# APPENDIX D.

*Evaluation Process & Documents*

|  |  |
| --- | --- |
| **STEPS** |  |
|  | **Review CEL 5D+ Teacher Evaluation Rubric (Appendix C)**   * This will be the foundational document for teachers evaluated on a Comprehensive or Focused evaluation. * The CEL 5D+ Teacher Evaluation Rubric contains teacher and student observables which will assist in identifying performance attributes applicable to each criteria. |
| **20th day of school** | **Evaluation Option Form (Appendix F)**  Classroom teachers will be notified by the 20th day of school whether the teacher will be evaluated using the Comprehensive or Focused evaluation process and who will be assigned as their evaluator. |
| **Nov. 1st** | **Comprehensive Evaluation (Appendix E)**   * The Comprehensive evaluation is a growth-oriented, teacher/evaluator collaborative process that requires teachers to be evaluated on the eight (8) state criteria. A teacher must complete a Comprehensive evaluation once every six (6) years. Subsequent years they will be evaluated on a Focused evaluation. * The teacher who is on a Comprehensive evaluation will select student growth goal(s) for SG 3.1, SG 6.1, and SG 8.1. These goals shall be developed with input from the evaluator and may be interrelated or ‘nested.’ This will be completed by November 1st (see APPENDIX G Student Growth Goals and Goal Setting Template). |
| **Nov. 1st** | **Focused Evaluation (Appendix E)**   * The Focused evaluation is a growth-oriented, teacher/evaluator collaborative process that requires teachers to be evaluated on one (1) of the eight (8) state criteria. A teacher must complete a Comprehensive evaluation once every six (6). Subsequent years they will be evaluated on a Focused evaluation. * When the teacher selects Criterion 3, 6, or 8 they must complete the embedded student growth components within their chosen criterion only. When the teacher selects Criterion 1, 2, 4, 5, or 7, they must select the student growth components in either 3 or 6 (SG 3.1, SG 6.1). Student Growth Goals will be developed by the teacher with input from his or her evaluator. This will be completed by November 1st (see APPENDIX G Student Growth Goals and Goal Setting Template). |
| **Nov. 1st** | **Student Growth Goal Setting *Template* (Appendix G)**   * See Student Growth Goal details above (under Comprehensive Evaluation and Focused Evaluation). * See Classroom Teacher Evaluation Procedures for more specific instruction regarding Student Growth Goal Setting. |

|  |  |
| --- | --- |
|  | **Pre-Observation Communication**   * Prior to any scheduled observation, the teacher will be given the opportunity to review the objectives and goals of his/her lesson with his/her evaluator. |
| **Within first 90 days for Provisional staff** | **Observations (Appendix H)**   * The total annual observation time must be at least sixty (60) minutes. * Each observation shall be a minimum of ten (10) minutes. * Provisional teachers shall be observed at least once during the first ninety (90) calendar days of his/her employment period. This observation must be scheduled and must be a minimum of thirty (30) minutes in length. * Third year Provisional teachers must be observed three (3) times for total of ninety (90) minutes. |
|  | **Post-Observation Communication**   * Following each observation or series of observations, the evaluator will: * Document and share the results of the observation in writing and make available using district technology. * The evaluator will share his/her observation report with the teacher within 15 working days. * The teacher may request a meeting to review the observation report if desired. |
|  | **Artifacts & Evidence**   * Each classroom teacher will have the opportunity to submit artifacts or evidence to support his/her performance at any time after the observation(s). |
| **December 15th to be notified of move to Comprehensive or Long Form**  **End of 1st semester to be notified of being at risk for Basic/Unsat (for Comprehensive employees)** | **Teachers at Risk of Being Rated Basic**   * The teacher and Association will be notified when any teacher is being moved to Comprehensive or Long form no later than December 15th. * The teacher and Association will be notified when any teacher is on track to be judged basic or unsatisfactory prior to the end of the first semester, or as soon as this determination is made. * When a teacher is at risk of being judged Basic or Unsatisfactory additional support shall be provided to support his/her professional development. |
| **April 15th – Comprehensive**  **April 30th - Focused** | **Preliminary Summative Communication**   * No later than April 15th for Comprehensive and April 30th for Focused, evaluators will communicate teachers’ preliminary performance ratings in each of the evaluated criteria areas. * Teachers who desire may work with their evaluators to arrange for additional observation opportunities to supplement information for their final rating. * Teachers may request additional observations within three (3) days of being informed of their preliminary performance rating, and have until May 15th to provide additional artifacts and evidence if they so choose. |
| **June 1st** | **Final Summative Communication**   * The evaluator will submit to the teacher a copy of the final evaluation no later than June 1st. Either party may request a meeting to review the evaluation. * The teacher will sign one (1) original evaluation form for his/her personnel file and be given a copy. |