

REACHES Evaluation Protocol

Step 1. Teacher Feedback Survey

1. Teachers will fill out a survey only for the students that they are concerned about or would like to positively recognize. These are students in their regular classes, not in the advisory groups.
2. Advisory teachers will check to see if any of their advisory students received comments from their teachers, positive or negative.
3. These comments/feedback will be a topic of conversation with that student during the advisory period. These conferences will take place on the assigned REACHES Day for the advisory period.

Step 2. Student Self-Reflection

1. Students complete the REACHES Self-Evaluation form, where they will evaluate themselves on each of the REACHES standards using the REACHES Rubric and provide examples to support their choice for each value.
2. These self-reflections will be presented by the student to the advisory teacher during a REACHES conference.

Step 3. Advisory Teacher Preparation for Student Meetings

1. Using the Teacher Feedback Survey, the advisory teacher compiles feedback for each student in his/her advisory, making note of repeated behaviors, growth areas, and strengths.
2. The advisory teacher will create a schedule to meet with each student individually during the two REACHES X-Blocks that have been designated for this purpose.
3. It is recommended that the advisory teacher post the meeting schedule for the students, as well as a brief overview of what will take place during the meeting and what students should bring to the meeting.

Step 4. Student-Advisor Conferences

1. During the designated REACHES X-Block times, the advisory teacher will meet with students individually. (While we are in distance learning the meeting needs to be recorded.)
2. The student presents their self-evaluation to the teacher, including their examples/evidence. *The student needs to be able to present their entire self-evaluation before the teacher begins to give feedback.*
3. The teacher presents any feedback that was submitted for the student in the Teacher Feedback Survey. The teacher helps the student reflect on the feedback and helps the student develop a goal on how to improve in that area.
4. If there is no feedback for the student on the Teacher Feedback Survey, the teacher works with the student to formulate a goal in order to grow on a specific value.

Step 5. Advisory Teacher Inputs REACHES grades into the SIS (Alma)

1. Using the student self-evaluation and teacher feedback, the advisory teacher will input a grade for each of the REACHES standards into Alma on a (++, +, -) Scale.
 - a. ++ = Almost Always
 - b. + = Often
 - c. - = Sometimes
2. If a student receives a (+) or (-), the advisor reports qualitative feedback in the "comments" section regarding specific areas of growth.
3. The advisor teacher will input the student's growth goal as a comment next to the appropriate REACHES value.