

Staff Evaluation Handbook



Calumet Public School District 132

1440 W. Vermont Ave.

Calumet Park, IL 60827

708-388-8920

www.sd132.org

Developed by PERA Joint Committee

Developed May 2013

Teacher/Union Members

Nancy Acosta

Jayne Connors

Kelly Cummins

Sandra Thomas

Pat VanDyke

Bonnie Wilkinson

Administrative Members

Jackie Burditt

Andrea Delaney

Dalyn Drown

Terrina Ellerson

Adrienne Saverson

Marion Williams

Revised by PERA Joint Committee

Revised April 2014

Teacher/Union Members

Nancy Acosta

Jayne Connors

Kelly Cummins

Sandra Thomas

Pat VanDyke

Bonnie Wilkinson

Administrative Members

Jackie Burditt

Tracye Brogden

Andrea Delaney

Dalyn Drown

Adrienne Saverson

Table of Contents

1. **TEACHER EVALUATION AND DEVELOPMENT MODEL**
 - Introduction
 - Terminology
 - Purpose and Rationale of the Evaluation System
 - Core Design Principles
 - State Mandates
 - PERA Committee
2. **TEACHER EVALUATION SYSTEM**
 - Evaluation and Support System Overview
 - Orientation Programs
 - Teacher Evaluation Process and Timeline
 - Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing
3. **SUPPORT AND DEVELOPMENT**
 - Evaluation-Based Professional Learning
 - Professional Development Plan
 - Improvement and Remediation Plans
 - Career Development and Growth
4. **TEACHER PRACTICE RELATED INDICATORS**
 - Domain 1: Planning and Preparation
 - Domain 4: Professional Responsibilities
5. **STUDENT OUTCOMES RELATED INDICATORS**
 - Domain 2: Classroom Environment
 - Domain 3: Instruction
 - Student Growth and Development
6. **SUMMATIVE TEACHER EVALUATION SCORING**
 - Definition of Effectiveness and Ineffectiveness
 - Dispute-Resolution Process
7. **APPENDIXES**
 - Appendix A: Template for Setting SMART Goals
 - Appendix B: School Climate Survey
 - Appendix C: Danielson Evaluation Model
 - Appendix D: Post Observation Feedback Form
 - Appendix E: End of Year Self-Assessment Form
 - Appendix F: Conflict Resolution Form
 - Appendix G: Peer Evaluation Request Form
 - Appendix H: Peer Evaluation Recommendation Form
 - Appendix I: Evaluation Process Flowchart

TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction

The *District 132 Teacher Evaluation System* currently focuses on evidence collected on the four domains of teaching as set forth in *Enhancing Professional Practice: A Framework for Teaching*, 2011 Revised Edition, by Charlotte Danielson (see description below).

The joint committee recognizes the role student growth can play in the evaluation process. Starting with the 2015 school term student growth will be part of the *District 132 Teacher Evaluation System*. The Joint Committee will decide which assessment measures will be used to determine student growth as set forth by the State Board of Education.

Enhancing Professional Practice: A Framework for Teaching, 2011 Revised Edition, by Charlotte Danielson is the basis for the *District 132 Teacher Evaluation System*. This framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

The framework will serve as the foundation of District 132's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation processes, thus linking all these activities together and helping teachers become more thoughtful practitioners.

The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. Within the domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is all about, with four levels of performance for each element.

The Framework for Teaching is based on the Praxis III: Classroom Performance Assessment criteria developed by Educational Testing Service and the National Board for Professional Teaching Standards (NBPTS).

Terminology

Best Practices - research based methods that are effective in improving student achievement.

Components – distinct aspects of a domain as defined by the Framework for Teaching

Consulting Teacher - a Consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least five years teaching experience, a reasonable familiarity with the assignment of the teacher being evaluated and who received an "Excellent" rating on his or her most recent evaluation. The consulting Teacher is selected by the evaluator and is used for the purpose of supporting the Teacher during the Remediation Plan.

Differentiated Procedures – an Evaluation process that is responsive to variations in professional expertise, commitment, and years of experience of Teachers in Calumet Public School District 132.

Documentation – evidence/information that supports or explains a position/point of view.

Domains of Teaching – four main areas of effective teaching. (Planning and preparation, classroom environment, instruction, and professional responsibilities)

Effective Teaching – instructional practices that result in increased student growth, as defined in the practices outlined at the *Proficient and Excellent* levels of the *Calumet Public School District 132 Framework for Teaching*.

Evaluator – an administrator who participates in an in-service training on the evaluation of certified personnel provided or approved by ISBE prior to undertaking any evaluation and at least once during each certification renewal cycle. NOTE: The new Reform Act requires evaluators to complete and pass a pre-qualification Evaluator program that involves rigorous training and an independent observer's determination of the Evaluator's skill.

Formative – an ongoing reflective process of observation, data collection, feedback and conversation between Teachers and Evaluators for the purpose of improving teaching and student learning. NO rating of teacher performance is recorded during the formative phase.

Framework for Teaching – The Framework consists of three components:

1. The Four Domains, Components and Elements
2. The Seven Common Themes
3. The Four levels of Performance

Healthy Team Work – professional, respectful and collaborative partnership between all staff members at Calumet Public School District 132.

Individual Growth Plan (IGP) – for non-tenured Year 4 and for tenured teachers rated Proficient or Excellent, a plan jointly developed by the Evaluator and Teacher, which results in the continuous improvement of student learning. The evaluator and other professional peers shall be available to provide assistance to the teacher in the development of a professional goal, but the responsibility for developing the steps necessary to achieve the goal shall rest with the Teacher. In the unlikely event that the Evaluator and the Teacher do not reach mutual agreement, the evaluator shall be responsible for establishing the goal(s).

Job Embedded – an opportunity to grow professionally within the school day at Calumet Public School District 132, e.g. colleague observations.

Observation (Formal) – Observing classroom instruction is one of the most powerful practices in which the Evaluator engages to improve teaching and learning. Formal observations provide valuable opportunities for the teacher to discuss the planning process, collect evidence on the Teacher's instruction and classroom environment and dialogue with the teacher after the observation is complete.

- Formal observations shall be at least 30 minutes in length. Formal observations shall be preceded by a pre-observation conference. Non-tenured Teachers will be formally observed at least twice during the school year, with additional informal observations at the discretion of the evaluator.
- Tenured licensed staff that receives an overall rating of Proficient or Excellent shall be evaluated at least once every 2 years. Tenured certified staff with an overall rating of Needs Improvement will be formally observed at least once within a one year cycle with additional formal observations at the discretion of the evaluator.

Observation (Informal) – Informal observations provide the opportunity to reflect on the entire professional performance of a Teacher both inside and outside of the classroom. Informal observations may include professional behavior in a variety of settings and/or between a variety of involvement in extra-curricular functions or community sponsored activities.

- Informal observations provide valuable opportunities for more frequent interaction between the evaluator and the teacher. Evidence of teaching aligned with the frameworks for teaching will be collected by the Evaluator and shared in writing with the teacher. The informal observation and reflective conversations are important job-imbedded opportunities for individual professional development.
- Informal observations that are included in an evaluation are to be documented and shared with the Teacher. Examples of documentation include observation log, written memo, e-mail or other writing that memorializes the observation and is shared with the Teacher.

Ongoing – a continuous process.

Performance Rating (Domain) – judgment of Teacher job performance on each of the four domains based upon component ratings determined by the evidence collected during the informal and formal observations. According to state requirements, Teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement or Unsatisfactory*.

Performance Ratings (Summative) – overall judgment of Teacher job performance based on the ratings earned on each of the four domains. According to state requirements, teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement or Unsatisfactory*.

Professional Development Plan (PDP) – The performance and Evaluation Reform Act includes the language regarding the creation of a Remediation Plan for a teacher in contractual continued service (tenured) who is rated “*Needs Improvement*.” This Remediation Plan:

- is to be created within 30 days after the completion of an evaluation resulting in the “*Needs Improvement*” rating
- is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher’s ongoing professional responsibilities including his/her regular teaching assignments
- is directed to the areas that need improvement and include support that the district will provide to address the performance areas identified as needing improvement.

Reflective Conversations – a professional nonjudgmental conversation involving two or more participants that is interactive and thought provoking in nature

Remediation Plan – The Performance and Evaluation Reform Act includes the language regarding the development of a Remediation Plan for a teacher in contractual continued service (tenure) who is rated “*Unsatisfactory*” in order to correct deficiencies cited, provided the deficiencies can be remediated. The Remediation Plan (RP):

- is to be created within 30 days after the completion of an evaluation resulting in an “*Unsatisfactory*” rating
- provides 90 school days of remediation within the classroom
- provides a consulting Teacher selected by the evaluator who participates in developing the remediation Plan
- provides at least a mid-point and final evaluation during the remediation period with the final evaluation including a rating and any deficiencies in performance and recommendations for correction being identified
- provides a decision within 10 days after the conclusion of the respective remediation plan. Teacher must receive a rating of *Proficient* or higher to be reinstated to the evaluation schedule at the end of the remediation plan. If the Teacher does not receive a rating of *Proficient* or higher, the teacher will be subject to dismissal
- provides that the evaluation process is separate and distinct from required annual evaluations and the forms may be different from district Evaluation plan forms

Summative - annual or biennial written evaluation of teacher job performance based on the ratings earned on each of the four domains. According to state representatives, teachers’ performance shall be rated as: *Excellent*, *Proficient*, *Needs Improvement* or *Unsatisfactory*.

Teacher – any and all school district employees regularly required to be licensed under laws relating to teacher certification.

Purpose and Rationale of the Evaluation System

- Promote student learning through the highest quality of teaching, which includes a commitment to continuous professional development, shared understanding of learning (professional growth) and collective inquiry
- Develop each individual’s capacity for professional contribution to the team, building and district levels
- Support Calumet Public School District 132’s culture, vision, and mission
- Support New Teacher growth through a formative process within clearly defined expectations
- Support Tenured Teacher growth through a formative process that promotes collective inquiry and examination of practice

- Build and foster collaborative relationships among Teachers and Administrators
- Validate the hiring/selection process during the probationary (non-tenure) period

Core Design Principles

DOMAIN

- ***Excellent*** – Excellent ratings in three or more of the components of the domains, with the remaining components rated no lower than *Proficient*.
- ***Proficient*** – No more than one component rated *Needs Improvement* with the remaining components rated as *Proficient* or *Excellent*
- ***Needs Improvement*** –Two or more components rated *Needs Improvement* with the remaining components rated as *Proficient* or *Excellent*
- ***Unsatisfactory*** – Any component rated as *Unsatisfactory*

OVERALL

- ***Excellent*** – Excellent ratings in two or more of the domains with the remaining domains rated as *Proficient*
- ***Proficient*** – No more than one domain rated *Needs Improvement* with the remaining domains rated as *Proficient* or *Excellent*
- ***Needs Improvement*** –Two or more domains rated *Needs Improvement* with the remaining domains rated as *Proficient* or *Excellent*
- ***Unsatisfactory*** – Any component rated as *Unsatisfactory*

Non-Tenured Teacher contract Renewal –Each non-tenured Teacher will receive a final summative rating and a recommendation for renewal or non-renewal of his/her contract.

Tenured Teachers are expected to maintain overall Summative Rating of *Proficient* or *Excellent*.

- If a Tenured Teacher receives an overall Summative Rating of *Needs Improvement* a Professional Development Plan will be developed.
- If at any point in the evaluation cycle a Tenured Teacher exhibits evidence of *Unsatisfactory* practice an overall Summative Evaluation may be conducted at any time during the contractual year. An overall Summative rating of *Unsatisfactory* will result in the development of a Remediation Plan.

DOMAIN

- ***Excellent*** – Excellent ratings in three or more of the components of the domains, with the remaining components rated no lower than *Proficient*.
- ***Proficient*** – No more than one component rated *Needs Improvement* with the remaining components rated as *Proficient* or *Excellent*

- ***Needs Improvement*** –Two or more components rated *Needs Improvement* with the remaining components rated as *Proficient* or *Excellent*
- ***Unsatisfactory*** – Any component rated as *Unsatisfactory*

Domain 2 for Teachers – Classroom Environment				
Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
2a			X	
2b		X		
2c				X
2d			X	
2e		X		
Domain Rating		X		

OVERALL

- ***Excellent*** – Excellent ratings in two or more of the domains with the remaining domains rated as *Proficient*
- ***Proficient*** – No more than one domain rated *Needs Improvement* with the remaining domains rated as *Proficient* or *Excellent*
- ***Needs Improvement*** –Two or more domains rated *Needs Improvement* with the remaining domains rated as *Proficient* or *Excellent*
- ***Unsatisfactory*** – Any component rated as *Unsatisfactory*

Final Summative Rating				
Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
Domain 1			X	
Domain 2		X		
Domain 3			X	
Domain 4				X
Overall Rating			X	

State Mandates

State law requires school districts to create and implement performance evaluation systems to measure teachers' and principals' skills while factoring in student academic growth. Over the next five years, district administrators and teachers will have the ability to work together to develop measures to decide on a Teacher Evaluation System. The new, more objective system will clearly define professional excellence using observation and evidence to rate teachers in one of the four categories: *Excellent*, *Proficient*, *Needs Improvement* or *Unsatisfactory*.

PERA Committee

The PERA Committee was formed as a result of mandates from the Illinois State Board of Education. New laws were passed requiring a committee of teachers and administrators at each district to meet and collaboratively decide on issues related to the new evaluation system and accountability measures enacted. The handbook and the new evaluation instrument are products created by this committee.

TEACHER EVALUATION SYSTEM

Evaluation and Support System Overview

A. Two-Year Mentor Program

Each non-tenured certified staff member with an initial certificate will meet regularly with a mentor for the first two years of his/her employment in District 132, with a shared goal of improving student learning and achievement. Each non-tenured certified staff member with a standard teaching certificate will participate in this program for his/her first year only.

B. Lead Teachers

Each lead teacher supports new teachers with needed resources and wise counsel.

C. PLCs

PLCs work together on common curriculum and assessments.

Orientation Programs

All new employees will attend a two day orientation program before school starts each year. If an employee is hired after the scheduled orientation program it is the responsibility of the principal to orient the employee to overall expectations and give them all materials necessary for them to perform their jobs effectively. Human Resources personnel will provide the employee with information regarding insurance, pay, and other benefits. Human Resources will also collect any necessary documentation required from new hires. Business Office personnel will orient the employee on pay dates, deductions, and other pertinent information in relation to payroll. Special Education new hires will receive an orientation from the Special Education Director regarding program requirements. Bilingual new hires will receive an orientation from the Bilingual Education Director regarding program requirements.

Teacher Evaluation Process and Timeline

I. Formal/Informal Observations: August–March

Certified staff members new to Calumet Public School District 132 will be required to participate in the Orientation Program prior to the start of school. During this orientation, if not before, they will meet with their mentors and other faculty and members of the administration to begin learning about District 132. Required meetings continue throughout the first two years for certified staff members with an initial certificate and the first year for certified staff members with a standard certificate.

On the first day of school, an overview of the Teacher Evaluation System will be presented to those who will be evaluated. During the year, a qualified administrator will formally and informally observe classroom activities. The purpose of the classroom observations is to observe and evaluate performance as well as to support the faculty member's growth.

Non-tenured

Years one through four: At least 2 formal observations and at least one informal observation

The formal observation process consists of a pre-observation conference, an observation, and two post-observation conferences.

Tenured

Tenured teachers will be formally evaluated minimally every other year. This includes at least one formal and one informal observation. The formal observation process consists of a pre-observation conference, an observation, and two post-observation conferences.

A. Pre-Observation Conference

The pre-observation conference is the opportunity for the certified staff member and the administrator(s) to provide each other with information that will be helpful to the observation process. Notice of the pre-observation conference will occur at least two school days prior to the pre-observation conference. For non-tenured staff members, the evaluator will request one week of lesson plans for two preps (may represent two or three teaching assignments). For tenured staff, the evaluator will request one week of lesson plans for one prep. The teacher will submit one week of lesson plans (two preps non-tenured and one prep tenured) at the beginning of the agreed-upon week. The formal observation will take place the following week, unless both parties agree that the observation will be more meaningful on another date.

Lesson plans will be given/sent electronically to the evaluator prior to the beginning of the school day on the first possible day the observation will take place. Lesson plans should show adequate preparation for each day's lesson.

B. Observations

During the formal observation, the administrator will gather data that is descriptive of the certified staff member's performance. During the observation, the administrator will be provided with materials related to the day's lesson as well as attendance/grade documentation.

Criteria used during the observation will correlate with Danielson's *Domains for Professional Practice*.

All formal observations will be at least a full period in duration, and the administrator may request a follow-up observation. Reasons for a follow-up observation will be specified by the evaluator.

Informal observations are unannounced and of no specific duration. Written feedback will follow the observation if it will be included in the summative rating. The teacher may request a face-to-face conversation following the informal observation.

C. Post-Observation Conferences

Two post-conferences will take place following each formal observation. The first will occur within three school days (with no written feedback) and the second (with completed observation report) within seven school days of the informal post-conference. The discussion will focus on the certified staff member's performance and reflection on the lesson. The evaluator will complete the Certified Staff Member

Professional Observation Report and the rating sheet and share it with the certified staff member at the second post-observation conference.

D. Summative Evaluation

The summative rating and notice of retention (tenure, if applicable) will be given to the non-tenured staff member by the principal and/or Department Director and superintendent prior to the last March Board meeting. The summative rating will be given to the tenured teacher by the evaluator in March.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

Under the requirements of PERA, all evaluators of principals and teachers **must complete** either the state training program offered to all teacher and principal evaluators, *Growth Through Learning*, or a district-developed prequalification training program. Our district chose the State provided training. In addition, evaluators will also **need to pass** all required state assessments for prequalification. These assessments are administered online through the *Growth Through Learning* program.

PERA requires districts to design and implement performance evaluation systems that assess teachers' and principals' professional skills as well as incorporate measures of student growth. District administrators must work with teachers' union representatives to develop evaluation systems that incorporate student growth. School districts and the state must ensure that these performance evaluation systems are valid and reliable and help teachers and principals to better improve student outcomes.

Teacher evaluation systems will provide clear descriptions of professional excellence so everyone understands what great teaching means. The evaluations will be based on standards of effective practice, with evaluators trained and pre-qualified to conduct observations, collect evidence, and provide helpful, timely feedback. The new evaluations will add objectivity to a practice that almost universally was subjective.

SUPPORT AND DEVELOPMENT

Evaluation-Based Professional Learning

Standards for Teachers:

Domain 1 – Demonstrates effective planning and preparation for instruction through:

- a. Knowledge of Content and Pedagogy
- b. Demonstrating Knowledge of Students
- c. Setting Instructional Outcomes
- d. Demonstrating Knowledge of Resources
- e. Designing Coherent Instruction

f. Designing Student Assessments

Domain 2 – Creates an environment conducive for learning by:

- a. Creating an Environment of Respect and Rapport
- b. Establishing a Culture for Learning
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space

Domain 3 – Demonstrates effective instruction by:

- a. Communicating with Students
- b. Using Questioning and Discussion Techniques
- c. Engaging Students in Learning
- d. Using Assessment in Instruction
- e. Demonstrating Flexibility and Responsiveness

Domain 4 – Demonstrates professionalism by:

- a. Reflecting on Teaching
- b. Maintaining Accurate Records
- c. Communicating with Families
- d. Participating in a Professional Community
- e. Growing and Developing Professionally
- f. Showing Professionalism

Professional Development Plan

Tenured Teachers Rated Needs Improvement

A Professional Development Plan (PDP) must be developed within 30 school days after receiving a summative rating of Needs Improvement. The PDP will be developed by the evaluator in consultation with the teacher. This plan will include progress/achievements, support from the administration and will take into account the teacher's professional responsibilities. In March of the year following a summative rating of Needs Improvement, a new summative rating will be given by the evaluator.

If performance areas are corrected and the teacher reaches a rating of Proficient or Excellent, he/she will be evaluated the school year following the Proficient or Excellent rating. If the teacher is rated 'Needs Improvement' or 'Unsatisfactory' the teacher will be placed on a remediation plan.

Improvement and Remediation Plans

District 132 provides this remediation procedure in compliance with Article 24A of the *Illinois School Code* (105 ILCS 5/24A-1 et. seq.), the Rules and Regulations of the Illinois State Board of Education (23 *Illinois Administrative Code*, ch. I, pars. 50.50. et seq.), and the District 132 Teacher Evaluation Plan.

The purpose of this remediation procedure is to assist the tenured teacher who has received a performance rating of unsatisfactory to correct identified deficiencies, provided that such deficiencies are remediable. This plan will be the basis of the required evaluations and of the determination of whether or not the tenured certified employee has achieved a rating of proficient or better at the end of the remediation period. If the certified employee completes the remediation plan with a rating of proficient or better, he/she shall be reinstated to the District's evaluation plan schedule, and shall be evaluated in the school year immediately following the unsatisfactory rating.

The most important outcome, however, is quality education for students. If the tenured certified employee fails to complete the remediation plan with a proficient or better rating, the Board of Education must initiate dismissal proceedings as provided in Sections 24A-5(m) and 24-12 of the *Illinois School Code*.

Tenured Teacher Remediation Procedures

- A. The remediation plan shall provide, within 30 school days after completion of an evaluation of a tenured teacher resulting in a rating of unsatisfactory, for the development and initiation by the district of a remediation plan designed to correct the areas identified as deficient, provided the deficiencies are deemed remediable.
 1. The remediation plan shall provide for 90 school days of remediation within the classroom. The plan shall also provide for a mid-point and final evaluation and ratings during the 90-school day remediation period. A plan may also include additional provisions for monitoring the teacher's progress, and a timeline for feedback may be included in the draft plan after it is developed in consultation with the teacher.
 2. Each evaluation shall assess the teacher's performance during the time period since the previous evaluation. A written copy of the evaluation and rating shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation. The evaluation shall identify any performance deficiencies and recommendations for correction of the teacher's performance.
 3. The final evaluation shall include an overall evaluation of the teacher's performance during the remediation period and shall be issued within 10 calendar days after the conclusion of the remediation plan. The Board of Education shall not lose jurisdiction, however, to discharge the teacher if the final evaluation is not issued within 10 calendar days after conclusion of the remediation plan. Failure to strictly comply with the time requirements set forth in Section 24A-5 of the *Illinois School Code* shall not invalidate the results of the remediation plan.

- B. Participants in the remediation plan shall include the tenured teacher rated unsatisfactory, a qualified evaluator, and a consulting teacher. The remediation plan may include participation of other personnel to assist in correcting areas identified as deficient.
1. The participation of the consulting teacher shall be voluntary.
 2. The qualified consulting teacher shall be one who has received a rating of excellent on his or her most recent evaluation, has a minimum of five years' experience in teaching, and has reasonable familiarity with the assignment of the teacher under remediation.
 3. The consulting teacher shall be selected by the qualified evaluator of the teacher who was rated unsatisfactory. The teacher rated unsatisfactory may provide suggested qualified consulting teachers for appointment as consulting teacher.
 4. Where no consulting teacher who meets the qualifications set forth in paragraph (b)(2) above is available, the District shall request the State Board of Education to provide a consulting teacher. The State Board of Education shall provide a consulting teacher who meets the requirements of paragraph (b)(2). The State Board of Education shall compensate any consulting teacher provided to the District.
 5. If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher for the balance of the remediation period.
 6. The consulting teacher shall provide advice to the teacher rated unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.
 7. The consulting teacher shall not evaluate the performance of the teacher under remediation. All evaluations and ratings shall be prepared and issued by the qualified evaluator.
 8. The consulting teacher shall be informed through conferences with the qualified evaluator and the tenured teacher of the results of the mid-point evaluation in order to continue to provide assistance to the teacher under the remediation plan.
- D. The remediation plan shall provide that any teacher who fails to complete the 90-school day remediation plan with a rating equal to or better than proficient shall be dismissed in accordance with Section 24-12 of the *Illinois School Code*. The plan shall also provide for reinstatement of the teacher to the District's evaluation plan schedule and the teacher's evaluation in the immediately following school year if the teacher receives a rating equal to or better than proficient upon completion of the remediation period.

**Remediation Plan for Tenured Certified Staff
Action Plan Form**

Certified Staff Member:	Date:
Department:	

This certified staff member has been placed upon remediation status due to the following conditions:

- A. The certified staff member has received a summative performance appraisal of unsatisfactory; and
- B. The identified deficiencies are determined to be remediable.

The evaluator will complete a written observation report and meet with the certified staff member within seven school days* of the most recent performance observation. The district will develop and commence a written remediation plan within 30 school days after the completion of a summative evaluation rating the teacher performance as unsatisfactory.

The written remediation plan will contain the following components:

- A. Description of the deficiencies in need of remediation
- B. Clear definition of acceptable levels of performance
- C. Plan specifying expectations
- D. Assistance to be provided
- E. System of monitoring progress
- F. Indicators for success
- G. Resources needed
- H. Timelines for completion

The tenured certified staff member has been placed on remediation and will be evaluated at the mid-point and upon completion of the ninety (90) school day remediation period*.

- A. A certified staff member who completes the ninety (90) school day remediation plan with a proficient or better rating will be reinstated to the regular evaluation schedule, and shall be evaluated in the school year immediately following the unsatisfactory rating. Documentation verifying the successful completion of a remediation plan shall be given to the teacher and will be placed in the certified staff member's personnel file.
- B. A certified staff member who fails to complete the ninety (90) day remediation plan with a satisfactory or better rating will be dismissed in accordance with Sections 24-12 of the *Illinois School Code*.

Consulting certified staff members will be involved in the remediation process as per provisions of the *Illinois School Code* (Participation in development and implementation of the remediation plan).

Career Development and Growth

The evaluation process allows teachers to grow professionally and further develop their career. By receiving objective feedback on instructional practices and participating in Professional Learning Communities teachers

are able to correct any deficiencies and improve instruction for all students. Collaboratively sharing instructional strategies with colleagues allows for best practices to emerge.

TEACHER PRACTICE RELATED INDICATORS

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Look For and Listen For: (examples may include but are not limited to)

- Lessons based on current best practice
- Advanced courses in content and techniques
- Instructional artifacts (evidence in the form of student work products with comments)
- Instructional interactions with students

Component 1b: Demonstrating Knowledge of Students

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

Look For and Listen For: (examples may include but are not limited to)

- Inventories, surveys and communications to families are used to gather information about students at the beginning of the year.
- Uses school records, i.e. test scores, permanent records, IEP's etc. as primary sources of knowledge of students. Uses secondary sources such as conversations with prior teachers and other school personnel.
- Class description that appropriately classifies students by learning abilities and other indicators (2nd language, other ethnic-cultural issues, special needs – both medical, social and educational)

Component 1c: Setting Instructional Outcomes

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

Look For and Listen For: (examples may include but are not limited to)

- Goals are age/level appropriate
- Goals are suitable for diverse learners
- Goals = what students will learn as opposed to lesson objectives which = what students will know, understand, and be able to do
- Goals can be assessed

Component 1d: Demonstrating Knowledge of Resources

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Look For and Listen For: (examples may include but are not limited to)

- Resources to assist teaching and/or help students, i.e. texts, instructional aids, field trips, experts from community, programs/experiences, technology
- Knowledge of a range of resources, services and aids

Component 1e: Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Look For and Listen For: (examples may include but are not limited to)

- In Unit Plans – at least three weeks with daily topics and activities that reflect organization and sequencing, and variety of materials and groups
- In Lesson Plans – description of students, instructional objectives, assessments, activating, cognitive, and summarizing strategies, materials, and potential misunderstandings
- Grouping patterns with a student focus:
Low – teacher or student leads large group, students work in small groups while teacher circulates; students work alone, teacher monitors
Moderate – teacher works w/ small groups; students work alone or in small groups
High – student lead presentations or other leadership roles within a structured lesson

Component 1f: Designing Student Assessment

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Look For and Listen For: (examples may include but are not limited to)

- Methods of assessing each goal: tests, data analysis, production of findings, collaboration
- Scoring systems/rubrics establishing measurable criteria are communicated up front
- Authentic, real world applications are evident
- Feedback to students guide next steps, i.e. teaching or re-teaching

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

- Accuracy
- Use in future teaching

Look For and Listen For: (examples may include but are not limited to)

- Examine reflection notations and logs
- Conduct professional reflective conversations during post observation conferences, i.e. “Tell me how you felt about the lesson.”, “What were you observing during your teaching?”, “Can you tell me what was different about yesterday’s lesson?”
- Model the practice that recognizes how we can all improve

Component 4b: Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

Look For and Listen For: (examples may include but are not limited to)

- Examine organization and management of the portfolio, grade book or database
- Look at how paperwork is maintained, i.e. worksheets, tests, records of “homeroom” tasks, permission slips, lunch, classroom inventories and reports.

Component 4c: Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Look For and Listen For: (examples may include but are not limited to)

- Family contact logs with consistent phone calls, emails, letters home, etc. to all students when appropriate and to specific students, as needed
- Use of bulk contact formats such as class newsletter; post cards
- Conference records
- Notations in student agendas
- Parental responses to students inventories

Component 4d: Participating in a Professional Community

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

Look For and Listen For: (examples may include but are not limited to)

- Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities
- Chairing committees, teams, etc. or coordinating programs
- Movement beyond one’s own classroom

Component 4e: Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Look For and Listen For: (examples may include but are not limited to)

- The teacher voluntarily examines and shares research on class performance and best practice strategies
- Takes leadership roles; coordinates study groups, professional book clubs
- Subscribes to professional/trade journals
- Attends professional conferences and shares with colleagues upon return

Component 4f: Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

Look For and Listen For: (examples may include but are not limited to)

- Daily interactions with students
- Helpfulness for needy students
- Advocates for underserved students

- Is open-minded and willing to adopt new approaches
- Uses data to support actions
- Sets long-term goals and takes responsibility for own professional growth
- Demonstrates high ethical standards through compliance with school/district codes and community expectations

STUDENT OUTCOMES RELATED INDICATORS

Domain 2: Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interactions with other students

Look For and Listen For: (examples may include but are not limited to)

- Teacher establishes relationships with each student
- Teacher shows an appreciation for each child as an individual
- Teacher provides opportunities for students to get to know and accept each other
- Teacher establishes (with students) and communicates classroom procedures and rules
- Teacher encourages students to take intellectual risks and be creative
- Words and actions of the teacher demonstrate this skill
- Teacher plans for respect and rapport by creating an environment conducive to :
FUN – creating lessons and activities that students enjoy
FREEDOM – provide choice (cognizant of audience); teacher remains the Captain
POWER – feeling of value, students matter and contribute; recognition of talents and skills
BELONGING – caring/community of learners
SURVIVAL – doing what must be done to get what you want; compelling motivation to do...

Component 2b: Establishing a Culture for Learning

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

Look For and Listen For: (examples may include but are not limited to)

- Evidence must be in the classroom – the look of the room, student work displayed (scored or rated with written feedback); nature of the interactions and tone of conversations with and among students reflect they are interested in and value learning and hard work.

Component 2c: Managing classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

Look For and Listen For: (examples may include but are not limited to)

- Evidence in the classroom – teacher explains, re-teaches and implements procedures
- Procedures are posted in the classroom, communicated in writing to students and families early in the year (normally, the first day of school is used to communicate procedures).

- If working in co-teaching or collaborative models, each person is appropriately utilized with ease of transition from person to person

Component 2d: Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Look For and Listen For: (examples may include but are not limited to)

- Age appropriate and culturally consistent standards
- Rules are made clear to all and are posted in the classroom
- Rules are clearly and consistently applied (no favoritism is evident)
- “With-it-ness” is apparent in that the teacher is always aware of what is going on and uses this awareness to influence student behavior through redirection and proximity
- Teacher does not lose temper or composure; students do not fear verbal or physical attack
- Chastisement focuses on behavior, not student as a person
- Classroom rhythm is only minimally disrupted; student dignity is maintained
- Teacher encourages students to monitor their own behavior
- Student behavior reflects what teachers has done to establish and maintain standards
- Preventive and intervening strategies are appropriately applied

Component 2e: Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Look For and Listen For: (examples may include but are not limited to)

- Spaces for reading, quiet and noisy activities are provided
- Furniture arrangement is appropriate for large and small group activities
- Centers for exploration of content in the form of labs, circles, etc.
- Safety is evident; no bags, trash, clothing, etc.; aisles between desks, tables, etc. provide good traffic flow; school-wide procedures for emergency exiting or lockdown are provided.
- Materials are accessible; teaching aids, boards, charts, projectors/computers are skillfully positioned and utilized
- Transparencies/TV, board work, posters, etc. are neat and clear for reading; high quality power points and videos are evident and content appropriate.
- Appropriate use of technology is evident
- Students are involved in supporting an organized, safe classroom through assisting with transitions, equipment, materials and supplies

Domain 3: Instruction

Component 3a: Communicating with Students

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

Look For and Listen For: (examples may include but are not limited to)

- Clear directions and explanations (oral and written)
- Vivid, expressive language is used to enhance student experience
- Clear limits are set,, including time factors

- Language is audible, legible; correct usage, spelling, etc. is apparent
- Teacher carefully chooses words, using rich vocabulary for students to model

Component 3b: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

Look For and Listen For: (examples may include but are not limited to)

- Essential question is posted for each lesson; question is asked by teacher and answered by students throughout the lesson
- Questions engage students in an exploration of content, are not rapid fire, low level, recitation of facts
- “Think time” is allowed before responses
- Teacher probes to seek clarification, i.e. “explain...”, “give an explanation for...”
- All students are engaged in discussion; not just a few, students often take initiative
- Teacher stays on topic, uses follow-up, rephrases and applies what students contribute or pose

Component 3c: Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Look For and Listen For: (examples may include but are not limited to)

- Instructional artifacts – student work, out of class assignments
- Teachers uses of examples and metaphors that illustrate new learning; teacher connects with student knowledge, interests and culture
- Teacher promotes problem-solving; permits choice, encourages depth-find patterns, tests hypotheses, requires thought; is relevant and authentic
- Groupings are based on instructional goals
- Materials and resources are ready for student use with little or no disruption
- Structure of lesson is maintained; pacing is appropriate with a beginning, a middle, and end (closure)

Component 3d: Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

Look For and Listen For: (examples may include but are not limited to)

- Teacher and peer comments on student work
- Teacher uses body language such as nods, quizzical looks, etc. to encourage students
- Effective feedback that is specific, descriptive, understandable; Feedback **is not** praise (“good work” or “good job”), grades, encouragement (“Keep it up” or “You can do it”) or criticism (“Unacceptable... You get a zero”)
- Comments give students information needed to adjust what they are doing and get better at it or solve a problem; it provides time to think and reflect; performance is related to standards
- All feedback is provided in a timely fashion, “on the spot”, or on work products, as needed to support learning

Component 3e: Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Look For and Listen For: (examples may include but are not limited to)

- Adjustments that improve student experience or clarify confusion
- Change provides for needs specific learners (visual, auditory, slower, brighter, etc.)
- Teacher abandons lesson all together or coordinates with a spontaneous event
- Teacher possesses an extensive repertoire of strategies such that transitions are seamless; students may not be aware that a change has occurred

Student Growth and Development

Student growth will be measured using two district assessments. The following chart shows assessments for each teaching area.

Course/Grade	Assessment #1	Assessment #2	Other Information
Kindergarten	NWEA(Pre-, Mid-, and Post)	KIDSTech	
1 st through 5 th Reading & Math	NWEA(Pre-, Mid-, and Post)	SLO (Student Learning Objectives)	
6 th - 8 th /ELA & Math	NWEA(Pre-, Mid-, and Post)	SLO	
6 th - 8 th /Science	NWEA(Pre-, Mid-, and Post)	SLO	
6 th – 8 th Social Studies	Written (Pre-, Mid-, and Post)	SLO	
Physical Education	Written (Pre-, Mid-, and Post)	Skill Based (checklist)	Grades 2, 5, & 8
Mandarin	Written (Pre-, Mid-, and Post)	SLO	Grades 2 & 5
Spanish	Written (Pre-, Mid-, and Post)	SLO	Grades 2, 5, & 8
French	Written (Pre-, Mid-, and Post)	SLO	Grade 8
Family & Consumer Science (FACS)	Written (Pre-, Mid-, and Post)	SLO	Grade 8

SUMMATIVE TEACHER EVALUATION SCORING

Definition of Effectiveness and Ineffectiveness

Effective teachers have a summative rating of Excellent or Proficient.

Ineffective teachers have a summative rating of Needs Improvement or Unsatisfactory.

Performance Ratings

Excellent: Performance is commendable. The teacher exhibits strength in skill areas. It is evident that the teacher motivates the majority of students to achieve stated goals most of the time. The teacher exerts positive influence on the students and the school.

Proficient: The quality of the teacher's performance is adequate. Teaching skills are acceptable. The teacher contributes to the welfare of students and generally makes an effort to meet District standards of performance.

Needs Improvement: The quality of the teacher's performance is considered non-proficient. Teaching skills are not acceptable in the identified areas that need improvement.

Unsatisfactory: Performance is unacceptable. Evidence of weakness in skill areas exists. Performance at this level over a protracted period of time would have a negative impact on student development and the school.

The summative teacher evaluation is the formal written evaluation of Teacher job performance based on the ratings earned on each of the four domains. According to ISBE requirements, teacher performance shall be rated as: Excellent, Proficient, Needs Improvement, or Unsatisfactory.

Overall Assessment Rating: The Teacher Summative Evaluation will be weighted according to the following formula:

Domain 1: Planning and Preparation = 20%

Domain 2: The Classroom Environment = 20%

Domain 3: Instruction = 20%

Domain 4: Professional Responsibilities = 10%

Student Growth = 30%

Points assigned in the evaluation are as follows:

E = 4

P = 3

NI = 2

U = 1

Scoring Procedure: The scores for each subtotal area will be added together. The total score is then divided by 100 to determine the final overall assessment points range for the overall level.

E = 3.3-4.0

P = 2.5-3.2

NI = 1.7-2.4

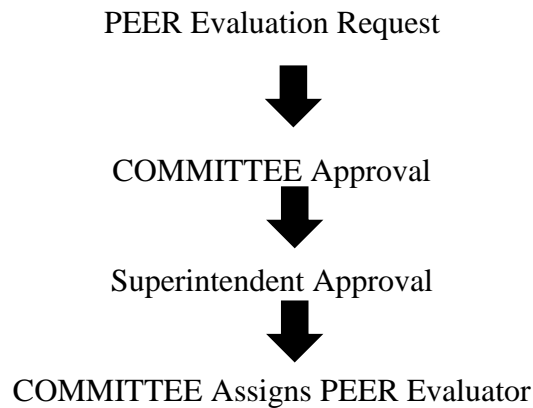
U = 1.0-1.6

Dispute-Resolution Process/PEER Evaluation

The Peer Evaluation process will work collaboratively with the Mentoring and Induction process. Mentoring and Induction staff will include: Mentoring and Induction Coordinator, Peer Evaluators, Mentors, and Professional Development Providers. All mentors and peer evaluators must be tenured and have excellent ratings on the past two evaluations. Mentors cannot be peer evaluators during the same cycle. Tenured teachers with “unsatisfactory” or “needs improvement” may request a peer evaluation. This request must be made

within 2 working days of the post-evaluation conference. The Committee will review the request within 2 working days and submit to the Superintendent. Once the peer evaluation request is approved a district peer evaluator will be assigned to conduct the peer evaluation. The Peer Evaluator will have a pre-conference and observation within 5 working days. Within 48 hours the Committee will meet to review both evaluations. Collaboration between the peer evaluator and the administrator, during a Peer Evaluation Committee meeting, will result in the final summative rating for the staff member. The Peer Evaluator and original Evaluator must come to a consensus of the final evaluation rating. If consensus is not reached an impartial party will be brought in to make the final rating. The Evaluator and Peer Evaluator will meet with the employee and the employee's Union representative to discuss the final summative rating.

The Peer Evaluator is not allowed to see the original Evaluator's evaluation until the meeting with the Committee (after the Peer Evaluation is complete).



PEER Evaluators

PEER Evaluators will make a two year commitment with the opportunity to extend that commitment pending Committee approval. The Committee will update the eligibility list yearly.

The last two evaluations must be rated Excellent and the individual must be tenured.

APPENDICES

Appendix A: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task;
- Gives a clear framework for creating meaningful and achievable goals;
- Accommodates all kinds of goals;
- Is easy to teach others how to develop;
- Helps to define goals in terms that can be widely understood; and
- Requires thinking through the implementation as well as the outcome.

The characteristics of SMART goals are:

- **Specific and Strategic**
The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Aligned and Attainable**
The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
All goals should be stated as an outcome or result.
- **Time-Bound**
The time frame for achieving the goal must be clear and realistic.

SMART goals Dos and Don'ts

DO:

Create a plan
Start small
Write it down
Be specific
Track your progress
Celebrate your success
Ask for support sooner than later
Make commitments

DON'T:

Expect to accomplish without effort
Focus on too much at once
Forget to make a deadline
Deal in absolutes
Expect perfection
Keep your goal on a shelf
Beat yourself up over shortcomings
Try to accomplish it alone
Forget that you CAN DO IT!

Your Name
Year

Goals are the results you commit to achieve within a specific time frame. A well -written goal should be “SMART”.

**SPECIFIC
MEASURABLE
ACHIEVE
RESULT-ORIENTED
TIME-BOUND**

DESIGN SMART GOALS FOR *Your Program* FOR Year:

- 1.
- 2.
- 3.

THREE PERSONAL GOALS:

- 1.
- 2.
- 3.

****Examples:***

Program Goal:

By June 2012, all Bilingual students will make progress in English language proficiency of at least 5% as determined by ACCESS data.

Personal Goal:

By September 2011, individual meetings will be held with all Bilingual staff, to discuss expectations, requirements, certification, training to administer WAPT, ACCESS, Pre-IPT and other bilingual screening devices or assessments, as evidenced by log of meetings and signature of staff.

Appendix B: School Climate Survey

5Essentials: Conditions of Learning Survey

- Parents
- Teachers
- Students (6-8)

Survey is taken on-line in February/March each year.

The 5Essentials School Effectiveness Survey is a comprehensive, diagnostic tool for identifying schools' strengths and weaknesses. The survey combines validated questions and rigorous analysis to measure a school's performance on the five essential supports of school improvement:

- Effective leaders
- Collaborative teachers
- Involved families
- Supportive environment
- Ambitious instruction

The survey administration period lasts a total of 30 days for each school. School coordinators organize students and teachers to take the survey during that time. The survey, conducted entirely online allows us to understand what is happening inside schools and how we can improve instruction and school conditions.

<https://illinois.5-essentials.org>

Appendix C: Danielson Evaluation Model
Calumet Public School District 132
Teacher Evaluation Instrument

Teacher: _____ School Site: _____

Grade/Subject: _____ Date: _____

E = Excellent P = Proficient NI = Needs Improvement U = Unsatisfactory

Danielson Framework Observation Evaluation Value: 70%

Domain 1: Planning and Preparation (20%)

		E	P	NI	U
1a	Demonstrating Knowledge of Content and Pedagogy				
1b	Demonstrating Knowledge of Students				
1c	Setting Instructional Outcomes				
1d	Demonstrating Knowledge of Resources				
1e	Designing Coherent Instruction				
1f	Designing Student Assessments				
Points:					

Total Points for Domain 1: _____

Domain 1 Average: Total Points _____/6 = _____

Domain 1: Planning and Preparation

Evidence:

Domain 2: The Classroom Environment (20%)

		E	P	NI	U
2a	Creating an Environment of Respect and Rapport				
2b	Establishing a Culture for Learning				
	Managing Classroom				
2c	Procedures				
2d	Managing Student Behavior				
2e	Organizing Physical Space				
Points:					

Total Points for Domain 2: _____

Domain 2 Average: Total Points _____/5 = _____

Domain 2: The Classroom Environment
Evidence:

Domain 3: Instruction (20%)					
		E	P	NI	U
3a	Communicating with Students				
3b	Using Questioning and Discussion Techniques				
3c	Engaging Students in Learning				
3d	Using Assessment in Instruction				
3e	Demonstrating Flexibility and Responsiveness				
Points:					

Total Points for Domain 3: _____
Domain 3 Average: Total Points _____/5 = _____

Domain 3: Instruction
Evidence:

Domain 4: Professional Responsibilities (10%)					
		E	P	NI	U
4a	Reflecting on Teaching				
4b	Maintaining Accurate Records				
4c	Communicating with Families				
4d	Participating in a Professional Community				
4e	Growing and Developing Professionally				
4f	Showing Professionalism				
Points:					

Total Points for Domain 4: _____
Domain 4 Average: Total Points _____/6 = _____

Domain 4: Professional Responsibilities
Evidence:

Student Growth (30%)
Measurement #1 _____ (15%): _____
Measurement #2 _____ (15%): _____

Excellent=4 Proficient=3 Needs Improvement=2 Unsatisfactory=1	Score	Weight	Subtotal
---	-------	--------	----------

Domain 1: Planning and Preparation (20%)

Excellent	Proficient	Needs Improvement	Unsatisfactory		
				_____	<u>20</u>
				x _____	= _____

Domain 2: The Classroom Environment (20%)

Excellent	Proficient	Needs Improvement	Unsatisfactory		
				_____	<u>20</u>
				x _____	= _____

Domain 3: Instruction (20%)

Excellent	Proficient	Needs Improvement	Unsatisfactory		
				_____	<u>20</u>
				x _____	= _____

Domain 4: Professional Responsibilities (10%)

Excellent	Proficient	Needs Improvement	Unsatisfactory		
				_____	<u>10</u>
				x _____	= _____

Circle: Assessment Type 1 or Assessment Type 2 (Total 15%)

Assessment #1: MATH

Excellent	Proficient	Needs Improvement	Unsatisfactory	
				<div> <div></div> <div>7.5</div> <div>x</div> <div>=</div> <div></div> </div>

Assessment #1: READING

Excellent	Proficient	Needs Improvement	Unsatisfactory	
				<div> <div></div> <div>7.5</div> <div>x</div> <div>=</div> <div></div> </div>

or combined student assessment for teachers who teach one subject area: Subject Assessed: _____

Excellent	Proficient	Needs Improvement	Unsatisfactory	
				<div> <div></div> <div>15</div> <div>x</div> <div>=</div> <div></div> </div>

Assessment Type 3 (total 15%)

SLO Assessment #1

Excellent	Proficient	Needs Improvement	Unsatisfactory	
				<div> <div></div> <div>7.5</div> <div>x</div> <div>=</div> <div></div> </div>

SLO Assessment #2

Excellent	Proficient	Needs Improvement	Unsatisfactory	
				<div> <div></div> <div>7.5</div> <div>x</div> <div>=</div> <div></div> </div>

Subtotal Final Score: $\frac{\quad}{\quad} \times 100 = \quad$
 Overall Evaluation Rating: _____

*Add all scores received in the subtotal areas for Domains 1 - 4 and assessments then divide by 100 to determine final overall rating.

Points for Levels:

E = 4
P = 3
NI = 2
U = 1

Point Range for overall Level:

E = 3.3 - 4.0
P = 2.5 - 3.2
NI = 1.7 - 2.4
U = 1.0 - 1.6

Overall Rating:

E = 3.3 - 4.0 _____
P = 2.5 - 3.2 _____
NI = 1.7 - 2.4 _____
U = 1.0 - 1.6 _____

Areas of strength:
Areas needing improvement:

Teacher Comments:

Teacher's Signature: _____

Conference Date: _____

Evaluator's Signature: _____

Conference Date: _____

This signature indicates that a conference has been held and that the teacher has seen, but may not necessarily approve, this evaluation.

Definition of Terms:

Excellent: Performance is commendable. The teacher exhibits strength in skill areas. It is evident that the teacher motivates the majority of students to achieve stated goals most of the time. The teacher exerts positive influence on the students and the school.

Proficient: The quality of the teacher's performance is adequate. Teaching skills are acceptable. The teacher contributes to the welfare of students and generally makes an effort to meet District standards of performance.

Needs Improvement: The quality of the teacher's performance is considered non-proficient. Teaching skills are not acceptable in the identified areas that need improvement.

Unsatisfactory: Performance is unacceptable. Evidence of weakness in skill areas exists. Performance at this level over a protracted period of time would have a negative impact on student development and the school.

Appendix D: Post Observation Feedback Form

Supervisor: _____ **Date:** _____ **School:** _____

Teacher: _____ **Grade:** _____ **Subject:** _____

Standard	Evidence
Opener <ul style="list-style-type: none"> Icebreaker, put teacher at ease 	
Strengths: Supervisor <ul style="list-style-type: none"> Name it Give specific evidence Tell why important Limited to important ones, leave some for teacher 	
Strengths: Teacher <ul style="list-style-type: none"> Teacher identifies strengths or is prompted to do so Focus on teacher decisions 	
Growth Areas: Teacher <ul style="list-style-type: none"> Teacher identifies growth areas or is prompted to do so Focus on teacher decisions 	
Growth Areas: Supervisor <ul style="list-style-type: none"> Provide evidence or ask a question Brainstorm solutions if needed Limited in number, focus on most important areas 	
Closure <ul style="list-style-type: none"> Teacher identifies key points 	
<ul style="list-style-type: none"> Body language shows active listening Questions are simple, clear, unambiguous Teacher does most of the talking Stay on topic throughout conference 	

Appendix E: End of Year Self-Assessment Form

SELF ASSESSMENT WORKSHEET

Worksheet is intended for personal use only. It will **not** be a part of your evaluation, but may be discussed with evaluator.

Strengths	Domains/Components	Growth Opportunities
	Domain 1: Planning and Preparation 1a. Knowledge of content/pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f. Designing of student assessment	
Next steps:		
	Domain 2: Classroom Environment 2a. Creating an environment of respect/rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Arrangement of furniture and use of physical space	
Next steps:		
	Domain 3 – Instruction 3a. Communication with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	
Next steps:		
	Domain 4: Professional Responsibilities 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	
Next steps:		

Appendix F: Conflict Resolution Form

Conflict Resolution Process Form

Name of Teacher: _____

Name of Primary Evaluator: _____

School: _____ **Date of Submission:** _____

Evaluation level: _____

Reasons for Appeal: (Normally, the dispute will concern issues related to objectives, the evaluation period, the professional growth plan, or feedback. Please, be specific in stating the reason for appeal.)

Signature of Teacher: _____

Resource Advisor Chosen by Teacher and Evaluator: _____

Date Received by Standing Review Committee on Evaluation: _____

____ **Resolution of Conflict:** (Use additional space on the back.)

____ **Conflict unresolved. Date submitted to Superintendent:** _____

Appendix G: Peer Evaluation Request Form

Peer Evaluation Request Form

Name: _____ Date: _____

School: _____ Grade: _____ Subject: _____

Supervisor: _____ Last Evaluation Rating: _____

Reason for request: (Be specific)

Teacher Signature: _____

Approved: _____ Date: _____

Assigned to: _____ Date: _____

Appendix H: Peer Evaluation Recommendation Form

Peer Evaluation Recommendation Form

Teacher: _____ Grade: _____ Subject: _____

Peer Evaluator: _____ Evaluation Date: _____ Rating: _____

Evidence:

Domain 1:

Domain 2:

Domain 3:

Domain 4:

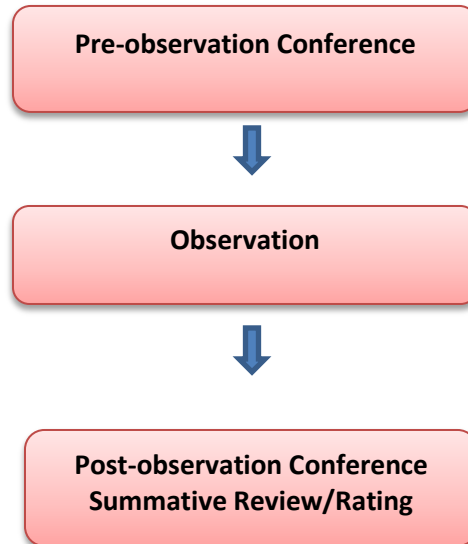
Student Growth:

Comments/Recommendation:

Appendix I: Evaluation Process Flow Chart

Tenured Teachers

Tenured teachers are evaluated at least once every two years.



Non-tenured Teachers

Non-tenured teachers are evaluated two times per year with a summative rating after the second evaluation.

