

TRACK I & Track IIB

TEAM

WHO:

Two groups of teachers participate in Track I of the evaluation process:

- Probationary teachers
- Teachers new to the district
- Non-probationary teachers with an overall performance rating of “gaining proficiency” or “unsatisfactory” or a teacher’s performance is rated as “gaining proficiency” or “unsatisfactory” in three or more domains of the evaluation.

PURPOSE:

The purpose of Track I & Track IIB is four-fold:

1. To positively impact student learning.
2. To provide accountability for decisions to continue employment.
3. To ensure that the Framework for Professional Practice for Teachers is understood, accepted and demonstrated.
4. To provide support in successful implementation of the Framework.

PROCESS:

Step One – Self-Assessment: The teacher completes a self-assessment using the TEAM Rubrics and completing the Teacher Self-Assessment Checklist on the rubrics in the TEAM documents. It is understandable that, during the first year, the teacher may not be able to complete all of the elements and rubrics in the Framework.

Step Two – Planning Conference: In Track I & Track IIB, the administrator takes the lead in the collaborative goal development session. Using the Self-Assessment Checklist, the teacher and administrator collaboratively develop a minimum of three goals in the *Individualized Development Plan (IDP)* during the Planning Conference one of which must be from Domain Five (student growth). The teacher also brings his/her completed rubrics in the Framework.

Step Three – Individualized Development Plan: The teacher will write the *IDP* based on the agreements achieved during the Planning Conference.

Step Four – Observations & Conferences: The principal does a minimum of three formal observations and accompanying pre and post observation conferences with the teacher. The principal conducts informal observations and has ongoing discussion with the teacher about professional practice and goals progress.

Step Five – Summative Evaluation and Conference: The administrator writes the Summative Evaluation and meets with the teacher to review it. Upon review of the written Summative Evaluation, both teacher and administrator add their signatures to the document.

Note: The district provides the support of a mentor teacher for the Track I teacher.