

Teacher Development and Evaluation Plan

Tenured Teachers

Years A and B

	Component	Description	Timeline	Scoring	
Collaboration	PLC	Professional Learning Communities are a group of educators committed to working collaboratively in an ongoing process of collective inquiry and action research to achieve better results for the students they serve.	Weekly meetings	Proficient: teacher participated in weekly PLC Not Proficient: teacher did not consistently participate in weekly PLC	Also Required for Q-Comp
	Instructional Coaching	System in which teachers' performance is reviewed by their colleagues; non-tenured teachers complete this requirement by being observed by an instructional coach.	2 times a year	Proficient: teacher was observed 2 times by instructional coach Not Proficient: teacher was not observed 2 times for instructional coach	
IGDP (Individual Growth & Development Plan)	Student Learning Goal	A student learning goal (SLG) is a measurable, long-term growth target (a SMART goal) that the teacher sets at the beginning of the academic term or school year.	Fall and Spring conversation with administrator Action steps throughout the school year	Proficient: teacher met or exceeded goal OR didn't meet the student learning goal but adequately reflected on goal and provided a rationale Not Proficient: teacher did not complete goal OR did not provide a reflection on goal	
	Professional Growth Plan	A staff development tool that provides a clearly articulated plan of study that, when completed, results in the acquisition of new knowledge, skills, attitudes, and behaviors that improve the professional proficiency of those using the plan.	Fall and Spring conversation with administrator Action steps throughout the school year	Proficient: teacher met with administrator and reflected on the PGP Not Proficient: teacher did not complete goal OR did not provide a reflection on goal	
Optional	Portfolio	A professional portfolio is a collection of a teacher's work that documents professional growth and includes the teacher's own reflections on and assessment of their work.	Viewed 1 week prior to pre-observation meeting in Year C	OPTIONAL – NO SCORE	

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Year C

	Component	Description	Timeline	Scoring	
Evaluation	Administrator Evaluation	Teachers select either a formal observation or walk-through model for their evaluation. Administrator completes the observation(s) with the appropriate rubric. *This also meets the instructional coaching requirement for TDEP and Q-Comp.	Set up with administrator	Proficient: teacher has at least 7 ratings of proficient (out of 8 components) on the evaluation rubric.	Also Required for Q-Comp
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