

## Educator Evaluation in Belmont Public Schools

### A Guide for Educators (Unit A)

	<b>Educator's Tasks</b>	<b>Timeline</b>	<b>Product</b>
<b>Self-Assessment</b>	<p>-Read last year's evaluation, noting any areas for improvement.</p> <p>-Read rubric, self-assessing strengths and weaknesses (professional practice goal).</p> <p>-Review student learning data: How did students perform last year? What areas would you like to improve? (student learning goal).</p>	<p>-Educator must complete self-assessment by <b>October 15</b>.</p> <p>-Educator must meet with evaluator about self-assessment, goals, and plan development by <b>Oct. 15</b> for first year educators, <b>Nov. 1</b> for all others.</p>	<p>-There is no required written document for the self-assessment; however, you will discuss your self-assessment as the basis for your proposed goals.</p> <p>-Analysis of self-assessment and student learning data is used to develop goals and educator plan.</p>
<b>Goal Setting and Development of the Educator Plan</b>	<p>-Use data from self-assessment to develop professional practice goal and student learning goal.</p> <p>-Meet with grade-level or subject colleagues to determine if either goal can be a team goal, and if the Student Learning Goal can be a Professional Learning Team Goal.</p>	<p>-Educator submits proposed goals by <b>Nov. 1</b>.</p> <p>-Evaluator reviews plan, makes suggestions/edits if necessary, and approves plan by <b>Nov. 15</b>.</p>	<p>SMART Goals/Plan Form</p> <ul style="list-style-type: none"> <li>● one professional practice goal,</li> <li>● one student learning goal</li> </ul>

	<b>Educator's Tasks</b>	<b>Timeline</b>	<b>Product</b>
<b>Implementation of the Plan</b>	<ul style="list-style-type: none"> <li>-Submit artifacts of professional practice (products of your work and student work samples that demonstrate knowledge and skills with respect to the performance standards of the rubric, especially standards III and IV, which are less observable). The educator is not required to provide more than 6 pieces of evidence.</li> <li>-Educators on Year 1 of the Self-Directed Growth Plan do <u>not</u> have to submit evidence for standards prior to the formative evaluation; they only provide progress on goals.</li> <li>-Submit evidence of progress towards professional practice and student learning goals.</li> <li>-Sign observation forms, responding if desired.</li> </ul>	<ul style="list-style-type: none"> <li>-Observations occur between <b>September 15 and June 1</b>.</li> <li>-An educator's first observation must occur by <b>Nov. 30</b>.</li> <li>-Artifacts must be submitted two weeks before the Formative Evaluation (<b>Jan. 15</b> for one-year plans; <b>May 15</b> for two-year plans).</li> <li>- Artifacts must be submitted two weeks before Summative Evaluation (<b>May 1</b>).</li> </ul>	<ul style="list-style-type: none"> <li>-Observation forms</li> <li>-Artifacts with explanation of connection to standard or progress towards goals.</li> </ul>
<b>Formative Evaluation</b>	<ul style="list-style-type: none"> <li>-Exemplary ratings are <u>not</u> awarded.</li> <li>-For educator on Year 1 of Self-Directed Growth Plan that demonstrates proficiency in observations, evaluator marks proficient w/out written feedback; provides feedback on progress toward goals.</li> <li>-Read formative evaluation; respond if desired.</li> <li>-Request meeting, if desired.</li> <li>-Sign formative evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>-Due <b>Feb. 1</b> for one-year plans; <b>June 1</b> for two-year plans.</li> </ul>	Formative Evaluation Form
<b>Summative Evaluation</b>	<ul style="list-style-type: none"> <li>-Exemplary ratings are <u>not</u> awarded.</li> <li>-Read summative evaluation; respond if desired.</li> <li>-Request meeting, if desired (and not required).</li> <li>-Sign summative evaluation.</li> <li>-Use summative evaluation in next year's self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Due <b>May 15</b> for all plans.</li> </ul>	Summative Evaluation Form