



Superintendent's Circular

School Year 2007-2008

NUMBER:
HRS-PM1

DATE:
August 3, 2007

PERFORMANCE EVALUATION OF TEACHERS

Headmasters, Principals, and other administrative staff outside the bargaining unit are responsible for evaluating the performance of teachers under their direction. Teachers (permanent and provisional) will be evaluated using the diagnostic-prescriptive approach and the procedures and forms developed for the implementation of the evaluation process. A teacher's licensure status (as deemed necessary under Massachusetts state law and the No Child Left Behind Act) will be considered and commented upon in performance evaluations and will affect recommendations for Reasonable Assurance for Provisional Teachers. The failure of Principals/Headmasters to complete teacher evaluations and submit necessary copies to the Office of Human Resources in a timely manner will be considered unsatisfactory performance on the part of that administrator.

Principals, Headmasters, and other administrative staff will use the Teacher Performance Evaluation Form (see link to attached form at end of document). The Evaluation Form has two ratings ("Meets or Exceeds Standards" or "Does Not Meet Standards"). The descriptors have been aligned with the content of the teacher supervision and evaluation training.

Teachers will generally be evaluated formally every two years, except as set forth in Section III.B. (9) below which outlines which teachers should be evaluated every year. During each school year, each Principal, Headmaster, or other administrative staff will identify which staff should be evaluated during that year (approximately one-half of the staff). The process of identifying those teachers who will be evaluated is determined by the responsible administrator. An administrator may also evaluate a teacher not originally identified if assistance, supervision, or intervention is deemed appropriate based on informal observation.

The purpose of this memorandum is to explain who is responsible for evaluations and to outline the philosophy, objectives, guidelines and procedures applicable to the process.

I. INTRODUCTION

A. Philosophy

The Boston Public Schools recognizes that the quality of education provided depends upon the professional performance and total job effectiveness of the teachers and administrators in the system. Thus, since the system's professionals can and should be held accountable for the quality of their performance, a just and effective process for evaluating that performance is essential. True performance evaluation involves analysis of an employee's strengths and weaknesses, resulting in diagnoses and prescriptions which lead to desired professional growth and improved classroom instruction. An effective performance evaluation program is one that is continuous rather than periodic, and organized to:

- Develop in the professional staff a clear understanding of the goals of education in BPS; to improve teaching and student learning
- Assist administrators and teachers in more effectively addressing the needs of every student, and
- Encourage cooperative staff relations through mutual trust and respect.

A diagnostic-prescriptive evaluation program is positively directed and encourages professionals to maximize unique strengths and skills and employ a variety of methodologies. It encourages professionals to participate in the evaluation of their own performance and to help set objectives for self-improvement.

B. Student Performance and Student Progress

In June of each year, all classroom teachers shall be provided by the BPS with data indicating how their students compare on standardized achievement tests with similar students in similar classrooms throughout the school system, including relative gain data where possible.

Comparative data on the MCAS and SAT 9 will also be provided to teachers. Also, when the BPS develops criterion reference tests or other district wide performance assessments, teachers will also be provided with comparative data. Where possible, this data will be provided on a pupil gain basis.

Where students' progress is consistently low, principals, headmasters, and administrators or their designees will personally discuss these test results with each of their teachers and work with these teachers to develop appropriate strategies for improving student performance. Each school's Whole School Improvement Plan shall include guidelines for assessing and improving the annual academic progress of all students.

II. ROLES AND RESPONSIBILITIES

The Headmaster or Principal, as the educational leader of the school, has chief responsibility for the evaluation of instructional staff in the school. Assistant Headmasters, Program Directors, Assistant Principals, and other school department administrators can and should serve as designees. They, along with central staff specialists, are responsible for carrying out supportive and evaluative activities as required by the Headmaster or Principal. These activities may include, but are not limited to, preliminary planning conferences, classroom observations, notations, formal interim evaluations, follow-up conferences, and recommendations to the teachers and the Headmaster or Principal who is ultimately responsible for the final evaluation.

III. PROCEDURAL STEPS

A. Evaluators

No supervisor shall supervise or evaluate a relative.

Technical aspects of professional nursing or psychological services shall be evaluated only by a professional nurse or other health care expert designated by the School Department or, in the case of psychologists, by a certified school psychologist or other mental health professional designated by the School Department.

The Headmaster, Principal, Superintendent's designee or other administrator outside of the bargaining unit will be responsible for all evaluations. However, they may be assisted by other qualified persons (who are not members of the bargaining unit) designated by the School Department.

B. Schedule, Meetings, and Procedures

1. At the beginning of each school year, the responsible administrator or his or her designee shall meet with teachers for the purpose of explaining the evaluation process and form and answering questions. The building administrator may be assisted by other qualified persons designated by the School Department.
2. Classroom visits may be announced, unannounced, or a combination of both and may be a combination of formal and informal observations. **Informal observations must include written feedback to the teacher within five school days when need for improvement is observed. The last observation an evaluator will rely upon to draft a teacher's evaluation should be preceded by a written statement informing the teacher that the observation will be the last one prior to the issuance of the completed evaluation instrument.**
3. Within ten (10) school days during which the teacher is present following the last observation for the evaluation, regardless of the rating mark, the responsible administrator or designee shall meet with the teacher for the purpose of discussing the evaluation. At this meeting, the teacher will be given two (2) copies of the written evaluation, signed and dated by the responsible administrator. The teacher shall sign and return one (1) copy to indicate having received it, but not to indicate agreement or disagreement with its contents. No teacher shall be asked to sign an incomplete evaluation form. Teachers shall be allowed to attach their written comments to the evaluation form. A teacher whose overall performance has been judged Does Not Meet Standards at any point during the school year shall be so notified in writing and may meet directly with the responsible administrator.
4. In any area the responsible administrator or designee indicates is Does Not Meet Standards, he or she will provide the teacher with a written prescription. The teacher may attach comments to the prescription. If a teacher's performance results in an interim or year-end evaluation with an overall rating of Does Not Meet Standards, the evaluation prescription may contain a requirement that a teacher take advantage of additional professional development training or other opportunities offered by or through the School Department to correct a weakness or deficiency which caused the Does Not Meet Standards rating.

If, after allowing adequate time to improve, the teacher continues to need improvement, the responsible administrator may include in the evaluation prescription that the teacher may voluntarily take advantage of professional development courses or in-service training to correct a deficiency.

5. Interim evaluations are those that, at a minimum, are 20 school days apart. If the responsible administrator has adjudged a teacher overall Does Not Meet Standards on at least four (4) interim evaluations within a twelve (12) month period, during which the teacher is present, or on at least two (2) interim evaluations plus an end-of-year evaluation, the responsible administrator may initiate termination by recommending to the Superintendent

that such teacher be terminated. Interim evaluations with an overall rating of Does Not Meet Standards need not occur in consecutive months.

An end-of-year evaluation with an overall Does Not Meet Standards rating must be preceded by at least two interim evaluations with an overall Does Not Meet Standards rating during that school year.

A teacher may be removed from the classroom, dismissed, or suspended for just cause prior to the completion of the prescriptive period specified in this paragraph.

6. After each of the first three interim overall Does Not Meet Standards evaluations that are based in whole or in part upon classroom performance, the responsible administrator shall conduct a follow-up evaluation. This evaluation shall include observation(s) of classroom performance that are separated by a minimum of 20 school days during which the teacher is present and a maximum of 50 school days during which the teacher is present after the previous "unsatisfactory" evaluation, except after the first Does Not Meet Standards evaluation in a school year when a subsequent evaluation may not be conducted any earlier than 30 school days during which the teacher is present and no later than 60 school days during which the teacher is present. Subsequent evaluation cycles will be subject to the 20 to 50 day timeline. (It is important to note that the extended window of opportunity for teachers to improve applies only to the first interim DNMS evaluation they receive) However, in any case where an overall unsatisfactory evaluation occurs within 50 school days from the end of the school year, the evaluator will perform a follow-up evaluation by November 15th of the subsequent school year.

If an interim evaluation with an overall Does Not Meet Standards rating is based upon performance outside the classroom, the responsible administrator must clearly convey the reasons in writing to the teacher and follow prescribed procedures for progressive discipline.

7. Factor marks, less than annual overall ratings, and comments on an annual overall evaluation are neither grievable nor arbitrable. An annual overall Does Not Meet Standards rating shall be maintained as a permanent part of the employee's personnel record and may be grieved and arbitrated. Any such grievance shall be dealt with expeditiously.

In the event of a concurrent dismissal, the grievances shall be merged and treated as a single grievance. An employee may grieve an annual overall rating of other than Does Not Meet Standards up to but not beyond the level of Operational Leader or Assistant Superintendent of Human Resources, who shall have the authority to rectify the grievance. In the discretion of the School Department, a Operational Leader other than the one in the same triad may hear the grievance.

8. Teachers newly assigned to program areas for which strict compliance with the qualification requirements have been waived will be held to the same performance standards as all other personnel.
9. The following employees must be evaluated, prior to November 15, if at all possible:
 - Staff who were evaluated during the previous school year as Does Not Meet Standards overall or in a particular area
 - All permanent teachers with less than three years seniority
 - All intern and provisional teachers

- All new-to-building staff

Teachers who received an interim or year end evaluation with an overall Does Not Meet Standards rating within 50 school days from the end of the school year shall receive a follow up evaluation by November 15 of the subsequent school year.

All permanent teachers who were evaluated during the previous school year as "Satisfactory," shall be evaluated formally every two (2) years consistent with the Education Reform Act of 1993. However, an administrator may also evaluate a staff member not originally identified, if assistance, supervision, or intervention is deemed appropriate based on informal observation.

Remember, if an administrator observes a need for improvement during any informal observation, the administrator must provide written feedback to the teacher within five school days.

C. Diagnosis and Prescriptions

The performance evaluation process should provide each teacher with an appraisal of professional strengths and identify areas in need of improvement. The teacher will be evaluated on each of the standards. There are two possible ratings:

Meets or Exceeds Standards: The performance of the teacher meets or exceeds the standard and expectations of the school department.

Does Not Meet Standards: The teacher fails to meet the standard and his or her performance, as measured against this standard, is unsatisfactory.

Every formal evaluation must result in a mark for each of the standards on the Summary Rating Sheet and an overall rating to be recorded in the Overall Performance section. For any area in which the responsible administrator indicates as Does Not Meet Standards, he or she will provide the teacher with a written diagnosis and prescription. The description of the problem and subsequent prescription for improvement should be fully descriptive and instructive, suggesting specific remedies or recommendations for adoption by the teacher. During the entire evaluative process, continuous administrative assistance, support, and encouragement should be extended to assist the teacher in meeting established objectives. To that end, Headmasters and Principals are encouraged to use the instrument to note "Specific observations of strengths" and "Areas for development." The teacher may suggest additional or alternative prescriptions.

IV. INTERIM EVALUATION

If a Does Not Meet Standards rating on overall performance is issued in an interim evaluation, the Principal or Headmaster (or designee) must regularly evaluate the teacher until the performance of the teacher is judged to be Meets or Exceeds Standards or until four (4) interim Does Not Meet Standards evaluations or two (2) interim and an end-of-year Does Not Meet Standards evaluation have been given. Subsequent interim evaluations must be separated by at least twenty (20) school days during which the teacher is present and no more than fifty (50) school days during which the teacher is present.

Principals and Headmasters must submit a copy of the written evaluation form of any teacher who has received a mark of Does Not Meet Standards on any of the standards listed on the Summary Rating Sheet or an overall evaluation of Does Not Meet Standards. **After it has been given to the teacher, the copy must be immediately forwarded to the Office of Human Resources. Each subsequent evaluation with a Does Not Meet Standards rating must also be immediately forwarded to Human Resources.**

V. YEAR END EVALUATIONS

At the end of each school year, the Headmaster or Principal should retain copies of all evaluations and send copies of every evaluation to the Office of Human Resources, Attention: Performance Management and Evaluation. Copies of all year-end evaluations should be sent to the Office of Human Resources by May 16th, 2008.

As mentioned above, the responsible administrator or designee must have observed the teacher in a classroom performance regularly following the first evaluation assessed Does Not Meet Standards overall. Each informal observation in which the need for improvement is observed must have been followed by written feedback within five days and may be included with formal observations as bases of the evaluation. Continued failure by the teacher to meet a standard will result in warnings and action including recommendation for dismissal. If necessary, a recommendation for dismissal may be made during the school year after the requisite number of Does Not Meet Standards evaluations. This type of recommendation should only be made if the situation is deemed detrimental to the learning environment for students. Principals/Headmasters are not required to wait for the completion of four (4) interim evaluations in all cases. In certain situations, after consultation with the Superintendent, a teacher may be removed from the classroom and subject to dismissal or suspension for just cause prior to the conclusion of the prescriptive period. An overall performance evaluation of Does Not Meet Standards may be grieved.

VI. PROCEDURE FOR DISMISSAL

In the event the performance evaluation of a teacher results in a recommendation for dismissal by a Principal or Headmaster, the following procedures will be followed: (1) the Superintendent shall review all processed recommendations for dismissal and (2) if the Superintendent approves the recommendation to dismiss the teacher, the Principal or Headmaster may institute dismissal proceedings set forth in G.L. c. 71, section 42.

VII. PROCEDURES FOR DISCIPLINE

In the event a Principal or Assistant Principal or a Headmaster or Assistant Headmaster determines that a teacher has committed an infraction of work rules, the supervisor should follow procedures outlined in the Superintendent's Circular Employee Discipline Procedures.

Additionally, the Principal, Headmaster, Assistant Headmaster, Assistant Principal, or other school administrator should consider the infraction in evaluating the teacher's overall performance.

A failure to address the job performance problems of assigned staff through the performance evaluation process represents unacceptable performance on the part of the supervisor. This problem is further compounded when "problem staff" are given a meets or exceeds standards rating by the supervisor and encouraged to transfer to another school/department. Such failure on the part of a supervisor represents "unsatisfactory" administrative performance on the part of that person and he or she may be held accountable by the Superintendent. Failure to send copies of all teacher evaluation forms (Interim Evaluations of Do Not Meet Standards and all Year End Evaluations) to the Office of Human Resources in a timely manner will also be considered "unsatisfactory" performance by the Principal/Headmaster.

VIII. FORMS

There are separate forms for evaluating the following groups of employees covered by the Boston Teachers Union:

Evaluation Form	Teacher
Form L	Librarian
Form ETF	Evaluation Team Facilitators
Form PA	Pupil Adjustment Counselor
Form SN	School Nurse
Form GC	Guidance Counselor
Form P	School Psychologist
Form SC	Student Services Coordinator

The evaluation procedures parallel those used for teacher evaluations. In addition, the evaluator should refer to the teachers' collective bargaining agreement for any specific requirements.

Summary of significant dates and deadlines:

DATE	ACTIVITIES
Prior to the start of the school year.	Meeting among school administrators to discuss roles, responsibilities, and timetable of evaluation process and to develop schedule for visitations.
First week of school	Meeting with teachers to discuss evaluation process and to review appraisal form and techniques.
November 15, 2007	Latest date to complete and submit interim evaluations of all teachers who are to be evaluated by November 15 and completion of evaluations of teachers who received interim or year end Does Not Meet Standards evaluation within 50 school days from end of prior school year. Send copies of evaluations to Human Resources.
Within 5 school days of an informal observation when the need for improvement is observed	Give teacher written feedback about the observation.
At the last observation before the evaluation	Give written notice that it is the last observation for that evaluation.
Within 10 school days during which the teacher is present following the last observation for an evaluation	Follow-up conference with the teacher to discuss the evaluation. Teacher signs the evaluation to indicate that he/she has received it.
Immediately after issuance of an evaluation with an overall Does Not Meet Standards rating or with a Does Not Meet Standards rating on any one standard	Send copy of evaluation to Human Resources.
At least 20 school days during which a teacher is present and no more than 50 school days during which the teacher is present after issuance of an evaluation with an overall Does Not Meet Standards rating	Complete next Evaluation Document(s) until teacher receives a Meets or Exceeds Standards evaluation or until four Does Not Meet Standards evaluations have been given. Forward each subsequent Does Not Meet Standards evaluation to Human Resources.
May 14, 2008	Last day for the delivery of all year-end teacher evaluations.
May 16, 2008	Send copies of all year-end evaluations to the Office of Human Resources.
June 21, 2008 (or last day of school)	Send all evaluations to Human Resources by last day of school.

Two interim and one year end evaluations with an overall rating of Does Not Meet Standards OR at least four Does Not Meet Standards interim evaluations.	Call Dale Libkin at 617-635-6580 or Labor Relations at 617-635-1576 and seek advice on dismissal after the second DNMS evaluation.
--	--

For more information about this circular, contact:

Name:	Dale Libkin, Performance Management
Department:	Office of Human Resources
Mailing Address:	26 Court Street, Boston, MA 02108
Phone:	617-635-9600
Fax:	617-635-9672
E-mail:	dlibkin@boston.k12.ma.us

Superintendent Dr. Carol R. Johnson

Attachments

[Teacher Performance Evaluations Procedures And Timetable](#)

TEACHER PERFORMANCE EVALUATIONS

DETAILED PROCEDURES AND TIMETABLE

Virginia Tisei, Director
Office of Labor Relations

617-635-1577
vtisei@boston.k12.ma.us

August 3, 2007

DATE	ACTION	NOTES
Beginning of the	Each principal/headmaster or other administrator who is	It is good practice to give each

<p>school year</p>	<p>responsible for teacher evaluations must meet with teachers to discuss the evaluation process, review the evaluation form, and answer questions.</p> <p>The Superintendent's Circular entitled <i>Performance Evaluation of Teachers</i> and the evaluation form are on the BPS web site www.boston.k12.ma.us and MyBPS.org.</p>	<p>teacher a copy of the evaluation form at this time.</p>
<p>September</p>	<p>A teacher who received an interim or year-end evaluation with an overall rating of Does Not Meet Standards during the prior school year is given a letter signed by the Superintendent warning the teacher that his or her employment may be terminated this school year if the teacher's job performance does not improve. A sample letter is attached as Appendix A.</p> <p>Principals and Headmasters hand deliver this letter and have the teacher sign it to acknowledge receipt (return a signed original to Dale Libkin, Office of Human Resources). When delivering the letter, the principal or headmaster should meet with the teacher to discuss expected performance and recommended prescriptions as well as the timetable for upcoming evaluations.</p>	<p>Many evaluators find it helpful to create evaluation calendars for all those teachers who will be evaluated during a given year.</p>

DATE	ACTION	NOTES
Classroom	Classroom visits may be announced, unannounced, or both.	Formal observation = an

<p>observations – at any time</p>	<p>They may also be a combination of formal and informal observations.</p> <p>If the principal/headmaster informally observes a teacher and sees a need for improvement, he or she must provide written feedback to the teacher within five school days. (A sample memo is attached as Appendix B.) This notice is not required within five school days of a formal observation.</p> <p>A principal/headmaster may evaluate a teacher not originally identified as being evaluated that school year if assistance, supervision, or intervention are deemed appropriate based on informal observation(s).</p> <p>At the end of the last observation before the evaluation, the principal/headmaster must let the teacher know in writing that it is the last observation. (A sample notice is attached as Appendix C.) This notice must be given whether the last observation is formal or informal.</p>	<p>observation for the purpose of evaluation</p> <p>Informal observation = anytime you observe the classroom for purposes other than completing an evaluation. For example, a walk through or drop in visit. May include walking by the classroom and seeing something that warrants feedback.</p> <p>Be aware of the 5-day feedback requirement if any instructional deficiencies are noted during informal observations.</p> <p>A principal/headmaster who decides, based on informal observation(s), that a teacher will be evaluated when not originally scheduled should give the teacher a memo stating both that the teacher will be evaluated that year and the reasons why.</p>
<p>Within 10 school days (during which the teacher is present) following the last observation for an evaluation</p>	<p>The principal/headmaster must meet with the teacher to discuss the evaluation. At this meeting: (1) the teacher must be given two copies of the completed written evaluation, which are signed and dated, and (2) the teacher must sign and return one copy of the evaluation indicating receipt. If the teacher refuses to sign, a witness can sign to acknowledge the teacher was given the evaluation.</p>	<p>Check that you have given the teacher a rating in <u>every</u> category- evaluations must be complete before they are given to the teacher.</p> <p>Be sure to give written notice to teachers about the last observation to be used as the basis for the evaluation. Use the form attached to this circular!</p>

DATE	ACTION	NOTES
<p>No later than November 15</p>	<p>Any teacher who received an interim or year-end evaluation with an overall rating of Does Not Meet Standards less than 50 school days from the end of the prior school year <u>must</u> receive an evaluation by November 15, 2007.</p> <p>The following teachers must be evaluated annually, by November 15 <u>if at all possible</u>:</p> <ol style="list-style-type: none"> 1. All teachers who received an interim or year-end evaluation with an overall rating of Does Not Meet Standards at any time during the prior school year 2. All teachers who received a Does Not Meet Standards rating on any part of an evaluation in the prior school year 3. All permanent teachers with less than three years seniority 4. All provisional teachers 5. All teachers who are new to the building <p>Evaluations should be sent to Human Resources immediately if the teacher receives an overall rating of Does Not Meet Standards or a Does Not Meet Standards rating in any section.</p>	<p>50 school days from the end of the last school year is approximately April 5 – this date will vary from year to year, so it must be counted out each year. [April 3, 2007 is 50 days prior to the end of school year 2006-2007]</p> <p>Some principals/headmasters fail to evaluate this group of teachers, thinking they do not need to be evaluated if they received an evaluation the prior school year</p> <p>Some principals/headmasters only evaluate first year provisional teachers by November 15 – remember that all provisional teachers must be evaluated by this date</p> <p>These teachers must be evaluated even if they were evaluated in the prior school year</p>
<p>No later than May 14</p>	<p>Permanent teachers must receive a year-end evaluation every two years by this date (except for those who are to be evaluated annually by November 15).</p> <p>All provisional teachers must be evaluated each year by this date.</p> <p>A year-end evaluation with an overall rating of Does Not Meet Standards should not be given unless the teacher has received two interim evaluations that school year that also have an overall rating of Does Not Meet Standards. If these interim evaluations have not been given, discuss with Dale Libkin whether the May evaluation should be an interim rather than a year-end.</p>	<p>Many principals/headmasters think May 15 is the deadline. It is not: the contract states that a year-end evaluation must be given "prior to May 15." After May 14, evaluations must be interim.</p> <p>Evaluations should be sent to the Office of Human Resources, Attention: Performance Management & Development, immediately if the teacher receives an overall rating of Does Not Meet Standards or a Does Not Meet Standards rating in any section.</p>

EVALUATION PROCEDURE FOR TEACHERS RECEIVING AN OVERALL RATING OF "DOES NOT MEET STANDARDS" ON ANY EVALAUTION

<p>The following evaluation procedures are applicable after each of the first three interim evaluations with an overall rating of Does Not Meet Standards, when the rating is based in whole or in part on classroom observations that take place at any point during the school year.</p>		
<p>First interim evaluation with an overall rating of Does Not Meet Standards</p>	<p>The first interim evaluation may have been: (1) the evaluation given by November 15 or (2) an evaluation based on informal visits and /or one or more observation visits at any point during the school year.</p>	<p>Send a copy of evaluation to Human Resources if the overall rating or the rating of any section is Does Not Meet Standards</p>
<p>Second Interim evaluation must be given 20-50 school days (during which the teacher is present) after the prior interim evaluation</p>	<p>Principal/headmaster conducts a follow-up evaluation.</p>	<p>Send a copy of evaluation to Human Resources if the overall rating or the rating of any section is Does Not Meet Standards</p>
<p>Third interim evaluation must be given 20-50 school days (during which the teacher is present) after the prior interim evaluation OR year-end evaluation</p>	<p>Principal/headmaster conducts a follow-up evaluation. If this evaluation is given close to the May 14 deadline, consider whether this should be the year-end or another interim evaluation.</p>	<p>Send a copy of evaluation to Human Resources if the overall rating or the rating of any section is Does Not Meet Standards</p>
<p>Fourth interim evaluation must be given 20-50 school days (during which the teacher is present) after the prior interim evaluation OR year-end evaluation</p>	<p>Principal/headmaster conducts a follow-up evaluation. If this evaluation is given close to the May 14 deadline, consider whether this should be the year-end or another interim evaluation.</p>	<p>Send a copy of evaluation to Human Resources if the overall rating or the rating of any section is Does Not Meet Standards. (Copies of <i>all</i> Year End evaluations should be sent to HR by May 16th, 2006).</p>

TERMINATION REQUIREMENTS

The minimum requirements to proceed with a teacher termination can be met in one of two ways:

Four interim evaluations with overall ratings of Does Not Meet Standards	These four evaluations must be given within a 12 month period during which a teacher is present, this may span more than one school year. The evaluations do not need to be given in consecutive months. An evaluation with a Meets Standards rating does not start the evaluation cycle over again.	
Two interim evaluations and one year-end evaluation with overall ratings of Does Not Meet Standards	These evaluations do not need to be given in consecutive months. An evaluation with a Meets Standards rating does not start the evaluation cycle over again.	

Copies of the following information must be submitted to the Office of Labor Relations in order to move forward with a recommendation for termination:

1. All Does Not Meet Standards performance evaluations you are relying on for potential termination
2. All other performance evaluations within the last two years
3. All written feedback to the teacher following an observation in which you saw a need for improvement
4. All written notices stating that an observation is the last one before an evaluation
5. All correspondence regarding pre-evaluation and post-evaluation meetings
6. All written notes from pre-evaluation or post-evaluation meetings
7. Every syllabus, lesson plan, evidence of planning, etc. submitted to you by the teacher
8. All notes and correspondence from the teacher concerning evaluations, classroom observations, and other matters relating to his or her performance
9. Correspondence from teachers, parents, or other individuals regarding a teacher's performance, complimentary or critical
10. Attendance and tardiness records and correspondence if attendance and/or tardiness is an issue or if the teacher's absences have affected contractually required timelines
11. Information regarding allegations of discrimination (e.g., race, age, gender)
12. All documentation about any disciplinary action taken against the teacher
13. The letter from the Superintendent warning the teacher that his or her employment may be terminated based on unsatisfactory performance

Steps of the termination procedure:

1. The principal/headmaster recommends to the Superintendent that a teacher be terminated.
2. If the Superintendent approves the recommendation, the teacher receives a letter from the principal/headmaster notifying him or her of BPS' intent to dismiss.
3. The teacher has 10 school days after receiving the notice of intent to dismiss to meet with the principal/headmaster to review the decision.
4. After the meeting, if the termination decision remains unchanged, the principal/headmaster sends the teacher a letter communicating the termination decision.
5. The teacher with professional teacher status may seek review of the termination decision within 30 days by filing a petition for arbitration with the Commissioner of Education.

Appendix A

September, 2007

HAND DELIVERY

[Teacher's name]

[name of school]

Dear []:

During the 2006-2007 school year, your principal/headmaster judged your performance as not meeting standards for part or all of the school year. The evaluation of your performance was shared with you, and your principal/headmaster reviewed the diagnostic and prescriptive material with you in an effort to improve those areas of your performance that he/she deemed below standard. While the Superintendent or your principal/headmaster did not judge your performance during the school year 2006-2007 to be sufficiently below standards to warrant a recommendation for dismissal at this time, your performance has caused sufficient concern for me to notify you that you may be subject to dismissal if your performance does not improve during the current academic year.

Your current principal/headmaster will continue to make classroom visits and to share his/her diagnosis and to recommend prescriptions with you in an effort to improve your performance. If at some point in the school year your principal/headmaster judges your performance as not meeting standards, he/she may make a recommendation for dismissal during this current academic year.

I trust you will take this opportunity to work with your principal/headmaster in an effort to improve your performance in the areas of concern.

Sincerely,

Dr. Carol R. Johnson
Superintendent

cc: Deputy Superintendent for Cluster

I have received this letter, though I may not necessarily agree with its contents.

Signature: _____

Date: _____

Appendix B

SAMPLE INFORMAL OBSERVATION REPORT

Date:

Teacher:

Subject:

From:

Date and time of informal observation:

Daily Objective Posted	Yes	No
Homework Posted	Yes	No
Class Reflects Subject Taught	Yes	No

Comments:

Areas for Development:

Appendix C

Date:

To:

From:

This is to notify you that this is the last observation I am making for your upcoming performance evaluation. You will receive this evaluation at a meeting with me within 10 school days during which you are present.