

Professional Growth Cycle Frequently Asked Questions (FAQ)

1. What is the name of the new evaluation cycle for the district?

The name of the rubric is the Professional Growth Cycle. It is designed for continuing contract employees who are in good standing with the district, and for non-continuing contract certified employees (first three years to the profession) to help them to understand the components of effective professional practice and our district's high expectations.

2. What is important about this new rubric and how will all staff become familiar with the components?

This rubric is research-based with effective professional practices. It will be expected that staff will have in-services and meetings to discuss the components of the instrument led by the building principal/director and/or pilot committee members.

3. What is the state law regarding timelines for evaluations?

The state law currently states that all continuing contract certified employees need to have their evaluation or notification of return or termination completed by March 1st of each year. Non-continuing contract certified employees need their evaluation or notification of renewal or non-renewal to be completed by April 15th of each year. Each employee will receive a contract recommendation form from his or her principal/director by these dates indicating the district's intent to offer employment for the following year. This will be completed separately from the professional growth rubric or goal setting conference. This notification will go into the employee's file.

4. What will the evaluation cycle look like for continuing contract certified employees in good standing with the district?

We currently are looking at a four year cycle with a fifth option, mentoring. The cycle will allow for ¼ of the certified employees on staff, who are on continuing contract and in good standing, to be on the full professional development rubric with nine to eleven walk through visits by the principal with reflection questions by the principal to the employee and employee response back to the principal. The second year is a year of goal-setting for the certified employee. The third year will have the certified employee choose two of the seven categories to have the principal review during the walk through visits (four to six). The fourth year is a year of goal-setting for the certified employee. Mentoring is an added phase to the plan and the employee in good standing may opt for that phase for one year. The principal and the staff will go into the four year cycle (with a fifth option) at different levels as to distribute the staff as equally as possible with the four year cycle.

5. How long is a one year cycle for each of the four components of the evaluation cycle for continuing contract teachers in good standing?

We are looking at 12 months as a complete one year cycle. For example, if the certified employee meets with the principal for the first year and the pre-conference is set with the rubric in September, the principal will do the nine - eleven drop in visits during the next 12 months with the post-conference falling in September of the next year. Then in September

the principal will work on the goal setting with the certified employee and that plan will conclude the following year, etc. We believe the 12 month cycle will help certified employees complete the plan effectively. It also helps the principal/director to manage the four cycles with 2-3 teachers conferencing each month. If a teacher wishes to set goals at a different time other than the month directed, he or she can work with the principal to discuss this option.

6. What goes into the file for the certified employee upon completion of each year of the evaluation cycle?

Upon completion, the back page of the rubric, the goal setting form, or the mentoring reflection form will go into the certified employee's file. This will occur at the end of each cycle that the certified employee is on one of the five phases.

7. Explain the drop in visits by the principals in years one and three? Years two and four? What will they look like?

In year one, the principals will drop in between nine and eleven times into the certified employee's classroom. They will give the certified employee feedback through reflective questioning. The certified employee will also respond to the question or questions by the principal. The purpose of this is for all to become reflective practitioners in the educational setting. The committee believes that the more we understand our profession and the research, the better we will become as reflective practitioners. In year three, while the certified employee chooses two components of the rubric, the principal will drop in and visit between four and six times, provide reflective questions and receive feedback from the employee. Drop in visits may also include other components of an employee's work day (concerts, parent visits, IEP's, etc.). The majority of drop in visits must be classroom observations. After each formal drop in visit, the principal will provide written feedback including a reflective question, and a written response will then be required from the certified employee.

During goal setting years, the principal will continue with drop in visits (no specific amount), but there may or may not be reflective questions generated with responses needed.

8. What about certified employees new to the district who bring in experience? What will their growth cycle look like?

Certified employees who have previous teaching experience will complete their first year with the entire professional growth rubric and then will collaborate with their building principal to determine their growth cycle placement for the second and third years in the district. By April 15th of each year, the principal will give the employee notification that he or she will be renewed or non-renewed for the next school year.

9. What about new certified employees to the profession? What will their growth cycle look like?

First year certified employees will use the entire rubric for their first year, components A-D of the rubric for their second year, and components D-G of the rubric for their third year. Once they have completed the third year and are in good standing they can move to goal-setting or the mentoring phase. By April 15th of each year, the principal will give the employee notification that he or she will be renewed or non-renewed for the next school year.

10. What is expected during the goal setting years (Year two and four)?

It is expected that certified employees will work on items that they want to improve on from the rubric. The employee will set the goal, working collaboratively with the principal, to grow in one or more of the components of the professional growth rubric.

11. What if a concern begins for the certified employee and the employee is no longer in good standing due to ineffective practices?

The principal will meet with the certified employee and the employee will be put on a plan of improvement. The plan of improvement will give the employee specific information as to the component and areas that need improvement. The employee will stay on the plan of improvement until the problem is remediated. Once remediation occurs, the employee will return to the growth cycle. If the problem is not remediated, termination will occur.