

## **APPENDIX B-1 EVALUATION TIMELINE**

### ***ON-CYCLE TEACHERS***

#### **September - October**

1. Pre-Inquiry Meeting with each on-cycle teacher
2. Mutually agree upon two to three Focus Areas from Pre-Inquiry Meeting
3. Create Growth Plan in Pivot:
  - a. Add Reflective Practice template
  - b. Add two Action Steps for each Focus Area (review prior summative evaluation)
  - c. Approve mutually agreed upon Growth Plan

#### **October – January**

1. One to two observations (No less than 15 min.)
  - a. A classroom observation shall include a review of the teacher's lesson plan, the state curriculum standard being used in the lesson and a review of the pupil engagement in the lesson.
  - b. Ratings are not given on observations
2. Administrator scripts and codes in Pivot
3. Administrators provide face-to-face feedback during a post-observation meeting
4. Administrator feedback must be document in Pivot within thirty days of each observation
5. Teacher responds to feedback in Pivot
6. Continue to respond to teacher feedback, when appropriate

#### **December - February**

1. Mid-year Inquiry Meeting
  - a. All teachers who are probationary, or teachers who are rated as developing or needing support are required to have a mid-year meeting to discuss progress towards areas of focus, goals and support needed to be successful.

#### **February- April**

1. One to two observations (No less than 15 min.)
  - a. A classroom observation shall include a review of the teacher's lesson plan, the state curriculum standard being used in the lesson and a review of the pupil engagement in the lesson.
  - b. Ratings are not given on observations
2. Administrator scripts and codes in Pivot
3. Administrators provide face-to-face feedback during a post-observation meeting
4. Administrator feedback must be documented in Pivot within thirty days of each observation
5. Teacher responds to feedback in Pivot
6. Continue to respond to teacher feedback, when appropriate

#### **By May 15th**

1. On-cycle teacher completes Reflective Practice Questions

**Administrators - Month of May:**

1. Schedule Post-Inquiry Meeting
2. Review all coded evidence from observations, responses to feedback, Reflective Practice Questions and optional PCC documentation prior to Post-Inquiry Meeting
3. Prepare/Finalize Summative Evaluation consisting of rating each subdomain (scale 1-3) and enter average score at the bottom of each domain
  - a. Repeat for each domain.
4. Average all domains to be entered into Professional Practice on the Summative Evaluation
5. Read Reflective Practice Responses and use rubric to determine overall score (1-3).
6. Review all subdomain scores and domain ratings
7. Review Reflective Practice score and overall effectiveness rating
8. Discuss and record future Areas of Focus in comment section of summative evaluation

**By June 2nd**

1. Summative rating /signature page due to Human Resources

## **INDIVIDUAL DEVELOPMENT PLANS, MENTORS & TENURE**

### **A. Probationary Educators**

1. The Tenure Act requires that all probationary teachers receive an IDP which is developed by an administrator in consultation with the teacher. 5 Dimensions fulfills probationary IDP requirements.
2. “Consultation” with the teacher requires that the teacher have a meaningful opportunity to provide input on the IDP’s development.
3. The IDP must include specific performance goals that assist the teacher to improve effectiveness and must identify training to help the teacher meet those goals.
4. A “manageable” IDP contains three to five goals, corresponding steps or requirements to meet those goals, and outlines the teacher’s responsibilities. The IDP goals should be the cornerstone of future observations, conversations, mid-year reviews, and the year-end evaluation.

Assigning a Mentor: Probationary teachers are assigned a mentor for three years. Probationary teachers previously tenured in another district are assigned a mentor for two years. The principal is responsible for assigning and monitoring mentors to ensure that the mentors are completing their responsibilities to support our new educators.

Achieving Tenure: If a teacher has been rated effective on three consecutive year-end performance evaluations and has completed at least 4 full school years of employment in a probationary period, the teacher is considered to have successfully completed the probationary period and achieved tenure.

### **B. Tenured Educators**

1. All tenured teachers who are rated as Developing or Needing Support receive an IDP which is developed by an administrator in consultation with the teacher.
2. “Consultation” with the teacher requires that the teacher have a meaningful opportunity to provide input on the IDP’s development.
3. The IDP must include specific performance goals that assist the teacher to improve effectiveness and must identify training to help the teacher meet those goals.
4. A “manageable” IDP contains three to five goals, corresponding steps or requirements to meet those goals, and outlines the teacher’s responsibilities. The IDP goals should be the cornerstone of future observations, conversations, mid-year reviews, and the year-end evaluation.

Assigning a Mentor: A mentor is required the following year after a teacher is rated Developing or Needing Support on the year-end evaluation. After a conversation with the teacher to discuss mentor options, the principal is responsible for assigning a mentor.