

SAMPLE LANGUAGE

SECTION 4. YEARLY TIMELINES IN THE EVALUATION PROCESS

4.1 In the evaluation process, timing is important. CEA Public Schools is committed to assuring that teachers and evaluators have the time they need to conduct evaluation collaboratively and well. There are more specific timelines described in other sections of this document, but the general timelines for the evaluation portion of the PDE system are as follows:

- By September 30 - fall goal setting conference between the teacher and evaluator will be completed;
- By October 30 – the teacher will refine his/her professional growth plan that was developed based on the previous year’s evaluation, in light of any needs identified in the goal-setting conference;
- Between January 15 & February 15 – mid-year check-in will be conducted;
- By June 1 – year end summative conference will be completed;
- By June 30 – final evaluation report will be written by the evaluator.

YEARLY TIMELINES IN EVALUATION PROCESS			
	September Goal-setting conference completed 30	October Professional Growth plan refined 30	November
January	February	March	April
Mid-year check in completed 15 → 15			
	May	June Summative conference completed 1 Final Evaluation report written 30	

4.2 Goal setting conference

The goal setting conference is one of the most important conversations that takes place between the teacher and evaluator in the fall. Prior to the conference, the teacher will examine student data from different sources to determine his/her students’ learning needs, and connect those to appropriate school and district goals. Then the teacher will draft one student growth goal that s/he will bring to the goal setting conference. During this conference, the teacher and evaluator will mutually agree on the following:

1. The student goal for growth and development, if applicable;
2. The teacher’s performance focus area for the year, which should link to the student goal;
3. The indicators of growth & development (IGDs) that will be used to show student growth or progress in meeting the teacher goal during the year;
4. Which indicators of the CCT (Appendix ___) will be used that year as focus areas for observations & reviews of practice;

5. The appropriate professional growth opportunities that will support the teacher's performance focus area and its link to the student goal;
6. The number of in-class formal or informal observations that will be conducted, and the number of reviews of practice that will be held;
7. The types and appropriate amount of evidence that the teacher and evaluator might bring into the evaluation process.

By October 30, the teacher and evaluator will have a record of the decisions on these items, and any other appropriate forms completed, put into the teacher's evaluation file via the district data management system.

4.3 *Mid year check-in*

The mid-year check-in is the formal opportunity for the teacher and evaluator to review and discuss the students' and teacher's progress to date, as it relates to the teacher's performance focus area and the student goal that was set. The teacher and evaluator will bring evidence collected to that point to the conference for discussion. At this time, any decision to adjust the focus area or indicators, their criteria for success, and/or evidence that will be used in the evaluation may be made and recorded in the teacher's evaluation file. During the mid-year check-in, the teacher and evaluator will collaboratively complete the Mid-year Conference Form (Appendix ___), and the evaluator will enter it into the teacher's evaluation file via the district data management system.

4.4 *Year end summative conference*

The summative conference gives the teacher and evaluator an opportunity to review and discuss the students' and teacher's progress over the course of the year, and talk about the teacher's professional growth plan for the following year. Both the teacher and evaluator will prepare for the conference by reviewing the evidence collected that pertains to the teacher's performance focus area and the students' progress related to the growth goal. During the conference, they'll share and discuss the evidence and links among it, review the data gathered from the student engagement and parent/peer feedback components of evaluation, and what the teacher's summative evaluation ratings will be. The final evaluation ratings must be made, and the teacher notified of the ratings, by June 15, and the final evaluation report must be written and entered into the district data management system by June 30 (Appendix ___).