Evaluation Requirements

The following are required steps in the educator evaluation process for every licensed educator. Frequency requirements and deadlines are on the following page.

<table>
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<th>Required Steps</th>
<th>Implementation Details</th>
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| Orientation to evaluation process and procedures. | • Group overview for all teachers within first 10 days.  
• Detailed review of the evaluation process for those being formally evaluated, including timelines, rubrics, evidence, artifacts, etc., and mentors, if assigned.  
• Detailed evaluation software training for those on cycle to be evaluated. Recommended for all educators. |
| Educator completes self-assessment and develops goals. | • May be done in a group session or individually.  
• Educator completes self-assessment using Instructional Practices Rubrics.  
• Educator chooses components of the rubric as goals and develops them with expected outcomes and activities.  
• Evaluator provides documented feedback on self-assessment and goals. |
| Formal observation. | • Educator and Evaluator determine formal observation date and time. Scheduling may be done electronically or face-to-face.  
• Educator provides evaluator with lesson plans, supporting documentation, agenda, etc., electronically or face-to-face.  
• Formal observations are 30 consecutive minutes to 1 full class period.  
• Post-formal observation feedback is required. This feedback must be in a face-to-face meeting and documented as a part of the evaluation record. |
| Ongoing informal observations, artifacts and data collection. | • Informal observations:  
  □ Ongoing informal observations must align with Instructional Practices rubrics.  
  □ At a minimum, one informal observation per month.  
  □ Informal observations are 5-30 minutes in length and may include post-observation feedback. Feedback may be electronic or face-to-face.  
• Artifacts and data collection  
  □ Educator and evaluator collect artifacts in an ongoing process documenting progress towards meeting selected goals and as of instructional practices quality, which may be used for the IPP Summary Rating.  
  □ Educator and/or evaluator gather data relevant to selected Student Performance methods to be used to determine the Student Performance Summary Rating. |
• Evaluator determines educator “met/not meet” status for student performance for each selected Student Performance Method. Evaluator determines a Student Performance Summary Rating.  
• Evaluator determines the Final Summative Rating based on combining the IPP and SP Summary Ratings. |
| Final Conference | • Final face-to-face feedback and discussion. |