

Evidence 2023.4.1.4a Circular Letter 2019-2020 Teaching Evaluation

Evidence Overview

The document is a formal policy outline detailing the evaluation system for teaching and administrative staff within an educational setting. It specifies the evaluation process, including a complete cycle of visits and assessments, with a focus on staff achieving exemplary or competent execution levels. Transitory staff aiming for permanent positions must provide evidence of evaluations and professional development. A satisfactory evaluation is necessary for staff to be considered for probationary or permanent status. The policy emphasizes non-discrimination, compliance with norms, and may adapt the evaluation process in extraordinary circumstances. The document supersedes previous conflicting policies and mandates adherence to the new standards set forth within.

CAEP Standards Alignment

Initial	Advanced
4.1	

The Evidence

This evidence outlines an educational policy for the performance evaluation of teaching and administrative staff, emphasizing a detailed assessment process, criteria for advancement, and adherence to non-discrimination and compliance with new standards.



GOVERNMENT OF PUERTO RICO

DEPARTMENT OF EDUCATION

Office of the Secretary

2 October of 2019

Letter Circular number 06 - 2019- 2020

Associate Undersecretary, Undersecretary for Academic Affairs, Undersecretary for Administration, Associate Secretary for Special Education, assistant secretaries , directors of divisions, institutes and offices, managers and assistant managers, executive directors, directors of areas and programs, regional superintendents, special assistants in charge of school districts , school superintendents, superintendents assistants, teaching facilitators, school directors and teachers

PUBLIC POLICY ON THE PERFORMANCE EVALUATION SYSTEM OF TEACHING STAFF AND ADMINISTRATIVE TEACHER

The Department of Education of Puerto Rico (DEPR) recognizes that all the Children and young people have the right to receive a quality education . That is, the correspondence between the goals established and the results obtained, through a process contextualized educational, differentiated, relevant , relevant and with equity, while the administration and management of schools are carried out effectively and efficiently. The foundation of educational quality lies in having prepared teachers and administrative teachers who, as professionals, are in a continuous process of update and Strengthen your skills through various professional development activities.

A manner to support the professionalization of the teachers is through the process of evaluation of the performance , that consider the grade of compliance with the roles and responsibilities, according to established by the DEPR for each position and quality with which the function is carried out in terms of performance and achievements obtained. The purpose of the evaluation of the performance of the teacher and administrative teacher is to identify and recognize the strengths and the achievements of staff. Also I know They will detect areas of challenge to provide support , monitoring and professional development , according to the need, strengthening teaching , leadership, administration and management practices .

By it so much, the DEPR ha established the **System of Evaluation of the Performance of the Teaching Staff and teacher Administrative** which has as purpose major

improve the skills of teaching staff based on the academic achievement of students to achieve a deep and lasting transformation in our system educational. This would enable a process educational that secure that They acquire the competencies (knowledge, skills and attitudes) and abilities necessary for adult life.

Legal Base

Law 85 - 2018, as amended, known as the " Puerto Educational Reform Law Rich" establishes, in the article 3.04 - Evaluations (pp.46-47), which the evaluation system has to be founded in the " evaluation objective and noun" . It also establishes that this has to trigger commitment to the " foment the spirit of responsibility and service" . Furthermore, the points out that allows to improve (1) "the management of the schools" (2) " the performance of the teachers [...]" and (3) " the management of the human resources".

Is by this that the DEPR recognize the importance of the "[...] establishment of a rigorous personnel performance evaluation process that results in promotion, retention, determination of permanence, recognition and incentive of those who meet or exceed expectations" (Law 85 of March 29, 2018, as amended, Delegation of functions, recruitment, evaluation, surrender of accounts and transparency, e.g. 14) .

Use of the processes of evaluation formative and summative

To provide information that directs and improves the performance of teaching and teaching staff administrative, he System of Evaluation of the Performance of Staff Teacher and Administrative Teacher use them processes of formative and summative evaluation.

A. Formative evaluation: It is one that occurs gradually in its process. of application , as a opportunity to identify strengths and areas challenge during the school year. It focuses on being a comprehensive process that allows the recording and investigation of the processes, situations , progress and perspectives of those evaluated. It focuses on the collection and analysis of information that allows understanding the educational context to improve, update and strengthen the competencies of those evaluated.

B. Evaluation summative: has as purpose establish which ha been the performance of evaluated at final of the year school. This determines and informs about level of execution achieved by the teaching and administrative teaching staff . Certify some results on the performance and the achievements of the evaluated in reference to certain professional competencies (knowledge, skills and abilities) executed based on his position.

Goals of the process of evaluation of the performance

1. Verify the compliance of the functions, homework and responsibilities of the staff.
2. Identify strengths and challenge areas of staff to design and implement a support, monitoring and professional development process to strengthen the competencies of teachers and administrative teachers.
3. Qualify the performance of the teacher as a mechanism for encourage higher employee performance.
4. Develop a culture of evaluating staff performance as a means to increase the exploitation academic of student and improve the administration and management of the schools.

Process of evaluation of the staff teacher and teacher administrative

1. Orientation of the evaluation process: Before beginning the evaluation cycle, the designated personnel of the regional educational offices (ORE) will offer the orientation meeting administrative teaching staff (directors of school, teaching facilitators , superintendents assistants and superintendents of school) know the System of Evaluation of the Performance of Teaching and Teaching Staff Administrative. In turn, the school directors will offer the orientation to teaching staff on this process.

a. In these guidelines, They will discuss : the process of evaluation during the year school, he calendar of visits, the instruments and the support documents. Also I know will inform you the process of scheduling of the visits of observation formative and summative. Also will clarify doubts or concerns that can emerge on the evaluation process.

b. The staff designated of the PRAY either he director of school is Responsible for immediately guiding the personnel appointed after these orientation meetings.

2. Observation visits (training): Two observation visits will be carried out prior to the final evaluation. **The first visit** of observation (formative 1) has the duration of one class or administrative period . The purpose of this is to identify strengths, areas of challenge and develop conversations professionals and understanding between the staff evaluated and the evaluator. **The second visit** of observation (formative 2) is focused and seeks determine the progress of the evaluated in the areas of challenge identified on the first visit.

a. **Meetings for argue the findings of the visits training:** These meetings are they will carry to cape he same day of the visit, yes the commitments of evaluator and the work schedule of the evaluated So it allow. If not

possible , the evaluator will establish the date inside of the next five days working days , since the visit of observation. The purpose is argue with he evaluated the there are sores (areas of strength and challenge) of his professional performance , offer feedback and establish support, monitoring and professional development processes in areas where compliance was not obtained of the criteria or in the areas that the evaluated show interest to update or strengthen based on results of the evaluations during the school year.

3. Visit of summative evaluation (final) for all the staff : The evaluator evaluates to the staff, using the instrument of evaluation summative. Once the evaluation is completed in the corresponding dimensions , the preliminary calculation of the execution of evaluated .

a. Meeting to discuss the summative (final) evaluation: This meeting will be held out the same day of the visit. The compromises of the evaluator and the schedule of work of the evaluated allow. If not be possible , The evaluator will establish the fee within the next five business days, unless leave of the visit of final evaluation. The purpose is argue with the evaluated the findings (areas of strength and challenge) of his final professional performance, offer feedback and establish support processes , Monitoring and professional development in the areas in the in which compliance with the criteria was not obtained or in the areas that the evaluated person shows interest in updating or strengthening based on the results of the evaluation to next year, of be necessary.

Components that will rule the processes of evaluation

1. Scales and values of the instruments of evaluation

The premises behave independently in each instrument and is assigned a worth in the visits of observation and in the of evaluation. The sum of all the values will be the final score of the instrument . The scales that are used based on the observation of performance when considering the grade of compliance with the functions , responsibilities and the quality in terms of performance and achievements.

In the dimensions and criteria contained in the formative evaluation instrument , uses a scale of three levels of performance . TO continued , the relationship between the scale and the assigned score to each premise , depending on the type of visit of formative observation (formative 1 or 2).

Scale	Formative 1 points assigned per premise	Formative 2 points assigned per premise
It is observed that complies	0.5	1.0
It is observed that partially complies	0.25	0.5
It is observed that not comply	0	0

In the dimensions and criteria that are added to the summative evaluation instrument, its use a scale of two levels of performance. The following table shows the relationship between the scale and the score for the summative observation visit .

Scale	summation of points assigned per premise
It is observed that complies	2.0
It is observed that not comply	0

The criteria that they observe from the formative evaluation 1 until summative, if they comply- have a maximum value of 3.5 points. Of the same form, the Criteria that are incorporated only in the summative evaluation have a maximum value of 2 points. The evaluator and the evaluated they will have access, in the Platform of evaluation, to the information on the scores obtained in each visit made. These will show the variations of the partial results at each evaluation visit (event) .

2. Levels of execution

a. The level of performance of the teaching and administrative teaching staff is determined when HE complete he cycle of visits (training and summative) . The four of them levels of execution of staff teacher and teacher administrative are :

Levels	Description
Exemplary	All teaching staff who obtain between 100 and 90 percent in their final evaluation will be qualified at this level of execution, since they demonstrate optimal mastery of the effective management of educational practices and behaviors. These teaching staff exceed what is expected of their performance. In addition, he has the ability to positively influence others, he is an active member within the work team and whose efforts are aimed at achieving academic excellence.

Levels	Descriptions
Competent	All teaching staff who obtain between 89 and 80 percent in their final evaluation will be classified at this level of performance. They demonstrate an adequate level of professional performance in the expectations of each of the criteria of the evaluation instrument. This staff meets what is expected of their performance. He also demonstrates knowledge of his knowledge and has the ability to work as a team; However, based on your total evaluation, it is shown that you have challenge areas to work on and improve.
Minimum	Those teaching staff who obtain between 79 and 70 percent in their final evaluation will be classified in this level of execution. The performance of these personnel does not meet the expected expectations contemplated in the evaluation instrument. Teaching staff who obtain this level of performance present deficiencies that affect their ability to demonstrate effective mastery of teaching techniques and fulfill their duties; However, these can be strengthened through continued support from the ORE.
Inadequate	Those teachers who obtain 69 percent or less in their summative evaluation will be classified in this level of performance. The performance of this staff demonstrates significant deficiencies in the expectations and indicators included in the evaluation instrument. These teaching staff demonstrate a lack of the skills and abilities necessary to be an effective teacher and fulfill their duties. This affects your ability to perform adequately.

Frequency of evaluations and hours of professional development based on the results of the evaluation

The **permanent staff** will be evaluated with the cycle complete of Visits implemented during the 2018 - 2019 school year. According to the results of the summative evaluation, the frequency of the evaluations it will be of the Following way:

Permanent staff with exemplary level of execution	permanent staff with competent execution level	Permanent staff with minimal and inadequate level of execution
- During the second and third year after the initial evaluation (2018-2019): - will not be evaluated - will complete a minimum of 15 hours of	- During the second year after the initial evaluation (2018-2019): - will not be evaluated - will complete a minimum of 15 hours of professional development	- will be evaluated annually with the complete cycle of visits - will complete 15 hours or more of professional development annually in

Permanent staff with exemplary level of execution	permanent staff with competent execution level	Permanent staff with minimal and inadequate level of execution
professional development per year in the area to be updated or strengthened based on the academic achievement of the students, for a total of 30 hours in two years. ▪ The staff who do not complete the annual professional development hours will be subjected to the full evaluation cycle next year. • In the fourth year (2021-2022) from the initial evaluation (2018-2019) with an exemplary level of execution, it will be evaluated with the complete cycle of visits again. ○ Starting from the 2021-2022 result, the evaluation process described for permanent staff will be applied, according to the level of execution obtained.	per year in the challenge areas identified in the evaluation and in other areas to update or strengthen based on the academic achievement of the students. ▪ The staff who do not meet the annual professional development hours will be subjected to the full evaluation cycle the next year. • In the third year (2020-2021) from the initial evaluation (2018-2019) with a competent level of execution, it will be evaluated with the complete cycle of visits again. ○ Starting from the 2020-2021 result, the evaluation process described for permanent staff will be applied, according to the level of execution obtained.	the challenge areas identified in the evaluation and other areas to strengthen or update based on the academic achievement of the students. ○ The staff who do not meet the annual professional development hours will be subjected to the full evaluation cycle next year • Starting from the 2019-2020 result, the evaluation process described for permanent staff will be applied, according to the level of execution obtained.

The teaching staff and administrative staff with probationary and transitional status (eligible or provisional) will be evaluated with the complete cycle of visits , annually . Said staff will complete 15 hours of professional development to the year in areas to update or strengthen function of the exploitation academic of the students .

Process of support, Monitoring and professional development to base of the evaluation results

The support, monitoring and professional development will be aligned with the results of the evaluation of the teacher and administrative teacher based on academic achievement of the student, the growth in the exploitation academic of the school and the use of strategies based on evidence. The designated staff in the PRAY, together with directory the teaching staff, according each case, will design and implement plans and processes for attend the areas of challenge, to strengthen now update. Of this manner, support will be provided in the management of improve the results of formative and summative assessments; Furthermore, it is evident the compliance.

The professional development is a necessary process and continues in he educational task. Participate of are activities is essential for update knowledge and share evidence-based best practices. For the Therefore, teaching and administrative teaching staff with transitory status (eligible and provisional), probationary or permanent will be responsible for their professional development based on the result of the evaluation process. You will use the Individual Professional Development Plan to document compliance with the hours of development annual professional. This will have as minimum the following elements:

1. dimension,
2. criteria that in it was observed that meets partially or does not meets (challenge areas),
3. activities of support, follow-up either development professional (of agreement with challenge areas),
4. status of the activities: No initiated / in progress / filled (The evaluated person must present evidence);
5. hours contact, and
6. date follow-up (date of formative and summative evaluations or professional courtesy visits) .

General Provisions

1. The Performance Evaluation System for Teaching and Administrative Teaching Personnel is an effective evaluation mechanism and has the purpose of strengthening the professional competencies of the staff of the DEPR.
2. The evaluation process, as first option, must be carried out online through the platform designed for these purposes.
3. The evaluation platform regulates compliance with the process and provides the necessary information for the personnel in charge at the central level and the OREs to provide assistance and monitoring to promote the improvement of their performance.
4. The initial year of implementation of the Personnel Performance Evaluation System teacher and teacher Administrative was the 2018 - 2019. Will use this year as a starting point for him evaluation frequency process of the

staff teacher and teacher permanent administrative, probative and transitory (eligible or provisional).

5. The periods for complete and submit the evaluations of teaching and administrative staff each year is from the Following way:

- a. the first formative evaluation has to be subduced to further take the 31 October ,
- b. the second evaluation formative has to be subduced to further delay he 28 of February,
- c. the evaluation summative has to be subduced to further delay he 31 of May.

6. The teaching staff and teacher administrative that was not evaluated (formative evaluations and summative) during the year initial of implementation be evaluated with the complete cycle of visits during the year school 2019-2020.

7. The process of evaluation of the performance of the staff is systematic, aim and inescapable, that cant be used as a extent disciplinary either punitive.

8. The candidate staff evaluation must know in advance what is expected of his execution of agreement with: his DE-16, policies you publish, regulations and applicable laws; in addition to the procedures and criteria that they will use for evaluate, the corrective resources and the resources of complaint either claim to his provision.

9. The staff teacher and teacher administrative be evaluated regardless of the time in the position, according to the frequency of evaluations established based on the level of execution obtained in the initial year of implementation.

10. The interactions between the evaluator and the evaluated person will be framed in an atmosphere of respect and cordiality.

11. The evaluator has the responsibility of checking the assigned personnel on the platform and requesting the pertinent arrangements before the close of the first evaluation or when necessary during the school year by email: consultaevaluaciones@de.pr.gov.

12. Evaluators will apply their professional knowledge and experience to carry out the performance evaluation process with integrity, impartiality, fairness, punctuality and confidentiality.

13. In the process of evaluation, all evaluative judgment must be supported by observation and evidence.

14. The evaluator will not complete an evaluation visit (formative 1, formative 2 or summative) without to have done the meeting for argue the findings of the visit with the evaluated.

15. The evaluated can do claims and introduce evidence for sustain their approaches within the next 10 working days, counted from the date in that completed the visit of evaluation (formative 1, formative 2 or summative) . the staff permanent teacher must follow the process established in the article XV of Collective Agreement for the resolution of complaints and grievances. Likewise, transitional teaching staff (eligible and provisional) and administrative teaching staff will present their claims to the Appeals Office of the Education System.

16. The evaluator would request, through the platform, which a employee be excluded of being evaluated of a either several of the visits of evaluation (training 1, formative 2

or summative) for reasons of license, termination, precautionary measure, among other justified and evidenced reasons. School principals will submit the request for exclusion of teaching staff to the school superintendent or assistant superintendent assigned to the school.

17. School superintendents or assistant superintendents will submit the request for exclusion of administrative teaching staff to the regional superintendent.

18. The regional superintendent, the school district and the assistant superintendent will have ten business days to evaluate and approve or deny requests for exclusions on the platform.

19. In case of absence of the teacher or administrative teacher on the day it was scheduled the visit formative or summative, the evaluator will start the evaluation process staff the day after return to work.

20. Teaching and administrative staff will use the Individual Professional Development Plan to document the compliance with the annual hours of professional development. This will be written at the beginning of each school year considering the areas of challenge, to be updated and strengthened, identified in the performance evaluation and based on the academic improvement of the students.

21. The staff teacher and teacher administrative that does not fulfill with the hours annual development professional be subjected to the cycle of assessment complete the next year.

22. Support, monitoring and development activities, professional provided by the ORE staff will be certified by the staff (teaching facilitator, superintendent auxiliary or superintendent of school, superintendent regional) responsible for the activity.

23. The teaching and administrative staff will document the support, monitoring and professional development activities provided by the ORE staff using the established document (annex 4).

24. The evaluator (director of school, superintendent assistant, of school and regional) is responsible of that the staff permanent, probationary either transient (eligible and provisional) assigned to the schools or the ORE is evaluated, according the established frequencies and that complies (or complied) with the Individual Professional Development Plan of agree with the result of the evaluation.

25. Transitional personnel (provisional and eligible) who apply to compete for a position in the next year will present evidence of the evaluations that were carried out, their individual plan of professional development and evidence of contact hours of development professional. This items will not be a restriction to compete for a position, but they will be taken into consideration to provide monitoring and status, according to each case.

26. A satisfactory evaluation is one whose final result reflects an exemplary or competent level of execution.

27. Only personnel with exemplary or competent evaluation results will be considered to receive status evidentiary or permanent (regular).

28. For the purpose of the transactions of staff and of granting of status, only evaluations submitted digitally through the evaluation platform will be considered. evaluations. They will not accept evaluations in paper.

29. The criteria related to META PR and META PR Toggle and Special (innovative) projects based on strategies such as project-based learning or other evidence-based strategies will not be part of the personnel evaluation. These criteria may be considered in the area of additional effort (bonus).

30. When " student academic growth" based on standardized test results is considered as a criterion incorporated in the extra effort (bonus) section in the evaluation of teaching and administrative staff, according to apply, will use the following rules:

a. Percentage of the student's academic growth will be awarded only to the staff evaluated that is offered service directly or indirectly to the student for seven months or more uninterrupted, in the same school, before the administration of the standardized tests.

b. The evaluated personnel who have offered instruction to students for a term minor of seven months will not be awarded the hundred of the academic growth of student. This staff will evaluate with all the criteria of the performance evaluation instrument as they correspond to the position category.

c. Adapted Physical Education teachers and teachers who provide the offering academic in further of a school, will apply the growth in the school where the teacher attends greater amount of students.

31. The teachers of Education Special that offer services to the students of the Sustainable Student Support Centers (CASA), the Shelter Center for Witnesses and the Schools Laboratory of the University of Puerto Rico, Enclosure from Río Piedras will evaluate with all the criteria of the instrument of evaluation.

32. The teaching and administrative staff of juvenile and correctional institutions will evaluate with all the criteria of the instrument of evaluation, as applicable.

33. Teachers in the Occupational and Technical area who have been recruited by provision of Law 56-2019, known as the "Law for the Extension of Appointments to Teachers" teachers with status provisional transition in category ace difficult recruitment low the Secretariat Assistant of Education Occupational and DEPR Technique ", and that its status is provisional transitional will be evaluated through the form of alternate evaluation. A time comply with the requirements for teacher certification , within the period established by law (three years, will be evaluated with the regular form.

34. The taking of administrative decisions and disciplinary measures about him staff and teacher administrative be to base of the results of the evaluation and compliance with the current applicable regulations.

35. Teaching staff with teaching and student support services functions will be evaluated by the director of school.

36. The administrative teacher with function of director of school or teaching facilitator will be evaluated by the superintendent of school either the superintendent assistant. Of the

Likewise , the superintendent of schools and superintendent assistant will be evaluated by the regional superintendent.

37. In the case of schools that have two directors, both are qualified to carry out the process of evaluation.

38. Any evaluator, whether school principal, superintendent or other designated manager, may conduct informal and professional courtesy visits (support and monitoring) to staff. These will not necessarily respond to the process stipulated in the public policy on the Performance Evaluation System for Teaching and Administrative Teaching Staff.

39. The Undersecretary for Academic Affairs will determine , in extraordinary situations - by limitation of staff, budget or event of emergencies (atmospheric) -, yes reduces the process of evaluation to two evaluations: a formative and the summative.

40. The Undersecretary for Academic Affairs, through a memorandum, will have the responsibility of divulge he calendar of activities of the process of personnel performance evaluation.

This policy publish repeals the provisions previous u others rules established that contravene it , through policy publish or memoranda that are in conflict in whole or in part.

Requires he faithful compliance with the rules established in this letter circular.

Cordially ,



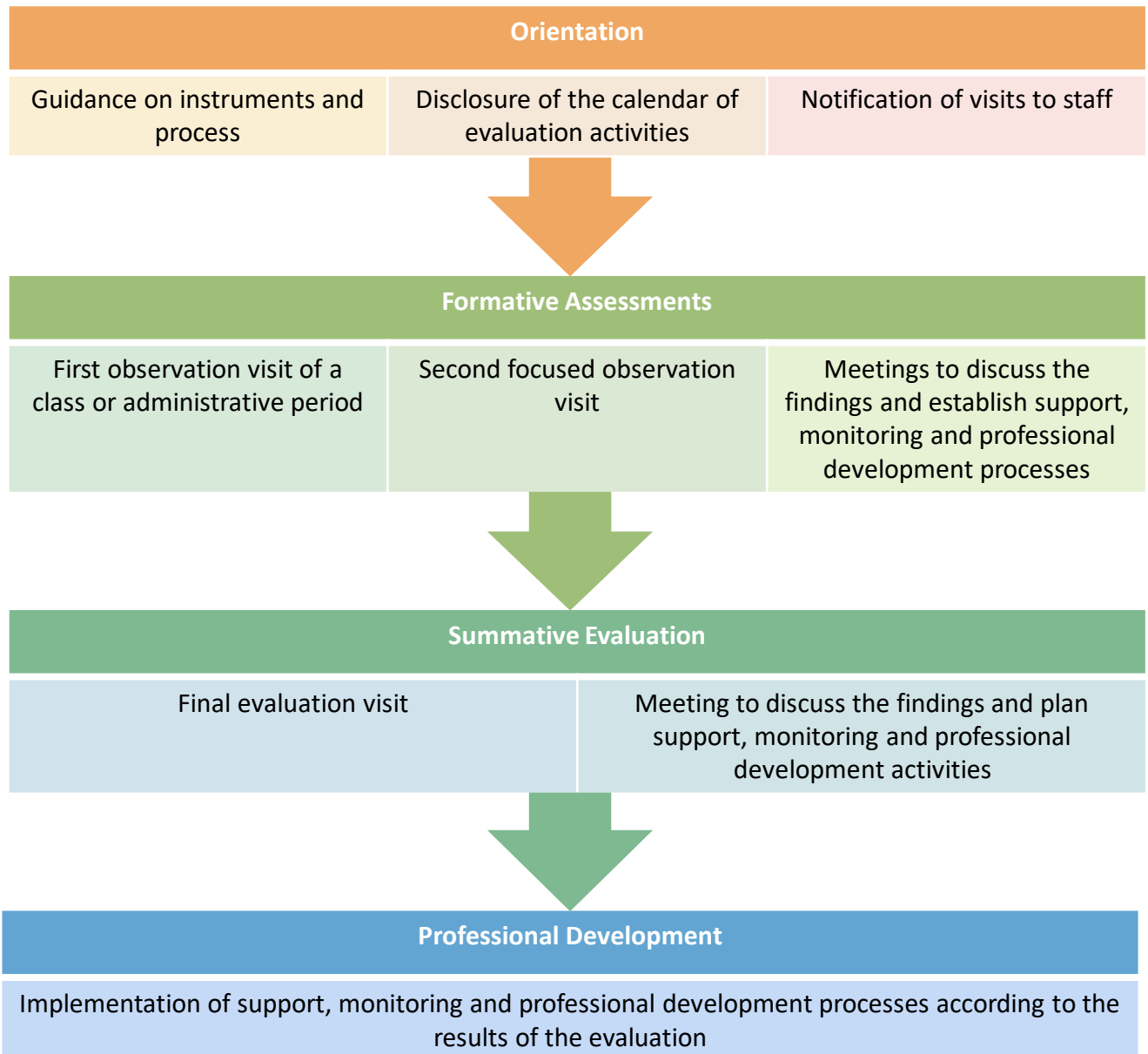
Eligio Hernández Pérez, Ed. D.

Secretary

Annexes

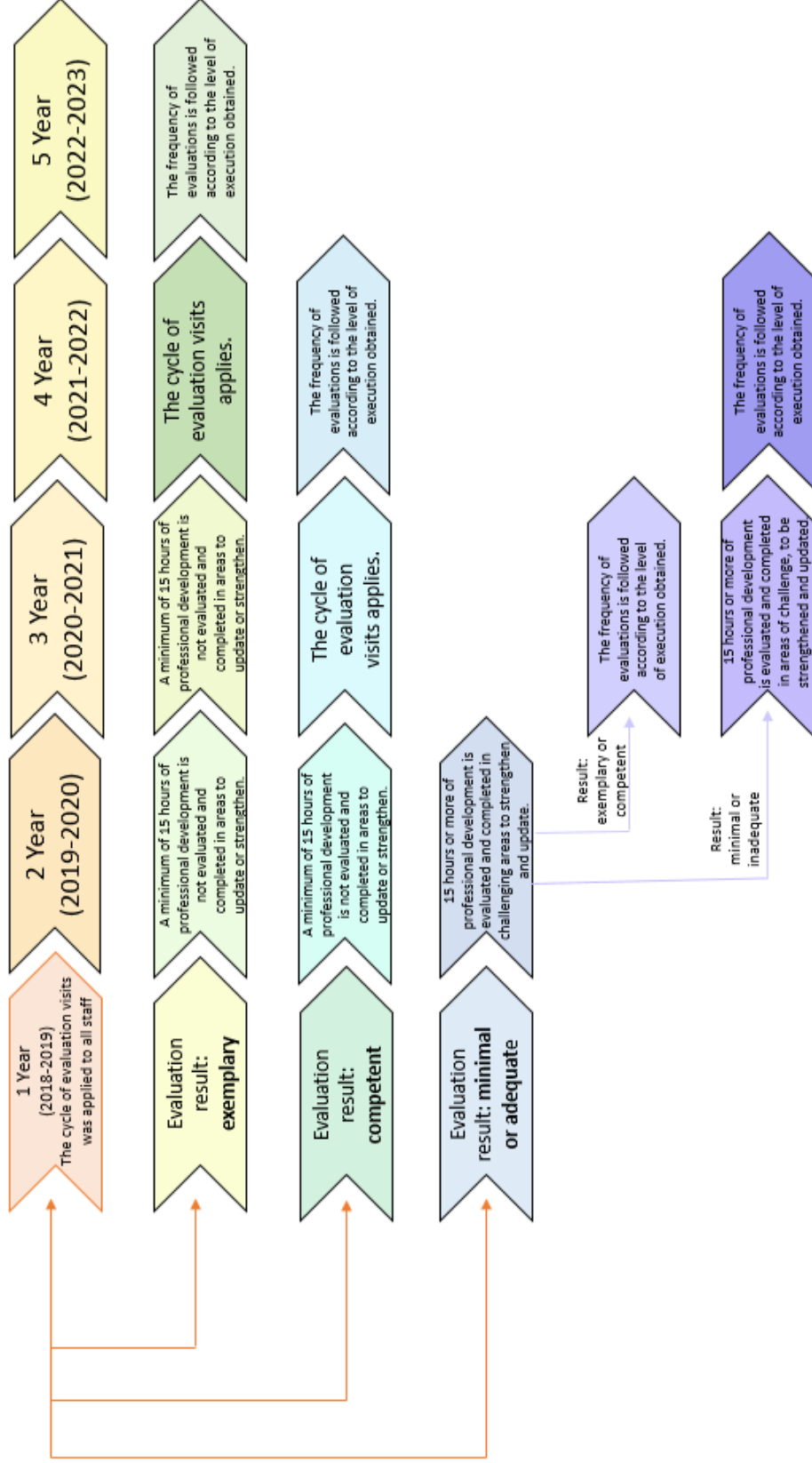
annex 1

**Outline of the performance evaluation process of teaching and
administrative teaching staff**



annex 2

Scheme of the frequency of evaluations and the process of support, monitoring and professional development based on the results of the evaluation



RECORDING CONTACT TIME IN ACTIVITIES PROVIDED BY ORE STAFF

School year: _____

Name of the employee: _____

TAL number: _____

Job Category: _____

Status: _____

School: _____ **Code:** _____

ORE: _____

Code: _____

Initial evaluation year:

Execution level obtained:

Date	Support, monitoring or professional development activities	Resource	Signature of the resource	Contact time
Total contact time:				