

Instructional Evaluation Process

Terms	Definition
Formal Observation <i>Conducted by evaluator</i>	<ol style="list-style-type: none"> 1. Submission of lesson plan prior to observation 2. Observation of one full class period 3. Post-observation conference
Informal Observation <i>Conducted by evaluator</i>	<ol style="list-style-type: none"> 1. May be of any length of time 2. Intended to view the class in a more “natural” setting 3. Notes and feedback will be provided through a meeting or communicated digitally
Peer Observation <i>Conducted by non-evaluative peers</i>	<ol style="list-style-type: none"> 1. May be between 15 minutes and full period 2. Intended to offer peer feedback in a <u>non-evaluative</u> format 3. Professional goal form will be filled out and given to teacher

Option 1	Option 2	Option 3
1 formal observation		
3 informal observations	5 informal observations	3 informal observations
4 peer observations (4 observer and 4 observee)	4 peer observations (4 observer and 4 observee)	6 peer observations (6 observer and 6 observee)
<i>Note: These are the minimum numbers. More observations, of any type, may be completed. A teacher may always request more of any type of observation.</i>		

1. All teachers new to TPCA will be in option 1
2. Any returning teacher that met or exceeded expectations in previous year, may choose the option for observation that he/she prefers
3. Teachers that did not meet expectations the previous year, will remain in option 1 and may be placed on an improvement plan with specific growth goals and timelines as determined necessary by evaluator
4. Peer observations must complete the professional goal observation sheet for the observed teacher and be logged in observation spreadsheet. Observation notes and professional goal sheets will only be shared with the observed teacher as this is not intended to be viewed as “evaluative” and rather should be viewed as a peer-coaching and support system.

Rankings:

1. A teacher can be labeled as “meets expectations” or “model teacher” in any of the categories. The goal is “meets expectations”, but a teacher that excels in certain areas may be made a “model teacher” in one or more areas. Model teachers may be used as target observations for teachers that are looking to improve an area of their teaching. Administrators may also suggest observations to teachers based off

of the list of model teachers.

2. If a teacher has more than two (2) items not checked in “Classroom Expectations” during one observation and/or more than two (2) items not checked in “Professional Expectations” in one semester, a teacher shall be placed on an improvement plan with specific timelines and goals to improve the areas that were not checked.
3. If an item on the checklist is not observable and/or cannot be proven one way or the other, the teacher will be given the benefit of the doubt and the item will be checked.
4. If a teacher is at risk of an item not being checked off, he or she will be notified by evaluator.
5. Teachers that meet expectations in both areas may choose their option for observation for the next school year.

Professional Expectations:

An annual checklist will be completed for each teacher. If there is an area of concern, the teacher will be notified and additional checklists may be completed.

Classroom Expectations:

A classroom expectations checklist will be done upon each observation completed by the evaluator. This includes both formal and informal observations.

Cross Ref: T-CFBA Oversight of Licensed Staff Evaluations

Adopted: May 2, 2002

Revised: October 2, 2003

Revised: July 14, 2005

Revised: June 2, 2016