

Beginning Probationary Teacher Evaluation Timeline

Please note: *The probationary growth and evaluation system is “administrator driven.” All growth evaluation activities are done in partnership between the probationary teacher and the administrator responsible for evaluation.*

September

- Complete a **self-assessment** using the Marshall rubric by identifying areas of strength and growth in each of the domains. Review those 6 domains of effective teaching and identify two areas for concentration for Professional Learning Goals.
 - *Note: over the three year probationary period, the probationary teacher must write a goal for each of the domains within the Marshall rubric. This means that there will be one year where the teacher has two Professional Practice goals instead of one Professional Practice and one Professional Responsibility.*
- Use the SMART goal process to **draft two Student Learning and Growth (SLG) Goals**.
- **Meet with mentor teacher once per month** to review domains and get the mentor’s input on targeted areas of strength and growth throughout the year. The mentor teacher is not an evaluator for beginning teachers, but an experienced, supportive guide and should be completely open and honest about predictable struggles. With that said, observations made by mentors could be utilized (at the discretion of beginning teacher) as one measure of evidence of growth or proficiency.

October

- **Submit goals** to the evaluator based upon September’s self-assessment (**due Oct. 15**).
- **Meet with the evaluator** to review and analyze two Student Learning and Growth (SLG) Goals.
- Meet with evaluator to review Professional Learning Goals. All six (Marshall) domains must be reviewed within the three year probationary period.
- **Complete forms in Talent Ed:** the Licensed Self-Assessment, Student Learning Goal #1 & #2, Professional Practice and Responsibility Goals in Talent Ed (**Complete before October 15th**).
- **If required by your administrator, schedule at least one formal observation with administrator** including pre-observation and post-observation meetings to be completed by November 15. (Evaluator may schedule other formal observations throughout the year; evaluator must simultaneously begin the process of **10** unannounced five-minute observations.)

- Start to **gather a collection of evidence**, which will demonstrate growth and/or proficiency around the student and professional goals you wrote.
- **Schedule classroom formative observations** and on-going discussions with mentor teacher based upon the Marshall Rubric. Beginning teachers (as noted above) may use feedback from mentor teachers as one measure of growth or proficiency.

November

- Work with evaluator to **determine the evidence** to be collected to document growth in the selected domains (multiple measures).
- If the administrator requires one, complete formal classroom observation and receive verbal and written feedback.
- Work with the mentor teacher and/or evaluator to arrange **observations of other teachers** at the same grade level or in the same department.

December

- Continue to **gather multiple measures of evidence** for selected goals.
- Continue to **receive and reflect on formative observations** from mentor.
- Continue to **receive and reflect on feedback from evaluator** after each of the 10 unannounced classroom visits.

January

- Begin the **Goal Mid-Year Review in Talent Ed (complete before Feb. 28th)**.
- Continue to gather a collection of evidence, which will demonstrate proficiency.
- Adjust and/or modify strategies as needed.

February - April

- By February 28th, **complete the Goal Mid-Year Review** in Talent Ed.
- Schedule and participate in **mid-year review meeting** with the evaluator by Feb 28th. Continue to modify teaching after reflecting upon both the evaluator and mentors' evidence-based feedback.
- Continue to **collect multiple measures of evidence** related to SLG goals and professional goals.
- Continue to **receive and reflect on feedback** from evaluator after each of the 10 unannounced classroom visits (as noted above, evaluator may also schedule other formal observations throughout the year).
- Continue to schedule **classroom observations with mentor teacher**.

May - June

- **Evaluate the evidence** collected for the goals.
- **Complete the Goal End-of-Year Review** in Talent Ed. Provide evaluator with a collection of evidence.

- Schedule and participate in **summative evaluation conference** with the evaluator.
- **Evaluator provides written feedback** of teacher's effectiveness based upon formal (if completed) and 15 informal observations and the review of all goals.

Please note: Evaluation informs personnel decisions. Each year, the probationary teacher must demonstrate growth and/or proficiency on the professional domains selected. In addition, by the end of the three-year probationary period, teacher must score a minimum of "2" (Improvement Necessary) on the Marshall rubric.

- *At any time a teacher can request a meeting with their evaluator to discuss or dispute any feedback.*
- *At any time a teacher may invite support personnel to attend meetings with the teacher and their evaluator (i.e.: mentor teacher, union representative, TOSAs, etc.).*
- *An employee may attach a written response to any evaluation, and such statement will be placed in the employee's personnel file. Documents in Talent Ed are also part of an employee's personnel file.*
- *Teacher and evaluator can agree to modify the timeline if needed.*