



2016-17 Teacher Evaluation Process & Timeline

Sep./Oct.	Building administrators share and discuss Teacher Evaluation Timeline with staff.
Sep./Oct.	Teachers develop and submit IDP or goals (2 goals).
Sep./Oct.	Administrators meet with ALL teachers to review & approve IDP or goals.
Sep. – Apr.	Administrators conduct multiple unannounced observations, providing written feedback to teachers.
Sep. – Jan.	Administrators conducts first formal observation of probationary teachers and tenured teachers on improvement plans.
Jan. – Apr.	Administrators conduct second formal observation of probationary teachers and tenured teachers on improvement plans.
Apr. – May	Administrators complete final evaluations and hold evaluation meeting with all teachers to discuss evaluation tool, student growth, and goals.

	Teachers with IDP (probationary or tenured teachers w/ less than effective ratings the previous year).	Tenured teachers with IGP (rated effective or highly effective the previous year).
TEACHER GROWTH	<ol style="list-style-type: none"> 1. Administrator will develop IDP in consultation with teacher. (May-Oct.) 2. Teacher submits plan to principal electronically. 3. Teacher schedules meeting with the principal for feedback and approval. (Sep.-Oct.) 4. Teacher keeps notes and collects evidence throughout the school year to be used for final report. (Sep. – May) 5. Teacher completes final IDP Summary Report and submits to principal. (Apr.-May) 6. Principal evaluates plan using district rubric. 	<ol style="list-style-type: none"> 1. Administrator will develop, in consultation with the teacher, an IGP with two goals for the year. (May-Oct.) 2. Teacher submits goals to principal electronically for approval. (Sep.-Oct.) 3. Teacher develops a timeline/plan on how goals will be met, and keeps notes and evidence to be used for final report. (Sep. – May) 4. Teacher completes summary of goal attainment. (April-May)
FORMAL OBSERVATION	<p>A minimum of two formal observations to occur at least 30 days apart.</p> <p>Prior to observation:</p> <ol style="list-style-type: none"> 1. Teacher completes and electronically submits pre-observation questionnaire. 2. Teacher and administrator meet to discuss observation and questionnaire. 3. Teacher writes and submits lesson plan. <p>Principal conducts observation.</p> <p>Post-Observation:</p> <ol style="list-style-type: none"> 1. Teacher completes post-observation questionnaire and schedules meeting with principal (within one week). 2. At the meeting, the post-observation questionnaire is reviewed, and written feedback is provided to the teacher. <p>Administrators conduct multiple unannounced informal observations and provide written feedback.</p>	<p>A minimum of one formal observation to occur during the school year.</p> <p>Prior to lesson:</p> <ol style="list-style-type: none"> 1. Teacher completes and electronically submits pre-observation questionnaire. 2. Teacher writes and submits lesson plan. <p>Principal conducts observation.</p> <p>Post-Observation:</p> <ol style="list-style-type: none"> 1. Teacher completes post-observation questionnaire and schedules meeting with principal (within one week of formal observation). 2. At the meeting, the post-observation questionnaire is reviewed and written feedback is provided to the teacher. <p>Administrators conduct multiple unannounced informal observations and provide written feedback.</p>

S T U D E N T G R O W T H	<p>Teachers determine Student Learning Objective and appropriate assessment to measure student growth.</p> <p>K-5 Teachers: 3x per year (one reading, one math, one choice) K-5 Special Area teachers: at least one grade level 6-12 Teachers: All students in all classes</p> <p>Baseline assessment is administered at the beginning of each semester or trimester.</p> <p>Post-assessment is administered at end of semester or trimester.</p> <p>Student growth scores are determined using the district student growth document.</p> <p>Teacher calculates student growth and submits documentation to principal. (May)</p>	<p>Teachers determine Student Learning Objective and appropriate assessment to measure student growth.</p> <p>K-5 Teachers: 3x per year (one reading, one math, one choice) K-5 Special Area teachers: at least one grade level 6-12 Teachers: All students in all classes</p> <p>Baseline assessment is administered at the beginning of each semester or trimester.</p> <p>Post-assessment is administered at end of semester or trimester.</p> <p>Student growth scores are determined using the district student growth document.</p> <p>Teacher calculates student growth and submits documentation to principal. (May)</p>	
	F I N A L E V A L	<p>Final evaluation meeting to be held between teacher and principal to review and sign teacher evaluation form and create specific performance goals for the following year.</p>	<p>Final evaluation meeting to be held between teacher and principal to review and sign teacher evaluation form and create specific performance goals for the following year.</p>

We Need to Do:

- IDP guidelines and rubric
- IDP Final summary report (year-end) * to evaluate progress (provide evidence) on goals.
- IDP district rubric
- Review/edit Pre-observation questionnaire
- Edit/create teacher post-observation questionnaire