

**YEARLY EVALUATION CYCLE AND TIMELINE \*Updated August 6, 2018**

	<b>Probationary Teachers &amp; Counselors</b>	<b>Contract Teachers &amp; Counselors</b>
September	<ul style="list-style-type: none"> <li>● Informal and/or formal observations begin</li> <li>● Complete Self-Assessment and submit to building principal by <b>September 13th</b></li> <li>● Send draft of goals to principal by <b>September 28th</b></li> </ul>	<ul style="list-style-type: none"> <li>● Informal and/or formal observations begin</li> <li>● Complete Self-Assessment and submit to building principal by <b>September 13th</b></li> <li>● Send draft of goals to principal by <b>September 28th</b></li> </ul>
October	<ul style="list-style-type: none"> <li>● Informal and/or formal observations</li> <li>● Complete goals conference/finalize goals with principal by <b>October 26th</b></li> </ul>	<ul style="list-style-type: none"> <li>● Informal and/or formal observations</li> <li>● Complete goals conference/finalize goals with principal by <b>October 26th</b></li> </ul>
November	<ul style="list-style-type: none"> <li>● Informal and/or formal observations</li> </ul>	<ul style="list-style-type: none"> <li>● Informal and/or formal observations</li> </ul>
December	<ul style="list-style-type: none"> <li>● Informal and/or formal observations</li> <li>● One *formal observation cycle by <b>December 15th</b></li> </ul>	<ul style="list-style-type: none"> <li>● Informal and/or formal observations</li> </ul>
January	<ul style="list-style-type: none"> <li>● Informal and formal observations</li> </ul>	<ul style="list-style-type: none"> <li>● Informal and/or formal observations</li> </ul>
February	<ul style="list-style-type: none"> <li>● *2 formal observation cycles by <b>February 15th</b></li> <li>● 3 informal observations by <b>February 15</b></li> <li>● Meeting with building administrator to discuss contract renewal/non-renewal</li> <li>● Mid-year Goals Conference with principal by <b>February 28th</b></li> </ul>	<ul style="list-style-type: none"> <li>● 3 informal observations by <b>February 15th</b></li> <li>● Mid-year Goals Conference with principal by <b>February 28th</b></li> </ul>
March	<ul style="list-style-type: none"> <li>● Informal and/or formal observations</li> <li>● Board action on renewal/extension of contracts</li> <li>● Notification of Employment by <b>March 15th</b></li> </ul>	<ul style="list-style-type: none"> <li>● Informal and/or formal observations</li> <li>● Board action on renewal/extension of contracts</li> <li>● Notification of Employment by <b>March 15th</b></li> </ul>
April	<ul style="list-style-type: none"> <li>● Informal and/or formal observations</li> </ul>	<ul style="list-style-type: none"> <li>● One (1) formal observation cycle by <b>April 15th</b></li> </ul>
May/June	<ul style="list-style-type: none"> <li>● Informal and/or formal observations</li> <li>● End-of-year Goals Conference with principal by <b>May 15th</b></li> <li>● Submit Final Self-Assessment and complete Summative Evaluation review with principal by <b>last contract work day</b></li> </ul>	<ul style="list-style-type: none"> <li>● Informal and/or formal observations</li> <li>● End-of-year Goals Conference with principal by <b>May 15th</b></li> <li>● Submit Final Self-Assessment and complete Summative Evaluation review with principal by <b>last contract work day</b></li> </ul>

A Program of Assistance for Improvement may be initiated at any point of Evaluation/Supervision process.

\*A formal observation cycle consists of a Pre-Observation Conference with principal, a scheduled classroom observation of instruction and a Post-Observation Conference with principal to review the observation.

## EVALUATION CYCLE

All teacher/counselors in the Stanfield School District will be evaluated annually. Each performance evaluation cycle will include self-assessment, goal-setting, observations and a summative evaluation. The summative evaluation will assess teacher/counselor performance using the following scale:

<b>Performance Levels</b>	<b>Definitions of Performance as Applied to Standards of Professional Practice</b>	<b>Implications for Professional Growth</b>
<b>Unsatisfactory</b>	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice	Program of Assistance for Improvement (PAI)
<b>Basic</b>	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan	Targeted Goal Setting
<b>Proficient</b>	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning	Teacher Leadership Opportunities
<b>Exemplary</b>	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities	Teacher Leadership Opportunities

## GOALS

Teachers/counselors will establish at least two (2) student learning goals and identify strategies and measure that will be used to determine goal attainment. They also will specify what evidence will be provided to document progress on each goal. Written goals and goals conference will be held by the date in set forth in the annually updated Timeline page.

## INFORMAL OBSERVATIONS (formerly mini-observations)

Informal observations will take place through the school year for ALL teachers/counselors. These observations will be approximately 10-25 minutes in length and will take place at different times of the day. They may occur by the supervisor dropping in as well as by teacher/counselor invitation.

Feedback will be given to the teacher/counselor after each informal observation.

Informal observations can occur during any phase of the teacher's duties—in the classroom, while supervising students in the hallway or playground, in meetings with parents or staff, etc.

\*\*A minimum of three (3) informal observations is required for all teachers/counselors by February 15<sup>th</sup>.

### **FORMAL OBSERVATION PROCESS**

- I. Pre-observation conference\*  
The supervisor and teacher/counselor meet to discuss items of mutual interest concerning the observation. The pre-observation form will be completed by the teacher/counselor prior to the pre-observation conference. The data collection tool to be used during the observation will be identified and mutually understood by the supervisor and teacher. \*May be waived by mutual consent of teacher and supervisor.
  
- II. Formal Observation  
The length of the observation will be no less than a cohesive portion of an instructional period or meeting.
  
- III. Post-observation Form  
This form shall be completed by the teacher/counselor before the post-observation conference with the supervisor.
  
- IV. Post-observation conference  
As soon as is practical after the observation, a conference will be scheduled. The supervisor and teacher will discuss the data. From this evidence, areas of reinforcement and/or improvement could be established. The date and time of the next observation may be set. A written observation report will be completed by the supervisor.
  
- V. Frequency  
Probationary teachers: Two (2) by February 15<sup>th</sup>  
Contract teachers: One (1) by April 15<sup>th</sup>

### **PLAN OF ASSISTANCE FOR IMPROVEMENT**

The Plan of Assistance for Improvement (PAI) is a formal process of supervision designed to focus on improvement needed because of performance below district standard(s) in one or more areas.

The conference between the staff member and the supervisor will be scheduled to discuss the Plan of Assistance for Improvement, which is to include:

1. A description of the deficiency or deficiencies which need to be changed (In a teacher's conduct of performance), citing specific criterion of the job description and performance standards.
2. A description of the supervisor's expectations of how the teacher is to remedy the deficiency.
3. Assistance for achieving the desired expectation to meet the desired level of performance including criteria for measurement, assessment techniques and resources to be used.

4. Peer assistance will be used where reasonable and practicable. The district supports the utilization of peer assistance whenever practicable and reasonable to aid teachers to better meet the needs of students. Peer assistance is voluntary and thereby no witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding that may occur as a result of the Program of Assistance for Improvement.
5. The date by which the plan must be completed.

During the Plan of Assistance for Improvement, follow-up observations will occur within a specified time. Unless the plan has been revised and the observation schedule altered, the staff member will, when the specified time for completion is reached, be notified that one of four actions will be taken:

1. Return to the regular evaluation program because of satisfactory improvement.
2. Continuation and extension of current Plan of Assistance for Improvement
3. Continued recommendation for contract non-extension
4. Dismissal or non-renewal