

Teacher Evaluation
Annual Presentation
2026-2027

Education is the
Cornerstone of
our Community.





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Teacher Evaluation Philosophy Statement

The purposes of the teacher evaluation program are to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the districts goals of academic excellence. All Bloomfield teachers are expected to demonstrate mastery of teaching standards and student growth.



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Goals

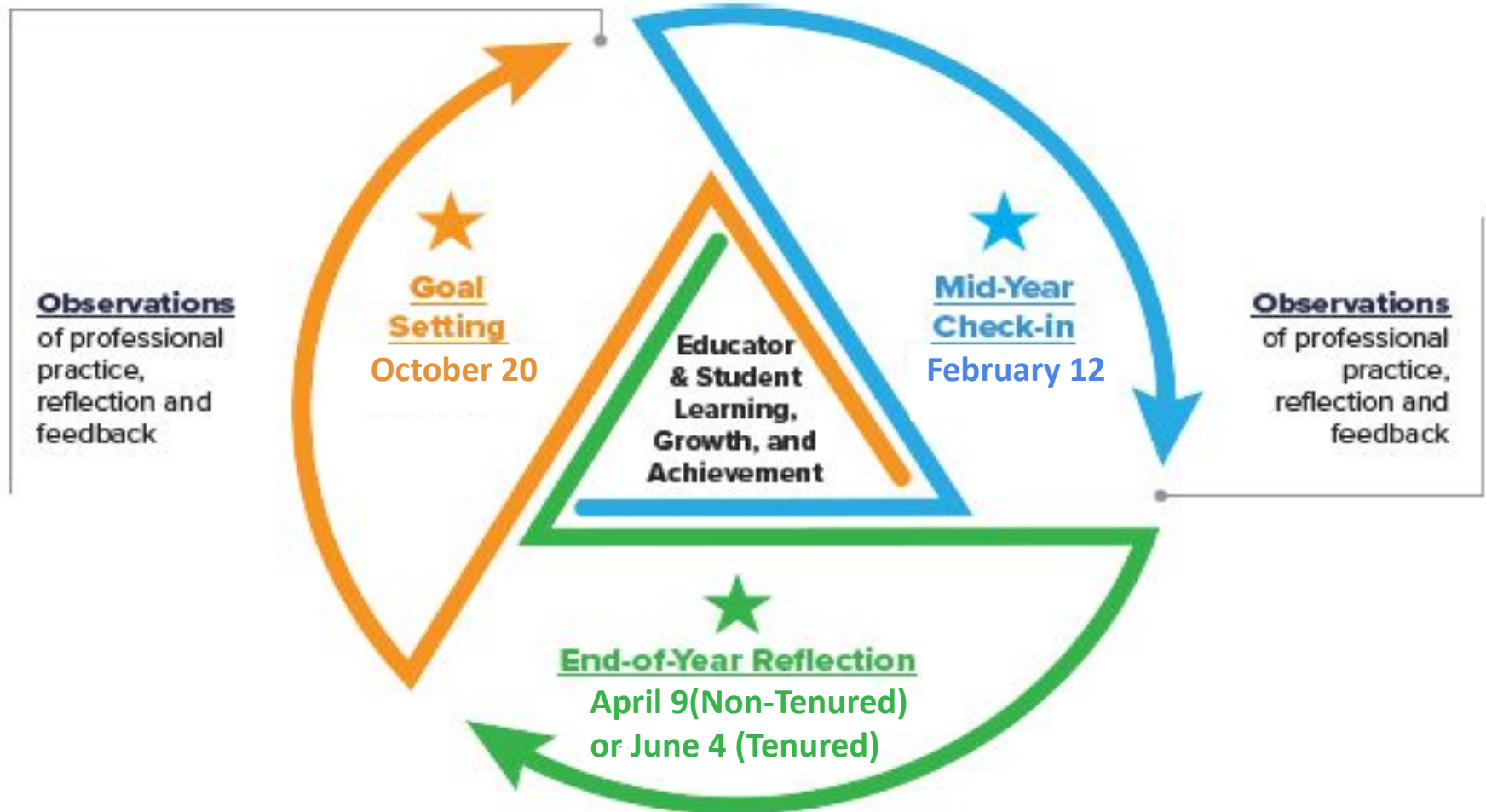
1. To improve student learning.
2. To provide a teacher evaluation/professional growth document that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.
3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.
4. To provide a means for the evaluator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, granting of increment/salary increases and other personnel related responsibilities.



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Cycles of Continuous Improvement

2026-2027 School Year





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Goal Setting

Completed by October 20

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in

Completed by February 12

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by April 9

(Non-Tenured) or June 4
(Tenured)

End-of-Year Reflection and Feedback Process

- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement

End-of-Year Conference / Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off



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Professional Goal Guidelines

- Goals are aligned to the School Accountability Plan and established between the Teacher and the assigned evaluator per **mutual agreement** in accordance with the designated timelines. A professional growth goal **must have at least two associated measures of accomplishment**. Measures of accomplishment (or indicators of educator growth) are ways the teacher can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections. [SAMPLES HERE](#)
- Teachers with an initial educator certificate are required to set one professional growth goal each year, and, if required to complete TEAM, are encouraged to align their goal with one of the TEAM modules. Teachers may also set collaborative goals if this is mutually agreed to.
- Experienced teachers with provisional or professional certification are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.
- Staff members write specific objectives based on individual classes and students as measured by assessments in or out of the classroom.
- Goals will be based on a teacher's discipline and student growth as measured by an assessment appropriate for the teacher's discipline.
- Use CCSS and Creative Curriculum to support your Student Learning Objectives.
- A midyear conference will be held in February, to review and/or revise goals if needed.



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Mid-Year and End of Year Reflections

Mid-Year Review

The Mid-Year Review is a formative check-in between the educator and evaluator.

- It provides an opportunity to discuss the progress the educator has made toward professional learning goal attainment through the action plan.
- Action step progress notes serve as documentation that will be the basis of the check-in.
- Educators will complete the action step progress notes throughout the cycle, reflect on the impact of action steps, and consider revising the action plan as needed.

End-of-Year Summative Review

The End-of-Year Review is a summative analysis of professional learning that has occurred throughout the year related to the educator's goals. Educators and Evaluators will again discuss progress the educator has made toward professional learning goal attainment. Educators will reflect on the impact and effectiveness of the goal plan using the measures described in the goal setting process e.g. both formative and summative student assessment data, artifacts. etc. The analysis may be documented in bullet points with references to student performance. The end-of-year reflection provides an opportunity for educators to summarize how their conclusions and questions will, in turn, inform draft action plans for the next growth cycle and perhaps develop a goal focus in the following school year.



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Observations and Goals

- Recommended 3 observations (tenured) or 4 observations (non-tenured) / Maximum of 8 observations unless required by a Professional Assistance Plan
 - conversation with Human Resources required for excess observations.
- There will be a praise point and growth point for each observation
- The Whole-School Student Learning Indicators/Teacher Effectiveness Outcomes and Stakeholder Feedback Goal are not part of the evaluation process, but will be tied into the district climate survey.
- There is ONE Professional Growth Goal and you will need a minimum of two learning indicators. (more info on this on the next slide)



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Observation Scoring Scale

Mini Observations will use the same CCT rubrics we have used in the past with the same categories but no scores. There will be feedback given from the evaluator with a Praise Point and Growth Point.

CCT Rubric Domains
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning
Domain 2: Planning for Active Learning
Domain 3: Instruction for Active Learning
Domain 4: Professional Responsibilities and Teacher Leadership

Category	Criteria
Exceeded	The teacher demonstrates consistent exemplary knowledge and skill in all four domains of practice.
Met	The teacher demonstrates strong knowledge and skill in at least three domains and in a majority of indicators.
Partially Met	The teacher demonstrates some or inconsistent attempts at each domain and some indicators within each domain.
Did Not Meet Expectations	The teacher demonstrates few or none of the skills required in each indicator.
Not Observed	



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Questions

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