



## **Observation and Evaluation Process for Educators**

### **Philosophy and Purpose**

The philosophy and purpose of the observation and evaluation process in the Diocese of Wilmington is to foster educational excellence and professional growth aligned to the mission of each Catholic school. The process is formative, ongoing, and collaborative with the ultimate goal of improving the quality of teaching and student learning by:

- Providing opportunities for spiritual and professional growth;
- Identifying both specific competencies and areas in need of professional improvement;
- Establishing goals for individual professional growth.

### **Responsibility for Observation and Evaluation**

The school principal bears the primary responsibility for the observation and evaluation of teachers. The principal may designate an assistant principal, department chair, or lead teacher (designated observer) to assist in the process. Observations by level coordinators, mentors, or colleagues will not be used for evaluative purposes. In all cases, procedures must be based on diocesan guidelines and school policy.

### **Types of Observations**

Four types of observations should be utilized each year. The principal or designated observer must keep a record of the dates for each type of classroom observation.

#### **A. Formal Announced Classroom Observations**

These are classroom observations which:

- encompass the entire class period;
- are preceded by a pre-observation conference;
- are followed by a post-observation conference;
- have written feedback, signed by the observer and the educator, which is placed in the educator's personnel file at the school.

## **B. Formal Unannounced Classroom Observations**

These are classroom observations which:

- encompass the entire class period;
- may be followed up with a post-observation conference at the request of the observer or educator
- have written feedback, signed by the observer and the educator, which is placed in the educator's personnel file at the school.

## **C. Informal Classroom Observations**

These are unannounced classroom visits which are of short duration – typically ten minutes. Written feedback, signed by the observer and the educator, must be completed for the number of observations required for each teacher. Additional informal classroom observations, with either verbal or written feedback to the educator, are encouraged but not required.

## **D. Beyond the Classroom Observations:**

These observations take place outside of the educator's classroom by the principal or designated observer. Examples include but are not limited to behaviors during:

- communications with administrators, faculty, staff, students, parents, or the broader community;
- liturgies, prayer services, and community service experiences;
- planning time;
- assigned duties;
- school-sponsored events;
- faculty meetings and other professional development experiences.

Verbal feedback to the educator is encouraged but not required. If written feedback is deemed necessary/appropriate, signatures are required by both parties.

## **Frequency of Observations by the Principal or Designated Observer**

- A. Educators in their first, second, and third years of teaching in the school are to annually have a minimum of two formal classroom observations, one of which must be announced, and two informal observations.
- B. Educators in their fourth and fifth years of teaching in the school are to annually have at least one formal classroom observations and two informal classroom observations.
- C. Veteran educators, those with more than five years of teaching experience in the school, are to annually have a minimum of one formal classroom observation and one informal classroom observation.

## **Timeline for Observation Feedback**

The principal or designated observer should provide the educator with a written report for each formal observation and each required informal observation within one week of the observation. The educator may choose to respond in writing to the report; this should be done within one week of receiving the report. The educator's comments should be attached to the report before it is placed in the personnel file.

If an educator chooses not to sign the written feedback, the observer should note this on the document before it is placed in the educator's personnel file.

Required observations should be completed by May 15 each year.

### **Summative Evaluations**

Each educator will receive an annual, written Summative Evaluation during the month of May or June. The Summative Evaluation, based on the Professional Standards for Catholic School Educators, should reflect the information shared from all observations of the educator throughout the specified year. Each Summative Evaluation must be signed by the principal and the educator. If the educator chooses not to sign the evaluation, he/she must submit a written response to be attached to the evaluation.

Each educator will be offered the opportunity to meet with the principal about the Summative Evaluation and be invited to submit a written response to the Summative Evaluation within one week of receiving it.

The original, signed copy of the Summative Evaluation will be sent to the Catholic Schools Office by June 30. The school should place a copy of the evaluation in the educator's personnel file and give a copy to the educator.