TPGES Implementation Calendar by Measure – AUGUST & SEPTEMBER

\*Note that this timeline is based on a school year calendar and may need to be adjusted for other course calendars (trimester, 9-weeks’ courses, etc.)

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| **Month** | **Observation (Supervisor & Peer)** | **Self-Reflection** | **Professional Growth Planning** | **Student Growth** | **Student Voice** | **Technical** |
| **August** | Review learning targets\* and learn about observation.  District decides which observation approach to take (2x2 or 3x1).\*\*  Principal and peer observer decide in which window the peer will observe teachers.  Principal and peer review the observation protocol (including pre-observation conference/protocol, classroom observation, post-conference).  Peer observers participate in KET on-online training. | Review learning targets and learn about self-reflection.  Teacher uses the indicators of the Framework for Teaching (FfT) to reflect on his/her own practice.  In **EDS,** teacher assigns his-self or her-self a performance level rating based on the initial reflection. Submit to share with the principal. | Review learning targets and learn about professional growth planning.  Teacher considers personal professional learning needs. | Review learning targets and learn about student growth.  **Step 1: (During first 6 weeks of school).** Teacher collects data & formatively assesses students to identify areas of need in mastering enduring skills/concepts.  Identify appropriate sources of evidence that determine where students are in meeting mastery of selected enduring skills/concepts. | Review learning targets and learn about student voice. | In **EDS**, administrator creates caseloads by assigning teachers to a supervisor observer and a peer observer.  In **EDS**, teacher verifies rosters by 2nd week of school. |
| **September** | For the 1st observation window **(September 3 – October 31),** principal or peer observer observes assigned teachers. This includes pre-observation and post-observation protocol.  Principal or peer observer enters data into **EDS** for first observation cycle. | Reflect as an on-going practice regarding all measures. | Teacher considers self-reflection on Framework for Teaching (FfT), student growth goal, content-specific learning needs, student voice survey results, etc. to determine a professional growth goal (PGG).  Teacher drafts a PGG that *addresses the 3 questions\** and enters into **EDS** to share with principal.  Principal approves PGG or asks for revision. Collectively, they agree on the PGG.  Teacher determines an action plan for professional learning needed to attain the PGG. This plan is modified throughout the year to meet professional learning needs. | **Continue step 1.**  **Step 2: By end of month,** teacher drafts student growth goal (SGG).  Teacher enters SGG information into **EDS** to share with principal.  Principal approves SGG or asks for revision. Collectively, they agree on the SGG.  Teacher considers if professional learning is needed to implement the SGG. |  |  |