



Teacher Evaluation Timeline and Responsibilities

Evaluators				
September – June	September – October	September - February	January – April	April – June
*Informal walk- through (a minimum of one each school year). Evaluators will provide feedback to teachers for one walk-through.	*Meet with ALL teachers to review goals, evaluation schedules.	*First observation of ALL probationary teachers and identified tenure teachers.	*Second observation of ALL probationary teachers and tenure teachers on improvement plans.	*Final evaluation meeting with ALL teachers.
Probationary Teachers			Tenure Teachers	
<ol style="list-style-type: none"> 1. Develop an IDP plan which includes goals (September/October), if required 2. Share with your evaluator for feedback (September) 3. Keep notes and collect artifacts throughout the school year as evidence to be used for your final report (September – June) 4. Complete district IDP final report (Spring) 5. Plan is evaluated with IDP Rubric (Spring) 			<ol style="list-style-type: none"> 1. Develop two goals for year (June), finalize (September/October) 2. Share with Evaluator (September/October) 3. Develop and discuss a timeline or plan on how the goals will be met. Keep notes and evidence to be used for your final report (September – June) 4. At the end of the year, write a brief summary of what you did to complete your goals using district form (Spring) 	
Danielson Observation			Danielson Observation	
<p>* A minimum of two formal observations to occur at least 30 days apart, one each semester.</p> <p>*A minimum of one informal observation or walk-through with feedback provided by evaluator.</p> <p>*Self evaluation may be requested by evaluator.</p> <p>Observation Process:</p> <ol style="list-style-type: none"> 1. Written Lesson Plan 2. Meeting with evaluator (discuss written lesson plan) 3. Classroom observation 4. Post-observation questionnaire 5. Meeting with evaluator (occurs not more than one week following observation) 			<p>* A minimum of one formal observation to occur during the school year.</p> <p>*A minimum of one informal observation or walk-through with feedback provided by evaluator.</p> <p>*Self evaluation may be requested by evaluator.</p> <p>Observation Process:</p> <ol style="list-style-type: none"> 1. Written Lesson Plan 2. Meeting with evaluator (discuss written lesson plan) 3. Classroom observation 4. Post-observation questionnaire 5. Meeting with evaluator (occurs not more than one week following observation) 	
Student Growth			Student Growth	
<p><u>Pretest</u> is administered at the beginning of the school year or semester (K-1 Mid Year)</p> <p>K-5 Classroom Teachers: Reading/Math K-5 Creative Arts: minimally one grade level 6-12 ALL Teachers: All Classes</p> <p>K-1 SG scores are entered into Illuminate Education 2-12 assessments are scored in Illuminate Education</p> <p><u>Posttests</u> are administered at the end of the school year or semester.</p> <p>Scores are entered into Illuminate Education or scored in Illuminate Education. Scores are recorded using the District Student Growth Form.</p> <p>Evaluation meeting is held with evaluator to review growth which may include student stories. (May-June)</p>			<p><u>Pretest</u> is administered at the beginning of the school year or semester (K-1 Mid Year)</p> <p>K-5 Classroom Teachers: Reading/Math K-5 Creative Arts: minimally one grade level 6-12 ALL Teachers: All Classes</p> <p>K-1 SG scores are entered into Illuminate Education 2-12 assessments are scored in Illuminate Education</p> <p><u>Posttests</u> are administered at the end of the school year or semester.</p> <p>Scores are entered into Illuminate Education or scored in Illuminate Education. Scores are recorded using the District Student Growth Form.</p> <p>Evaluation meeting is held with evaluator to review growth which may include student stories. (May-June)</p>	