EUGENE SCHOOL DISTRICT 4J

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

LICENSED FACULTY EVALUATION OVERVIEW

AUGUST 2012

DEPARTMENT OF HUMAN RESOURCES
WHAT IS THIS DOCUMENT?

The Eugene School District 4J provides a Manual that describes in extensive detail the District’s interconnected process for enhancing the professional development and evaluating the professional performance of licensed faculty members. The manual includes the complete rubric of effective teaching skills, as well as a description of the steps, definitions of terms, Oregon statutes and regulations, sample professional development activities, and copies of the forms used for professional development and evaluation. Most users need only specific portions of the material in any given year. This abbreviated document—the Overview—is provided to introduce teachers, principals, and other interested persons to the scope of the system that is in place to promote professional growth and effective classroom performance in every 4J school. The complete manual can be accessed online through the District’s website.
THE EUGENE SCHOOL DISTRICT 4J
PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

CONCEPT STATEMENT

PURPOSE: The purpose of the Professional Growth and Effectiveness System is to strengthen the ability of the staff of Eugene School District 4J to:

- respond to ongoing changes in 4J’s student demographics,
- reflect shifting paradigms and best practices in the delivery of education, and
- build an infrastructure that supports the professional development of the District’s licensed staff . . .

IN A WAY THAT:

- Promotes improvement in schools and in the system as a whole,
- Supports a shared District vision and District goals,
- Accommodates multiple approaches to student learning,
- Propagates a culture supportive of students and adults,
- Promotes collaborative practices, collective inquiry and participatory decision-making,
- Encourages risk taking, mutual trust, and flexibility,
- Uses a variety of information-gathering tools and supporting documentation,
- Promotes staff self-reflection, and
- Fosters effective communication, implementation, and feedback . . .

SO THAT: Students are empowered to take ownership of their learning towards achieving their educational objectives, and staff members’ professional growth is dynamic, interactive and sustained.

INTRODUCTION

Eugene School District 4J’s Professional Growth and Effectiveness System is designed to support quality of education for all students and to provide for the continuous growth and improvement of licensed professionals in a way that is consistent with District goals and each school’s improvement plan. Consisting of two complementary components—the evaluation process and the professional development process—the system complies with the professional mandates from the Oregon Department of Education (ODE) and the Teacher Standards and Practices Commission (TSPC). The evaluation standards build on the Interstate Teacher Assessments and Support Consortium (InTASC) model core teaching standards, as well as emerging best practices in the field.

The evaluation component assesses staff members’ current level of performance and provides opportunities for dialogue between principals and licensed faculty members—an essential element in recognizing past growth and establishing priorities for the future, in identifying areas of strengths and areas in need of change, and in providing support for improved practice.

The professional development component allows licensed professionals to make responsible decisions about their own growth in collaboration with their principals and/or peers, and holds them responsible for analyzing their performance as well as facilitating learning for themselves, their colleagues, and the students. The plan is flexible and encourages faculty members to try new strategies and take risks to create on-going improvements for students.
The Eugene School District 4J Professional Growth and Effectiveness System incorporates several key facets:

- Self-assessing one’s professional skills;
- Setting realistic and meaningful goals for growth;
- Identifying and pursuing strategies for professional growth;
- Participating in collaborative professional culture; and
- Having multiple options for assessing, pursuing, documenting, and reporting student and faculty growth.

### EVALUATION PROCESS FOR LICENSED FACULTY

The Eugene School District 4J Professional Growth and Effectiveness System unfolds on a three-year cycle for probationary licensed faculty and on a six-year cycle for contract licensed faculty. Both processes are best achieved in an environment characterized by mutual respect, teamwork, and trust.

Underscoring the strong belief that every 4J student can achieve high standards, the Eugene School District 4J Evaluation Process for Licensed Faculty is used to:

- Build commitment to a shared vision and supportive culture.
- Assess differentiated performance.
- Evaluate staff on a regular basis.
- Identify staff’s areas of strengths and areas in need of improvement.
- Provide clear, timely, and useful feedback.
- Identify areas of focused support needed by licensed faculty.
- Promote continuous improvement.
- Ensure alignment with state and national standards.
- Provide a basis for employment decisions.

### PROBATIONARY LICENSED FACULTY EVALUATION CYCLE

Each probationary licensed faculty member is rated annually in accordance with the Eugene School District 4J Formative Standards Review Form until he/she achieves contract status. The purpose of the annual evaluation is to assess the licensed professional’s teaching skills on all domains and performance standards as indicators of effective teaching, in order to determine if the probationary licensed faculty member will be reappointed. The overall evaluation is based upon information that has been documented and shared with the individual involved.
Evaluation of Probationary Licensed Faculty: 3-Year Cycle

**4J Performance Standards Overview Meeting (September)**
- Explain/Review Performance Standards
- Set/Explain Goals Based on 4J Standards
- Schedule Observations
- Follow up

**First Performance Evaluation (Probationary Year 1)**
- **Formal classroom observations** – minimum of 2
- **Informal observations** – minimum of 4
- **Formative Standards Review** – Year 1
- Conference(s)

**Second Performance Evaluation (Probationary Year 2)**
- **Formal classroom observations**- minimum of 2
- **Informal observations** – minimum of 4
- **Formative Standards Review** – Year 2
- Conference(s)

**Third Performance Evaluation (Probationary Year 3)**
- **Formal classroom observations** – minimum of 2
- **Informal observations** – minimum of 4
- **Formative Standards Review** – Year 3
- Conference(s)

**Effective performance**
- Proceed to Contract Status in the fall and begin Year 1 of the Evaluation Cycle

**Concerns present or Ineffective performance**
- Implement **Intensive Support Plan** in Years 1, 2, and/or 3
- Non-renewal possible in Year 1, 2 or 3

**No concerns present or Effective performance**
The purpose of the Eugene School District 4J evaluation process is to acknowledge, support, and continuously improve student learning, instruction, and teaching performance. The Eugene School District 4J evaluation process is designed to assess contract licensed faculty members’ current level of performance and to create and provide opportunities for staff to partake in and demonstrate continuous growth. The evaluation process is designed to provide feedback to contract licensed faculty and to support improved performance. The principal/administrator and contract licensed faculty member work together to identify and diagnose areas in need of improvement or support. Over the course of a six-year evaluation cycle, the contract licensed faculty member participates in an evaluation process that promotes continuous growth.

Evaluation of Contract Licensed Faculty: 6-Year Cycle

YEARS 1 AND 4 OF THE EVALUATION CYCLE: THE SUMMATIVE EVALUATION

Contract licensed faculty are evaluated every three (3) years, beginning in Year 1 (the first year in Contract status). The purpose of the Summative Evaluation is to assess the licensed faculty member's skills relative to 4J's performance standards and indicators of effective teaching.
The evaluation process requires the principal/administrator to make specific observations and judgments about many aspects of the licensed faculty member’s performance in meeting the expectations set forth by the 4J Performance Standards for Effective Teaching. These judgments are made on the basis of multiple observations of the licensed faculty member and are supported by evidence data and artifacts. Data from observations and other evidence of the licensed faculty member’s work are used to set goals, provide support, and prepare the summative evaluation.

In support of work toward reducing the achievement gap and in compliance with Senate Bill 290, licensed faculty members are expected to use multiple methods of assessment to engage students in their own growth, to monitor student progress, to balance the use of formative and summative assessments as appropriate, to use assessment data to understand each student’s progress, to adjust instruction as needed, to provide feedback to students, and to document student progress. The licensed faculty member will develop annual instructional goals and performance targets relative to student learners.

Student surveys represent an additional source of information regarding licensed faculty members’ performance. The purpose of a student survey is to collect information that will help the licensed faculty member set goals for his/her continuous improvement (i.e., formative evaluation). Student surveys are used to provide feedback directly to the licensed faculty member for professional growth and development. The administration of the Student Survey is required annually of contract licensed faculty members working with students for whom the survey is age/ability appropriate.

**ALTERNATIVE TO THE EVALUATION CYCLE: THE COMPREHENSIVE EVALUATION**

Although a Summative Evaluation is conducted every three (3) years, a principal/administrator may require a Comprehensive Evaluation at other times if he/she determines that a licensed faculty member needs substantive improvement, provided that the principal/administrator first identifies and provides to the licensed faculty member, in writing, area(s) of unsatisfactory performance and reason(s) for conducting a Comprehensive Evaluation.

If a Comprehensive Evaluation of a licensed faculty member yields a rating of Ineffective, the principal or administrator may require the licensed faculty member to undergo an Intensive Support Plan to address areas of concern. An Intensive Support Plan is not intended to be punitive; rather, the goal is to provide targeted and monitored assistance to a licensed faculty member whose professional skill does not meet 4J standards in one or more domains.

If, after the completion of an Intensive Support Plan, the principal/administrator determines that the licensed faculty member has not made substantive improvement, the licensed faculty member may be placed on a formal Plan of Assistance.
For licensed faculty, the evaluation process and the professional development process are inextricably interconnected. Each process supports as well as builds upon the other.

**Evaluation and Professional Development Process for Contract Licensed Faculty: 6-Year Cycle**

- **Professional Development Growth Plan Meeting (Spring)**
  - 4J Performance Standards Overview
  - Begin Professional Development Growth Plan

- **Years 1 & 4**
  - Summative Evaluation (Comprehensive Evaluation also possible)

- **Performance falls below acceptable 4J standards (Ineffective or Developing)**

- **No concerns/Meets or exceeds standards (Effective or Model)**

- **Years 2 & 5**
  - Professional Development Growth Plan

- **Years 3 & 6**
  - Professional Development Growth Plan—Options

- Proceed to **Intensive Support Plan**

- Proceed to **Plan of Assistance if needed**
PROFESSIONAL DEVELOPMENT PROCESS
FOR CONTRACT FACULTY

Underscoring the strong belief that every contract licensed faculty member can achieve high standards of professional performance, the Eugene School District 4J Professional Development Process is used to:

- Identify areas for improvement and pursue short- and long-term opportunities for growth.
- Provide focused support for licensed faculty.
- Build upon a shared vision and supportive culture.
- Identify instruction-related goals and support progress toward these goals.
- Support active participation in collaborative practices.
- Improve instruction for all learners.

The opportunity for dialogue between administrators and licensed faculty, and collaboratively among faculty members, is essential in determining priorities and providing support. This growth plan is flexible and encourages faculty to try new strategies and take risks to make improvements for students.

To provide a meaningful vehicle for the continuous professional development and growth of licensed faculty, and to increase job satisfaction, the 4J Professional Development Process:

- Focuses on professional growth rather than on performance evaluation.
- Provides licensed faculty members with a significant measure of control over the process.
- Promotes self-reflection.
- Supports the use of a variety of information-gathering tools and supporting documentation.
- Provides licensed faculty members with options as to the method for demonstrating growth.
- Encourages professional dialogue between licensed faculty members and administrators.
- Structures time for effective communication, implementation, and feedback.
- Promotes collaboration and trust among colleagues.
- Meets the required state standards.
- Operates in each year of a six-year cycle.

The Professional Development Process is based on needs or goals identified by the licensed faculty member for his or her individual growth, in collaboration with the supervising administrator. The effectiveness of the Professional Development Process, and of the associated supervision and evaluation procedures, relies upon:

- An openness to self-assessing one’s professional skills.
- Specifying realistic and meaningful goals for growth.
- Identifying and pursuing strategies for professional growth.
- Taking advantage of the multiple options for pursuing, demonstrating, and reporting growth.
- Maintaining an ongoing dialogue between licensed faculty member and administrator about the impact the growth plan is having on student performance.

YEARS 2 and 5 — PROFESSIONAL DEVELOPMENT GROWTH PLAN

The Professional Development Growth Plan is intended to enable the licensed faculty member to set a direction for professional development and growth. 4J Performance Standards for Effective Teaching are used as guidelines for setting goals. At the end of Year 1 and Year 4 of the evaluation cycle, the licensed faculty member, in consultation with the principal/administrator, formulates two to three professional development goals for the coming year. At least one goal should focus on improving student outcomes and at least one goal should focus on improving professional practice.
YEARS 3 and 6 — PROFESSIONAL DEVELOPMENT OPTIONS

At the end of Year 2 and Year 5 of the evaluation cycle, the contract licensed faculty member chooses one of three options for demonstrating growth and development during the upcoming year: (1) Individual Growth Plan, (2) Peer Mentoring, or (3) Peer Collaboration. The three evaluation-related growth plan options are designed to encourage self-reflection and continuous improvement, and to provide the licensed faculty member with a flexible approach to his or her own development as a professional.

Professional Development Options
for Contract Licensed Faculty Members

INDIVIDUAL GROWTH PLAN
Documented through:
- Reflective journal
- Individual portfolio
- Inservice
- Graduate coursework
- Independent study
- Videos, audiotapes, or other media

PEER MENTORING
- Peer coaching
- Peer conferencing
- Peer observation(s)

PEER COLLABORATION
- Study group
- Action research
- Curriculum audit
- Peer conferencing around teaching portfolios
- Observing others (e.g., Instructional Rounds, Learning about Learning)
- Professional Learning Communities
The Eugene School District 4J Professional Growth and Effectiveness System incorporates a Teaching Rubric that describes characteristics of practice at different levels of performance. The Teaching Rubric is designed to help licensed faculty and their evaluators to:

- Develop a consistent, shared understanding of what proficient performance looks like in practice.
- Develop a common terminology and structure to organize evidence.
- Make informed professional judgments about performance ratings on each standard.

**STRUCTURE OF THE EFFECTIVE TEACHING RUBRIC**

In accordance with Oregon law, Eugene School District 4J’s Performance Standards for Effective Teaching are designed around four (4) domains and their supporting standards, which were adapted from the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards as developed by the Council of Chief State School Officers (CCSSO).

**Domains:** Domains are broad categories of knowledge and skills, reflecting the licensed faculty member’s understanding and implementation of the major responsibilities of the teaching profession. The four domains are:

1. Curriculum, Pedagogy, and Child Development
2. Classroom Environment
3. Instructional Practices and Student Development
4. Professional Culture

**Performance standards:** Each domain is defined by a set of research-based best practice performance standards that provide a framework for evaluating licensed faculty. The standards represent the level of proficiency that every 4J licensed faculty member should aspire to and, in large part, is expected to attain. There are 16 performance standards.

**Components:** Each performance standard is broken down into specific components that provide more specificity about the major categories of practice associated with the standard. The components provide principals/administrators an opportunity to offer detailed feedback that can serve as a roadmap for improvement. There are 53 components.

**Descriptors:** Each component is aligned with a set of descriptors, which are observable and measurable statements of educator knowledge and skills. The descriptors serve as the basis for identifying and rating the level of a licensed faculty member’s performance in accordance with the 4J evaluation process. A licensed faculty member’s performance may warrant any of the following four ratings.
DEFINITION OF RATINGS

**Ineffective**: The licensed faculty member does not meet or demonstrate progress toward meeting the performance standard, and his/her teaching does not convey an understanding of key concepts. The licensed faculty member’s practices remain unsatisfactory and inefficient even after intervention and support have been provided and implemented. Ineffectiveness is evidenced by documentation of little or no growth in students’ performance. *Ineffective* performance requires urgent attention.

**Developing**: The licensed faculty member is inconsistent in meeting the performance standard, but is exhibiting effort and making progress toward meeting it. The licensed faculty member has the necessary knowledge and skill to be effective, but the application is inconsistent or ineffective (perhaps due to recently entering the profession or recently transitioning to a new curriculum, grade level or subject). Support should be provided and interventions implemented. Improvement is needed and expected. A *Developing* level of performance is evidenced by the documentation of only limited growth in some or most students’ performance.

**Effective**: The licensed faculty member fully and consistently meets the requirements of the performance standard. The licensed faculty member integrates the knowledge and skills needed for proficient content-area instruction and collaborative leadership in support of student learning and school and District goals. *Effective* performance is evidenced by documentation of adequate growth in the performance of most or all students. Most licensed faculty members are expected to attain this rigorous level overall, if not on every standard.

**Model**: The licensed faculty member consistently and significantly exceeds the requirements of the performance standard. At the *Model* level, an educator’s level of expertise is exemplary and he or she is able to demonstrate the standard or component through teaching, coaching, assisting, and/or embedded professional development. *Model* performance is evidenced by documentation of performance by most or all students that meets or exceeds expectations. Few licensed faculty members are expected to earn the *Model* rating on more than a handful of components.

* * * * *

The Teaching Rubric distinguishes among the four levels of performance on the basis of consistency, quality, and scope of impact. All three characteristics are important. For example, it is not *Effective* practice if a licensed faculty member does something consistently, but does not do it well or reaches few students. Similarly, *Model* practice requires demonstrating a behavior with greater frequency, at a higher level of proficiency, and with impact on more students than is found at the *Effective* level.

* * * * *

The following pages are provided for reference and to illustrate some of the information described above.

- The Effective Teaching Rubric at a Glance — summarizes the 4J performance standards by domain, standard, and component
- The Effective Teaching Rubric (sample page) — illustrates the full statement of a domain and standard, with two components. Also provided are descriptor statements for each performance level. These descriptors are the behaviors that a teacher is likely to exhibit at each of the four levels. Finally, there is a list of some forms of tangible or observable evidence of these behaviors.
- Matrix of Forms — lists the forms that are generally used in each year of the professional growth and evaluation cycles.
THE EFFECTIVE TEACHING RUBRIC AT A GLANCE:
PERFORMANCE STANDARDS FOR EFFECTIVE TEACHING
4 Domains, 16 Standards, 53 Components
adapted from the InTASC Model Core Teaching Standards developed by CCSSO

Domain I: Curriculum, Pedagogy, and Child Development
A. Knowledge of Curriculum
   1. Subject matter and structure of the discipline
   2. Cross-curricular content
   3. Real-world applications
   4. Resources to extend learning
B. Knowledge of Pedagogy
   1. Lesson and unit structure
   2. Planning for instruction
   3. Content-related pedagogy and learning activities suitable for diverse learners
   4. District, state, and national standards
C. Knowledge of Child Development
   1. Principles of child and adolescent development
   2. Diversity in ability, language, culture, and background experiences

Domain II: Classroom Environment
A. Learner Differences
   1. Knowing students as individuals
   2. Incorporating knowledge of individual students to promote learning
B. Learning Environment
   1. Collaborative learning
   2. Establishing a safe, respectful, and academically challenging environment
C. Promoting Equity and Appreciation of Diversity
   1. Equitable opportunities for all students
   2. Sensitivity to diverse student needs
   3. Creating an environment for inclusion
D. Creating Personalized Classroom Communities
   1. Student interactions
   2. Student appreciation of individual differences
   3. Student ownership of learning
E. Managing Student Behavior
   1. Establishing expectations
   2. Monitoring student behavior
   3. Responding to student misbehavior
F. Parent/Family Engagement
   1. Insights into the individual student
   2. Engagement of families in the instructional program

Domain III: Instructional Practice and Learner Development
A. Communicating with Students
   1. Expectations for learning
   2. Directions and procedures
   3. Presentation of content
   4. Use of oral and written language
B. Instructional Strategies
   1. Quality of questions
   2. Discussion techniques
   3. Student participation and engagement
   4. Diversity of teaching strategies
   5. Adaptive instruction and flexibility
   6. Development of 21st century skills
   7. Integration and application of technology
   8. Student outcomes
C. Using Assessment to Advance Instruction
   1. Assessment criteria
   2. Monitoring of student learning
   3. Feedback to students
   4. Student self-assessment and self-monitoring of progress
   5. Adjusting instruction based on assessment
D. Documentation of Student Growth
   1. Documenting student progress
   2. Addressing District goals

Domain IV: Professional Culture
A. Reflection and Continuous Growth
   1. Depth and accuracy of reflection
   2. Goal setting
B. Collaboration and Leadership
   1. Collegial collaboration
   2. Decision making
   3. Professional learning communities
   4. Receptivity to feedback
   5. Leadership
C. Demonstrating Professionalism
   1. Integrity, judgment, and ethical conduct
   2. Shared responsibility for school rules and District policies and mission
THE EFFECTIVE TEACHING RUBRIC

DOMAIN II: Classroom Environment

The teacher creates and nurtures a classroom environment where every student feels safe and respected, where students actively support each other’s learning and collaborate to enforce positive behavior, and where parents/families are welcomed as active participants in the learning process.

STANDARD II-A: Learner Differences

The teacher works with students individually and in groups to foster their mutual understanding and appreciation of the value that each student brings to the class and of the rewards to be had from sharing individual strengths and unique traits.

<table>
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<th>Components of Standard II-A</th>
<th>DESCRIPTORS OF EACH PERFORMANCE LEVEL</th>
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<tr>
<td></td>
<td>Ineffective</td>
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<td>II-A-1 Knowing Students as Individuals</td>
<td>Does not take steps to become familiar with students as individual learners and as people with distinct traits.</td>
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<td>II-A-2 Incorporating Knowledge of Individual Students to Promote Learning</td>
<td>Never or infrequently incorporates knowledge of individual students to create a classroom culture of respect and rapport that addresses the needs of learners as individuals.</td>
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Examples of Evidence to Look for in Assessing the Licensed Faculty Member’s Level of Performance

- Student writing and artwork
- Parent feedback
- Student attendance
- Discipline referrals
- Student participation
- Classroom rules
- Student reflection
The forms required for various aspects of the professional growth and evaluation process are listed below. The complete forms are available in the Manual and are also available electronically from the District’s webpage.

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<th>Contract 1</th>
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