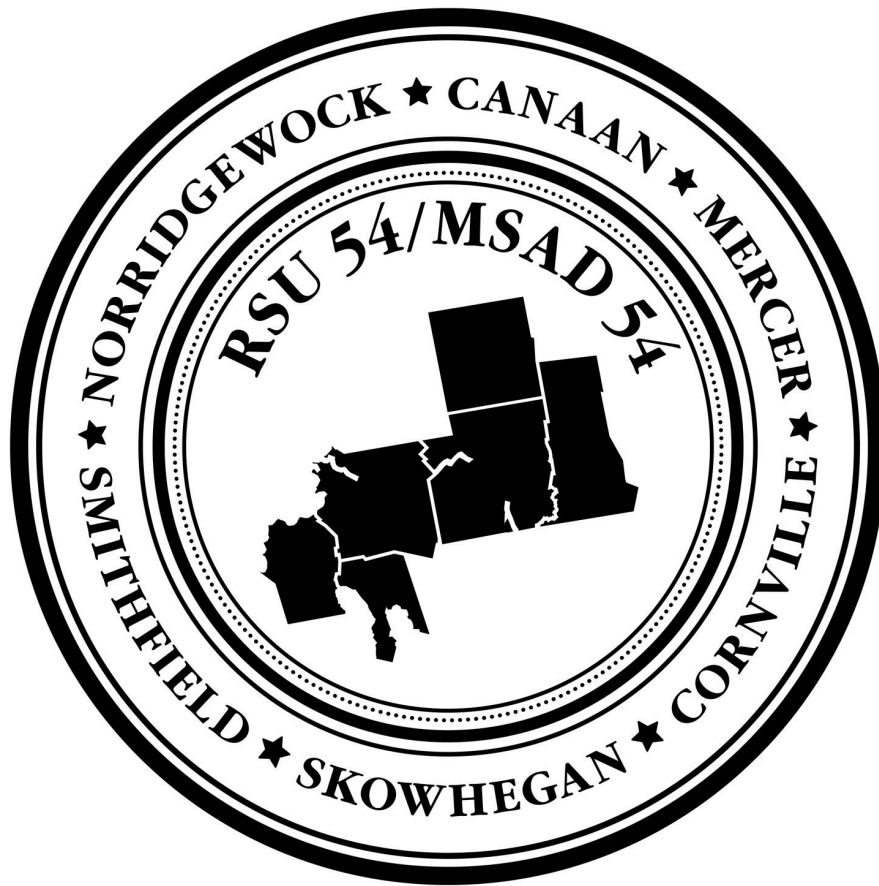# MSAD 54
Performance Evaluation and Professional Growth Model

A Handbook and Implementation Guide for Educators

Every MSAD 54 student deserves access to a quality educational experience that prepares them for a variety of opportunities beyond the classroom.

Reviewed and Adopted by PEPG Committee, 5/30/24

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Introduction

<u>Mission Statement</u>
Each member of the MSAD 54 community will create a caring and safe environment which will encourage every student to strive to achieve high academic standards, develop character, be a life-long learner, and be a responsible, contributing member of society.

<u>Vision for our School Community</u>
All individuals in our schools feel safe, welcome, and respected for who they are.

<u>Guiding Beliefs</u>
1. Students learn in different ways and in different time frames.
2. Students learn best in a trauma informed environment that is welcoming, orderly, accepting, and safe.
3. Students learn best in a supportive school community where every student feels connected and part of their school.
4. Students want to be successful in their learning and have unique interests that heighten their motivation for learning.
5. Student learning styles differ, and learners demonstrate their intelligence in many different ways.
6. Habits of work are essential and should be taught, fostered, and acknowledged, as well as assessed separately from academic progress and achievement.
7. Learning is a shared responsibility and requires a commitment among the student, teacher, parent, and community.
8. Learning is enhanced when teachers collaborate within and across disciplines.
9. Learning is enhanced when connected to real world contexts and challenges.
10. Learning is enhanced with frequent feedback specific to a clearly articulated learning goal.
11. Learning is enhanced when students are encouraged to take risks, understanding that mistakes are inherent in the learning process.
12. Learning is enhanced with timely interventions and multiple opportunities to demonstrate proficiency.

Background

Effective educators continually reflect on and seek opportunities to improve their practice. Routine self-assessment, feedback from supervisors, peers, and students, and focused professional development are essential to support a teacher in becoming and remaining a skillful educator.

With the final adoption of Rule Chapter 180 came a requirement that the Maine DOE offer <u>PEPG</u> models for teachers and for principals. The Teacher Performance Evaluation and Professional Growth (T-PEPG) model will be detailed in this document. The details of the model elements described in this document are a synthesis of research, conversations, listening, and critical review and development by all affected stakeholders.

A committee of dedicated administrators and teachers met over the course of several months to work on developing the PEPG system for the district. This committee will continue to meet to monitor the ongoing needs in the PEPG process, adjusting this handbook as necessary.

Goals & Purpose

Every MSAD 54 student deserves access to a quality educational experience that prepares them for a variety of opportunities beyond the classroom. The overarching goal of the PEPG system is to provide all students with effective educators throughout their public school experience and improve student growth and learning by:

- Serving as a basis for professional development that can improve instructional effectiveness;
- Clarifying expectations and guiding teachers as they reflect upon and improve effectiveness;
- Facilitating collaboration by providing a common language to discuss performance;
- Focusing the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers;
- Developing structures of peer support for teachers; and
- Providing a meaningful measurement of performance for individual teachers.
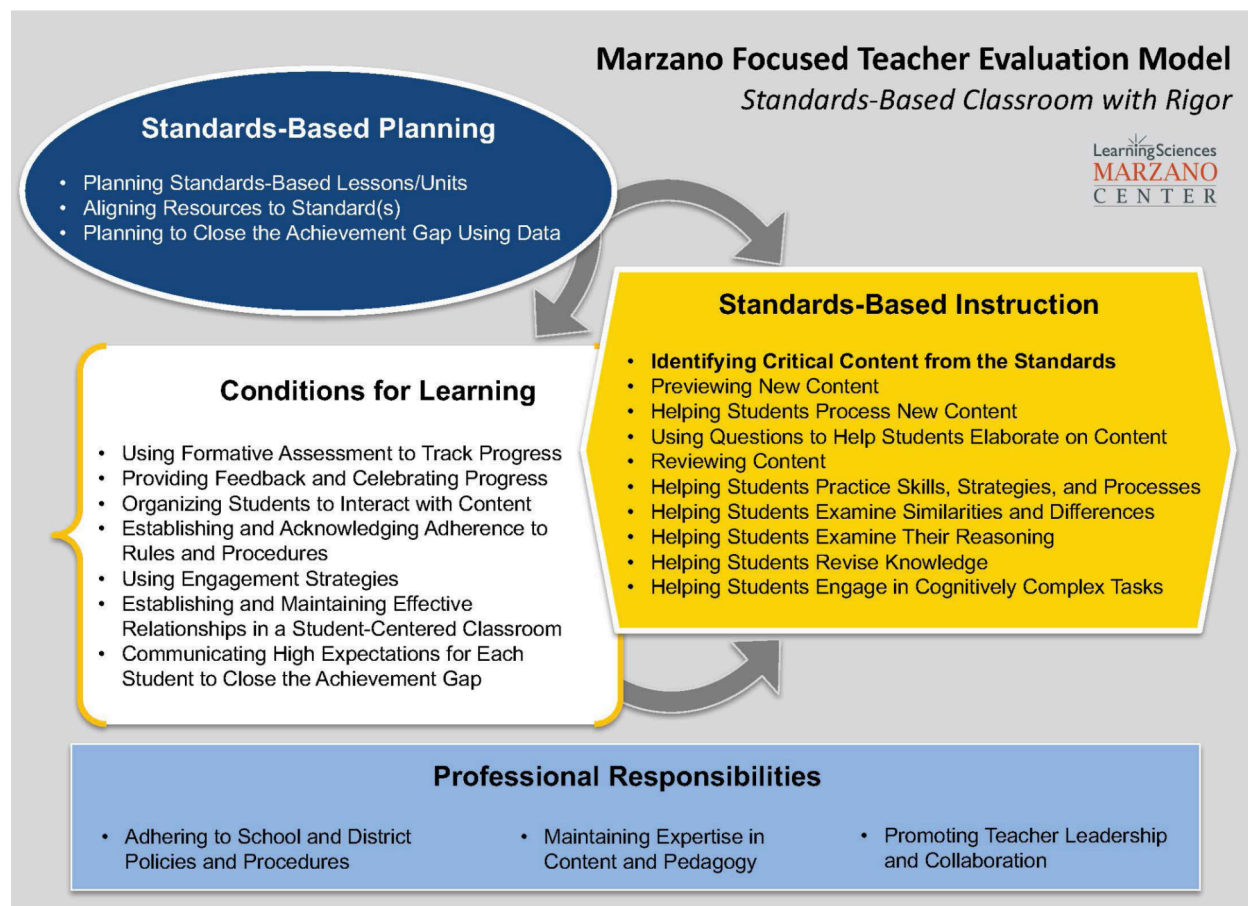
Teacher PEPG Framework

In accordance with the Mission Statement, Vision, and Guiding Beliefs on the previous pages, MSAD 54 has committed the Marzano Focused Teacher Evaluation Model to be the evaluation framework beginning in the 2024-2025 school year and used henceforth. The Model is designed to support teachers at all stages of their teaching practice to assist every K-12 student in learning the skills necessary to succeed in college, the workforce, or any other post-secondary pursuit.

The Model is broken down into four <u>Domains</u>:
- Standards-Based Planning,
- Standards-Based Instruction,
- Conditions for Learning,
- Professional Responsibilities.

Each of these Domains contain a number of <u>Elements</u> to evaluate educators on all aspects of their practice. These 23 Elements outline the common principles and foundations of teaching practice that apply across all subject areas and grade levels and that are necessary to improve student achievement.

Marzano Focused Teacher Evaluation Model
Standards-Based Classroom with Rigor

LearningSciences MARZANO CENTER

Standards-Based Planning
- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

Conditions for Learning
- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

Standards-Based Instruction
- **Identifying Critical Content from the Standards**
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Professional Responsibilities
- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

MSAD 54 Transition from InTASC to Marzano

Probationary Staff

All probationary staff hired during the 2023-2024 and 2024-2025 school years will utilize the MSAD 54 Marzano Evaluation System. Educators hired during the 2023-2024 school year will follow Year 2 of the Marzano Focused Teacher Evaluation Model. New staff hired to MSAD 54 for the 2024-2025 school year and beyond will begin their evaluation cycle on Year 1 of the Marzano Focused Teacher Evaluation Model.

Continuing Contract Staff

As MSAD 54 moves away from the InTASC to the Marzano evaluation framework, it will be important to have a third of MSAD 54's Continuing Contract staff at each of the three years within the Marzano Focused Teacher Evaluation Model. Therefore, the following protocol will be utilized:

> MSAD 54 Continuing Contract educators may elect to enter Year 3, the Summative Evaluation Year, of the Marzano Focused Teacher Evaluation Model regardless of where they currently stand within the InTASC evaluation cycle. If a building principal discovers that fewer than a third of their staff has volunteered for Year 3, they may request and encourage individual teachers to join the Year 3 cohort. If a teacher within the Year 3 Cohort for the 2024-2025 school year is found to have a **Beginning** Summative Effectiveness Rating (SER), the school administrator will meet with the teacher to determine if extending the teacher's Year 3 for another year is appropriate. Staff not participating in the Year 3 cohort will be placed in Year 1 or Year 2 of the Marzano Focused Teacher Evaluation Model.

> Note: Adjustments to this protocol may be necessary on a building to building basis depending on how many staff elect to begin their Marzano Focused Teacher Evaluation Model in Year 3 of the evaluation cycle.

Probationary Contract Evaluation Process

Teacher Responsibilities	Probationary Year 1	Probationary Year 2
Self-Assessment (in Marzano) (done prior to Growth Plan)	Yes	Optional
Professional Growth Plan **due by October 15**	Yes	Yes
Administrative Observation	Minimum of 1 Informal and 1 Formal	Minimum of 1 Informal and 1 Formal
Pre-observation Conference with Administrator	Yes (Formal)	Yes (Formal)
Post-observation Conference with Administrator	Yes (Formal)	Yes (Formal)
Peer Observation **due by April 1**	Yes	Yes
Student Survey	Yes	Yes
Professional Growth Plan Evidence **due by May 1**	Yes	Yes
Summative Evaluation Year	No	Yes **SER no later than May 15**

Continuing Contract Evaluation Process

Teacher Responsibilities	Year 1	Year 2	Year 3	Directed/Monitored Improvement Plan
Self-Assessment (in Marzano) (done prior to Growth Plan)	Yes	Optional	Optional	Yes
Professional Growth Plan **due by October 15**	Yes	Yes	Yes	Yes - Created with building administrator
Administrative Observation	Minimum of 1 Informal (unscheduled)	Minimum of 3 Walkthroughs (unscheduled)	Minimum of 1 Formal (scheduled)	Minimum of 2 Informal and 1 Formal
Pre-observation Conference with Administrator	Optional	Optional	Yes	Yes (Formal)
Post-observation Conference with Administrator	As requested by teacher or administrator	As requested by teacher or administrator	Yes	Yes
Peer Observation	Optional	Yes **due by April 1**	Optional	Yes - Administrator guided **due by April 1**
Student Survey	Yes	Yes	Yes	Yes
Professional Growth Plan Evidence **due by May 1**	Yes	Yes	Yes	Yes
Summative Evaluation Year	No	No	Yes **SER no later than May 15**	Yes **SER no later than May 15**

Self-Assessment

MSAD 54 values teacher growth in the highest regard. The self-assessment process provides teaching staff with the ability to improve their craft and in turn become more effective teachers.

Teachers will complete the Self-Assessment using the Marzano Focused Teacher Evaluation Model. The results of this assessment will support teachers in developing a Professional Growth Plan. Educators must complete the Self-Assessment in Year 1 of their evaluation cycle, regardless of contract status; completing the Self-Assessment in subsequent years is optional. Staff may use data from a previous summative effectiveness rating as a replacement for the self-assessment.

Professional Growth Plan

Effective educators are reflective and seek opportunities to improve their teaching practices. MSAD 54 educators engage in conversations and activities that focus on collaboration and feedback to support professional growth. These Professional Growth Plans are meant to support educators in creating a practice that is reflective. Our educators will use collaboration and feedback to focus on self-growth and improvement in teaching practices.

Educators must submit a Professional Growth Plan in ieObservation each year. The plan will be written with 3-5 goals selected from the educator's Self-Assessment results. Educators will use current skill levels and previous feedback to create their Professional Growth Plan. In Years 2 and 3, educators may use their Year 1 Self-Assessment or complete the Self-Assessment each year to support goal selection decisions.

Throughout the course of the year, educators will submit evidence of their growth towards goals in the ieObservation platform.

Educators on a Self-Directed Plan will create their Professional Growth Plan to be reviewed by an administrator. Under circumstances where an educator is placed on a Directed or Monitored Improvement Plan, the Professional Growth Plan is no longer self-created and will instead be completed with an administrator.

Administrative Observations

Administrative observations are required for both Continuing Contract and Probationary Contract teachers. The purpose of the observation is to collect a body of evidence in support of a teacher's Professional Growth Plan and Summative Effectiveness Rating. Observations should support teachers in reaching their professional goals and as such, a teacher or administrator may request a Pre- and/or Post-Observation Conference for any form of observation at any time. A teacher or administrator may also request an additional formal or informal observation at any time.

There are three types of observation:
1. **Formal:** a *scheduled* observation lasting between 30-60 minutes; *requires* a Pre- and Post-Observation Conference with the administrator

2. **Informal:** an *unscheduled* observation lasting between 30-60 minutes; *does not require* a Pre- and Post-Observation Conference with the administrator

3. **Walkthrough:** an *unscheduled* observation lasting between 5-30 minutes; *does not require* a Pre- and Post-Observation Conference with the administrator; meant to be frequent snapshots of the classroom environment and instructional strategies

Pre-observation Conference
The Pre-observation process only applies to Formal Observations. A Pre-observation Conference is a meeting that is scheduled between the teacher and administrator prior to a Formal Observation. The Pre-observation FAQ will be used by the administrator to facilitate discussion during the conference and allow for further questioning and discourse on the upcoming lesson.

Post-observation Conference
The Post-observation Conference is a dialogue that occurs between the administrator and the teacher after a Formal Observation. It involves discussions, reflections, and feedback between the teacher and the administrator. The Post-observation Conference should also address progress toward the teacher's Professional Growth Plan and Summative Effectiveness Rating. The goal of the Post-observation is to collaboratively identify areas of strength and areas for improvement.

Peer Observations

The purpose of a Peer Observation is for teachers to have the opportunity to watch fellow staff members instruct students. Observers should use this opportunity to learn from their colleagues' educational approaches while reflecting on their current practices, structures, and classroom management. Peer observations do not have to happen within the same content area or grade level. Teachers will use the information from the peer observation in their reflection which is a part of their professional growth plan.

Student Feedback

MSAD 54 believes effective educators benefit from frequent <u>student feedback</u> in the form of verbal and written <u>surveys</u>. These surveys are administered by classroom teachers to their students to gather data, collect information, and measure instructional strengths and weaknesses.

Student surveys provide important evidence to support Self-Reflections and inform goals, regardless of a teacher's status or where they are in their three year cycle. When given frequently, surveys can give teachers excellent insight into their teaching practice from the primary stakeholders of their practice. By creating a feedback loop, teachers can show their students they are listening and making changes based on student needs and desires. Student surveys are non-evaluative in nature, but should be used in the Self-Reflection process. Surveys must be given at least once a year to provide evidence of the teacher's Professional Growth Plan, submitted in ieObservation.

Access surveys for teachers to use as a starting point <u>here</u>; each survey is anonymous so kids feel free to express their opinions without judgment. The language used in the surveys has been chosen specifically, referencing MSAD 54's Guiding Beliefs and covering Classroom Culture, Content & Learning, and Safety & Rapport. Teachers may choose to give the surveys as is, edited, divide by section, or use handwritten methods. Whatever method is chosen, it is recommended that teachers implement student feedback into the classroom to help students see the value of giving their opinion, encouraging them to report their thoughts in future surveys with honesty and enthusiasm.

Format: K-1: Conversation   2-12: Rating scale (with conversational support as needed)

**Students in grades K-2 may require some levels of support and/or clarification with the discussion. The classroom teacher or survey proctor could edit wording or appropriately rephrase any prompts if necessary to help the student understand what is being asked.

Here is a sample script to use prior to administering the questions: "The purpose of this discussion is to help your teacher learn how you feel about being a student in <u>(teacher name)</u>'s class. This is to help your teacher make the class even better. No answers are right or wrong as long as you are answering honestly."

Professional Growth Plan Evidence

MSAD 54 believes effective educators reflect on their teaching practice to continue to progress professionally. Professional Growth Plan Evidence requires teachers to reflect on the 3-5 professional goals they set at the beginning of the year. Evidence can take the form of administrative observations, documents that show the implementation of the element in the growth plan, reflection journal in ieObservation and other artifacts. Evidence should allow an educator to process progress toward their goals and what future goals may need to be.

The <u>self reflection</u> portion of the professional growth plan <u>must</u> incorporate (1) the student feedback, and how it was used, (2) a summary of the peer observation and how the experience

was used to inform your practice, (3) and a brief summary of the teacher's strengths and areas for improvement.

Professional Practice Ratings and Professional Growth Ratings

Determining the Professional Practice Rating (80% of SER):
Teachers can access their <u>professional practice rating</u> at any time in ieObservation. Scores from observations of the evaluation will be used to calculate a rating in this area. In order to have a rating of **Applying**, a teacher will need to have 70% of the scores received in observations at a 3 or higher. See the rubric below.

Professional Practice Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)
At least 80% of elements scored at Level 4	At least 70% of elements scored at Level 3 or higher	Less than 70% of elements scored at Level 3 or higher and less than 10% at Level 1 or 0	10% or more of elements scored at Level 1 or 0

Determining the Professional Growth Rating (20% of SER):
Teachers can access their professional growth plan score as soon as their growth plan has been finalized by the building administrator. Professional growth is calculated based on the average of the growth for each of the elements selected in the Professional Growth Plan. For example, if one selects an element and the current level is **Beginning** and then improves to the level of **Applying**, then the growth would be 4.0 for that element. This would give the teacher an **Innovating** rating for that element. If one had a second element that started at a **Developing** level and then improved to **Applying**, then the growth would be a 3.0. This would give an **Applying** rating for that element. The overall <u>Professional Growth Rating</u> will be based on the average of the goals. In this example, the calculation would be: (4.0+3.0)/2 = 3.5, which would be at the **Innovating** level.

Professional Growth Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)
The average of your growth on all of your elements is 3.50-4.0	The average of your growth on all of your elements is 2.75-3.49	The average of your growth on all of your elements is 2.25-2.74	The average of your growth on all of your elements is 0-2.24

Determining a Summative Effectiveness Rating

After the evaluator and teacher have examined and discussed all of the teacher's evidence, the teacher can see their <u>Summative Effectiveness Rating</u>. This rating is calculated using the scales that follow.

Summative Effectiveness Rating Level Descriptions:

The Summative Effectiveness Rating is based on the ratings earned in Professional Practice and Professional Growth. This calculation is done at the end of the third year, if one is on a Self-Directed Plan, or at the end of the year of a Directed or Monitored Improvement Plan.

(80% of Professional Practice) + (20% of Professional Growth)

Innovating (3.75-4.0) describes the actions, behaviors, and outcomes that consistently reach beyond the expectations for effective practice. Many teachers reach the innovating level occasionally or in some elements of their practice, and a few are able to autonomously sustain an **Innovating** status, providing a model for excellence and advancement for teachers whose performance is already effective. Typically this level includes educators who collaborate and assist their peers and whose student evidence in classroom observations shows that they implement and adapt their instruction to achieve the <u>desired effect</u> in all or almost all students.

Applying (3.00-3.74) describes the actions, behaviors, and outcomes associated with accomplished teaching, characterized by a diverse set of strategies expertly implemented in order to reach their students. Teachers reach the **Applying** level when they demonstrate a clear ability to collaborate and communicate successfully and consistently demonstrate a satisfactory impact on the majority of their students' learning and growth. Teachers whose practice is at this level are able to self-direct their continued growth, often serve as leaders in the school community, and may be able to provide support and guidance to peers.

Developing (2.50-2.99) describes the actions, behaviors, and outcomes that reflect a limited or inconsistent repertoire of effective instructional and professional strategies, characterized by a limited understanding of students, content, or pedagogy, a limited ability to collaborate with peers, and/or an inconsistent or low impact on student learning and growth. Teachers who are at the **Developing** level are working to expand their skills and knowledge of the teaching craft and benefit from the close monitoring and support of administrators and accomplished peers who can facilitate growth.

Beginning (0-2.49) describes the actions, behaviors and outcomes that are seldom effective, characterized by a lack of understating of students, content, or pedagogy, an inability to collaborate with peers and communicate appropriately, and/or a consistently low or negligible positive impact on student learning and growth. Individuals who struggle overall with the basic competencies of the profession require close supervision on either a Directed or Monitored Improvement Plan.

Educators will be placed on specific plans based on their SER as follows:

Innovating	Self-Directed; three year cycle
Applying	Self-Directed; three year cycle
Developing	Directed or Monitored; one year cycle OR Self-Directed; three year cycle
Beginning	Directed; one year cycle

Directed Improvement and Monitored Improvement Plans

Teachers will meet with their administrator and receive written notification by the end of the current school year if they receive an Effectiveness Rating of **Beginning** and are to be placed on a Directed or Monitored Improvement Plan for the next year.

In September of each year, all teachers shall be notified in writing of their placement in the evaluation cycle by their supervising administrator, keeping in mind that a continuing contract teacher may be placed on a Directed Improvement Plan at any point in their evaluation cycle.

Directed Improvement Plan:
The Directed Improvement Plan is for teachers who are identified by an administrator as having an Effectiveness Rating of **Beginning** or, in some cases, **Developing** at the end of any year. Teachers who fall in the **Beginning** category will be placed on either a Monitored Plan or a Directed Improvement Plan.

The purpose of the Directed Improvement Plan is to provide teachers with specific assistance and to return them to the Self-Directed Plan. Failure to follow the plan or receiving a **Beginning** rating at the end of the Directed Improvement Plan may lead to a second Directed Improvement Plan, Monitored Improvement Plan, or dismissal.

During the Directed Improvement Plan a teacher may request support from a colleague or an administrator other than their direct supervisor. These supports may include professional development opportunities, coaching, mentoring, or other forms of support aimed at helping the teacher enhance their skills and improve their instructional effectiveness.

Monitored Improvement Plan:
The purpose of the Monitored Improvement Plan is to provide teachers with focused growth opportunities to support identified areas in need of remediation. If sufficient growth has not been made on a Monitored Improvement Plan, a teacher may have a second Monitored Improvement Plan or be moved to a Directed Improvement Plan for the following year.

Glossary of Terms

Continuing Contract Teacher: A teacher who has successfully completed the probationary cycle and has been placed on the professional cycle.

Directed Improvement Plan: A structured framework designed to support educators who require rigorous, targeted improvement in specific areas of their teaching practice. It is typically implemented when a teacher receives an Effectiveness Rating of **Beginning**. This plan is designed *by* an administrator.

Desired Effect: The desired outcomes or objectives that educators aim to achieve through the implementation of teaching strategies and instructional practices.

Domains: These are the headings that organize the Marzano Focused Teacher Evaluation Model of Professional Standards. There are four Domains:

Domain 1: Standards Based Planning
Domain 2: Standards Based Instruction
Domain 3: Conditions for Learning
Domain 4: Professional Responsibilities

Each Domain is organized into Design Questions and Elements.

Elements: These are the more detailed indicators found within each Domain of the Marzano Focused Teacher Evaluation Model of Professional Standards. There are a total of 23 Elements found within the system.

Domain 1: Standards Based Planning
1. Planning standards-based units and lessons
2. Aligning resources to standards
3. Planning to close the achievement gap using data

Domain 2: Standards Based Instruction
1. Identifying Critical Content in the Standards
2. Previewing New Content
3. Helping Students Elaborate on New Content
4. Helping Students Record and Represent Knowledge
5. Reviewing Content
6. Helping Students Practice Skills, Strategies and Processes
7. Helping Students Examine Similarities and Differences
8. Helping Students Examine Their Reasoning
9. Helping Students Revise Knowledge
10. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

Domain 3: Conditions for Learning
1. Using formative assessment to track progress
2. Providing feedback and celebrating progress
3. Organizing students to interact with content
4. Establishing and acknowledging adherence to rules and procedures
5. Using engagement strategies
6. Establishing and maintaining effective relationships in a student-centered classroom
7. Communicating high expectations for each student to close the achievement gap.

Domain 4: Professional Responsibilities
1. Adhering to school and district policies and procedures
2. Maintaining expertise in content and pedagogy
3. Promote teacher leadership and collaboration

Formal Observations: *Scheduled* observations that are counted toward the calculation of the Summative Effectiveness Rating.

Informal Observations: *Unscheduled* observations that are counted toward the calculation of the Summative Effectiveness Rating.

ieObservation: Online teacher observation and evaluation program used to evaluate professional practices based on the Marzano Model.

Monitored Improvement Plan: A structured framework designed to support educators who require targeted improvement in specific areas of their teaching practice. It is typically implemented when a teacher receives an Effectiveness Rating of **Developing**. This plan is designed *with* an administrator.

Peer Observation: An opportunity for teachers to observe and learn from their colleagues' educational approaches while reflecting on their current practices, structures, and classroom management.

Pre-observation Conference: The meeting that will take place prior to a scheduled observation. The teacher being observed will meet with the administrator to discuss the upcoming lesson to be taught during the observation. The goal of this meeting is to provide the administrator with insight on the upcoming lesson and observation.

Pre-observation FAQ: A series of prompts and questions that administrators will use to guide conversations in Pre-observations Conferences.

Post-Observation Conference: The meeting that will take place after a formal observation. The post-observation conference provides an opportunity for constructive feedback, goal-setting, and professional dialogue aimed at supporting the teacher's ongoing professional development. Additionally, it may involve collaborative planning for implementing strategies to enhance teaching effectiveness based on the observation feedback.

Professional Evaluation and Professional Growth System (PEPG): The system of evaluations that are required to be developed as part of Chapter 180 of Maine State Statutes.

Probationary Teacher: A teacher who is in their first two years of teaching in MSAD 54.

Professional Growth Plan: A set of 3-5 goals selected from the Marzano Focused Teacher Evaluation Model that guides a teacher's personal professional development. It is generated as a result of completing the Self-Assessment in ieObservation.

Professional Growth Rating: Professional Growth Rating is the score you receive when you complete your Professional Growth Plan. This is calculated as an average of the scores of each growth goal in the Plan.

Professional Practice Rating: Professional Practice Rating is the score you receive after an Observation or Walkthrough. This is calculated as an average of the scores you receive for the elements scored. The teacher can always see their cumulative professional rating in ieObservation.

Self-Assessment: Teachers complete a self-assessment to rate themselves on the 23 Elements within the Marzano Focused Teacher Evaluation Model to develop their Professional Growth Plan.

Self-Reflection: The process by which educators critically analyze their own teaching practices, pedagogical strategies, and professional growth.

Student Feedback: Collected via Student Surveys, this information is not evaluative, but is designed to provide a feedback loop between students and teachers.

Student Surveys: Carefully crafted statements designed to collect student perceptions of Classroom Culture, Content & Learning, and Safety & Rapport. Access these surveys here.

Summative Effectiveness Rating (SER): A score that a teacher receives, calculated from the Professional Practice and Professional Growth Ratings.

Summative Evaluation Year: The *second* year in a Probationary Contract teacher's evaluation process and the *third* year in a Continuing Contract teacher's evaluation process. In the Summative Evaluation Year, a teacher receives a final SER that determines whether they will move to or continue on the Continuing Contract cycle.

Walkthrough: A brief informal observation which lasts between 5-30 minutes. This method is used to collect multiple snapshots of the classroom environment and instructional strategies and is unscheduled.