

Administrative Guidelines
Supervision and Evaluation of Professional Staff
Wrightstown Community School District

The supervision and evaluation of professional staff involves a review of all phases of a staff member's performance including but not limited to: classroom visitation or observations (both formal and informal), professional responsibilities and commitment, cooperation, committee work, and other observations by the principal.

The specific procedures for evaluation of professional staff are:

1. **Professional Development Plan** ~ Annually, each teacher and his/her building principal will collaboratively develop a Professional Development Plan. The Professional Development Plan shall consist of a student achievement goal with documented quarterly updates, which include the use of baseline student achievement data, activities used to attain the goal, personal reflection and end-of-the-year student achievement data. Each goal must be specific, measureable, attainable, realistic and results-oriented, and with a specific timeline for attainment. The Professional Development Plan will be submitted to the building principal by October 1.
2. **Evaluation Forms** ~ All evaluations will be completed using the Level I, II or III District Form.
3. **Probationary Teachers** ~ probationary teachers will be formally evaluated by the building administrator at least three times during each school year. A summative Level 1 Professional Development Plan will be created and include information gathered from all three observations.
4. **Non-Probationary Teachers** ~ Non-probationary teachers will be formally evaluated by the building administrator a minimum of every third year. Non-probationary teachers will complete a Level II (Team) or Level III (Individual) Professional Development Plan in lieu of formal classroom observations during years 2 and 3 in the evaluation cycle. Informal classroom observations will be conducted at least three times a year for non-probationary teachers. A non-probationary teacher may be placed in a yearly rotation for formal evaluation based on performance or professional concerns.
5. **Evaluation Conference** ~ The Level I, II or III evaluation form will be discussed and signed by the teacher and administrator. A copy will be provided to the teacher, one kept by the administrator and one copy placed in the teacher's personnel file. The teacher's signature indicates that he/she has read the evaluation. In the event a teacher believes the evaluation is incomplete or unjust, he/she may put his/her objections in writing and have it attached to the evaluation placed in the personnel file.
6. **MyLearning Plan** ~ All professional staff development, including but not limited to, graduate course work, conferences, conventions, individual staff development and SMART goals shall be entered and recorded in mylearningplan. Update as directed by Building Principal or Superintendent.
7. **Failure to Improve Performance** ~ Failure of a professional staff member to improve his/her performance that has been evaluated as marginal or sub marginal shall be considered grounds for a Professional Improvement Plan and shall be given consideration of nonrenewal of his/her contract as provided by state law. A Professional Improvement Plan will outline the specific performance concerns, the Improvement Goal, the Action Plan for Improvement, the Evidence of Improvement and the Timeline for Improvement. Assistance and monitoring will be offered to a professional staff member whose performance is marginal or sub marginal to assist in making improvements.

Reference: Professional Development Plan for Level I, II and III
Teacher Job Description
Wisconsin Educator Standards