

Sample Teacher Evaluation and Development Process Calendar

This document represents a recommended timeline for capturing teacher performance data and collecting data measuring student achievement.

| Timeline | Activity | Supervisor Steps | Teacher Steps |
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| Prior to the Start of School | Beginning of the Year Conference | <ul style="list-style-type: none"> • Preconference-may be done at the end of the previous school year or before the new school year begins <ul style="list-style-type: none"> ○ Review previous student growth measures ○ Be prepared to discuss student growth measures for upcoming year ○ Review Evaluation Calendar and evaluation documents with teacher ○ Schedule Beginning-of-Year Conference with teacher ○ Teachers new to district/charter: determine growth goals for measuring student achievement as measured by ISAT. • Be prepared to discuss parental/guardian input, student achievement included within teacher's evaluation • Review teacher's previous year's student achievement data • Determine if other items will be used when measuring effectiveness • Beginning-of-Year Conference with teacher • Classroom walk through | <ul style="list-style-type: none"> • Teacher fills out self-assessment prior to meeting with supervisor (<i>sample form available</i>) • Teacher sets professional growth goals and creates a professional growth plan, prior to meeting with supervisor (<i>sample form available</i>) • Teacher sends their Professional Growth Plan to their evaluator before the Beginning of the Year Conference, so that he/she has time to review it, prior to meeting with supervisor • During the Beginning-of-Year Conference, the teacher and evaluator will review the Professional Growth Goals in the Professional Growth Plan, along with prior performance evaluations, as well as other items that will be used in measuring effectiveness • Determine student growth measures based upon teaching assignment; e.g., ISAT Student Growth Model, ISAT benchmarks, 'x' number of students moving to proficient and advanced, goal that all students will meet 'x' number of point, etc. and be prepared to discuss this with supervisor. Supervisor must approve measures selected. • Teachers new to district/charter: determine growth goals for measuring student achievement as measured by ISAT and other measures |
| August-November | Ongoing feedback conversations based on multiple classroom visits, targeted development activities and other information "All contract personnel shall be evaluated at least once annually. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, two (2) formative observations and/or evaluative discussions." (Proposed Administrative Rule) | | |
| November-December | Mid-Year conference with Evaluator | <ul style="list-style-type: none"> • Review teacher Professional Growth Plan • Mid-Year Conference <ul style="list-style-type: none"> ○ Provide feedback on Professional Growth Plan | <ul style="list-style-type: none"> • Discuss Professional Growth Plan • Receive feedback on performance • Professional Growth Plan may be adjusted during this conference if the goals are not ambitious |

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| | | <ul style="list-style-type: none"> • Within five to seven (5-7) days of observation, the teacher should receive written feedback. <i>(sample form available)</i> | <p>enough, unrealistically ambitious, or not yielding the desired outcomes</p> <ul style="list-style-type: none"> • Depending on individual development needs and new data, the Professional Growth Plan can be revisited and adjusted more frequently |
| December-February | <p>Ongoing feedback conversations based on multiple classroom visits, targeted development activities and other information</p> <p>“All contract personnel shall be evaluated at least once annually. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, two (2) formative observations and/or evaluative discussions.” <i>(Proposed Administrative Rule)</i></p> | | |
| February-June | End of year Conference | <ul style="list-style-type: none"> • End-of-Year Conference • Discuss Professional Growth Plan • Provide feedback on performance for entire year • Final evaluation rating assigned • Be prepared to discuss parental/guardian input, student achievement included within the teacher’s evaluation • The evaluator will assign a final effectiveness rating for the year. The four effectiveness ratings are: (1)Unsatisfactory, (2)Basic, (3)Proficient, (4)Distinguished • Within five to seven (5-7)days of observation, the teacher should receive written feedback • Provide teachers an opportunity to respond to feedback | <ul style="list-style-type: none"> • Discuss Professional Growth Plan • The teacher and evaluator will reflect on the extent to which the Professional Growth Goals have been met and determine areas to target for the coming year based on the current year’s evaluation results • Be prepared to discuss parental/guardian input, student achievement included within the evaluation • Teacher may respond to written feedback |
| Teachers rated Unsatisfactory or Basic | <p>Proceed with district procedures in place for at risk educators; i.e., professional development, improvement plans, improvement teams, etc. If personnel actions are to take place as a “result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual’s contract or to renew an individual’s contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel.” <i>(Proposed Administrative Rule)</i></p> | | |
| Sample Forms Available | <ul style="list-style-type: none"> • Teacher Self-Assessment Form • Professional Growth Plan • Danielson Framework for Teacher | | |