

Rutherford County Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Evaluation	Descriptor Code: 5.109	Issued Date: 06/16/11
		Rescinds: 5.109	Issued: 12/03/09

1 The evaluation of performance and its effectiveness must be a cooperative and shared endeavor on the
2 part of the director of schools and administrative and supervisory personnel.

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4 The Board shall use a state-approved model for evaluating administrative and supervisory personnel and
5 shall approve standard forms to be used in evaluating support personnel.

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7 The director of schools is responsible for ensuring that all administrative and supervisory personnel are
8 evaluated annually.

9 10 **LICENSED TEACHING PERSONNEL**

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12 The Board shall use guidelines developed by the State Board of Education for implementation of an
13 approved evaluation system. Annual evaluation shall be made of apprentice teachers who have not
14 gained tenure and a professional license. Professionally licensed educators will be evaluated pursuant
15 to statutory requirements. ¹

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17 If the state-approved model is not used, the Board shall submit to the Commissioner of Education for
18 approval, an evaluation plan with implementation procedures, validation procedures and training plans.
19 The evaluation plan shall be reviewed at least annually for improvement and revision. All changes in
20 the evaluation system shall be submitted by July 1 prior to the proposed implementation year.

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22 The Board shall annually submit for state review and approval, the evaluations and recommendations of
23 all apprentice teachers who are in their **final** apprentice year.² Evaluation deadlines for first and second
24 year apprentice teachers and professionally licensed teachers shall be May 1.³

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26 Teachers shall be evaluated for the following purposes:

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- 28 1. Accountability - to assure that evaluation considers the effectiveness in the classroom and in
29 the school.
 - 30 2. Professional Growth - to provide a focus for professional growth in an area(s) which has the
31 greatest capacity for facilitating student performance.
 - 32 3. Cohesive School Structure - to increase and focus the dialogue within schools on the goal(s)
33 of improved services to students.⁴
- 34

35 Evaluations will be conducted by a school administrator and/or designee(s). All evaluators shall be
36 trained and certified through state-sanctioned training in the evaluation procedures before conducting
37 evaluations. The principal shall be responsible for the final evaluation decision.⁴

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Evaluations shall use multiple data sources which include but are not limited to:

- 1. Classroom or position observations including planning and reflecting information and/or review;
- 2. Review of previous evaluations and an educator self-assessment;
- 3. Conferences;
- 4. Examination of professional growth;
- 5. Review of indicators of student progress; and
- 6. Examination of assessment techniques, results and applications.

As part of the evaluation process, a growth plan shall be developed for all teachers. The plan shall be developed collaboratively by the teacher and the immediate supervisor and/or principal. The plan shall include identified area(s) for growth, action plan, and progress reporting procedures.⁴

Legal References:

- 1. TRR/MS 0520-2-1-.01
- 2. TRR/MS 0520-2-1-.03
- 3. TRR/MS 0520-2-1-.02 (1)(c)
- 4. TRR/MS 0520-2-1-.02

Cross References:

Job Descriptions 5.103