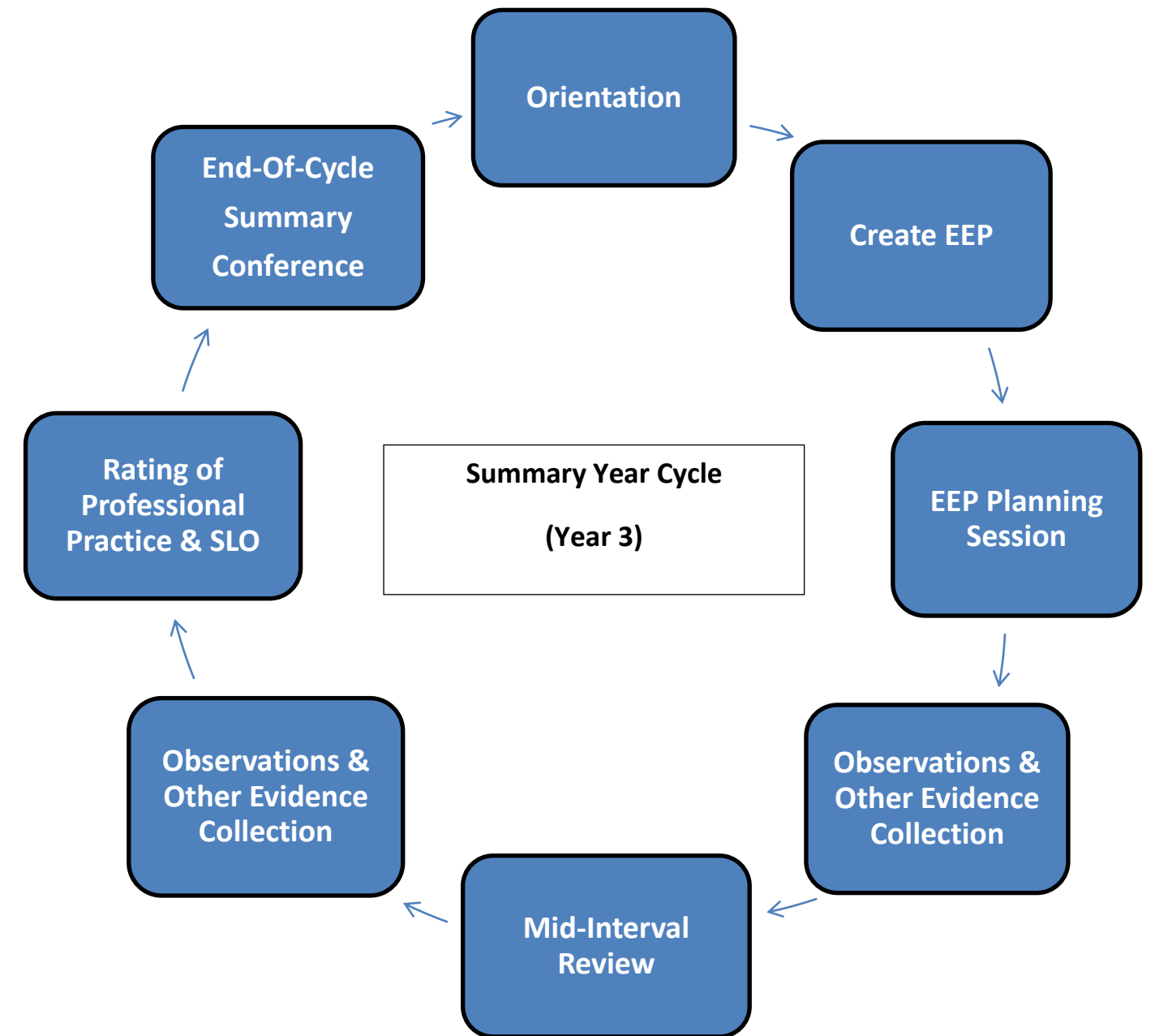


Summary Year Cycle—Year 3

- ❑ **August or September ORIENTATION:** At the beginning of the school year, educators participate in an evaluation orientation at their school. This orientation is an opportunity for evaluators to provide educators with an overview of the teacher evaluation system and may be done whole-group.
- ❑ **August/September/October CREATE EEP:** Educators engage in goal-setting processes addressing both practice and outcome measures. This process begins when the educator engages in self-reflection of practice using the Danielson Framework and completes the Self-Review Form. Additionally, the educator reviews school and classroom data and sets 1 growth goal for students (SLO) and 1 professional practice goal (PPG). Together these goals comprise the Educator Effectiveness Plan, or EEP.
- ❑ **By October 31st EEP PLANNING SESSION:** Educator will meet with his or her evaluator in an Evaluation Planning Session. During this session, the educator and evaluator will collaborate to review the Self-Review and draft EEP. This review includes a discussion of the goals and Self-Review. The evaluator does not approve the EEP but may provide feedback. During this meeting, the evaluation schedule will be discussed, observations may be scheduled, and other methods of evidence collection (artifacts) should be discussed.
- ❑ **October – May OBSERVATIONS & OTHER EVIDENCE COLLECTION:** Over the course of the school year, educators and their evaluator collect evidence of progress toward meeting SLO and professional practice goals. The formal observation and two mini-observations must occur during the Summary year. Evaluators should provide ongoing formative feedback to educators through at least one pre- and post-observation conference, informal discussions, the Mid-Interval Review, and the End-of-Cycle Summary Conference.
- ❑ **January or middle of SLO interval MID-INTERVAL REVIEW:** The educator and evaluator will meet for a formative review of the educator’s progress toward meeting his or her professional practice and SLO goals. Educators and evaluators will use the Mid-Interval Goal Review Form to identify next steps and the educator may adjust the growth target if necessary.
- ❑ **April – May RATING OF PROFESSIONAL PRACTICE & SLOS:** The educator self-scores the SLO using the 2 criteria embedded in the Scoring Rubric and submits final evidence to the evaluator. The evaluator then assigns an overall final rating for SLOs by considering a preponderance of evidence related to growth and engagement in the SLO process across all years of the evaluation cycle. The evaluator uses other collected evidence to rate each of the twenty-two components within four domains and completes the End-of-Cycle Summary Form to provide written feedback for the Danielson Components and the EEP.
- ❑ **END-OF-CYCLE SUMMARY CONFERENCE:** (May-June) The educator and evaluator participate in the End-of-Cycle Conference to discuss goals, outcomes, professional development opportunities, and discuss next year’s goals.



| Minimum Number of Observations for Teachers | |
|---|--|
| Frequency | Duration |
| 1 announced observation | 45 minutes or (2) 20-minute observations |
| 3-5 mini-observations | At least 15 minutes |

Supporting Year Cycles—Years 1 and 2

- ❑ **August or September ORIENTATION:** At the beginning of the school year, educators will participate in an evaluation orientation at their school. This orientation is an opportunity for principals and other administrators/evaluators to provide educators with an overview of the teacher evaluation system. The orientation can be done whole-group.
- ❑ **August/September/October CREATE EEP:** Educators engage in goal-setting processes addressing both practice and outcome measures. This process begins with a review of school and classroom data, setting 1 growth goal for students (SLO) and 1 professional practice goal for the educator. Together these 2 goals comprise the Educator Effectiveness Plan, or EEP.
- ❑ **By October 31st EEP PLANNING SESSION:** Educator will collaborate with peers to review the draft EEP. This includes a discussion of the goals and may result in revisions to the goals if the educator so chooses. Peer(s) do not approve the EEP, they simply provide feedback.
- ❑ **October – May OBSERVATIONS & OTHER EVIDENCE COLLECTION:** Mini-observations may or may not occur in the formative years. Over the course of the school year the educator collects evidence of progress toward meeting SLO and professional practice goals. Educator may also upload artifacts during the formative years that will provide evidence for the summative ratings.
- ❑ **January or mid-interval MID-INTERVAL REVIEW:** The educator will collaborate with peer(s) in a formative review of the educator’s progress toward meeting his or her professional practice and SLO goals. The educator may adjust the growth target if necessary.
- ❑ **April – May SCORING OF SLO:** (April-May) The educator will collect final evidence and assign a final score to the SLO using the 2 criteria embedded within the Scoring Rubric.

