be used as an aide to support improvement in employees' performance and as a basis for continuing employment. Evaluation documentation will be discussed with the evaluated employee. Each employee will be required to provide a signature to verify that they have had the opportunity to review their individual evaluation documentation.

## Oak Ridge Schools

### Non-Certified Instructional Support Staff Evaluation

	4 – Above Expectation	3 – Meets Expectation	2 – Below Expectation	1 – Unsatisfactory	Score
Professional Behavior	Consistently contributes to school activities and has positive interactions with staff or parents. Demonstrates an eagerness to learn and a willingness to follow the direction of the teacher. Always keeps information confidential.	Usually contributes to school activities and has some positive interactions with staff or parents. Demonstrates a willingness to follow the direction of the teacher and keep information confidential.	Sometimes contributes to school activities and has few interactions with staff or parents. Demonstrates a limited willingness to follow the direction of the teacher and keep information confidential.	Rarely contributes to school activities, nor has positive interactions with staff or parents.	
Relationships with Students	Always supports the teacher and assists with keeping the classroom organized and positive. Consistently builds a respectful and positive relationship with students, and helps students understand their strengths vs. weaknesses.	Usually supports the teacher. Usually assists with keeping the classroom organized and positive. Has a respectful and positive relationship with students.	Sometimes supports the teacher. Provides limited assistance with keeping the classroom organized or positive.	Rarely supports the teacher or assists with keeping the classroom organized and positive. Does not attempt to build a relationship with students.	
Work Habits	Always has a positive attitude and has a willingness to accept routines, duties and assignments (as needed). Attendance is regular and follows district procedures and policies.	Usually has a positive attitude and mostly accepts routines, duties and assignments (as needed). Attendance is regular, but sometimes not punctual. Follows district procedures and policies.	Sometimes has a positive attitude and occasionally accepts routines, duties or assignments (as needed). Attendance is not regular and often not punctual. Shows limited understanding of district procedures and policies.	Rarely has a positive attitude. Usually does not accept routines, duties or assignments (as needed). Attendance is poor and is often late. Shows a lack of understanding of district procedures and policies.	

	<b>4 – Above Expectation</b>	<b>3 – Meets Expectation</b>	<b>2 – Below Expectation</b>	<b>1 – Unsatisfactory</b>	<b>Score</b>
Implementation of IEPs	Consistently carries out activities to reach IEP goals and assists in preparing materials appropriate for individual growth. Provides a high number of opportunities to model acceptable behaviors in activities. Routinely implements therapy plans to support the student's needs.	Usually carries out activities to reach IEP goals. Sometimes will assist in preparing materials appropriate for individual growth. Provides some opportunities to model acceptable behaviors in activities. Mostly implements therapy plans to support the student's needs.	Occasionally carries out activities to reach IEP goals. Will assist in preparing materials when prompted. Provides limited opportunities to model acceptable behaviors in activities. Has limited knowledge of therapy plans.	Demonstrates a limited knowledge or understanding of IEP goals. Rarely assists in preparing materials, nor model acceptable behaviors in activities.	
Behavior Management	Always uses the behavior support system in place for a student, including providing the student with feedback, reinforcement, and redirection (as needed). Consistently encourages appropriate behaviors in a variety of settings.	Shows an understanding of the behavior support system in place for a student, including providing the student with feedback, reinforcement, or redirection (as needed). Usually encourages appropriate behaviors in a variety of settings.	Sometimes follows the behavior support system in place for a student. Attempts to encourage students to show appropriate behaviors in a limited number of settings.	Shows a lack of understanding or willingness to follow the behavior support system in place for a student. Rarely redirects or reinforces student behavior.	
Data Collection	Consistently monitors student performance in relation to daily lessons and/or behavior charts. Always provides objective feedback to the teacher on student progress and behavior.	Usually monitors student performance in relation to daily lessons and/or behavior charts. Provides some objective feedback to the teacher on student progress and behavior.	Occasionally monitors student performance. Provides limited feedback to the teacher on student progress or behavior.	Does not monitor student performance communicate with teacher about students.	

**Oak Ridge Schools**  
**Non-Certified Instructional Support Staff Evaluation**

Name of Employee	School & Assigned Area						
4-Above Expectation	3-Meets Expectation	2-Below Expectation	1	N/A	1-Unsatisfactory		
<b>Professional Behavior:</b>	4	3	2	1	N/A	Comments	
Makes a positive contribution to the school's functions and activities							
Follows a teacher's plan for instruction							
Holds student information in confidence							
Maintains a positive relationship with parents							
<b>Relationships with Students:</b>	4	3	2	1	N/A	Comments	
Supports the teacher in creating an organized positive learning environment							
Student relationships demonstrate consistency and respect							
Develops and maintains positive rapport with students							
Helps students accept and understand individual differences							
<b>Work Habits:</b>	4	3	2	1	N/A	Comments	
Maintains a pleasant and positive attitude							
Assists the classroom teacher in carrying out non-instructional duties (as required)							
Assists the classroom teacher in classroom routine (as required)							
Attendance is regular and punctual							
Willingly accepts assignments							
Follows established employment policies and procedures							
Benefits from constructive criticism and demonstrates an interest in improving performance							
<b>Implementation of IEPs:</b>	4	3	2	1	N/A	Comments	
Carries out instructional activities to reach IEP goal on an individual basis or within a group, as planned by the teacher							
Assists with the preparation of specialized teaching aides and materials							
After appropriate training, carries out the recommendations provided by OT, PT, SLP, etc.							

Uses appropriate instructional support skills, such as prompts, modeling, shaping, and appropriate reinforcement for learned skills						
Provides modeling and guidance when implementing activities that socially integrate children with special needs						
<b>Behavior Management:</b>	4	3	2	1	N/A	Comments
Uses a consistent behavioral support system when working with students						
Provides students with feedback and reinforcement on his or her performance consistent with the teacher's behavior management plan						
Redirects inappropriate behaviors in a positive manner						
Reinforces and encourages appropriate behavior in a group and among individuals						
<b>Data Collection:</b>	4	3	2	1	N/A	Comments
Monitors student performance in relation to daily lessons or behavior charts						
Provides objective feedback to the teacher on student progress and behavior						

Reinforcement Objective:

Refinement Objective:

I consider your performance to be: \_\_\_\_\_ Satisfactory \_\_\_\_\_ Unsatisfactory

Recommended for continued service: \_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_  
\*Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\* Although I do not necessarily agree with all the ratings and statements included herein, I have had the opportunity to review the contents of this instrument and have been given the opportunity to clarify my position to those areas where agreement was not achieved.





# Core Values Rubric

CORE VALUE	SIGNIFICANTLY ABOVE EXPECTATIONS (5)	AT EXPECTATIONS (3)	SIGNIFICANTLY BELOW EXPECTATIONS (1)
<b>STUDENTS FIRST</b> <input type="checkbox"/>	<b>ALWAYS:</b> - centers every decision around what is best for students. - works to understand the unique needs of each student. - thinks about the whole child.	<b>USUALLY:</b> - centers every decision around what is best for students. - works to understand the unique needs of each student. - thinks about the whole child.	<b>INCONSISTENTLY:</b> - centers every decision around what is best for students. - works to understand the unique needs of each student. - thinks about the whole child.
<b>ACCOUNTABILITY</b> <input type="checkbox"/>	<b>ALWAYS:</b> - does what we say we are going to do. - uses data to make decisions. - owns mistakes and learns from them.	<b>USUALLY:</b> - does what we say we are going to do. - uses data to make decisions. - owns mistakes and learns from them.	<b>INCONSISTENTLY:</b> - does what we say we are going to do. - uses data to make decisions. - owns mistakes and learns from them.
<b>EQUITY</b> <input type="checkbox"/>	<b>ALWAYS:</b> - meets students where they are. - gives each student the opportunity to succeed. - keeps the bar high for all students.	<b>USUALLY:</b> - meets students where they are. - gives each student the opportunity to succeed. - keeps the bar high for all students.	<b>INCONSISTENTLY:</b> - meets students where they are. - gives each student the opportunity to succeed. - keeps the bar high for all students.
<b>EXCELLENCE</b> <input type="checkbox"/>	<b>ALWAYS:</b> - sets high standards for ourselves and our students. - focuses on outcomes and continuously strives to be better. - learns from each other and has the courage to try new things. - celebrates improvement and success.	<b>USUALLY:</b> - sets high standards for ourselves and our students. - focuses on outcomes and continuously strives to be better. - learns from each other and has the courage to try new things. - celebrates improvement and success.	<b>INCONSISTENTLY:</b> - sets high standards for ourselves and our students. - focuses on outcomes and continuously strives to be better. - learns from each other and has the courage to try new things. - celebrates improvement and success.
<b>ENGAGEMENT</b> <input type="checkbox"/>	<b>ALWAYS:</b> - goes above and beyond to support student success. - actively listens and participates. - demonstrates commitment, not compliance.	<b>USUALLY:</b> - goes above and beyond to support student success. - actively listens and participates. - demonstrates commitment, not compliance.	<b>INCONSISTENTLY:</b> - goes above and beyond to support student success. - actively listens and participates. - demonstrates commitment, not compliance.

<b>INTEGRITY</b> <input type="checkbox"/>	<b>ALWAYS:</b> - does what is right, even when no one is looking. - honest and transparent. - models the behavior we expect from others.	<b>USUALLY:</b> - does what is right, even when no one is looking. - honest and transparent. - models the behavior we expect from others.	<b>INCONSISTENTLY:</b> - does what is right, even when no one is looking. - honest and transparent. - models the behavior we expect from others.
<b>TEAMWORK</b> <input type="checkbox"/>	<b>ALWAYS:</b> - collaborates and communicates across classrooms, departments, and buildings. - trusts and respects each other. - thinks about how our actions and decisions impact others. - supports each other to achieve our shared Vision of preparing every student for college, career, and life success.	<b>USUALLY:</b> - collaborates and communicates across classrooms, departments, and buildings. - trusts and respects each other. - thinks about how our actions and decisions impact others. - supports each other to achieve our shared Vision of preparing every student for college, career, and life success.	<b>INCONSISTENTLY:</b> - collaborates and communicates across classrooms, departments, and buildings. - trusts and respects each other. - thinks about how our actions and decisions impact others. - supports each other to achieve our shared Vision of preparing every student for college, career, and life success.
<b>PUNCTUALITY</b> <input type="checkbox"/>	<b>ALWAYS</b> on time and follows assigned schedule.	<b>USUALLY</b> on time and follows assigned schedule.	<b>INCONSISTENTLY</b> on time and follows assigned schedule.
<b>DEADLINES</b> <input type="checkbox"/>	<b>ALWAYS</b> meets assigned deadlines.	<b>USUALLY</b> meets assigned deadlines.	<b>INCONSISTENTLY</b> meets assigned deadlines.
<b>ATTENDANCE</b> <input type="checkbox"/>	Has used 5 or less sick days and no B days.	Has used 8 or less sick days and no B days.	Has missed 12 or more days by using sick or B days.
<b>TOTAL</b> <input type="checkbox"/>			





# Core Values Rubric Documentation

CORE VALUE	NOTES
STUDENTS FIRST	<hr/> <hr/> <hr/>
ACCOUNTABILITY	<hr/> <hr/> <hr/>
EQUITY	<hr/> <hr/> <hr/>
EXCELLENCE	<hr/> <hr/> <hr/>
ENGAGEMENT	<hr/> <hr/> <hr/>
INTEGRITY	<hr/> <hr/> <hr/>
TEAMWORK	<hr/> <hr/> <hr/>
PUNCTUALITY	<hr/> <hr/> <hr/>
DEADLINES	<hr/> <hr/> <hr/>
ATTENDANCE	<hr/> <hr/> <hr/>