GEORGIA TEACHER EVALUATION PROGRAM RESOURCE MANUAL

RESA Statewide Network
2003

Teacher evaluation is a critical component of education reform initiatives. The goal of education reform and of teacher evaluation in Georgia is to improve student learning and achievement. To accomplish these goals, it is imperative that teachers provide quality instruction so that improved student achievement is demonstrated.

There are seven areas of teacher evaluation specified in the Official Code of Georgia Section 20-2-210. This part of the code reads as follows:

(b) Annual teacher evaluations shall at a minimum take into consideration the following:
1. The role of the teacher in meeting the school's student achievement goals including the academic gains of students assigned to the teacher
2. Observations of the teacher by the principal and assistant principals during the delivery of instruction and at other times as appropriate
3. Participation in professional development opportunities and the application of concepts learned to classroom and to school activities
4. Communication and interpersonal skills as they relate to interaction with students, parents, other teachers, administrators, and other school personnel
5. Timeliness and attendance for assigned responsibilities
6. Adherence to school and local system procedures and rules
7. Personal conduct while in performance of school duties

The state has left the responsibility of conceptualizing and implementing a teacher evaluation system that meets the requirements of the Code Section 20-2-210 to the local unit of administration (LUA). Most LUAs in Georgia continue to evaluate teachers with the Georgia Teacher Evaluation Program (GTEP). The GTEP adequately provides a process for meeting most of the requirements of Georgia Code Section 20-2-210. The GTEP instrument, however, does not adequately provide evidence for two new aspects of teacher evaluation required by the law, (b) 1 and 3. These criteria require other types of procedures and documentation.

There are two goals in developing the **GTEP Resource Manual**:

1. To correlate the seven areas of teacher evaluation required in the Georgia Code Section 20-2-210 as closely as possible with the Georgia Teacher Evaluation Program process
2. To update the Georgia Teacher Observation Instrument (GTOI) to include newer research based "sample effective practices" and to align the Georgia Teacher Duties and Responsibilities Instrument (GTDRI) with the state requirements.

The **GTEP Resource Manual** is intended to be a supplement to the GTEP Evaluation Manual for those LUAs who continue to use the Georgia Teacher Evaluation Program. Because its intent is not to provide a substitute for the GTEP Evaluation Manual, it in no way alters the *Procedures for GTEP Implementation* found in that manual.

A copy of the **GTEP Resource Manual** and an orientation to it must be provided to all new teachers to a system **as well as those teachers who have already received an orientation to the GTEP Evaluation Manual.** The orientation should make clear to teachers that the Procedures for GTEP Implementation found in the GTEP Evaluation Manual have not changed.

The orientation session should include:

(1) The 2 goals of the **GTEP Resource Manual**
(2) The Five Step Process for meeting the law's requirement regarding student achievement gains and teacher participation in professional development activities
(3) Familiarity with the forms and Scoring Rubric that will be used in the Five Step Process
(4) Activities to familiarize them with the additional sample effective practices and guiding questions added to the GTOI and the language added to the GTDRI, section I.A.

There are two purposes for this training session:

1. To prepare administrators/evaluators to implement a process for meeting the (b)1 and 3 requirements of Georgia Code Section 20-2-210
2. To enable administrators/evaluators to recognize and encourage the use of research based instructional strategies not included in the GTOI

In the traditional evaluation system in which the administrator collects evidence of teaching skill through classroom observation and evaluation, the teacher's role is essentially passive. Research shows that professional development is enhanced when teachers are active participants in the evaluation process. The following five step process for meeting the requirements of (b) 1 and 3 reflects research based best practices in teacher evaluation and requires that teachers take an active role in the evaluation process. While the administrator is still the last word in the evaluation, the teacher is involved in self-assessment, collection of evidence, and reflection.

Requirement 1: The role of the teacher in meeting the school's student achievement goals, including the academic gains of students assigned to the teacher
Requirement 3: Participation in professional development opportunities and the application of concepts learned to classroom and school activities

Five Step Process

1. **Conduct Pre-Evaluation Conference (August-September)**

   At the beginning of the school year, the administrator/evaluator will conduct conferences with individual teachers, grade level or content area/departmental teams for the purpose of analyzing student data and establishing student achievement goal/s. School wide and system level academic goals should be considered as the teacher or team develop achievement related objective/s for students assigned to that teacher or team. Goal/s should be specific, attainable, and measurable.
   (see p. 9 Appendix A: Evidence of Student Learning)

4

After the teacher/team has selected student achievement goals, the teacher/ grade level or content area/departmental team shall plan for the professional development activities in which he/they will participate that relate to the achievement goals established for the year.

2. **Complete Student Achievement Implementation Plan Form and Professional Growth Plan Form (August-September)**

    When student achievement goal/s have been selected, each teacher shall complete **Student Achievement Implementation Plan Form (see Appendix B, p. 10).** *Sample* Student Implementation Plan Forms are provided **(see Appendices C, D, E, F, G pp. 11-15)**.

    At the same time, each teacher shall complete the **Professional Growth Plan Form (see Appendix H, p. 16)**. *Sample* Professional Growth Plans are provided **(see Appendices: I, J, K, pp. 17-19)**.

Both forms should be signed and retained in the school evaluation file with each teacher receiving copies.

    Step 2 should be completed no later than September 30.

3.   **Implement and Monitor the Plans (September-March)**

Teachers implement strategies for achieving the student achievement goal/s established and begin collecting evidence and documentation of progress towards meeting the goal/s.

Teachers implement the professional growth plan activities and begin collecting evidence and documentation of progress towards meeting the goal/s of the plan. **(see Appendix L, p. 20 for examples of evidence and documentation)**

Administrator/Evaluator monitors implementation of plans.

4. **Conduct the Annual Evaluation Conference (Prior to April 1)**
   Prior to April 1, the administrator/evaluator will review progress toward the goals with each teacher/team referring to **Teacher's Formative Assessment Summary Form, Student Achievement Goal (see Appendix M, p. 21)** and to **Teacher's Formative Assessment Summary, Professional Development Goal (see Appendix N, p. 22)**.

   Each teacher is responsible for recording progress toward the student achievement goal/s and the professional growth plan on the summary forms. Each summary form should be signed and retained in the school evaluation file with each teacher receiving a copy.

5. **Complete the Summary Report (Prior to April 1)**

   Based on the information recorded on the **Teacher's Formative Assessment Summary, Student Achievement Goal** and the **Teacher's Formative Assessment Summary, Professional Development Goal,** the administrator/evaluator will determine the teacher's level of performance according to the **Scoring Rubric (see Appendix O, p. 23).** This score will be recorded on the **Summary Report: Requirements (b) 1 and (b) 3 (see Appendix P, p. 24).**

   The **Summary Report, Appendix P,** should be signed and retained in the school evaluation file with each teacher receiving a copy.

Scoring Process

A score of Unsatisfactory on either requirement (b) 1 or (b) 3 will not affect a teacher's annual summary evaluation score for the GTOI or GTDRI for the current school year.

However, if a teacher receives a score of Unsatisfactory on either requirement (b) 1 or (b) 3, a Professional Development Plan is required. The resulting Professional Development Plan will become a part of the GTDRI and the following year's GTEP Annual Summary Report. (The administrator may require a Professional Development Plan for a basic rating).

Appendix

(b) 1: The role of the teacher in meeting the school's student achievement goals, including the academic gains of students assigned to the teacher.

The evaluation system now requires that teachers provide evidence of their impact on student learning and progress.

Establishing Goals
Teachers should use available assessment data in establishing goals. Examples of sources of data are unit tests, student portfolios, student products and performances, surveys, IEPs, school or district assessments, state and national assessments. Teachers may consider trends revealed by assessment data concerning the impact of their instructional methods and strategies on previous students or achievement level of their students for the current year when establishing student achievement goals.

Documentation Options
Standardized tests provide only one indication of student learning. The Reform Act requires that the academic gains of students be determined from a wide range of student assessments. Assessments may include, but are not limited to, the following options:

- District assessments
- Performances
- Pre-test and post-test results on teacher-made tests
- Products
- Standardized tests
- State assessments
- Student work over time (portfolios)

Student Achievement Implementation Plan Form   **Appendix B**

Teacher: _____ Grade/Subject: _____

School: _____ System: _____

Goal/s:

How is/are goal/s linked to school-wide and/or system-wide goal/s?

How will attainment of the goal/s be measured?

Describe the methods/strategies/activities that will be used to accomplish the goal/s?

What resources or support will be needed to reach the goal/s?

Teacher's signature: _____

Administrator signature: _____ Date: _____

Teacher: _____ Grade/Subject: _____

School: _____ System: _____

Goal/s:

         80% of students will increase their instructional reading level by one year as measured by the QRI-II.

How are goal/s linked to school-wide and/or system-wide goals?

   The school-wide goal is to develop and improve reading comprehension skills.

How will attainment of the goal/s be measured?

         Results of QRI administered in fall and spring

Describe the methods/strategies/activities that will be used to accomplish goal/s?

         1) The daily schedule will include two hours of direct reading instruction.
         2) Students will be placed in flexible groups for guided reading.
         3) Reading instruction will be integrated throughout the curriculum.
         4) Students will receive direct instruction in the comprehension strategies of effective readers.

What resources or support will be needed to reach the goal/s?

         Provide copies of the following:

         <u>Strategies That Work</u> – Stephanie Harvey
         <u>QRI-II Manual</u>
         <u>On Solid Ground</u> – Sharon Taberski

Teacher's signature   _____

Administrator signature: _____ Date: _____

Teacher: _____ Grade/Subject: _____

School: _____ System: _____

Goal/s:

      70% of students will increase their ability to use a variety of problem-solving strategies in math.

How are goal/s linked to school-wide and/or system-wide goal/s?

Improved skills in problem solving have been identified as a school-wide need and is evident in the performance of my students.

How will attainment of goal/s be measured?

1) Analyze student portfolios and document number of students who demonstrated an increase in use of a variety of problem-solving strategies

    2) Student self-assessments of progress

Describe the methods/strategies/activities that will be used to accomplish goal/s?

1) Pre-assess students' current use of problem-solving strategies and conduct formative assessment throughout the year.

    2) Collect problems appropriate for my students that require a variety of strategies.
    3) Teach students a variety of problem-solving strategies.
    4) Incorporate problem-solving activities into daily lesson plans.
    5) Students will keep a math portfolio of problems and strategies.

What resources or support will be needed to reach goal/s?

    Attend GCTM conference at Rock Eagle in October.
    Locating focus issues on problem solving in Mathematics Teaching in the Middle School.
    Purchase of NCTM's Principles and Standards for School Mathematics.

Teacher's signature: _____

Administrator signature: _____ Date: _____

Teacher: _____ Grade/Subject: _____

School: _____ System: _____

Goal/s:

        80% of students assessed will demonstrate increased information gathering skills.

How are goal/s linked to school-wide and/or system-wide goal/s?

    In past years, students have consistently requested assistance in locating resources for completing classroom assignments and projects. (individual teacher goal)

How will attainment of the goal/s be measured?

        Pre-assessment/post-assessment of students' information gathering skills at defined points in the research process

Describe the methods/strategies/activities that will be used to accomplish goal/s?

        1) Develop and administer an assessment to evaluate students' progress of information gathering skills.
        2) Develop a library reference guide for students to refer to.
        3) Conduct training sessions for students to use the guide.

What resources or support will be needed to reach goal/s?

        Collaborative planning time with grade level teachers

Teacher's signature: _____

Administrator signature: _____ Date: _____

Sample Student Achievement Implementation Plan – Physical Education   Appendix F

Teacher:_____ Grade/Subject: _____

School: _____ System: _____

Goal/s:

  There will be a 5% increase in the number of students who meet the criteria to receive the Presidential Physical Fitness Award.

How are goal/s linked to school-wide and/or system-wide goal/s?

 The Presidential Physical Fitness Award has been obtained by less than 15% of students in the two previous years.

How will attainment of the goal/s be measured?

  By the number of students who meet the criteria for the Presidential Physical Fitness Awards

Describe the methods/strategies/activities that will be used to accomplish goal/s?

 1) During the first semester, administer the Presidential Physical Fitness Test and identify students who do not meet the criteria for the award.

  2) Design appropriate activities to help students use the fitness test results to establish personal goals and develop a plan to increase performance in deficit areas.
  3) Provide opportunities for students to engage in vigorous activity and skill development according to their plan throughout the year.
  4) Schedule multiple opportunities for students to take the different areas of the Presidential Physical Fitness Test.
  5) Write an article for the school newsletter to inform parents about the Presidential Physical Fitness Award, the skills tested, suggested activities to help students develop the strength and endurance skills to meet the criteria for the award, and a schedule of opportunities to take the test.

What resources or support will be needed to reach the goal/s?
  Installing additional pull-up bars so more students can work on developing upper body strength during each class
  Notification of deadline for getting article to the office for publication in the December newsletter

Teacher's signature: _____

Administrator signature: _____ Date: _____

Sample Student Achievement Implementation Plan – Technology   Appendix G

Teacher: _____ Grade/Subject: _____

School: _____ System: _____

Goal/s:

      80% of students will meet the expectations of competent performance on a performance assessment of PC basics

How are goal/s linked to school-wide and/or system-wide goals?

    The school goal is that students will be proficient in the use of technology.

How will attainment of the goal/s be measured?

      Students will complete the assessment task attached and be scored according to the assessment criteria identified on the rubric.

Describe the methods/strategies/activities that will be used to accomplish the goal/s?

      1) Pre-assess students' current levels of performance on PC basics.
      2) Provide opportunities for students to practice the skills in which they are deficient.
      3) Utilize skills that will be assessed in completing authentic content area tasks.

What resources or support will be needed to reach the goal/s?

      Attend technology conference.

Teacher's signature: _____

Administrator signature: _____ Today's Date: _____

Professional Growth Plan Form   Appendix H

Teacher: _____   Grade/Subject: _____

School: _____   System: _____

Professional Development Goal:

Describe how this will improve student achievement.

Describe the methods/strategies/activities that will be used to accomplish this goal.

What evidence will be collected to support application of concepts learned to classroom practice?

What resources or support will be needed to reach this goal?

Teacher's signature: _____

Administrator signature: _____   Date: _____

Teacher: _____   Grade/Subject: _____

School: _____   System: _____

Professional Development Goal:

    To increase the use of flexible grouping for guided reading instruction

Describe how this will improve student achievement.

    Students will receive instruction based on their stages in reading development.

    Specific areas of student need can be targeted through small group instruction.

Describe the methods/strategies/activities that will be used to accomplish this goal.
    1) Read <u>On Solid Ground: Strategies for Teaching Reading</u> by Sharon Taberski (Heinemann) and discuss in grade level study group.
    2) Observe teachers who use flexible grouping for reading instruction.
    3) Develop my understanding of characteristics and needs of students at each stage of reading development through professional reading.
    4) Incorporate flexible grouping into reading instruction and assess impact on student achievement. Share student work in grade level study group.

What evidence will be collected to support application of concepts learned to classroom practice?
    Guided reading planning sheets will document objectives and instructional strategies for multiple flexible groups.

What resources/support will be needed to reach this goal?
    Release time to observe other classroom teachers

Teacher's signature: _____

Administrator signature: _____   Date: _____

Teacher: _____ Grade/Subject: _____

School: _____ System: _____

Professional Development Goal:

      To increase my skills in teaching problem solving.

Describe how this will improve student achievement.

    I have not felt very comfortable in teaching some problem solving strategies. I need to develop more confidence in my ability to adequately teach problem solving. As I increase my skills and knowledge, I will incorporate more problem-solving activities into my lessons. More exposure to problem-solving strategies will help my students develop better problem-solving skills.

Describe the methods/strategies/activities that will be used to accomplish this goal.
    1) Grade level study groups will study problem solving using resources such as the NCTM's Principles and Standards for School Mathematics
    2) Attend the GCTM conference and focus my time on sessions dealing with problem-solving or attend the RESA course: Teaching Problem-Solving Strategies.
    3) Work with grade level group to develop and teach lesson plans using problem solving strategies.
    4) Have students keep a problem-solving portfolio. The students and I will evaluate the increase in their ability to solve problems.
    5) Develop a rubric to help students evaluate their use of effective problem-solving strategies.
    6) Share portfolios of student work at grade level study groups.

What evidence will be collected to support application of concepts learned to classroom practice?
    1) The problem-solving resource notebook and a log I will keep of the dates the materials were used in my lessons.
    2) The student problem-solving portfolios and their reflections on their ability to solve problems.

What resources or support will be needed to reach this goal?
    1) Purchase of NCTM's Principles and Standards for School Mathematics
    2) Registration fee for GCTM conference or RESA workshop
    3) Institutional membership in NCTM so we will receive the magazine which is appropriate for our school.

Teacher's signature: _____

Administrator signature: _____ Date: _____

Teacher: _____ Grade/Subject: _____

School: _____ System: _____

Professional Development Goal:

       To increase my use of available technology to enhance classroom instruction

Describe how this will improve student achievement.

    The ability to produce effective Power Point or other software presentation programs tend to improve student engagement and achievement. There are many wonderful teacher resources on the Internet ranging from assistance on lesson plans to up-to-date and motivating information to extend student learning.

Describe the methods/strategies/activities that will be used to accomplish this goal
        1) Learn how to develop Power Point presentation by attending local system staff development training
        2) Learn how to more effectively incorporate Internet resources into lesson plans by attending local system staff development training
        3) Become more familiar with the resources provided by Georgia Learning Connections website
        4) Develop a minimum of two Power Point presentations and assess their effect on student engagement and retention of information presented
        5) Plan a minimum of three lessons that incorporate Internet resources and assess their effect on student engagement and retention of information presented. Work with peer coach to evaluate lessons.

What evidence will be collected to support application of concepts learned to classroom practice?
        Lesson plans that include Internet resources
        Power Point presentations
        Teacher assessment and reflection on the positive effects of using available technology
        Student products produced using Internet resources

What resources or support will be needed to reach this goal?
        Approval and registration fee for local system staff development training

---

Teacher's signature   _____

Administrator signature: _____ Date: _____

In providing evidence and documentation of the application of the concepts learned through the professional growth plan to classroom and school activities, teachers can create a portfolio of carefully selected examples of both student & teacher work that illustrate key features of a teacher's practice such as:

- Lesson plans
- Video tapes
- Reflection logs
- Peer coach's reflection logs
- Data related to professional development goals
- Samples of student work that relate to professional development activities

Teacher's Formative Assessment Summary: Student Achievement Goal

Teacher: _____ Grade/Subject: _____

School: _____ System: _____

Goal/s:

Was the goal/s achieved?

What evidence and documentation do you have to support this?

What strategies were used to work towards the goal/s?

Teacher's signature: _____

Administrator signature: _____ Date: _____

Teacher's Formative Assessment Summary: Professional Development Goal

Teacher: _____ Grade/Subject: _____

School: _____ System: _____

Professional Development Goal:

How did you achieve this goal?

What evidence and documentation do you have to support this?

How did the attainment of this goal improve student achievement?

Teacher's signature: _____

Administrator signature: _____ Date: _____

Requirement	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
(b) 1: Meeting School Student Achievement Goals and Academic Gains of Students	There is no quantifiable evidence that student learning has increased.	There is quantifiable evidence that student learning has increased, but may be less than the established goal for student academic gain from pre- to post-assessment on the measurement instrument identified in the implementation plan.	There is quantifiable evidence that student learning has increased by the established goal for student academic gain from pre- to post-assessment on the measurement instrument identified in the implementation plan, and there is supporting evidence of increase on another measurement instrument.	There is quantifiable evidence that student learning has increased more than the established goal for student academic gain from pre- to post-assessment on multiple measurement instruments.
(b) 3: Professional Development Participation and Application	Teacher does not participate in professional development activities, even when activities are clearly needed for the improvement of teaching.	Teacher participates in professional development activities when participation is convenient, required or needed for recertification. Teacher's application of concepts learned is limited.	Teacher actively participates in professional development activities seeking out opportunities to enhance knowledge and skills; evidence exists that the teacher applies what has been learned to the classroom.	Teacher actively pursues professional development and applies the gained knowledge and skills to promote student learning; teacher makes substantial contributions to the profession through such activities as conducting action research, mentoring new teachers, and assuming training roles.

Summary Report: Requirements (b) 1 and 3   **Appendix P**

Teacher: _____   Grade/Subject: _____

School: _____   System: _____

Requirement (b) 1
The role of the teacher in meeting the school's student achievement goals, including academic gains of students assigned to the teacher.

Check the Level of Performance assigned to Requirement (b) 1
Unsatisfactory ☐ Basic ☐ Proficient ☐   Distinguished ☐

Requirement (b) 3
Participation in professional development opportunities and the application of concepts learned to classroom and school activities.

Check the Level of Performance assigned to Requirement (b) 3
Unsatisfactory   ☐   Basic   ☐   Proficient   ☐   Distinguished   ☐

If a PDP is required, please check the appropriate Area / Areas.

Requirement (b) 1   ☐   Requirement (b) 3   ☐

Teacher's Signature: _____Date: _____

Evaluator's Signature: _____Date: _____

Principal's Signature: _____Date: _____

Teacher's signature acknowledges receipt of form, not necessarily concurrence.

Written comments may be provided below

1 copy - Teacher   1 copy - Evaluator   1 copy - School Personnel File

CONFIDENTIAL
PROFESSIONAL DEVELOPMENT PLAN FOR REQUIREMENTS
b (1) AND/OR b (3)

ANNUAL EVALUATION PROGRAM: b (1) ❑   b (3) ❑

Evaluatee: _____

School:_____System, RESA, or Psychoeducational Center: _____

❑ Required Plan for Specific Needs Development

Specific Objectives for Improvement:
Activities and Time Line:
Criteria for Measurement of Progress:

Record of Participation in Recommended Activities:
Record of Performance on Specified Criteria:

(Signatures)
EVALUATOR: _____   DATE: _____

TEACHER: _____   DATE: _____

Teacher's comments: _____

_____

Teacher's signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided below

____1.   Conduct Orientation for all teachers new to the Resource Manual. **(August-September)**

____2.   Schedule Pre-Evaluation Conference with each teacher or grade level/content area/departmental team. **(August-September)**

____3.   Conduct Pre-Evaluation Conferences. **(by September 30)**
      ____(a)   Analyze student test data to establish learning/achievement goals for the student learning/achievement goal/s and the professional growth goal/s with each teacher or team.
      ____(b)   Align learning/achievement goals with the system/school-wide goals.
      ____(c)   Have each teacher complete and sign a **Student Achievement Implementation Plan Form (Appendix B).**
      ____(d)   Collaboratively plan appropriate professional developmental activity that relates to the learning/achievement goals established with each teacher or team.
      ____(e)   Have each teacher complete and sign a **Professional Growth Plan Form (Appendix H).**
      ____(f)   File signed forms and give teachers a copy.

____4.   Monitor implementation of plans**. (September-March)**
(classroom observations, attend grade level planning meetings, lesson plans, professional development attendance rosters, etc.)

____5.   Schedule Annual Evaluation Conferences with each teacher or grade level/content area/departmental team. **(Prior to April 1)**

____6.   Conduct Annual Evaluation Conferences. **(Prior to April 1)**
      ____(a)   Review progress made toward signed forms and give teachers a copy.
      ____(b)   Have each teacher complete and sign a copy of **Teacher's Formative Assessment Summary Form, Student Achievement Goal (Appendix M)** and **Teacher's Formative Assessment Summary, Professional Development Goal (Appendix N).**
      ____(c)   File signed forms and give teachers a copy.

____7.   Complete Summary Report. **(Prior to April 1)**
      ____(a)   Referring to both **Teacher's Formative Assessment Summary Forms (Appendix M & N)** and **the Scoring Rubric (Appendix O),** complete the **Summary Report: Requirements (b) 1 and 3 (Appendix P).**
      ____(b)   Have teachers sign the Summary Report.
      ____(c)   Collaboratively develop a **Professional Development Plan** with any teacher receiving an **Unsatisfactory** on either (b) 1 or (b) 3.
      ____(d)   File signed forms and give teachers a copy.

Documenting Student Achievement (b) 1 and Professional Growth (b) 3

Orientation **(August-September)** • All teachers must receive an orientation to the Resource Manual.

↓

Pre-Evaluation Conferences and Implementation Plans **(by September 30)** • Analyze student data, establish learning/achievement goals aligned with system/school-wide goals • Plan appropriate professional developmental activities • Teachers sign **Student Achievement Form** and **Professional Growth Plan Form** • Forms are copied and filed

↓

Monitor Implementation of Plans **(September-March)** • Conduct classroom observations • Attend grade level planning meetings • Monitor lesson plans • Check professional development activity attendance rosters

↓

Schedule and Conduct Annual Evaluation Conferences **(prior to April 1)** • Schedule conferences with all teacher/teams • Review progress made toward both student achievement and professional development goals • Teachers complete and sign the **Teacher's Formative Assessment Summary Form** for both sets of goals • Forms are copied and filed

↓

Complete Summary Report **(prior to April 1)** • Referring to both Teacher's Formative Assessment Summary Forms and the Scoring Rubric, complete the Summary Report: Requirements (b) 1 and (b) 3 • Have Summary Report signed, copied, and filed