

## **Summary Key Components of Proposed Teacher Evaluation System**

Desired Outcome: Design a new evaluation system for all teachers (and eventually all employees) that:

- Primarily focused on Teacher professional growth, meaningful to and motivating for the teacher engaging in the process, and tailored to the individual needs of the teacher as he/she works to align instructional practices to Common Core Standards and the District's Strategic Plan
- Self-reflection and goal setting is valued
- Encourages teachers to take risks as he/she works to hone his/her craft and change practice
- Provides pathways of opportunity for teachers to engage in leadership and be paid on the salary scale in a manner commensurate with added responsibility
- Enlists the principal and a professional team of educators to provide feedback and support
- Changes the school-wide culture whereby professional growth and evaluation become embedded in the way the schools do business (and thus the principal and/or peer reviewers do many "mini-observations" and walkthroughs)
- Close the evaluation process with a written evaluation/summary (form to be developed)

### **The Pilot (2015-2016)**

Key Components:

1. Identify at the onset of the process whether a teacher is in need of improvement, in the judgment of the principal and/or the evaluation panel, such that the evaluator(s) and notify the staff accordingly
2. Teacher self-reflection and goal setting with the principal (and eventually a professional panel/team) by November 1st
3. A Personalized Learning and Growth Plan, differentiated to the desires and needs of the teacher
4. Utilize a rubric (in process of being developed).
5. Engage in multiple observations and post observation reflections over an extended period of time
6. Maintain a professional portfolio with artifacts that address the goals, progress, and challenges the teacher is experiencing-this will be developed further through pilot process

Participants:

1. Teachers who are scheduled for evaluation during 2015-2016 school year are eligible
2. Those who are probationary status, temporary employees or are in need of an assistance plan are not eligible

Timelines:

1. By October 1: Participants will be identified (minimum of two per site for the pilot; principal will work with staff who are eligible to determine participants but will ultimately decide on at least two)
2. By November 1: Declaration of “met standard” is given to participants, complete goal setting, set a calendar for the year
3. By June 1: Closure and reflection

Resources to Support Growth:

1. California Standards for the Teaching Profession (CSTP's)
2. Professional Learning Communities
3. Peer Review
4. Professional Development

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