COMPREHENSIVE ASSESSMENT AND PROFESSIONAL GROWTH
Teacher and Evaluator Activities

Target Group: the required assessment component for Probationary and Apprentice teachers, and it may be required for all non-tenured personnel, if the system desires. It is also suitable for experienced teachers who request/require structured input from an administrator. This model provides a comprehensive picture of the educator’s performance and effectiveness with students, as well as a focus for future growth.

Teacher Activities:
• Use a variety of data sources to complete a Self-Assessment. Three areas of strength and three areas for growth are identified, based on Performance Standards and evidence of student performance collected through a variety of assessment techniques.
• Complete a Planning Information Record for each announced/unannounced observation. This will include information about the teacher’s decision-making process for this group of students, how student data was used to design this lesson and what data will be gathered to identify this lesson’s effectiveness.
• Complete a Reflecting Information Record after each observation. Links will be established between effective teacher behaviors and the actual data gathered to assess student learning.
• Compile work samples in the Educator Information Record and submit prior to the last observation. This provides an opportunity to document non-observable behaviors in the areas of assessment and professional growth.
• Develop a Future Growth Plan to be implemented after the evaluation process is complete. The depth of this plan may depend on the evaluation cycle and whether the plan is allowed to exist over more than one evaluation period.

Evaluator Activities:
• Review prior evaluations.
• Orient the teacher to the evaluation process and have input into the discussion of strengths, areas for growth and identification of areas for refinement during the evaluation process.
• Probe any areas of the planning process (Planning Information Record) for clarification or depth.
• Script the events/facts of all classroom observations (at least three observations for probationary and 1st and 2nd year apprentice—at least two observations for 3rd year apprentice and professionally licensed).
• Look for evidence of the teacher as a reflective practitioner who can analyze student performance data in relation to his/her own classroom behaviors (Reflecting Information Record).
• Provide feedback for the entire observation process (planning, observation, reflecting) on the Appraisal Record.
• Review the Educator Information Record.
• Complete the Comprehensive Assessment—Summative Report.
• Discuss the performance levels identified on the Summative Report and identify area(s) for the Future Growth Plan.
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INTRODUCTION

Comprehensive Assessment is the required form of evaluation for probationary and apprentice educators. This component is a comprehensive review of the educator's performance and effectiveness with students. This component will be used to make decisions regarding initial Licensure and Career Level I Certification.

Additionally, school systems may require that all non-tenured personnel be evaluated using the Comprehensive Assessment and Professional Growth component. Even though an educator may be professionally licensed, it is advisable to use this comprehensive assessment to gather a complete educator profile prior to making tenure decisions. School systems should make these decisions according to system needs as well as individual educator needs. Comprehensive Assessment may also be used with Professionally Licensed and Career Level I educators as appropriate.

Details of the above process are contained on page 17.
FORMS FOR NEW EVALUATION MODEL:

1. **Self Assessment Worksheet**: Give this to teachers **one time prior** to beginning your evaluation process. Have the teacher complete it, referring to the Performance Standards 1-4 (Planning, Teaching Strategies, Assessment/Evaluation and Learning Environment). This form is not part of the official evaluation file, but is intended to guide teachers in planning.

2. **Planning Information Record**: The Teacher completes this before each of the three observations. Teachers should refer to the Performance Standards that are referenced at the end of each line.

3. **Observation Scripting Cover Sheet and Forms**: To be used each time the evaluator observes in the classroom.

4. **Reflecting Information Record**: Teacher completes this and meets with evaluator to discuss after each of the three observations.

5. **Comprehensive Assessment Educator Information Record**: The teacher completes this form, attaching samples and documentation, one time. The evaluator must review the form with the teacher. There is an "Educator Information Record Guidelines for Clarification" form for evaluators to use in reviewing this form.

6. **Analysis of Unit and Lesson Plan**: Teacher submits a unit and lesson plan for review once.

7. **Rubrics for Comprehensive Assessment**: This section (9 pages) provides the criteria by which teachers are rated on the Summative Report. There are Performance Levels A, B, and C for each of the Performance Standards. Teachers may request copies of this from you.

8. **Comprehensive Assessment Summative Report**: To be completed by the evaluator(s) one time, after all evaluations and reports are compiled. There is a Direction Sheet attached to help evaluators complete this report, which is shared with the teacher.

9. **Comprehensive Assessment Scoring Standards**: This form outlines the expectations for teacher performance based upon current license/certificate. Refer to this in assigning scores and in identifying areas to strengthen. An unsatisfactory rating in at least one indicator within that domain will result in that entire domain being considered as "required area to strengthen".

10. **Future Growth Plan**: Complete the front page after the evaluation process has taken place. Review the plan (back page) at the next evaluation (following year, or sooner if there are areas to be strengthened).