I. PURPOSE

To outline guidelines for evaluating Memphis City Schools teachers in order (1) to improve instruction; (2) to provide ongoing feedback for teacher professional growth; (3) to facilitate communication between the professional employee and his/her immediate supervisor; (4) to promote high standards of excellence for teachers; (5) to identify areas to strengthen and identify supports available through the district and other resources; and (6) to establish an evaluation grievance procedure for evaluated teachers to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted in accordance with state law.

II. SCOPE

This policy applies to all Memphis City Schools classroom teachers and the following non-classroom teachers: Library Media Specialists; Guidance Counselors; Caseload Educators - Social Workers, Psychologists, SPED Supervisors; and Academic Interventionists/Coaches (Instructional Facilitators, Math, Literacy, etc.). Principals and assistant principals are not included under this policy.

III. DEFINITIONS

Accuracy of the data – means only that the data identified with a particular teacher is correct.

Evaluation component – one of multiple factors used in evaluations to identify the level of performance and effectiveness of staff (e.g., teacher evaluation components - Student Growth and Achievement, Observation of Teaching/Classroom Instruction, Teacher Content Knowledge, and Stakeholder Perceptions).

Minor procedural errors – errors that do not materially affect or compromise the integrity of the evaluation results.

IV. POLICY STATEMENT

Memphis City Schools (MCS) believes that a teacher evaluation process that promotes high and sustained levels of quality instruction is essential for student academic success, growth, and achievement. Accordingly, evaluation of teachers should be conducted regularly and should reflect a fair, meaningful, and accurate depiction of a teacher’s development, growth, and performance in the teaching profession.

Memphis City Schools is also committed to supporting teachers in their professional practices and believes that meaningful teacher evaluations allow the district to identify teachers’ instructional areas that need strengthening and prescribe appropriate available support and professional development. Therefore, teachers may seek available district support to improve their professional practices. Additionally, teacher evaluation provides the district with a useful tool to inform personnel decisions.
accordance with state law, evaluations shall be a factor in employment decisions, including, but not necessarily limited to, promotion, retention, termination, compensation, and the attainment of tenure status.

From a district-wide perspective, the results of regular and accurate evaluations are useful in informing systemic decisions designed to (1) improve and optimize student achievement; (2) improve overall teacher performance within the district; and (3) improve efficiency in the educational service delivery of the school system (e.g., align district professional development and teacher support programs with district-wide teacher needs identified through aggregate evaluation results).

**Evaluation Model and Process**

MCS believes that in order for evaluation results to accurately reflect the performance level of a teacher, the model of evaluation should be multidimensional and include components that are valid indicators of performance. Additionally, the evaluation process should be conducted with fidelity by competent evaluators and those certified in observation, in accordance with state law and regulations.

To that end, MCS shall evaluate all teachers in accordance with standards established in applicable state laws and regulatory guidelines. The evaluation process shall be defined and implemented uniformly throughout the district. The teacher evaluation measure for Memphis City Schools shall include the following components: (1) Student Growth and Achievement Data; (2) Observation of Teaching/Classroom Instruction; (3) Teacher Content Knowledge; and (4) Stakeholder Perceptions.

The inputs for each evaluation component for an individual teacher shall be confidential and shall not be included as formal results of the evaluation. Inputs may include items such as a teacher’s TVAAS scores, an evaluator’s observation notes, video captures used for observations associated with evaluation, and individual responses to stakeholder perception surveys. The inputs for each evaluation component for an individual teacher shall be available to the teacher (or his/her designee); those allowed access by MCS policy; and those required access by state and/or federal law.

The results of the evaluation of an individual teacher rather than the inputs (e.g., a teacher’s TVAAS scores, video captures used for observations associated with evaluation) shall constitute the official evaluation for the teacher and shall be included in the teacher’s personnel file. Personnel files shall only be made available in accordance with law and Board policy.

In accordance with state law and the Tennessee State Board of Education policy, a district grievance process (see administrative rules and regulations) is available to teachers to provide a means for evaluated teachers to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted in accordance with state law.

**Policy Monitoring**

The Superintendent (or designee) shall monitor implementation of this policy and shall review the methods and definitions for measuring teacher effectiveness with appropriate stakeholders. The Superintendent (or designee) shall also review for appropriateness the components of the Teacher Effectiveness Measure (TEM) and the implications associated with each comprehensive TEM score (see
administrative rules and regulations). Moreover, the Superintendent (or designee) shall provide to the Board every two (2) years a report on the district’s aggregate teacher evaluation results and teachers’ impact on student achievement.

V. RESPONSIBILITY

A. The Memphis City Schools Board of Education is responsible for ensuring that the Tennessee State Board of Education Teacher and Principal Evaluation Policy are properly effectuated for the Memphis City Schools.

B. The Department of Professional Development and In-Service is responsible for providing teacher professional development and support in accordance with policy 5.8034 Professional Development.

C. The Department of Teacher Talent and Effectiveness is responsible for collaborating with the Department of Professional Development and In-Service to support teachers in accordance with policy 5.8034 Professional Development.

D. The Department of Teacher Talent and Effectiveness is responsible for overseeing the system-wide teacher evaluation process.

E. The Department of Research, Evaluation, Assessment, and Student Information is responsible for reviewing data associated with teacher evaluations.

F. The Department of Human Resources is responsible for ensuring adherence to state evaluation compliance guidelines and facilitating the local evaluation grievance procedures of the district.

G. Principals are responsible for adhering to this policy and directing teachers to available teacher support and professional development.

H. Teachers are responsible for adhering to this policy and seeking professional development and teacher support as needed.

I. The Superintendent is responsible for ensuring that all teachers, principals and administrators are aware of the provisions of the Tennessee State Board of Education Teacher and Principal Evaluation Policy, including identification of the administrator designated to conduct Step I of the grievance procedure.

J. The Superintendent is responsible for ensuring that this policy is followed.

Legal References:

1. TCA 49-5-401, 409, 501-504, 511, and 710- as amended by Public Chapter 7

2. Tennessee State Board of Education Teacher and Principal Evaluation Policy 5.201

Cross References:

1. 5.000 Teacher Effectiveness

2. 5.1141 Teacher Effect Data

3. 5.8034 Professional Development

4. 5.1082 Teacher Tenure
The Teacher Effectiveness Measure (TEM)

MCS shall evaluate all teachers in accordance with applicable district policy and state laws and regulatory guidelines. The Memphis City Schools teacher evaluation model shall include the following components:

(1) Student Growth and Achievement Data
The student growth and achievement data component comprises fifty percent (50%) of the teacher evaluation and is intended to measure the impact that the teacher has on the academic growth and achievement level of each of his/her students.

The Student Growth Input for this component is Tennessee Value-Added Assessment System (TVAAS) data derived from standardized student test data. TVAAS data represent thirty-five percent (35%) of the evaluation. The school-wide TVAAS results shall be used for teachers in grades or subjects without TVAAS data. When school-wide TVAAS data is used, the evaluation report shall indicate that school-wide TVAAS data was used and that school-wide TVAAS data is not the teacher’s individual TVAAS score.

The Student Achievement Data Input for this component comprises fifteen percent (15%) of the evaluation. Teachers, in collaboration with the evaluator, will choose from the list of options identified by the State for a measure to represent student achievement in his/her evaluation. The agreed-upon measure should be a measure aligned as closely as possible to the teacher’s primary responsibility. If the two (2) parties do not agree on a measure, the evaluator will select a measure. Teachers in the top three (3) quintiles for student growth may elect to use their growth scores (TVAAS data) for the entire fifty percent (50%) of the student growth and achievement component of their evaluation in lieu of selecting from the list of options identified.

(2) Observation of Teaching/Classroom Instruction
The observation component comprises forty percent (40%) of the evaluation and is intended to gauge the effectiveness of each educator’s instructional and pedagogical strategies. All teachers shall be observed by their principals, or when necessary, the principal’s designated assistant principal, and/or other certified observers to provide input information into a teacher’s evaluation.

The purpose of an individual observation is to provide an opportunity for the evaluator to observe the teacher as he/she engages in classroom instruction and then to evaluate the instructional practices demonstrated by the teacher against the district’s observation rubric. To that end and unless alternative guidelines from the State apply, all educators, other than apprentice teachers and non-tenured professionally licensed teachers, will have a minimum of four (4) observations, with at least two (2) observations in each semester, for a minimum total of at least 60 minutes each school year. Apprentice teachers and non-tenured professionally licensed teachers will have at least six (6) observations, with three (3) in each semester, for a
minimum total of at least 90 minutes each school year. Half of all observations will be unannounced. During school year 2011-2012, all observations must be at least 15 minutes. However, observers are expected to extend observations as necessary and remain in the classroom for an amount of time that is sufficient for him/her to fully obtain information on each of the eleven (11) indicators defined in the district’s observation rubric.

Only the formal results documented from the observation shall be included as a result of the evaluation. The observation notes and video captures used for observations associated with the evaluation shall not be included as formal results of the evaluation.

(3) Teacher Content Knowledge
The content knowledge component comprises five percent (5%) of the evaluation and is intended to determine the level of knowledge each teacher has in the area he/she teaches.

The inputs for teacher content knowledge may include only items listed on the Teacher Evaluation Content Knowledge Menu of Options. The Teacher Evaluation Content Knowledge Menu of Options shall be reviewed for revision with appropriate stakeholder input annually and shall be published and made available to teachers by July 1 of each year that a revision takes place. Revisions may include, but are not limited to, content-based assessments and any other researched based content knowledge assessment tools.

Inputs for the teacher content knowledge component for the evaluation shall be teacher selected. However, the teacher may only select an input for the teacher content knowledge component that is aligned to his/her primary responsibility; and the teacher must justify his/her selection by showing how the input accurately measures his/her content knowledge above other items on the list.

The teacher must select the input no later than the end of the first semester of each school year. If no selection is made by that time, the evaluator (principal or supervisor) shall make the selection for the teacher.

(4) Stakeholder Perceptions
The stakeholder perception component comprises five (5%) of the evaluation. This component is intended to gather information from a teacher’s stakeholders on the teacher’s demonstration of teaching, instructional, and/or family engagement practices that have been shown by research to positively affect student achievement. The inputs for the stakeholder perception component may include information from validated and district-approved surveys of students, parents, and peers. Surveys used for the stakeholder component of the evaluation shall be validated to ensure that the items included in the survey directly address research-based best practices of teaching and student and family engagement.

Teachers and the stakeholders to be surveyed will be provided with information and educated on the purpose of the surveys used to measure stakeholder perceptions.

The weighting of each component may change during subsequent years of evaluation. Any proposed changes to the current evaluation model requiring approval by the Tennessee State Board of Education must first be approved by the Memphis City Schools Board of Commissioners. Any other proposed
changes to the evaluation not requiring Tennessee State Board of Education approval must be provided to the MCS Board for its information before the change is implemented.

**Evaluation Process**

The evaluation process shall address the following five (5) areas for each component of the TEM:

I. **Initial Action**
   a) **Student Growth and Achievement Data** - timely and accurate matching of (1) TVAAS data used for the 35% *Student Growth Input* of the evaluation and (2) the appropriate measure used to represent the 15% *Student Achievement Data Input* of the evaluation
   b) **Observation of Teaching/Classroom Instruction** - timely observations with evidenced-based results conducted in accordance with the communicated observation process
   c) **Teacher Content Knowledge** - timely and appropriate incorporation into the teacher’s evaluation profile the content knowledge input selected in accordance with this policy and its administrative rules and regulations (Appropriateness entails that accurate data is used and results from observations are evidenced-based.)
   d) **Stakeholder Perceptions** - timely and accurate implementation of stakeholder perception surveys conducted in accordance with the communicated survey process

II. **Providing Evaluation Information to Teachers**
   a) **Student Growth and Achievement Data** - providing the teacher with timely and complete scores and other information related to (1) TVAAS data used for the 35% *Student Growth Input* of the evaluation and (2) the appropriate measure used to represent the 15% *Student Achievement Data Input* of the evaluation (Timeliness is subject to the State’s timelines and release of data and other information from the generating source [e.g., the State of Tennessee, off-the-shelf testing companies] and entails that student growth and achievement data must be made available prior to the completion of the evaluation)
   b) **Observation of Teaching/Classroom Instruction** - providing to teachers timely and complete observation results, including observer’s comments/feedback in accordance with the communicated observation process
   c) **Teacher Content Knowledge** - providing to teachers timely and appropriate results of the content knowledge input selected in accordance with this policy and its administrative rules and regulations (Appropriateness entails that accurate data is used and results from observations are evidenced-based.)
   d) **Stakeholder Perceptions** - providing timely and complete stakeholder perception survey results in accordance with the communicated survey process

III. **Opportunity for Teachers to Discuss Evaluation Information with the Evaluator in a Timely Manner**
   a) **Student Growth and Achievement Data** - in a timely manner, the teacher’s (1) TVAAS data for the 35% *Student Growth Input* of the evaluation and (2) the appropriate measure representing the 15% *Student Achievement Data Input* of the evaluation are explained to the teacher by appropriate staff
   b) **Observation of Teaching/Classroom Instruction** - within the time prescribed by the Tennessee State Board of Education Teacher and Principal Evaluation Policy (#5.21), the teacher and evaluator/observer discuss the observation results and the teacher’s growth plan in accordance with the communicated observation process
c) Teacher Content Knowledge - in a timely manner, the teacher may discuss with appropriate staff the results of the content knowledge input selected in accordance with this policy and its administrative rules and regulations

d) Stakeholder Perceptions - in a timely manner, the teacher’s stakeholder perception survey results are explained to the teacher by appropriate staff in accordance with the communicated survey process

IV. Improving Practice/Seeking Support

a) Student Growth and Achievement Data - needed support based on the teacher’s (1) TVAAS data for the 35% Student Growth Input of the evaluation and (2) the appropriate measure representing the 15% Student Achievement Data Input of the evaluation is identified and available through the district or district-identified resource

b) Observation of Teaching/Classroom Instruction - needed support based on the observation is identified and available as needed through the district or district-identified resource and may be available immediately through informal evaluator feedback

c) Teacher Content Knowledge - needed support based on the content knowledge input is identified and available through the district or district-identified resource

d) Stakeholder Perceptions - needed support based on the stakeholder perception surveys is identified and available through the district or district-identified resource

V. Final Discussion on Evaluation Results and Implications for the Teacher

The teacher and evaluator shall include in their discussion the formal teacher evaluation document which includes the following:

- the teacher’s scores for each component of the TEM,
- the teacher’s composite score for the entire evaluation,
- the teacher’s TEM profile, and
- a report communicating the details of the evaluation.

Results of the Evaluation Process

The evaluation process will generate a score for each component of the TEM, a composite score for the entire evaluation, a TEM profile, and a report communicating the details of the evaluation, all of which shall constitute the formal teacher evaluation document.

The composite TEM scores shall have the implications in the following areas (1) Teacher Support; (2) Tenure Progress; (3) Best-fit Movement; (4) Dismissal Decision; and (5) Level of Educational Leadership Responsibility.

Description of Implications

Teacher Support

Teacher support is defined as any array of activities, from any source, that rewards, incentivizes, recognizes, trains, and promotes self-efficacy and professionalism, and/or encourages teachers to achieve higher levels of effectiveness inside the classroom for the purpose of guiding student growth and achievement.
Tenure Progress
Tenure progress is the trajectory for a teacher to achieve tenure based on his/her evaluation results. In accordance with State law, no teacher employed with MCS who received tenure prior to July 1, 2011, shall be returned to probationary status. However, a teacher shall lose tenure status upon resignation, retirement, dismissal, or participation in a strike as outlined in the collaborative conferencing law. Teachers who transfer from other districts or are employed with MCS after resignation, retirement, dismissal, or participation in a strike may be required to complete a probationary period to regain tenure and then must maintain their tenure status under the tenure system for teachers tenured on or after July 1, 2011.

Teachers at TEM 1- TEM 3 are not on-target to achieve or regain tenure, unless the teacher is at TEM 1 in his/her first year in the teaching profession; TEM 2 by the second year in the teaching profession; or TEM 3 by the third year in the teaching profession. A teacher with a score of TEM 1 – TEM 3 requires attention to achieve or regain tenure.

Best-fit Movement within the School
Best-fit movement within the school is intended to ensure that teachers are available and accessible to the students who need them most. Teachers at all scores on the TEM (TEM 1 – TEM 5) may be subject to movement to a grade-level, subject/content area, or area of school need that is more aligned with the skills, knowledge, and experience of the teacher. Best-fit movement based on evaluation shall be appropriate, justified, and documented through the teacher’s evaluation. This section does not apply to movements based on reasons outside of evaluation.

Dismissal Decision
In accordance with State law, evaluation shall be used in employment decisions including but not limited to, termination. Dismissals shall be conducted in accordance with applicable State law and Board policies. Teachers at all scores on the TEM (TEM 1 – TEM 5) may be dismissed for incompetence, inefficiency, neglect of duty, unprofessional or improper conduct and insubordination as defined in TCA 49-5-501.

Level of Educational Leadership Responsibility
Level of educational leadership responsibility is the willingness of a teacher to extend beyond his/her regular classroom teaching responsibilities and contribute to the overall instructional community (e.g., volunteering to informally coach/mentor another teacher, sharing best practices, sharing videos of his/her teaching to help other teachers or students).

Level of educational leadership responsibility does not include non-instruction related activities at the school such as sponsoring/coaching athletic teams, clubs, and organizations.

Evaluation Scores
The composite TEM scores shall be as follows and shall have the implications listed under each composite TEM score:

TEM 1 and TEM 2
A composite score of one (1) on the TEM indicates that the teacher is “significantly below expectations.”
A composite score of two (2) on the TEM indicates that the teacher is “below expectations.”

- **Teacher Support** – To improve professional practice, teachers who receive a composite score of two (2) or lower on the TEM or an individual score of two (2) or lower on any component of the TEM shall be required to participate in targeted (based on a teacher’s evaluation results) professional development in accordance with policy 5.8034 Professional Development and may seek additional available teacher support through the district and other resources.

- **Tenure Progress**
  - TEM 1 – The progress of a teacher at TEM 1 is not on-target to achieve or regain tenure, unless the teacher is in his/her first year of the teaching profession. A teacher with a score of TEM 1 requires attention to achieve or regain tenure.
  - TEM 2 – The progress of a teacher at TEM 2 is not on-target to achieve or regain tenure, unless the teacher is in his/her first or second year of the teaching profession. A teacher with a score of TEM 2 requires attention to achieve or regain tenure.

- **Level of Educational Leadership Responsibility** – Not applicable.

**TEM 3**

A composite score of three (3) on the TEM indicates that the teacher is “at expectations.”

- **Teacher Support** – A teacher at TEM 3 may participate in a structured teacher support program containing both supports and targeted (based on a teacher’s evaluation results) professional development. However, to improve professional practice, teachers who receive an individual score of two (2) or lower on any component of the TEM may be required to participate in targeted (based on a teacher’s evaluation results) professional development in accordance with policy 5.8034 Professional Development and may seek additional available teacher support through the district and other resources.

- **Tenure Progress** – The progress of a teacher at TEM 3 is not on-target to achieve or regain tenure, unless the teacher is in his/her first, second, or third year of the teaching profession. A teacher with a score of TEM 3 requires attention to achieve or regain tenure.

- **Level of Educational Leadership Responsibility** – For teachers at TEM 3, the level of educational leadership responsibility beyond classroom teaching may include additional tasks based on strengths identified through the component scores on the TEM. Additional tasks may be accompanied by additional compensation options and/or other forms of recognition.

**TEM 4 and TEM 5**

A composite score of four (4) on the TEM indicates that the teacher is “above expectations.”

A composite score of five (5) on the TEM indicates that the teacher is “significantly above expectations.”
• **Teacher Support** – Professional development enhancement is **recommended** for a teacher at TEM 4 or TEM 5. However, to improve professional practice, teachers who receive an individual score of two (2) or lower on any component of the TEM **may be required** to participate in targeted (based on a teacher’s evaluation results) professional development in accordance with policy 5.8034 Professional Development and may seek additional available teacher support through the district or other resource.

• **Tenure Progress** – The progress of a teacher at TEM 4 and TEM 5 is on-target to achieve or regain tenure.

• **Level of Educational Leadership Responsibility** – For teachers at TEM 4 and TEM 5, the level of educational leadership responsibility beyond classroom teaching may include the development of a professional growth portfolio consisting of a trajectory for additional tasks, sharing best practices, and increased levels of responsibility based on strengths identified through the component scores on the TEM. Additional tasks may be accompanied by additional compensation options and/or other forms of recognition. (Participation in the activities identified in the portfolio is optional to teachers).

**Local-Level Grievance Procedure**

(1) Purpose.

(a) To comply with Tenn. Code Ann. §49-1-302 which requires, “the development of a local-level evaluation grievance procedure to provide a means for evaluated teachers and principals to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted by the State Board of Education.”

1. “Accuracy of the data” means only that the data identified with a particular teacher is correct.

2. Minor procedural errors in implementing the evaluation model shall be resolved at the lowest possible step in the grievance procedure but shall not constitute grounds for challenging the final results of an evaluation. Minor procedural errors shall be defined as errors that do not materially affect or compromise the integrity of the evaluation results. The final results of an evaluation may only be challenged if the person being evaluated can demonstrate, no later than during step II of the grievance procedure, that the procedural errors made could materially affect or compromise the integrity of the evaluation results. The department of education shall provide guidance on which procedural errors may materially affect or compromise the results of the evaluation.

(b) To efficiently and fairly resolve grievances regarding procedural errors in the evaluation process, not to address disputes regarding employment actions taken based on the results of an evaluation. More significant due process rights are provided pursuant to State law to teachers when actual employment actions are taken.

(c) To ensure evaluations are fundamentally fair because correct procedures have been followed.
(d) To address grievances objectively, fairly, and expeditiously by resolving them at the lowest possible step in the procedure.

(e) To provide teachers and principals a process for resolving grievances without fear, discrimination, or reprisal.

(2) Responsibility.

(a) LEAs (Memphis City Schools Board of Commissioners (the Board)) shall be responsible for the proper effectuation of this policy at the local level.

(b) Local Boards of Education (the Board) shall charge Directors (the Superintendent of the Memphis City Schools (the Superintendent)) with the responsibility for ensuring that all teachers, principals and administrators are aware of the provisions of this policy, including the identification of the administrator designated to conduct Step I of this procedure. The administrator designated to conduct Step I of these procedures as identified by the Superintendent is the school principal or supervisor.

(3) Basic Standards.

(a) A grievance must be filed no later than 15 days from the end of summative evaluation, otherwise it will be considered untimely and invalid.

(b) The State Department of Education or LEAs may develop and make available to teacher’s standard grievance forms. No grievance may be denied because a standard form adopted by a LEA has not been used as long as the components required by this policy are included.

(c) At the informal hearing before the Director of Schools (the Superintendent), an attorney or a representative of an employee may speak on behalf of the employee.

(d) An attorney may represent a grievant before the local board of education, which is the final step of this procedure. The grievant and the local board of education may have counsel present at discussions prior to the final step.

(e) Each grievance submitted at every step of the process provided below shall contain:

1. the teacher or principal’s name, position, school, and additional title if any;
2. the name of the teacher or principal’s immediate supervisor;
3. the name of the evaluator/reviewer;
4. the date the challenged summative evaluation was received;
5. the evaluation period in question;
6. the basis for the grievance;
7. the corrective action desired by grievant; and

8. sufficient facts or other information to begin an investigation.

(f) A failure to state specific reasons shall result in the grievance being considered improperly filed and invalid.

(g) All student achievement data used in evaluations must be made available to individual educators prior to the completion of their evaluations.

(4) Procedures. Grievances shall be processed by working through the three (3) steps to finality as follows:

(a) Step I—Evaluator (Principal or Supervisor)

1. Written grievance submitted to evaluator no later than 15 days from the end of the summative evaluation.

2. Administrative investigation and fact finding.

3. Decision clearly communicated in writing to grievant within fifteen (15) days of receipt of the complaint.

4. To allow disputes to be resolved at the lowest level possible, the Evaluator may take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.

(b) Step II—The Director of Schools (the Superintendent) or his/her designee (Office of Labor and Employee Relations) who shall have had no input or involvement in the evaluation for which the grievance has been filed.

1. Written grievance and prior step decision submitted to the Director of Schools (the Superintendent) or his/her designee (Office of Labor and Employee Relations) within fifteen (15) days of receipt of decision from Step I. The designee cannot be used in cases involving a principal’s evaluation.

2. Informal discussion or hearing of facts, allegations, and testimony by appropriate witnesses as soon as practical.

3. Investigation, fact finding, and written final decision communicated to grievant in writing within fifteen (15) days of discussion.

4. To allow disputes to be resolved at the lowest level possible, the Director of Schools (the Superintendent) may take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.
1. Teachers and principals may request a hearing before the local board of education by submitting a written grievance and all relevant documentation to the local board of education within fifteen (15) days of receipt of decision from Step II.

2. The board of education, based upon a review of the record, may grant or deny a request for a full board hearing and may affirm or overturn the decision of the Director of Schools (the Superintendent) with or without a hearing before the board.

3. Any hearing granted by the board of education shall be held no later than thirty (30) days after receipt of a request for a hearing.

4. The local board of education shall give written notice of the time and place of the hearing to the grievant, Director of Schools (the Superintendent) and all administrators involved.

5. The local board of education’s decision shall be communicated in writing to all parties, no later than thirty (30) days after conclusion of the hearing.

6. The local board of education shall serve as the final step for all grievances.
ADDENDUM

Teacher Evaluation Content Knowledge Menu of Options

1. 9 hours of content-specific professional development with corresponding assessment and demonstration of mastery (within 57 hour requirement). Professional development may be internal or external to the district, but must be pre-approved by the Department of Professional Development and Staff In-service.

2. Web-based or hard-copy portfolio

3. Content Area Specialist Observation