

	<b>Informal Evaluation Year(s)</b> (See pp. 4-6 in the BA Guidebook)	<b>Formal Evaluation Year</b> (See pp. 7-27 in the BA Guidebook)
<b>Student Learning &amp; PGGs</b>	<ul style="list-style-type: none"> <li>• These goals should be developed using the formal evaluation guidance.</li> <li>• Informal year(s) will not yield a score for these goals, but provide an opportunity for feedback and/or adjustment dependent on the circumstances.</li> <li>• When applicable, goals can span multiple years with annual/periodic benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• These goals should be developed using the formal evaluation guidance.</li> <li>• For new goals, or those that carry over from an informal year, the formal evaluation year will yield a score for the BA’s SLO(s)/SOO.</li> </ul>
<b>BOY Conference</b>	<ul style="list-style-type: none"> <li>• The format of the BOY conference is an opportunity for flexibility. This could be in-person, or digitally, as agreed-upon between the evaluator and the BA.</li> </ul>	<ul style="list-style-type: none"> <li>• The format of the BOY conference in a formal year is an opportunity to meet in-person to discuss new goals, or goals that will carry over from the previous year(s), and the appropriate benchmarks to achieve intended outcomes.</li> </ul>
<b>Site Visits</b>	<ul style="list-style-type: none"> <li>• At least one (1) announced site visit</li> <li>• While there is no required documentation for a site visit in an informal year, feedback is still provided to support and improve the BA’s practice.</li> <li>• Flexibilities for providing feedback include email, in-person conversation, or another agreed-upon method of communicating progress toward the approved goals.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Site Visits (1 announced; 2 unannounced)</li> <li>• Feedback from site visits in a formal year should be documented using the approved forms.</li> <li>• While feedback is provided during specific times of the formal evaluation year, that does not limit an evaluator from providing more regular formative feedback, if chosen.</li> </ul>
<b>Mid-Year Conference</b>	<ul style="list-style-type: none"> <li>• The MOY conference provides an opportunity to review the goals set at the BOY. Because goals may span multiple years, this conference may not be necessary in an informal year.</li> </ul>	<ul style="list-style-type: none"> <li>• The MOY conference provides an opportunity to review the goals set at the BOY. When applicable, this is an opportunity to adjust goals as needed.</li> </ul>
<b>Professional Responsibilities</b>	<ul style="list-style-type: none"> <li>• Evidence of professional responsibilities (PRs) can be collected over multiple years.</li> <li>• Though there are no formal scores for the PRs in an informal year, districts should determine the best way to capture evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of PRs can be collected over multiple years, or during the formal evaluation year based on local guidance.</li> <li>• Scores are provided only in the formal evaluation year.</li> </ul>
<b>EOY Conference &amp; Final Effectiveness Ratings (FERs)</b>	<ul style="list-style-type: none"> <li>• The EOY conference is an important point in the informal year to review the progress toward goals, and to provide formative feedback on the evaluation processes addressed in an informal year.</li> <li>• Districts should use local guidance to determine the BA’s next place in the evaluation cycle.</li> <li>• No Final Effectiveness Ratings are calculated in an informal year.</li> </ul>	<ul style="list-style-type: none"> <li>• The EOY conference in a formal year in an important point to discuss the performance of a BA for the entirety of the evaluation cycle.</li> <li>• Districts should use local guidance to determine the BA’s next place in the evaluation cycle.</li> <li>• Evidence of Professional Practice, Professional Responsibilities, and Student Learning will be used to determine the BA’s FER for the multi-year cycle.</li> </ul>