



## COVID-19 Guidance: Teacher and Administrator Evaluation - Revised

Evaluators should complete the teacher evaluation as scheduled in cases where all appropriate and necessary evidence has been collected or can reasonably be collected and meaningful evaluation conversations can take place. The necessary conversations may be done virtually by phone or video conferencing. As always, it is appropriate to use multiple forms of evidence (e.g., collaboration notes, lesson plans, parent communications, student work samples, notes from walk-through data, etc.) regarding the educator's performance to support the evaluation. In cases where the necessary body of evidence upon which the evaluation will rest cannot be reasonably collected and completed this school year due to COVID-related circumstances, local administrators, in collaboration with their evaluatee(s) should determine a reasonable course of action and timeline for gathering the needed additional information, including whether collecting this additional information may require extending the evaluation into the next school year. This is a local determination. The priority is that the evaluation process is fair and complete for both evaluators and persons being evaluated. If signatures are required to formalize the evaluation, it is suggested that you use an electronic signature or a locally agreed upon system.

As for an administrator evaluation, the evaluator should complete the administrator evaluation as scheduled in cases where all appropriate and necessary evidence has been collected or can reasonably be collected and meaningful evaluation conversations can take place on schedule. The necessary conversations may be held virtually. Multiple forms of evidence (e.g., walk-through data, staff meeting/professional development agendas, parent/community communications, student learning data, etc.) should be used to make decisions about the administrator's performance. As with teacher evaluations, in cases where the necessary body of evidence upon which the evaluation will rest cannot be reasonably collected and completed this school year due to COVID-related circumstances, local administrators and boards should work with their administrator evaluatees to determine a reasonable course of action and timeline for gathering the needed additional information, including whether collecting this additional information may require extending the evaluation into the next school year. This is a local determination. The priority is that the evaluation process is fair and complete for both evaluators and persons being evaluated. If signatures are required to formalize the evaluation, it is suggested that you use an electronic signature or a locally agreed upon system.

If a teacher is currently on an Intensive Assistance Plan, the local/area education agency may develop a policy to reasonably extend the Intensive Assistance Plan during a school/AEA closure. The evaluator, teacher, and other interested parties should agree to a reasonable time extension for the teacher to address the established goals articulated in the plan, so the teacher has the means to the necessary resources and supports.

If a beginning teacher or beginning administrator is moving from an initial license to a standard license, the educator should consult with the Board of Educational Examiners for their guidance.

### Further Evaluation Guidance

The local or area education agency should always defer to their local educator evaluation policy for further guidance. Evaluation cycles may need to be adjusted locally during the COVID-19 response.