

Parma School District #137

Responsibilities within the Formal Observation Process

Observation Tier	Administration Responsibilities	Teacher Responsibilities
<p><u>Tier 1</u></p> <p>Applies to Non-Continuing Contract Teachers</p> <p>Categories 1, 2 and 3</p>	<p>At the beginning of the school year, the superintendent or designee will meet with all Tier 1 teachers as a group to review the initial teacher development expectations, professional artifact collection requirements, and evaluation schedule.</p> <p>Within 6 weeks after the first day of the school year, the principal will meet with Tier 1 teachers to provide each teacher with copies of all evaluation forms, and identify the evaluator. The principal will share information about which components most directly impact the learning goals of the building as reflected in school improvement plans.</p> <ul style="list-style-type: none"> • Mentors should be included in this meeting. • The administrator may identify additional components to be included as needed. 	<p>Teachers new to the profession will choose 10 components from the 4 domains, which they will be primarily responsible for and focus on during the first year. It is the teacher's responsibility to coordinate their choices with the building administrator.</p> <p>Experienced teachers new to the district will choose 10 components from the 4 domains, which they will be primarily responsible for and focus on during the first year. It is the teacher's responsibility to share their choices with the building administrator. Teachers will also develop individual/group professional growth plan.</p> <p>Teachers in their 2nd year to the profession will choose six additional components (16 total). Teachers will also develop individual/group professional growth plan.</p> <p>Teachers in their 3rd year to the profession are responsible for all components in the 4 domains. Teachers will also develop individual/group professional growth plan.</p>
<p><u>Tier 2</u></p> <p>Applies to Continuing Contract Teachers</p>	<p>The administrator will meet with the teacher to identify the professional growth plan in the first six weeks.</p> <p>The administrator will assist the teacher in completing the individual growth plan for the school year.</p> <p>Once every three years, all Tier 2 teachers will take part in the Tier 1 evaluation process as determined at the building level.</p>	<p>The teacher will develop a professional growth plan as an individual or as a group outlined in the evaluation process. In addition they will cycle through the Tier 1 process every three years.</p>
<p><u>Tier 3- Voluntary</u></p> <p>Tier 1 Cat 3 teachers needing support and assistance.</p> <p>Tier 2 teachers needing or desiring support and assistance.</p> <p>At the end of 30 contract days, the plan will be reviewed.</p>	<p>The administrator will provide support and assistance as requested by teacher which may include the following:</p> <ul style="list-style-type: none"> • Additional mentor • Additional observations • Classroom management support 	<p>Teachers are responsible for all components in the 4 domains.</p> <p>Teachers complete the self-assessment teacher reflection document to identify areas in which he/she are seeking support and assistance.</p>
<p><u>Tier 4- Probationary</u></p> <p>Applies to Continuing Contract and Tier 1 Cat 3 teachers who need support and assistance</p>	<p>Within 10 contract days of a teacher entering Tier 4 the principal will meet with the teacher to review:</p> <ul style="list-style-type: none"> • Probation plan • Teacher development expectations • Professional artifact collection • Evaluation Schedule for probation • Provide teacher will copies of all evaluation forms/identify evaluator 	<p>Teachers are responsible for all 4 domains.</p> <p>Teachers are responsible for fulfilling the outlined goals in the probation plan.</p>