

Employee Local Evaluation – Project COACH Procedures

Section 1 – Background

The Hamilton County Department of Education implemented a new evaluation instrument and procedure during the 2011-12 school year. The conceptual framework of the evaluation was built from a goal of improving quality instruction by using a “coaching” feedback model. The evaluation framework consists of on-going, consistent formative assessments of performance for the purpose of professional growth and improved practice. The evaluation will conclude with a summative evaluation of teaching performance comprised of multiple evaluative measures.

Section 2 – Evaluation Process and Procedures

- a) All teachers who are employed for at least 120 days during a school year will be evaluated using Project COACH. Evaluation shall be the primary responsibility of the building principal. Mini-observations may also be conducted by assistant principals and / or district staff who have had training using the new instrument, the philosophy, and how to give feedback. The evaluation process will include a review of the evaluation from the most recent year.
- b) All teachers holding a Transitional License must be evaluated on a yearly basis, regardless of the amount of time worked. Transitionally-licensed teachers in interim or less-than-120-day positions will receive a pro-rated number of mini-observations based on their contract length. The number of required mini-observations will be determined by Human Resources and communicated with the principal.
- c) The assessment process will consist of a minimum of six classroom mini-observations of teachers with professional licenses for an overall total of at least 60 minutes. All other teacher evaluations will consist of a minimum of eight classroom mini-observations for an overall total of at least 90 minutes. For all teachers, at least one mini-observation must be conducted by two trained administrators. Following this co-observation, the administrators will discuss and agree upon the feedback and recommendations for the teacher, which may be given by only one of the observers.
- d) Evaluation will be based on unannounced classroom mini-observations and documented evidence of performance, and / or artifacts. Mini-observations are to be at least ten minutes in length. For teachers with professional licenses the total number of observations may be divided to have three each semester or four in the fall semester and two in the spring. For all other teachers, the total number of observations may be divided four in the fall and four in the spring or five in the fall and three in the spring semester. One of the mini-observations may be conducted during a teacher planning session, parent meeting, or while leading an extra-curricular activity. All other mini-observations must be in a classroom setting which involves interaction with students.
- e) Teacher submission of specific artifacts and / or portfolios may be required by the supervising administrator to support scoring of specific indicators. Specific artifacts identified by the administrator as a requirement must be submitted by the last date for mini-observations as noted in Section 2(g). Additional artifacts may be submitted by the teacher in response to any scored indicators on the Summative. These artifacts must be submitted within five days of the Summative Conference.
- f) Oral feedback from mini-observations will be provided to teachers within two working days. Written feedback to teachers (T-Eval) must be submitted within five working days of the observation. Any date that a teacher / administrator is absent, or schools are closed, should not be counted towards these working-day deadlines. Extenuating circumstances (teacher or administrator absence, inclement weather, etc...) should be noted within the “Optional Notes” section of the online database.
- g) The following chart outlines the due dates for evaluation categories:

Teachers who have:

<u>Apprentice Licenses</u>	All mini-observations completed on or before 4/15	Summative completed on or before 4/30
<u>Professional Licenses</u>	All mini-observations completed on or before 4/15	Summative completed no later than five working days prior to the last day of school

- h) Teachers may respond electronically to an administrator’s written feedback through the T-Eval program. Such responses should be entered within ten calendar days of the administrator’s submission of the observation feedback.
- i) All teachers’ evaluation data is accessible electronically through the T-Eval program. Public access is available in compliance with state law by following procedures outlined by HCDE Human Resources.
- j) A summative evaluation must be held in compliance with dates stated in Section 2(f). If an employee feels that his evaluation is incomplete, or unjust, he may put his objections in writing in the T-Eval program and follow the appeal procedure as outlined in board policy 5.504.
- k) In the event that a Performance Improvement Plan (PIP) is deemed necessary, a conference with the teacher must be held. In addition, the PIP will be submitted electronically for teacher access. The PIP procedure is outlined in Section 3.

Section 3 – Assistance Procedure

- a) If a teacher is not meeting the standards of effective teaching, the principal may address the noted area/s to strengthen through the creation of a Performance Improvement Plan (PIP). The principal will be responsible for the initial creation of the PIP. The teacher and principal will work collaboratively to define supports and guidance. The PIP will be active and accessible through T-Eval once the “Allow Teacher to View” button is activated.
- b) Each PIP shall include:
 - The specific area(s) to strengthen.
 - An “Action Plan,” which includes options or activities for improvement.
 - “Supports for Success,” which may include applicable resources and professional development opportunities.
 - A “Monitoring System,” which should outline a timeline for improvement.
- c) The teacher and principal will meet at least monthly (every 30 working days) to review, modify, or determine completion of the PIP.
- d) After meeting the goals addressed in the PIP, the administrator will denote the PIP as successfully completed in the T-Eval program.
- e) A teacher must be placed on a PIP, if he scores in the “Does Not Meet Standards” category.

Section 4 – Evaluation Appeal Procedure

The evaluation appeal procedure will be in conformance with Tennessee State Board of Education Policy #5.201.