

ARTICLE _____

TEACHING OBSERVATION AND EVALUATION

In recognition of the fact that Longy faculty work on a per-service basis, faculty evaluation shall also be done on a per-service basis. No faculty member shall suffer any loss of contracted services without completing the procedures outlined below for each service rendered as indicated on payroll sheets. In this context, each service means each class and each type of activity per Division, for example, classroom instruction, private lessons, chamber music, large and small ensembles are all separable and distinct services.

A. The School and the Union recognize that an evaluation of a musician is more likely to be fruitful if it engages and respects the process of self evaluation. It should have a spirit of support and creativity with a goal of making improvements that enhance the educational experience of the students, the faculty and the School. To that end, the following system shall be implemented regarding observation and evaluation of teaching practices. The goal of such an evaluation is to appraise and provide constructive criticism and support in the form of feedback and suggestions for improvement. Further, the goal of teaching observation and evaluation is to lend transparency and legitimacy to the School's administrative decisions to terminate a contracted service based on a faculty member's performance. This process aims to promote mutual respect, broaden teaching perspectives, and raise the overall level of education at Longy, while taking care to preserve a diversity of teaching styles.

B. An evaluation shall also afford the faculty member and School an opportunity to discuss and address working conditions relevant to for the contracted service in question. The School recognizes that administrative staff support plays a critical role in enabling or inhibiting faculty to perform at optimum levels. Such working conditions shall include physical plant (room choice, light, heat, piano, music stands, audio/video equipment etc.), type of students being assigned, administrative support, and consultation regarding the special needs of any particular students.

C. Student Performance Evaluations and Juries are a valuable way for faculty to interact constructively with one another regarding overall approach to many aspects of teaching. To that end, mandatory Student Performance Evaluations in the Preparatory Division in effect prior to March 2010 shall be reinstated.

D. Observation and Evaluation procedure:

1. This procedure will be applied for each service rendered by the faculty member. At least once every three years, on a mutually agreed upon date and time, or if initiated as a result of Student Written Evaluations, Article _____,

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faculty members will be observed teaching one full class and/or lesson per divisional assignment (one unique service). In conjunction with this, faculty members will confirm with any private students involved that they are amenable to being a participant in the observation. New faculty will receive evaluation in their second and third years, and then every three years subsequently.

2. The evaluation process can also be initiated at the request of a teacher in support of a base hourly rate increase petition. Those faculty who were scheduled for evaluation year 2008-09 shall be in the first round of Teaching Observation and Evaluation.

3. There will be a three person panel composed of the Department Chair (Evaluator) plus two faculty peers (Observers) chosen by the evaluatee.

a. The evaluatee may optionally request one additional panel member from outside Longy for special circumstances such as the uniqueness of an instrument or teaching methodologies that are stipulated by organizations outside the school (e.g., Dalcroze, Suzuki, Alexander, Feldenkrais) and other special cases as they may arise.

4. Following the observation, the panel members will meet with the evaluatee to share comments and feedback on their observations.

5. Each of the panel members will prepare a written report to be reviewed by the faculty member. In their written reports, panel members shall take note of, as appropriate, their own personal teaching preferences, as well as the individual characteristics of students in the class or lesson being evaluated.

6. The faculty member may provide a written rebuttal to these evaluations, at which point the panel members may amend their reports.

7. For purposes of sharing their observations and perspectives with the evaluatee and the Department Chair, each observer will assign a grade of Excellent (5), Very Good (4), Good (3), Needs Improvement (2), or Unsatisfactory (1). Reports as amended will be submitted by the panel members to the Department Chair.

8. The Department Chair shall then prepare the final evaluation document and final score based on his/her judgement of all of the information gathered in this process. The final evaluation document will be placed in the faculty members's personnel file and a copy will be mailed to the evaluatee.

9. A first-time evaluation of each three year cycle may be used solely as a means of improving and bettering teaching methodology, and cannot be used to effect the faculty member's contracted service being evaluated.

10. If the final score of the final evaluation document is 2.0 or less, the faculty member will have the opportunity to address the concerns of the Department Chair's final report accordingly and receive a First Interim Teaching Observation and Evaluation during the next academic year. If the final score of the First Interim Teaching Observation and Evaluation final document is 2.0 or less, the faculty member will have the opportunity to address the concerns of the Department Chair's final report accordingly and receive a Second Interim Teaching Observation and Evaluation during the next academic year. If a faculty member receives an average score of 2.0 or less on the regularly scheduled Teaching Observation and Evaluation and two subsequent Interim Teaching Observation and Evaluations then the faculty member may be removed from teaching the particular activity evaluated due to a prolonged inability to perform teaching duties in accordance with recognized professional standards.

Support, as agreed to by the Instructor for addressing the Department Chair's concerns as expressed in his/her final evaluation document and final score, will be provided by the School in its mission to provide the highest quality of instruction for its students. This support may include but is not limited to seminars, conferences, peer consultation, observation, and relevant teacher training coursework.