

Comprehensive Evaluation

Eligibility	Criterion Selection	Professional Goals (Continuing Teacher)	Formal Observation (Continuing Teacher)	Professional Goals (Provisional Teacher)	Formal Observation (Provisional Teacher)
<ul style="list-style-type: none"> •Provisional teacher •A teacher who has received a Level 1 (Unsatisfactory) or Level 2 (Basic) rating in the previous year •Completed three years on Focused Evaluation •Moved from Focused Evaluation to Comprehensive Evaluation 	<ul style="list-style-type: none"> •Teacher is evaluated on all (8) criteria •Your collection of evidence will be for all eight criteria. 	<ul style="list-style-type: none"> •Teacher will develop professional goals and a plan with timelines •Evaluator and teacher will mutually agree on the goals and plan for the school year •Teacher will monitor his or her progress and make adaptations as needed •Professional goals will be guided by the “self-assessment” or the prior year’s Comprehensive Evaluation •Must include three professional goals: <ul style="list-style-type: none"> •(1) One instructional goal •(2) Two student growth goals •It is “highly recommended” that your instructional goal comes from Criteria 1, 2, or 5. These criteria represent Domain One of Marzano’s Instructional Model and address specific (high yield) instructional strategies that are used in the classroom. •One of your student growth goals will address SG 3.1 and the other will address SG 6.1 	<ul style="list-style-type: none"> •(2) Two pre-arranged observations <ul style="list-style-type: none"> •First observation conducted by Feb. 1st •Annual observation time not less than (60) sixty minutes •If mutually agreed, second (30) thirty minutes of required observation time may be broken into smaller time increments; only one pre-observation conference is required •Remember that informal observations can occur prior to the first pre-arranged observation. Also, don’t neglect to begin your collection of evidence prior to your <u>first</u> pre-arranged observation. Remember, it is important to collect evidence that describes teacher growth throughout the school year. •It is very important that you discuss how to collect evidence with your evaluator. <ul style="list-style-type: none"> •How much evidence is enough? •How is evidence linked to specific components? •What evidence best describes my level of expertise? 	<ul style="list-style-type: none"> •Teacher will develop professional goals and a plan with timelines •Evaluator and teacher will mutually agree on the goals and plan for the school year •Teacher will monitor his or her progress and make adaptations as needed •Plan will be guided by the “self-assessment” or the prior year’s Comprehensive Evaluation •Plan must include three goals: <ul style="list-style-type: none"> •(1) One instructional goal •(2) Two student growth goals •Refer to the “Professional Goals” section for Continuing Teachers for guidance. 	<ul style="list-style-type: none"> •(2) two pre-arranged observations <ul style="list-style-type: none"> •First observation conducted within the first (90) ninety calendar days •Annual observation time not less than (60) minutes •In 3rd year of provisional status must be observed an additional (30) minutes for a total of an annual observation time of no less than (90) minutes •If mutually agree, second (30) thirty minutes of required observation time may be broken into smaller time increments; only one pre-observation conference is required •“Calendar days” means every day of the month and not just work days.