Evaluation of tenured teachers includes several alternatives, many of which support teacher collaboration.

**Track II**

**Evaluation Process for Tenured Teachers**

The evaluation process for tenured teachers involves a three-year cycle. Teachers may choose from the following examples: (NB: An administrative observation will occur once during each three-year cycle, as the annual evaluative project.)

The following examples may include, but are not limited to, Alternative Professional Performance Review Options that may be selected by tenured staff:

1. **Reflective teacher partners**: Two teachers work collaboratively to assess their own teaching methods and the effects on their students. This will provide opportunities for teachers working together to practice developing competency on a specific teaching strategy.

2. **Learning club**: Two or more teachers study an educational topic or issue in order to explore the instructional implications and then apply the skill within the context of their instructional setting.

3. **Action Research**: One or more teachers collect impact data demonstrating the effects of practice(s) on learning behavior. A process of identifying an issue, modifying practice and reevaluation occur. This could be a one or multi-year project.

4. **Lesson Development**: One or more teachers develop teaching modules and performance assessments for specific learning standards.

5. **Self-evaluation**: Self-reflection offers a teacher a continuous, ongoing process of professional growth that fosters the improvement of instruction, the teaching/learning processes, and the overall school climate. Student/parent surveys will be used to help compile the final journal.

6. **Demonstration of competency**: One or more teachers may design, deliver, and evaluation specific competencies to peers in a staff development setting such as a superintendent’s conference day.

7. **Other**: This open category allows a teacher to be innovative in developing a personal plan for professional/instructional growth.