

Probationary Teacher's Evaluation Process

First Year Probationary Teachers are required to demonstrate Emerging Professional performance in ten component areas. There is at least one component area in each of the four domain areas as follows:

Domain One - Planning and Preparation:

- 1 a: Demonstrating Knowledge of Content and Pedagogy
- 1 c: Selecting Instructional Outcomes
- 1 e: Designing Coherent Instruction

Domain Two - The Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain Three - Instruction

- 3a: Communicating With Students (Clearly and Accurately)
- 3d: Using Assessment in Instruction

Domain Four - Professional Responsibilities

- 4b: Maintaining Accurate Records

The evaluation process will require the first year probationary teacher to develop a set of goals and objectives in the fall of the school year. The first year probationary teacher will be observed teaching at least twice between the start of the school year and February 15. The evaluator will use the first year probationary teacher observation form with the ten components listed in the form for observation purposes. The teacher will provide the evaluator with an overview of the lesson, which includes goals and objectives for the lesson in a pre-observation conference. The evaluator will record informal and formal observations focused on the ten framework components using the framework. Not everything will be observable in the classroom observation. Therefore, the teacher also develops a *BEST Practice/SIOP folder*, which fills in the gaps for the evaluator.

The evaluator uses the two observations, start of the year teaching goals, and Best Practice Folder to do the first year probationary teacher evaluation. This evaluation is completed and reviewed with the teacher prior to March 1. This is the official evaluation form, which is filed in the teacher's personnel file. If the teacher is not demonstrating performance at the *Emerging Professional* level, the teacher may be terminated for good cause deemed sufficient or recommended for renewal with an opportunity to improve in the ten first year probationary framework components to the *Professional* level.

After the first year, the evaluation cycle will be April to April. On or by April 1 the first year probationary teacher will begin the first full year evaluation cycle by completing a spring self-assessment/reflection form as a basis to write their second year probationary goals and objectives for the second evaluation cycle. The goal conference session will be completed prior to May 15. This allows the teacher to attend workshops or classes over the summer, which will help them prepare for the next evaluation cycle.

Second Year Probationary Teacher's Evaluation Process

Second Year Probationary Teachers are required to demonstrate Professional performance in twenty component areas (the first year probationary 10 plus 10 new component areas). There are at least five component areas in each of the four domain areas as follows:

Domain One - Planning and Preparation:

- 1 a: Demonstrating Knowledge of Content and Pedagogy
- 1 b: Demonstrating Knowledge of Students
- 1 c: Selecting Instructional Outcomes
- 1 e: Designing Coherent Instruction
- 1 f: Assessing Student Assessments

Domain Two - The Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain Three - Instruction

- 3a: Communicating With Students (Clearly and Accurately)
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain Four - Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4f: Showing Professionalism

The second year probationary teacher will set goals and objectives for the school year (done in the spring of the first year of teaching), have two observations focused on the twenty framework components, develop a Best Practice: SIOP Folder, and have a final evaluation review which will use all of the above to evaluate the performance of the second year probationary teacher. The second year probationary teacher is expected to perform at the *Professional* level to be renewed.

Beginning April 1, second year probationary teachers will complete a spring self assessment/reflection form as a basis to write their third year probationary goals and objectives for the third evaluation cycle. The goal conference session will be completed prior to May 15. As in their second year, teachers have the summer to take classes or workshops that will help them address any *Emerging Professional* deficiencies and prepare themselves for the third and final probationary year and evaluation cycle.

Third Year Probationary Teachers Evaluation Process

Third Year Probationary Teachers are required to demonstrate Professional performance in all twenty-two component areas. There are at least five component areas in each of the four domain areas as follows:

Domain One - Planning and Preparation:

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Selecting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Domain Two - The Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain Three - Instruction

- 3a: Communicating with Students (Clearly and Accurately)
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessments in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain Four - Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Once again the third year probationary teacher must have a set of goals and objectives for the school year, two observations based on all of the teaching framework (22 components), a *Best Practice: SIOP folder*, and a final evaluation. At this time the evaluator is making a determination whether or not the teacher has shown *Professional* level performance in all 22 component areas. As long as the teacher has demonstrated substantially that they are performing at the *Professional* level, they may be recommended for continued service. However, while no unsatisfactory level performance will be tolerated, *Emerging Professional* level performance should be in no more than one sub-component level in any Domain.

Teachers who are recommended for renewal will become Contract teachers when they begin service in the fall of the succeeding year. Beginning April 1, contract teachers will complete a spring self assessment/reflection form as a basis to write their goals and objectives for their upcoming evaluation cycle. The goal conference session will be completed prior to May 15. As in their previous years, teachers have the summer to take classes or workshops that will help them address any *Emerging Professional* deficiencies and prepare themselves for the third and final probationary year and evaluation cycle

It is expected that teachers will continue to improve and perform in all 22 component areas at the *Professional* or *Distinguished* level as a Contract teacher. Any teacher failing to maintain a *Professional* level in any component will not have their contract extended and is placed on a Program of Assistance for Improvement (PAI). Any Contract teacher whether they are working on the Contract Teacher Evaluation Plan may have their contract non-extended and be placed on a PAI for failure to maintain their framework for teaching *Professional* level of performance.

Contract Teacher Evaluation Process

Contract teachers undertake an evaluation process where they are evaluated on a two year cycle rather than on a yearly cycle like the probationary. The two year cycle for Contract teachers will consist of an evaluation year followed by a review year. The Contract teacher is evaluated using the framework for teaching, but the number of components is reduced to fifteen. While all contract teachers must maintain professional performance in all 22 component areas of the framework for teaching, for the purposes of evaluation of the contract teacher the evaluator will only focus on the 15 maintenance areas as identified by the district.

Domain One - Planning and Preparation:

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources.
- 1f: Designing Student Assessments

Domain Two - The Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures

Domain Three - Instruction

- 3c: Engaging Students in Learning
- 3d: Using Assessments in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain Four - Professional Responsibilities

- 4a: Reflecting on Teaching
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

The contract teacher will begin next year evaluation cycle and complete teacher self-assessment reflection set annual goals as in previous years (goal planning session will be completed previous year prior to May 15), two informal/walkthrough observations based on 15/22 components of the teaching framework develop a Best Practice: SIOP folder, and have a formal observation based on 15 components. This full evaluation will be completed in the 5th year of the contract teacher evaluation cycle.

The 4th year (Review year) contract teacher will begin next year evaluation cycle and complete teacher self-assessment reflection set annual goals as in previous years (goal planning session will be completed previous year prior to May 15). The evaluation cycle will consist of four informal/walkthrough observations based on 15/22 components of the teaching framework and the development of a Best Practice: SIOP folder. At the end of the year the administrator will complete It is a one page write-up of what was observed.

At any time that Contract teacher is not showing professional level performance in the teaching framework, whether they are doing the Contract Teacher Evaluation process or in their off year the administrator can introduce any of the framework components into the evaluation of that teacher and require the teacher to show/demonstrate professional performance. Should a teacher fail to show professional level performance in any area of the framework for teaching the teacher's contract could be non-extended and the teacher placed on a PAI. Should the teacher fail to complete the PAI successfully, a second non extended contract would terminate the teacher's contract with the district.