



Teacher Evaluation/Professional Growth Process

Formative Evaluation for Tenured Years 1 and 2 *Formative evaluation is conducted for the development or improvement of a teacher's performance and is focused on enhancing student achievement. In addition, the purpose of formative evaluation is to validate or ensure that the district goals are being addressed.*

1. At the beginning of the school year a meeting is held with all Year 1 and 2 staff to distribute the Teacher Standards, the Professional Growth Goal Form, and the Standards/Indicators Running Record. At this time the process is reviewed for goal sharing, collecting evidence of work toward goals and standards-based growth.
 - A. Administrators will collect the completed Professional Growth Goal Form by the 3rd Friday of September.
 - B. A goal conference between the teacher and administrator is scheduled and held by the last Friday of October.
 - C. The end-of-year goal conference between the teacher and administrator is held by the first Friday of June.
2. In the initial goal setting process the teacher establishes a minimum of one individual goal for each of the six Teacher Standards (also a principal-directed goal and/or a team-based goal may be established).

The Professional Growth Goal Form is used as follows:

 - A. The indicator under the standard is identified. (ex. 1.1)
 - B. The goal is stated under Action Plan
 - C. The goal's measurement is stated under Measurable Results.
 - D. The completed form is submitted to the supervisor/administrator no later than the 3rd Friday of September.
 - E. The goals are set in the Initial Goals Conference with the principal and reviewed/revised in the spring of the school year.
 - F. Once goals have been established, the teacher will review and revise the goals on a yearly basis.
3. Administrator monitors teacher's progress toward Teacher Standards-based goals by doing a minimum of 3 classroom visits and/or observations in other venues to give feedback on professional goals and teacher performance. Documentation of and teacher response to observation(s) are recorded on the Standards/Indicator Running Record and shared with the teacher.
4. At the end of each school year, a conference with the teacher is held to discuss progress toward meeting each goal.
 - A. Goals may be amended based on teacher/principal reflection and discussion.
 - B. Preliminary goals are established for the next year's evaluation.



Teacher Evaluation/Professional Growth Process

Summative Evaluation for Non-tenured and Year 3 Tenured *Summative evaluation provides information on the teacher's efficacy – ability to achieve the intended outcome of the planned instruction.*

1. At the beginning of the school year a meeting is held with all Year 1 and 2 staff to distribute the Teacher Standards, the Professional Growth Goal Form, the Pre-observation Form, the Standards/Indicators Running Record and the Summative Evaluation. At this time the process is reviewed for goal sharing, collecting evidence of work toward goals and standards-based growth.
 - A. Administrators will collect the completed Professional Growth Goal Form by the 3rd Friday of September.
 - B. A goal conference between the teacher and administrator is scheduled and held by the last Friday of October.
 - C. The end-of-year goal conference between the teacher and administrator is held by the first Friday of June.
 - D. Evaluations and conferences must be completed according to the timeline provisions of the CBA.
2. In the initial goal setting process the teacher establishes a minimum of one individual goal for each of the six Teacher Standards (also a principal-directed goal and/or a team-based goal may be established).
The Professional Growth Goal Form is used as follows:
 - A. The indicator under the standard is identified. (ex. 1.1)
 - B. The goal is stated under Action Plan
 - C. The goal's measurement is stated under Measurable Results.
 - D. The completed form is submitted to the supervisor/administrator no later than the 3rd Friday of September.
 - E. The goals are set in the Initial Goals Conference with the principal and reviewed/revised in the spring of the school year.
 - F. Once goals have been established, the teacher will review and revise the goals on a yearly basis.
3. Steps in the formal evaluation process include:
 - A. Observation dates are established(A minimum of three formal observations to be completed during the year.)
 1. Pre-observation form is completed by teacher.
 2. Pre-observation conference is held. (*A minimum of one pre-observation conference is held.*)
 - i. To clarify goals and context for lesson.
 - ii. To determine the evidence/documentation of student achievement within the lesson.
 - iii. To discuss the teaching and management strategies that will be used.
 - iv. To identify the focus for data collection.
 - B. Observations are conducted and the administrator's observations are documented on Standards/Indicators Running Record.
 - C. A post conference is held within 10 working days of the formal observation. (See the Collective Bargaining Agreement , Article 6.1) The following should be discussed:
 1. Using the Standards/Indicators Running Record.
 - i. Summarize impressions of the lesson
 - ii. Recall data to support those impressions
 - iii. Analyze the observation data
 - iv. Synthesize the data/artifact(s) and decide next steps
 - v. Reflect upon the process and propose refinements
 2. The teacher will date and initial the Standards/Indicators Running Record and be given a copy.
4. After all observations, the Summative Evaluation is prepared and shared with teacher, including a review of the teachers' professional goals and preliminary goals for the next school year.

