

Professional Pathways to Teacher Success

A conditional view for evaluation and teacher support based on previous evaluation score, not years of service.

		Comprehensive Evaluation				Focused Evaluation
		Provisional Growth Pathway	Mandatory Growth Pathway	Transitional Growth Pathway	Progress Monitoring Pathway	Focused Growth Pathway
Who	Teachers on provisional contracts	Teachers on continuing contracts needing a mandatory plan of improvement	Teachers on continuing contracts receiving support for growth	Teachers on continuing contracts	Teachers on continuing contracts	
Summative Score from Previous Year	Unknown if new to district Any score if provisional	1 Teachers with more than 5 years experience who received two 2s in a three year period	2	3 or 4	3 or 4	
Purpose	Evaluate teacher effectiveness to move to continuing contract	Evaluate teacher effectiveness to determine continued employment with the district	Evaluate teacher effectiveness and provide targeted support to move to tier 3 or 4	Every 4 years teacher must work collaboratively with principal for progress monitoring	Promote growth with colleagues or individually	
Type of Evaluation	Comprehensive Evaluation Measured on all 8 State Criteria and student growth measures	Comprehensive Evaluation Measured on all 8 State Criteria and student growth measures	Comprehensive Evaluation Measured on all 8 State Criteria and student growth measures	Comprehensive Evaluation Measured on all 8 State Criteria and student growth measures	Focused Evaluation Measured on 1 State Criteria and student growth measures (SG 3, 6, or 8 if those criteria are selected; SG 3 or 6 if 1, 2, 4, 5, or 7 are selected)	

		Provisional Growth Pathway	Mandatory Growth Pathway	Transitional Growth Pathway	Progress Monitoring Pathway	Focused Growth Pathway
Measures of Effectiveness	Instructional Framework Rubric	<p>Formal Observations 4 per year the first two years, and 3 the third year (minimum of 45 minutes each)</p> <p>Informal Walkthroughs</p> <p>Conversations between evaluator and teacher</p> <p>Artifacts</p> <p>Additional Administrator Observations Possible</p>	<p>Formal Observations 4 per year (minimum of 45 minutes each)</p> <p>Informal Walkthroughs</p> <p>Conversations between evaluator and teacher</p> <p>Artifacts</p> <p>Additional Administrator Observations Possible</p>	<p>Formal Observations 4 per year (minimum of 45 minutes each)</p> <p>Informal Walkthroughs</p> <p>Conversations between evaluator and teacher</p> <p>Artifacts</p>	<p>Formal Observations 4 per year (minimum of 45 minutes each)</p> <p>Informal Walkthroughs</p> <p>Conversations between evaluator and teacher</p> <p>Artifacts</p>	<p>Informal Walkthroughs (including 2 scheduled 30 minute observations, if Criteria 1-6 are chosen)</p> <p>Conversations between evaluator and teacher</p> <p>Artifacts</p>
	Student Growth	<p>Multiple measures that are aligned to standards, are rigorous, and represent student performance at 2 points in time</p> <p>Standardized test scores used when relevant and available</p> <p>Tools, content and students for student growth selected by principal</p> <p>Artifacts</p> <p>Presented to the principal</p>	<p>Multiple measures that are aligned to standards, are rigorous, and represent student performance at 2 points in time</p> <p>Standardized test scores used when relevant and available</p> <p>Tools, content and students for student growth selected by principal</p> <p>Artifacts</p> <p>Presented to the principal</p>	<p>Multiple measures that are aligned to standards, are rigorous, and represent student performance at 2 points in time</p> <p>Standardized test scores used when relevant and available</p> <p>Tools, content and students for student growth selected by principal</p> <p>Artifacts</p> <p>Presented to the principal</p>	<p>Multiple measures that are aligned to standards, are rigorous, and represent student performance at 2 points in time</p> <p>Standardized test scores used when relevant and available</p> <p>Tools, content and students for student growth selected by teacher</p> <p>Artifacts</p> <p>Presented to the principal</p>	<p>Multiple measures that are aligned to standards, are rigorous, and represent student performance at 2 points in time</p> <p>Standardized test scores used when relevant and available</p> <p>Tools, content and students for student growth selected by teacher</p> <p>Artifacts</p> <p>Shared with colleagues</p>

	Provisional Growth Pathway	Mandatory Growth Pathway	Transitional Growth Pathway	Progress Monitoring Pathway	Focused Growth Pathway
Supports	<p>Cycle of Inquiry</p> <p>Collaboration Time</p>	<p>Cycle of Inquiry or an alternate plan as determined by evaluator</p> <p>Collaboration Time</p> <p>Union Assistance</p> <p>Detailed Plan of Improvement (different from Cycle)</p>	<p>Cycle of Inquiry</p> <p>Collaboration Time</p> <p>Possible Union Assistance</p> <p>Principal Support</p>	<p>Cycle of Inquiry</p> <p>Collaboration Time</p>	<p>Cycle of Inquiry</p> <p>Collaboration Time</p>
Evaluation and Next Steps	<p>Overall score of 1 will result in nonrenewal</p> <p>Nonrenewal is at the discretion of the district</p>	<p>Overall score of 1 or 2 will result in nonrenewal</p> <p>Overall score of 3 will result in a move to Focused Growth Pathway for teachers with more than 5 years experience.</p> <p>Overall score of 2 will result in a move to Transitional Growth Pathway for teachers with 5 or fewer years of experience.</p>	<p>For teachers with more than 5 years experience two 2s in a three year period will result in a move to Mandatory Growth Pathway.</p> <p>Overall score of 3 or 4 results in a move to Focused Growth or Progress Monitoring Pathway</p>	<p>Overall score must remain a 3 or 4 to move back to Focused Growth Pathway</p> <p>Overall score of 2 requires a move to Transitional Growth Pathway</p>	<p>Overall score must remain a 3 or 4 to stay on Focused Growth Pathway</p> <p>Overall score of 2 requires a move to Transitional Growth Pathway</p> <p>Every fourth year requires a move to Progress Monitoring Pathway</p>