

Watertown Unified School District
Formal Evaluation Options for Non-Probationary Teachers

Certified staff who have satisfactorily completed their probationary period will choose one of the following evaluation options during their formal evaluation (once every three years). All options must be discussed with and approved by the supervising administrator(s) before implementation. The summative evaluation report at the end of the evaluation period will be based on the Wisconsin Teaching Standards and utilize information from the chosen formal evaluation option and informal evaluation.

1. Administrative observations

- Requires planning conference; based on goal-setting aligned with Wisconsin Teaching Standards
- Minimum of two observations.
- One observation will be formal (prescheduled); one may be informal.
- Principal will provide feedback/conference.

2. Videotape and Analysis of Instruction

- Plan and develop a concept that you would like to videotape and analyze.
- Videotape the lessons.
- Complete a written analysis of the lessons.
- Have colleague analyze your videotape (optional).
- Give video and written analysis to principal for feedback/conference by **April 30**.

3. Action Research

- Teacher may work alone or with group.
- Select an area/topic of educational interest to study (may be from building or district goals, individual goals, building issues/concerns, etc.)
- Analyze the implications of the topic for your classroom, school, and/or district. Identify resources needed and establish timeline.
- Collect data over time (may include quantitative, qualitative, anecdotal, and/or empirical data).
- Share study by completing a written analysis and submit to principal for feedback/conference by **April 30**.

4. Teacher Portfolio

- Create a baseline description of current practice on selected teaching standard(s).
- A successful portfolio will include documentation of:
 1. Efforts – the teacher’s attempts to improve practice (i.e., the portfolio may include a unit the teacher wrote including drafts to show the stages of development)
 2. Progress – the portfolio should include some convincing evidence that the teacher has grown in the targeted area/skill
 3. Reflection – the portfolio should include a written analysis of the practical significance pertaining to the documentation provided.
- Portfolio may be shared in a session with your colleagues
- Portfolio will be submitted to the principal for review and feedback/conference by **April 30**. Electronic portfolios are encouraged and the district has free resources available for their development.

5. Peer Observations

- Identify coaching partner(s).
- Choose area for professional growth and development
- Collaborate with partner(s) **at least once per quarter**; provide feedback to peer partner.
- Complete written summary and discuss during a conference with principal for review and feedback by **April 30**.

6. Reflective Practice

- Actively participate in a study group (topic oriented or current practice oriented) on a current educational practice.
- Meet on a regular basis.
- Keep a journal. Write in it weekly, reflecting on your teaching, current literature, professional growth, and the application of your study group discussions to your practice.
- Complete a reflective summary for principal review and feedback by **April 30**.