Regional School District #19
Annual Teacher Evaluation Process

	Non-tenured Evaluation Phase		Tenured Evaluation Phase	
	Induction Stage	Guided Growth Stage	Professional Growth Stage	Supervised Assistance Stage
Teacher	Beginning educators who are BEST Program Participants or ARC Participants	• Beginning educators who have completed Induction Stage but not yet tenured • Experienced teachers who are new to E.O. Smith	Tenured Teachers consistently demonstrating CCT competencies	Tenured Teachers who are not demonstrating success in the CCT competencies
Goals	Professional goals related to CCT/BEST	Professional related to: • student learning outcomes • school/district goal(s)	Professional related to: • student learning outcomes • professional growth goal(s)	Professional goals related to specific area(s) identified as in need of assistance as outlined in the CCT
Observations	A minimum of 2 observations by immediate supervision Observe 2 demonstration lessons conducted by tenured teacher(s) A minimum of 1 formal observation by evaluator	A minimum of 2 observations by immediate supervision Observe at least 1 demonstration lesson conducted by tenured teacher A minimum of 1 formal observation by evaluator	Reflective summary completed and submitted to Evaluator annually <u>3 Year Formal Observation Cycle</u> 1 formal observation by evaluator every 3 years	Formal and Informal Observations once every 15 days by evaluator
Summative Evaluation and Report	Summative Evaluation Conference with department chair and evaluator Summative report submitted by evaluator	Summative Evaluation Conference with department chair and evaluator Summative report submitted by evaluator	Summative Evaluation Conference with department chair and evaluator every 3rd year Summative report submitted by evaluator every 3rd year	Summative Evaluation Conference with department chair and evaluator Summative report submitted by evaluator