

Teacher Evaluation Plan

**HILLSBORO COMMUNITY UNIT
DISTRICT #3**

Revised , August 14, 2017

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Classroom Teacher

Job Description

Performance Responsibilities (i.e. Danielson's *Framework for Teaching*)

I. Planning and Preparation A proficient teacher...

- A. Demonstrates knowledge of content and pedagogy
- B. Demonstrates knowledge of students
- C. Sets instructional outcomes
- D. Demonstrates knowledge of resources
- E. Designs coherent instruction
- F. Designs student assessments

II. The Classroom Environment A proficient teacher...

- A. Creates an environment of respect and rapport
- B. Establishes a culture for learning
- C. Manages classroom procedures
- D. Manages student behavior
- E. Organizes physical space

III. Instruction A proficient teacher...

- A. Communicates with students
- B. Uses questioning and discussion techniques
- C. Engages students in learning
- D. Uses assessment in instruction
- E. Demonstrates flexibility and responsiveness

IV. Professional Responsibilities A proficient teacher...

- A. Reflects on teaching
- B. Maintains accurate records
- C. Communicates with families
- D. Participates in a professional community
- E. Grows and develops professionally
- F. Shows professionalism

PHILOSOPHY OF EVALUATION

The purposes of evaluation are to improve instruction, to encourage professional growth, to enhance student learning and achievement and establish professional goals. The evaluation process is an integral part of the total instructional program. Evaluation is an ongoing, cooperative process designed to maintain or improve teaching competencies. Teacher evaluation will provide a basis for continuous improvement. This process directly relates to on-the-job performance and will be a cooperative effort between the administration and the teaching staff.

The evaluation of teachers is an administrative function. Administrators must have a strong commitment to instructional improvement and the involvement of teachers in the development and implementation of the evaluation system. Hence, the district acknowledges its responsibility to train evaluators to administer the system and to educate teachers in the evaluation philosophy and process.

This document was created by a committee of teachers and district administrators in an attempt to create an evaluation based on communication and collaboration.

ORIENTATION

On or before the first day of student attendance, the administration shall advise the individual teachers as to who shall observe and evaluate their performance. At that time, the administration shall acquaint the teaching staff with the evaluation procedures, standards, and the instrument to be used.

EVALUATION SCHEDULING

Non-tenured teachers shall be formally evaluated each school year. The evaluation shall include three or more observations, two of which must be formal. Remediation and Professional Development Plans for non-tenured staff will be addressed on an individual basis as appropriate.

Tenured teachers who received ratings of Proficient or Excellent on their most recent evaluation shall be formally evaluated a minimum of once every two years. This cycle must include a minimum of two observations, one of which must be a formal observation.

Tenured teachers who received ratings of Unsatisfactory or Needs Improvement shall be re-evaluated the following year after completing a Remediation Plan or Professional Development Plan respectively. This cycle must include a minimum of three observations, two of which must be formal.

The evaluation shall be completed by March 15 for all teachers.

A pre-observation conference and a post-observation conference are necessary for each formal observation.

APPLYING THE FRAMEWORK FOR TEACHING

By mutual consent, Hillsboro Community Unit School District #3 and Hillsboro Unit Education Association agree to adopt the evaluation philosophy outlined in Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition (2007).

Hillsboro Community Unit School District #3 and Hillsboro Unit Education Association further agree to adhere to the process outlined in this document.

Danielson's Framework for Teaching

<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> A. Demonstrating 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 	<p>Domain 2: The Classroom Environment</p> <ul style="list-style-type: none"> 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
<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> A. Reflecting on Teaching B. Maintaining Accurate Records C. Communicating with Families D. Participating in the Professional Community E. Growing and Developing Professionally F. Showing Professionalism 	<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> 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

Assigning component ratings without collection and consideration of evidence violates the spirit of the Framework for Teaching. Therefore, the chart below illustrates when—at a minimum--evidence for each component shall be collected.

Domain 1: Planning and Preparation	
A. Demonstrating Knowledge of Content and Pedagogy --Pre-Observation Worksheet & Formal Observation	D. Demonstrating Knowledge of Resources --Pre-Observation Worksheet & artifacts presented at Pre-Observation Conference
B. Demonstrating Knowledge of Students --Pre-Observation Worksheet & Pre-Observation Conference Discussion	E. Designing Coherent Instruction --Pre-Observation Worksheet & artifacts presented at Pre-Observation Conference
C. Setting Instructional Outcomes --Pre-Observation Worksheet & Pre-Observation Conference Discussion	F. Designing Student Assessments --Pre-Observation Worksheet & artifacts presented at Pre-Observation Conference

Domain 2: The Classroom Environment	
A. Creating an Environment of Respect and Rapport --Formal Observation & Post-Observation Conference Discussion	D. Managing Student Behavior --Formal Observation & Post-Observation Conference Discussion
B. Establishing a Culture for Learning --Formal Observation & Post-Observation Conference Discussion	E. Organizing Physical Space --Formal Observation & Post-Observation Conference Discussion
C. Managing Classroom Procedures --Formal Observation & Post-Observation Conference Discussion	

Domain 3: Instruction	
A. Communicating with Students --Formal Observation & Post-Observation Conference Discussion	D. Using Assessment in Instruction --Formal Observation & Post-Observation Conference Discussion
B. Using Questioning and Discussion Techniques --Formal Observation & Post-Observation Conference Discussion	E. Demonstrating Flexibility and Responsiveness --Formal Observation & Post-Observation Conference Discussion
C. Engaging Students in Learning --Formal Observation & Post-Observation Conference Discussion	

Domain 4: Professional Responsibilities	
A. Reflecting on Teaching --Reflection on Formal Observation Lesson written by teacher	D. Participating in a Professional Community --Teacher artifacts presented at Post-Observation Conference
B. Maintaining Accurate Records --Collected Evidence & Records presented by Evaluator at Post-Conference	E. Growing and Developing Professionally --Teacher artifacts presented at Post-Observation Conference
C. Communicating with Families --Teacher artifacts presented at Post-Observation Conference	F. Showing Professionalism --Collected Evidence & Records presented by Evaluator at Post-Conference

Evidence collected during informal observations and documented in writing may be considered in determining component rating.

Hillsboro Community Unit School District #3 and Hillsboro Unit Education Association agree that no component rating will be assigned without accompanying documented evidence.

RATING SYTEM

COMPONENT PERFORMANCE RATINGS

The following ratings shall be used to quantify performance in each component of the four domains of the Framework for Teaching:

Excellent: Master teachers who make a contribution to the field, both inside and outside their schools. Their classrooms function as a community of learners, with students highly engaged and accepting responsibility for their own learning.

Proficient: Teachers who clearly understand the concepts underlying each component and implement them well. They are professional educators who have mastered the art and craft of teaching while working to improve their practice.

Needs Improvement: These teachers appear to understand the concepts underlying each component but may implement them inconsistently. These may be teachers early in their careers for whom improvement is likely to occur with more experience or may be more experienced educators whose implementation is inconsistent or rough.

Unsatisfactory: A teacher who does not yet appear to understand the concepts underlying the Framework components. The performance represents teaching that is below standard, and intervention is required.

OVERALL RATING

Component scores are combined with SLO scores as described on pages 38 and 39 of Teacher Evaluation Plan: Student Growth Portion.

SPECIALTY PERSONNEL

Those individuals in non-teacher positions including library-media personnel, pupil personnel-counselor, and other such staff shall be evaluated using the performance evaluation framework only. The following rubrics shall be used for these specialties, applying appropriate domain and overall ratings as provided above. If the specialist periodically instructs students, the evaluator may elect to use Domains 2 & 3 of the Framework for Teaching.

Library/Media Specialists

Domain 1: Planning and Preparation	Domain 2: The Environment
1a. Demonstrating knowledge of literature and current trends	2a. Creating an environment of respect and rapport
1b. Demonstrating knowledge of school's literacy program	2b. Establishing a culture for investigation and love of literature
1c. Establishing goals for the Library/Media Program	2c. Establishing and maintaining library procedures

1d. Demonstrating knowledge of resources 1e. Planning the Library/Media program	2d. Managing student behavior 2e. Organizing physical space
Domain 4: Professional Responsibilities	Domain 3: Delivery of Service
4a. Reflecting on practice 4b. Preparing and submitting budgets and reports 4c. Communicating with the larger community 4d. Participating in a professional community 4e. Engaging in professional development 4f. Showing professionalism	3a. Maintaining and extending the library collection 3b. Collaborating with teachers 3c. Engaging students 3d. Assisting teachers and students with the use of technology 3e. Demonstrating flexibility and responsiveness 3f. Collaborating with teachers

Guidance Counselors

Domain 1: Planning and Preparation	Domain 2: The Environment
1a. Demonstrating knowledge of counseling theory and techniques 1b. Demonstrating knowledge of child development 1c. Establishing goals for the counseling program 1d. Demonstrating knowledge of regulations and resources 1e. Planning the counseling program	2a. Creating an environment of respect and rapport 2b. Establishing a culture for productive communication 2c. Managing routines and procedures 2d. Establishing standards for student behavior 2e. Organizing physical space
Domain 4: Professional Responsibilities	Domain 3: Delivery of Service
4a. Reflecting on practice 4b. Maintaining and submitting records 4c. Communicating with families 4d. Participating in a professional community 4e. Engaging in professional development 4f. Showing professionalism	3a. Assessing student needs 3b. Assisting students and teachers in formulating career plans 3c. Using counseling techniques in programs 3d. Brokering resources to meet needs 3e. Demonstrating flexibility and responsiveness 3f. Collaborating with teachers

Nurses

Domain 1: Planning and Preparation	Domain 2: The Environment
1a. Demonstrating medical knowledge 1b. Demonstrating knowledge of child and adolescent development 1c. Establishing goals for the nursing program 1d. Demonstrating knowledge of regulations and resources	2a. Creating an environment of respect and rapport 2b. Establishing a culture for health and wellness 2c. Following health protocols and procedures 2d. Supervising health associates

1e. Planning the nursing program	2e. Organizing physical space
Domain 4: Professional Responsibilities	Domain 3: Delivery of Service
4a. Reflecting on practice 4b. Maintaining health records 4c. Communicating with families 4d. Participating in a professional community 4e. Engaging in professional development 4f. Showing professionalism	3a. Assessing student needs 3b. Administering medications to students 3c. Promoting wellness through classes or presentations 3d. Managing emergency situations 3e. Demonstrating flexibility and responsiveness 3f. Collaborating with teachers

SUMMATIVE PERFORMANCE RATING FOR SPECIALTY PERSONNEL

When each domain component has been assigned a rating, divide their sum by 22 to calculate their average. Use the table below to convert to summative performance rating.

Range	Rating
3.5 - 4	Excellent
2.5 - 3.4	Proficient
1.5 - 2.4	Needs Improvement
1.0 - 1.4	Unsatisfactory

COLLECTION OF EVIDENCE

Both the teacher and the evaluator have the responsibility to collect and document evidence regarding professional practice. In short, these are the evidence-collection and presentation responsibilities of each party:

Teacher

Preconference

Presents evidence of Domain 1 (Planning and Preparation)

Preconference Worksheet

- A. Demonstrating 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

Artifacts

- D. Demonstrating knowledge of resources
- E. Designing coherent instruction
- F. Designing student assessments

Examples of artifacts showing evidence of proficiency in Domain 1 components D, E, & F include but are not limited to the following: lesson and unit plans, planned instructional materials, past instructional materials, planned activities, past activities, planned assessments, and past assessments.

Post Conference

Presents evidence of Domain 4 (Professional Responsibility)

Reflection on observed lesson

- A. Reflecting on teaching

Artifacts

- C. Communicating with families
- D. Participating in a professional community
- E. Growing and developing professionally

Examples of artifacts showing evidence of proficiency in Domain 4 components C, D, & F include but are not limited to the following: documents from department or committee meetings, parent contact logs, documents indicating attendance at professional development activities, documents indicating attendance at school-based activities/events, and systems for keeping records.

Evaluator*Preconference*

Supplements evidence collection for Domain 1 from Pre-Observation Worksheet with Pre-Observation Conference Evaluator Notes.

Determines completeness of teacher presentation of Domain 1 components D, E, & F.
Identifies what further evidence is needed to complete evaluation of these components.

Formal Observation

Collects and document evidence regarding proficiency in Domain 1 component A and all components in Domains 2 & 3.

Informal Observation

Collects and documents evidence regarding all or any domain component(s) reasonably observed in this format. Evidence may be used in assigning component ratings, provided it is documented in writing.

Post-Conference

Seeks additional information from teacher regarding formal observation needed to complete assessment of Domain 1 component A and Domains 2 & 3.

Determines completeness of teacher presentation of Domain 4 components C, D, E.
Identifies what further evidence is needed to complete evaluation of these components.

Presents evidence collected regarding the teacher's requested observation focus.

Shares other evidence collected to date and resulting judgments. May include any domain components but must include Domain 4 components B and F.

THE EVALUATION CYCLE FOR TENURED TEACHERS

STARTING THE CYCLE

1. **Together**, the evaluator and teacher select dates for the pre-observation conference and the formal observation. The formal observation shall be scheduled within five school days of the pre-observation conference.
2. The **teacher** completes the pre-observation worksheet and submits it at least two days before the Pre-Observation Conference.
3. The **teacher** collects evidence of proficiency in Domains 1 & 4.

INFORMAL OBSERVATION

Definition: An informal observation lasts a minimum of 10 minutes and does not need to be announced.

1. An informal observation may occur anytime during the evaluation cycle prior to the summative evaluation conference. There is no limit to the number of informal observations.
2. The **evaluator** must record the date, time, duration, and location for each informal observation. If evidence gathered during the informal observation is to be used to determine the summative rating, the **evaluator** must document that evidence in writing.
3. Within five days of the informal observation, the **evaluator** must provide written feedback for each informal observation. The teacher must have the opportunity for an in-person discussion with the evaluator.

PRE-OBSERVATION CONFERENCE

1. **Together**, the teacher and evaluator review the pre-observation worksheet. They have these three goals:
 - a. discuss the planning and context of the lesson to be formally observed.
 - b. determine areas upon which the evaluator should focus during the observation.
 - c. examine the teacher's proficiency in Domain 1
2. The **teacher** presents additional evidence of proficiency in Domain 1 components D, E, & F using artifacts.
3. The **evaluator** supplements evidence of proficiency in Domain 1 using the Evaluator's Pre-Observation Conference Notes.
4. The **evaluator** determines whether artifacts present evidence sufficient to form a summative rating for Domain 1 components D, E, & F.

5. If not enough evidence is presented, the **evaluator** suggests additional artifacts and sets a reasonable timeframe for their presentation or submission.

FORMAL OBSERVATION

Definition: A formal observation is defined as being composed of either a minimum of 45 minutes at a time; or a complete lesson; or an observation during an entire class period.

1. The **evaluator** collects evidence regarding proficiency in Domain 1 component A and all components of Domains 2 & 3.
2. If a change in formal observation time is necessary, the teacher has the option to update the Pre-Observation Conference Worksheet and/or request another pre-observation conference.
3. Within three days following the formal observation, the **teacher** will submit the post-observation reflection to the evaluator.

THE POST-OBSERVATION CONFERENCE

1. The post-observation conference shall take place within ten school days of the formal observation. Its primary purposes are further evidence collection and initial feedback.
2. As needed, the **evaluator** seeks additional evidence for Domain 1 component A and Domains 2 & 3 through discussion with the teacher.
3. The **teacher** presents evidence of proficiency in Domain 4 components C, D, & E through artifacts.
4. The **evaluator** determines whether artifacts present evidence sufficient to form a summative rating for Domain 4 components C, D, & E.
5. If not enough evidence is presented, the **evaluator** suggests additional artifacts and sets a reasonable timeframe for their presentation or submission.
6. The **evaluator** gives initial feedback on professional practice, including evidence specific to the mutually agreed upon areas of focus. This feedback and evidence must be in writing.
7. The **evaluator** shares any other evidence collected to date that may be included in the summative evaluation and judgments made thereof. This evidence may include any domain components, but must include Domain 4 components B and F.
8. **Together** the teacher and evaluator identify areas for improvement.

9. If the evidence collected to date may result in a rating of Needs Improvement or Unsatisfactory, the **evaluator** shall notify the teacher of that determination.
10. If advised that the summative evaluation may be Needs Improvement or Unsatisfactory, the **teacher** may request additional observations, either formal or informal.

THE SUMMATIVE RATING CONFERENCE

1. If both SLOs of the evaluation cycle have been scored, a summative rating may be assigned at this conference held within ten days of the post observation conference. The **evaluator** will provide the teacher a complete, unsigned copy of the evaluation.
2. **Together** the teacher and evaluator discuss the completed evaluation form and sign the form to indicate that the document has been discussed. Copies of the completed, signed pre-observation worksheet, evaluation form, and SLOs will be retained by the evaluator, the teacher, and the superintendent.

However, if both SLOs are not scored, a Teacher Practice Rating Conference is held instead.

TEACHER PRACTICE RATING CONFERENCE

1. The Teacher Practice Rating Conference shall take place within ten days of the final post observation conference. The **evaluator** will provide the teacher a complete copy of the teacher practice evaluation.
2. **Together** the teacher and evaluator discuss the teacher practice evaluation form. Both initial the form to indicate that the document has been presented and discussed.
3. When the second SLO of the evaluation cycle is scored, a brief conference will be held to assign a summative rating. The teacher and evaluator will discuss and sign the form. Copies of the completed, signed pre-observation worksheet evaluation form, and SLOs will be retained by the evaluator, the teacher, and the superintendent.

TEACHER'S RECOURSE

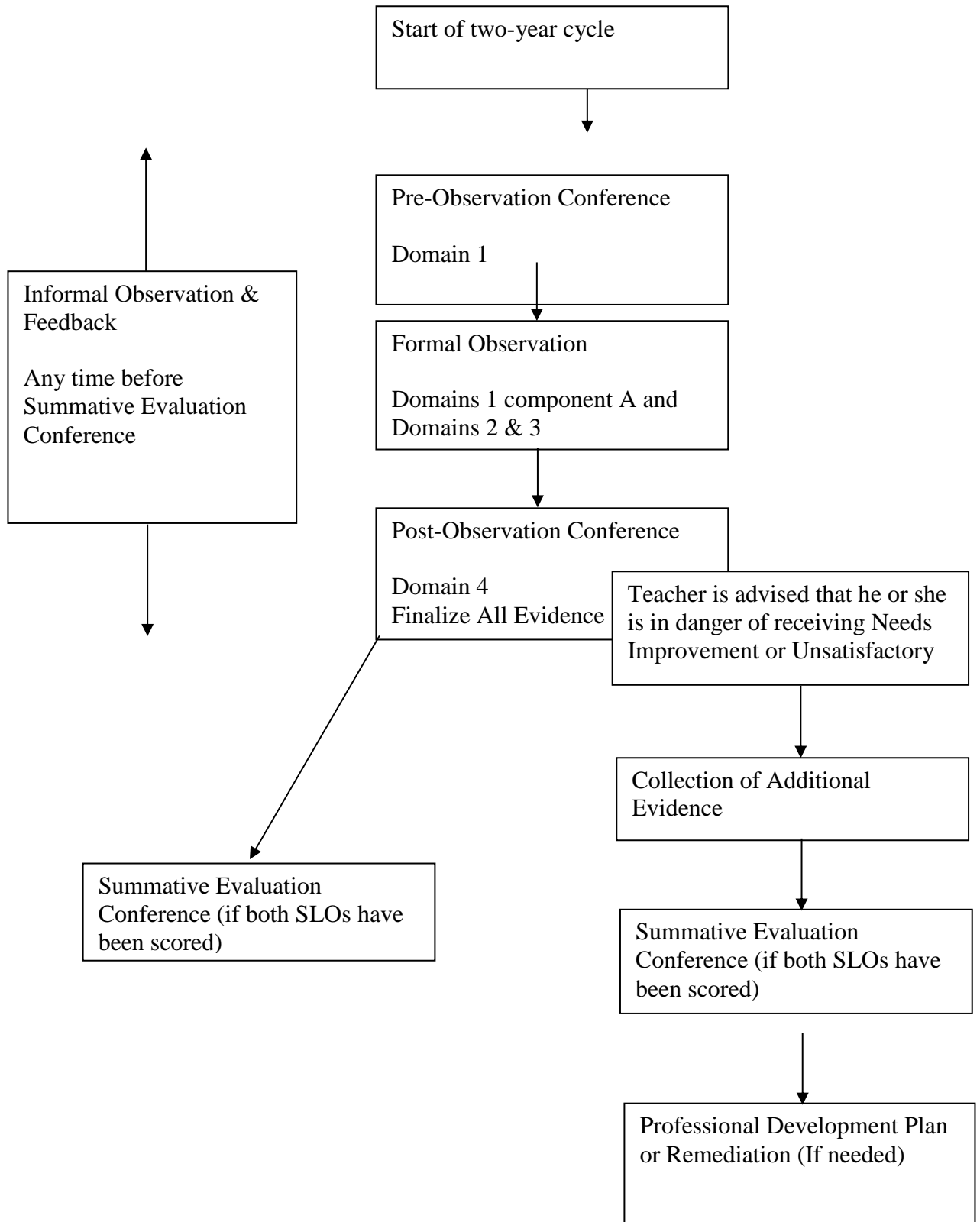
1. In the event of any disagreement on the pre-observation worksheet and/or summative evaluation document, the teacher has the right to respond within 10 days with a formal written statement, which is to be attached to the documents.
2. Further, teachers receiving summative ratings of Needs Improvement or Unsatisfactory have the right to appeal in writing the results of the evaluation within 10 days of the summative evaluation conference in the following manner:
 - a. First to the appropriate evaluator
 - b. Second to the superintendent
 - c. Third to the Board of Education

THE EVALUATION PROCESS FOR NON-TENURED TEACHERS

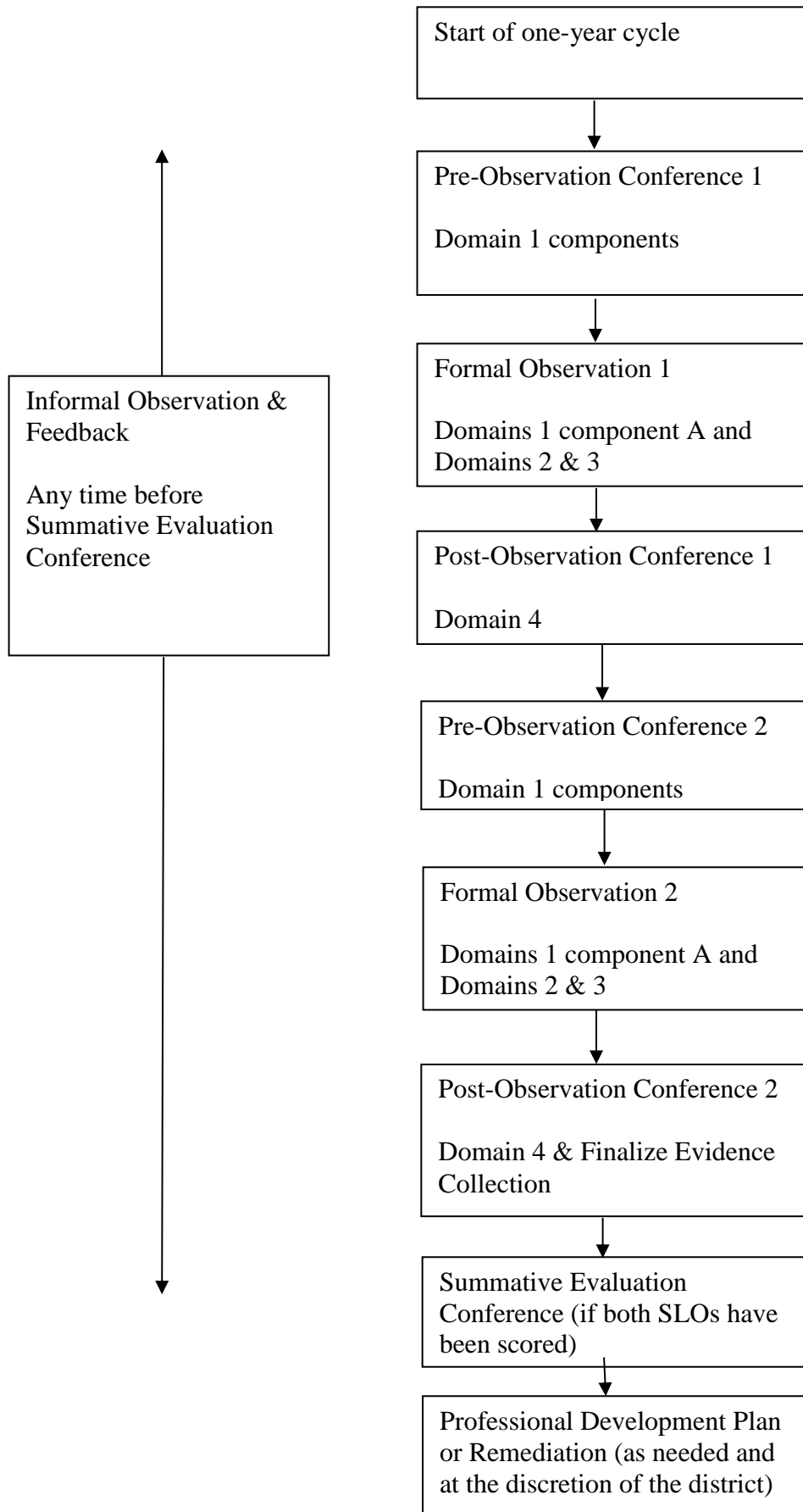
The process follows the description above except in these respects:

1. By law, non-tenured teachers are formally observed twice in a school year, comprising a single evaluation cycle. Each formal observation is accompanied by a Pre- and Post-Observation Conference. After the second Post-Observation Conference, the cycle proceeds to the Summative Evaluation Conference.
2. Jointly developed areas for improvement from the first Post-Conference should be the focus of the second formal observation.
3. Because novice teachers are developing in their professional practice, evidence collected during the second half of the cycle should be more strongly considered when assigning component ratings.

MODEL OF THE PROCESS—TENURED TEACHER



MODEL OF THE PROCESS—NON-TENURED TEACHER



PROCEDURE TIMELINE

On or before first day of student attendance	Teacher is advised as to who will observe/evaluate Teacher orientation to evaluation document
Informal meeting	Establish appointments for pre-observation conference and formal observation
Pre-Observation Conference	Submit worksheet and present artifacts
Within 5 school days:	Formal observation
Within 3 school days	Teacher submits reflection on observed lesson
Within 10 school days of Formal Observation:	Post-observation conference
Within 10 school days of Post Observation Conference:	Teacher Practice Rating Conference <u>or</u> Summative Rating Conference
Evaluation deadlines:	<p>Non-tenured: Formal Observation & Conf's by 1st semester Summative Rating</p> <p>Tenured: Summative Rating by March 15</p>
Within 30 calendar days:	<p>Commencement of Professional Development Plan for tenured teachers who received Needs Improvement rating.</p> <p>Commencement of 90-day remediation plan for tenured teachers in cooperation with consulting teacher. Evaluations at the midpoint and end.</p>
Within 10 calendar days after completion of the remediation plan by the teacher:	Final summative evaluation.

Professional Development Plan
for Certified Staff Members with overall rating “Needs Improvement”

1. Within 30 school days after completion of an evaluation of a tenured teacher rated Needs Improvement, the evaluator shall develop in consultation with the teacher a professional development plan directed to the areas that need improvement.
2. The plan shall take into consideration the teacher’s on-going professional responsibilities, including his or her regular teaching assignments.
3. The plan shall identify any supports that the district will provide to address the areas identified needing improvement.
4. The teacher rated Needs Improvement shall be evaluated the following school year (see Evaluation Scheduling p. 4). If he or she receives a rating of Proficient or Excellent, he or she shall return to the regular evaluation schedule.

Remediation Plan
for Certified Staff Members with overall rating Unsatisfactory

1. Within 30 school days after completion of an evaluation of a tenured teacher as Unsatisfactory, the district will develop and commence a remediation plan designed to correct deficiencies noted in the evaluation.
2. The plan shall provide for 90 school days of remediation in the classroom.
3. The plan shall be developed by the evaluator with the participation of the consulting teacher. The teacher rated Unsatisfactory shall complete the plan with a consulting teacher (for qualifications, see 105 ILCS 5/24A-5j) under the supervision of the evaluator. The role of the supervising teacher is to advise the teacher rated Unsatisfactory about how to improve teaching skills and complete the remediation plan.
4. At the mid-point and at the end of the remediation period, the evaluator shall complete an evaluation of the performance of the teacher rated Unsatisfactory since the last evaluation. The evaluator shall use the evaluation documents set forth in this packet. The evaluation shall focus on domains previously rated Needs Improvement or Unsatisfactory; domains previously rated Proficient or better do not need to be reevaluated. Previous domain ratings of Proficient or better shall be factored into the overall rating.
5. If one or more Student Learning Objective scores were below Proficient, the teacher may elect to restart the SLO process for one Type III SLO. If it scores Proficient or Excellent, it may be substituted for the previous Type III SLO that scored Needs Improvement or Unsatisfactory.
6. Within 10 school days after the date of each evaluation, the evaluator shall provide to and discuss with the teacher rated Unsatisfactory a written copy of the evaluation and ratings, including deficiencies in performance and recommendations for correction.
7. Upon successful completion of the remediation plan with a rating of Proficient or Excellent, the teacher rated Unsatisfactory shall be evaluated the following school year (See Evaluation Scheduling p. 4). If he or she receives a rating of Proficient or Excellent, he or she shall return to the regular evaluation schedule.
8. If a teacher rated Unsatisfactory fails to complete a remediation plan with a rating of Proficient or Excellent, the district may seek to dismiss the teacher.
9. If a teacher rated Unsatisfactory successfully completes the remediation plan with a rating of Proficient or Excellent but receives a subsequent rating of Unsatisfactory on evaluation within 36 months of completing the remediation plan, the district may seek dismissal.

PRE-OBSERVATION CONFERENCE WORKSHEET

Name of Teacher	
School	
Name of Evaluator	
Grade Level/Subject	
Date of Scheduled Formal Observation	
Relevant New Illinois Learning Standard	

Please respond to each. The evaluator may use these questions and your responses to structure the Pre-Observation Conference.

1. To which part of the curriculum does this lesson relate? 1A
2. How does this learning “fit” in the sequence of learning for this class? 1A, 1B, 1C
3. Briefly describe the students in this class, including those with special needs. 1B
4. What are your learning objectives for this lesson? What do you want students to understand? 1C, 1F

5. How will you engage students in learning? What will you do? What will the students do? Will the students work in groups or individually or as a large group? Provide any worksheets or other materials the students will be using. 1D, 1E

6. How will you differentiate instruction for different individuals or groups of students in the class? 1B, 1C, 1D

7. How and when will you assess (both formatively and summatively) whether the students have learned what you intend? 1E, 1F

8. Which particular components of Domains 2 and 3 would you like the evaluator to observe during the lesson? Why? ***Mandatory for instructional staff.***

9. Is there anything else you would like to make the evaluator aware of before the formal observation?

Please submit to evaluator at least two school days before Pre-Observation Conference.

TEACHER'S REFLECTION

Name of Teacher	
School	
Name of Evaluator	
Grade Level/Subject	
Date of Completed Formal Observation	

Briefly respond to the following:

In general, how successful was the lesson? Did the students achieve the learning outcomes? How do you know?

Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?

If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Please submit to evaluator within three days of Formal Observation.

EVALUATOR'S CONFERENCE NOTES—PRE-CONFERENCE

Name of Teacher			
School			
Name of Evaluator			
Grade Level/Subject			
Date of Scheduled Formal Observation		Date of Pre-Observation Conference	

Evidence for Domain 1—Data collection should lead Pre-Conference Discussion

1A: Demonstrating knowledge of content and pedagogy	Pre-Conference Worksheet
	Discussion
1B: Demonstrating knowledge of students	Pre-Conference Worksheet
	Discussion

1C: Setting instructional outcomes	Pre-Conference Worksheet
	Discussion
1D: Demonstrating knowledge of resources	Pre-Conference Worksheet
	Artifacts presented
	Discussion
1E: Designing coherent instruction	Pre-Conference Worksheet

	Artifacts presented
	Discussion
1F: Designing student assessments	Pre-Conference Worksheet
	Artifacts presented
	Discussion

EVALUATOR'S CONFERENCE NOTES—PRE-CONFERENCE

Name of Teacher	
Name of Evaluator	

Additional Artifacts needed

1D: Demonstrating knowledge of resources	Suggested artifacts
	Date required: Teacher initials:
1E: Designing coherent instruction	Suggested artifacts
	Date required: Teacher initials:
1F: Designing student assessments	Suggested artifacts
	Date required: Teacher initials:

Additional Notes

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EVALUATOR'S CONFERENCE NOTES—POST-CONFERENCE

Name of Teacher			
School			
Name of Evaluator			
Grade Level/Subject			
Date of Scheduled Formal Observation		Date of Post-Conference	

Completing Data Collection-- Data collection should lead Post-Conference Discussion

4A: Reflecting on Teaching	Reflection on lesson received <input type="checkbox"/> Accurate? Useful for future teaching?
Domain 2: The Classroom Environment	Additional evidence gained in discussion:
Domain 3: Instruction	Additional evidence gained in discussion:

EVALUATOR'S CONFERENCE NOTES—POST-CONFERENCE

Additional Artifacts needed

4C: Communi- cating with Families	Suggested artifacts
	Date required: _____ Teacher initials: _____
4D: Participating in a Professional Community	Suggested artifacts
	Date required: _____ Teacher initials: _____
4E: Growing and Developing Professionally	Suggested artifacts
	Date required: _____ Teacher initials: _____

Areas for Improvement (to be developed jointly with teacher)

--

Is teacher is in danger of receiving Needs Improvement or Unsatisfactory? Yes No

If "Yes," teacher should initial at right to signify that he or she was notified: _____

Student Growth Portion

Developed by the Design Team
March 2016

Philosophy of Student Growth

Student Learning Objectives (SLOs) are the process of setting targets and measuring the extent to which they have been achieved. It is a data-informed process that involves diagnosing specific student learning needs.

By using SLOs and student growth measures in an accurate and meaningful way, teachers can implement strategies and adapt instructional methods to ensure student progress throughout the year. This in turn consistently lets the teacher know where students are and where they should be. SLOs provide teachers a map, leading the teacher down the appropriate path for individualized student success.

Multiple measures of teachers' practice, which includes frequent observations, optional conferences, regular feedback, and student growth measures provide a more complete picture of a teacher's performance and create more meaningful dialogue and evaluations.

Introduction to the SLO Process

Tenured teachers with "Excellent" or "Proficient" ratings have a two year evaluation cycle. Tenured teachers with "Needs Improvement" or "Unsatisfactory" ratings and non-tenured teachers are on a one year cycle. All summative performance evaluations will be completed by March 15.

The total number of SLOs a teacher needs to complete depends on the length of the evaluation cycle (e.g. two years for tenured teachers with "Excellent" or "Proficient" ratings). There are two possible processes for teachers regarding the number of SLOs to develop and their associated timelines. Everyone will fit into one of these two processes.

Process One: Tenured teacher

2015-2016: 1 SLO (Pilot Year)

2016-2017: 2 SLOs

After the 2016-2017 school year, 1 SLO will be required each year.

Process Two: Non-Tenured teacher or tenured with "Needs Improvement" or "Unsatisfactory"

2015-2016: 1 SLO (Pilot Year)

2016-2017: 2 SLOs

After the 2016- 2017 school year, the process will continue with 2 SLOs per evaluation cycle until such time as the teacher receives tenure. The cycle will also continue with 2 SLOs for those tenured teachers receiving "Needs Improvement" or "Unsatisfactory" until the teacher receives an "Excellent" or "Proficient."

By law, the student growth portion is composed of two assessment types. The first is either a Type I or Type II and the second is a Type III. If no Type I or II assessment is available or applicable to the teaching assignment, then two Type IIIs may be used with evaluator approval.

In our district, elementary classroom teachers (and others if applicable) will have the following expectation: Type II: AIMSweb and Type III: Teacher Developed Assessment

All others being evaluated on student growth will have the following expectation:

One Type III Assessment and one Type II Assessment (if available) or Two Type III Assessments

Definitions of Key Terms

Assessment- any instrument that measures a student’s acquisition of specific knowledge and skills.

Baseline Assessment-the approved assessment by which initial data is collected.

Depth of Knowledge (DOK)-the level of rigor of assessment items, categorized into four levels of increasing rigor: Recall, Skill/Content, Strategic Thinking, and Extended Thinking.

Design Committee- committee composed of both teachers and administrators, which shall have the duties regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

Learning Objective-a targeted goal for advancing student learning.

Midpoint Data Review-an opportunity for the teacher to reflect upon student growth up to that point and adjust strategies and growth targets accordingly

Rigor Analysis-tool used to establish that a Type III Assessment measures a sufficient depth of knowledge.

Student Learning Objective (SLO)-targets of student growth based on a thorough review of available data reflecting students’ baseline skills and are set and approved after collaboration and consultation with colleagues and administrators where appropriate.

SLO Scoring Conference-the meeting at which the teacher and evaluator review the Growth Target Data Sheet, establish exclusions, and calculate the SLO score.

Student Growth-demonstrable change in a student’s or group of students’ knowledge of skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time

Student Growth Assessment-the subsequent assessment that will be used to determine overall student growth and to score the SLO.

Student Growth Exemption-The law provides exemptions from the student growth requirement for various specialized disciplines, including but not limited to school counselor, school psychologist, librarian, non-teaching school speech and language pathologist, non-teaching school nurse, or school social worker.

Summative Performance Rating-the final rating of a teacher’s performance, using the rating levels of “Unsatisfactory,” “Needs Improvement,” “Proficient,” and “Excellent” that includes consideration of both data and indicators of student growth as well as teacher practice.

Type I Assessment-a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Star Reading Enterprise, College Board’s SAT, or ACT.

Type II Assessment-any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests, AIMSWEB, and assessments designed by textbook publishers.

Type III Assessment-any assessment that is rigorous, aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

Designing SLO Framework

The purpose of an SLO process is to improve teaching and learning. The SLO process is appropriate for use in all grade levels and content areas. An effective SLO establishes meaningful goals, aligning curriculum, instruction, and assessment to attain a valid and reliable indication of student growth. The SLO process involves the following 5 elements:

1st Element: Developing a Learning Goal

- Choose the subject and grade level for the SLO in collaboration with the evaluator
- Describe the learning goal in the form of an objective
- Identify applicable standards
- Identify the number of students

2nd Element: Devising Assessments and Scoring

- Create multiple and varied assessments (formative and summative) that support and measure the learning goal and standards
- Ensure that assessments provide accurate, consistent, and dependable information about each student's knowledge and skills to guide and differentiate instruction
- Provide an explanation of how the chosen assessments define and evaluate student performance along with the rubric or scoring criteria to be used

3rd Element: Determining Growth Targets

- Establish baseline data at the beginning of the school year
- Use baseline data to place students into target groups if appropriate for your sample
- Identify individual and/or group growth targets
- Review mid-term data collected at middle point of cycle to determine if targets are on track and to adjust instruction and/or growth targets if necessary

4th Element: Measuring Actual Outcomes

- Aggregate data to determine how many students did not meet or met targets and evaluate why

5th Element: Establishing a Teacher Rating

- Meet with evaluator to discuss outcomes
- Evaluator uses this information to determine a teacher rating based on the following scale:

Summative Student Growth Ratings	Thresholds
Unsatisfactory	<ul style="list-style-type: none"> ● Did not submit a SLO ● Did not use approved assessment ● Did not correctly score assessment ● Did not accurately administer assessment ● Did not use approved SLO ● 49% or less of students met growth target
Needs Improvement	<ul style="list-style-type: none"> ● Used approved SLO ● 50-64% of students met growth target
Proficient	<ul style="list-style-type: none"> ● Used approved SLO ● 65-79% of students met growth target
Excellent	<ul style="list-style-type: none"> ● Used approved SLO ● 80% or more of students met growth target

SLO Approval

Teachers will submit their SLOs to the evaluator for approval. If the assessments, timeline, and sections have already been established and agreed upon by both the teacher and administrator, then this submission can be waived.

Key Points on SLO Approval:

1. The teacher and evaluator jointly review the SLO as necessary
2. The agreed upon SLO must satisfy SLO criteria outlined in the Designing SLO Framework. If necessary, teacher will revise until the SLO is approved.

Approval Protocol for Type III Assessments

For Baseline and Student Growth Assessments used for Type III SLOs, teachers must complete the steps below using the Assessment Rigor Analysis and the SLO Approval Form.

1. Use the Assessment Rigor Analysis Chart to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework for both Baseline and Student Growth Assessments. Note: Not all questions or tasks must be categorized, but there must be sufficient examples given of items meeting the highest levels of rigor. Attach this chart to the assessment.

2. Review the format of the assessment questions. Check for the following:
- Are questions/tasks written clearly?
 - Are the questions/tasks aligned to content area standards identified on the SLO?
 - Are there a variety of types of questions/tasks?
 - Are the questions/tasks free of bias?
 - Are the questions/tasks appropriate for the subject/grade level?
 - Will modifications need to be made for students with special needs?

The teacher must submit Rigor Analysis, Type III Baseline Assessment, Type III Student Growth Assessment, and any additional supporting materials (rubrics, scoring guides, etc.) to the evaluator.

Establishing Groups and Growth Targets

Step One: Examine Baseline Data

Once teachers have an understanding of where students start, they can determine how much students will grow by the end of the evaluation cycle. Teachers can use the following data to inform the setting of growth targets:

- Formative Assessments
- Previous Student Grades
- Previous Achievement Data
- Attendance Data
- Student Criteria (e.g. SPED, ELL)

Step Two: Collaborate to Determine Growth Targets

In collaboration with other teachers, determine growth targets for particular students or groups. Common growth targets for groups of students can be established. In collaboration with other teachers, determine whether students share similar scores across classrooms and determine how to group students when appropriate. Teachers across the same grade level, teachers from the same department, or teachers teaching the same students will benefit from collaborating to create consistency in groups and growth targets when applicable. Growth targets should be expressed in whole numbers and recorded on the Growth Target Data Sheet. This sheet must be submitted to the evaluator for approval.

Examples of Growth Targets

Growth targets need to be stated in terms of projected improvement goals. See examples below.

Example 1: Students scoring in the 10-15% range will improve to 60% or above.
 Students scoring in the 20-30% range will improve to 70% or above.
 Students scoring in the 40-50% range will improve to 80% or above.
 Students scoring in the 60-70% range will improve to 90% or above.

Example 2: Sample data set from AIMSweb RCBM (Reading Curriculum Based Measures)

Student Name	Pre Test Score	Goal Score	Mid Point Score	Adjusted Score	Post Score	Met Goal (Y/N)
Jay	2	12	11	12	22	Y
Dave	4	16	12	18	20	Y
Brody	6	21	13	21	27	Y
Ryder	6	21	20	21	55	Y
McKenzie	6	21	12	21	20	N
Kelsey	7	22	18	22	28	Y
Rhonda	10	25	33	38	52	Y

Midpoint Data Review

Between the Baseline Assessment and the Student Growth Assessment, at or about the midpoint, teachers should complete the Midpoint Data Review. This review is a critical aspect of the evaluation cycle that allows teachers to analyze students' progress towards meeting the established growth target using data collected from various assessments. Teachers should document the types of assessments, teaching strategies, and resources that have been used to meet the learning goal(s) already, as well as reflect on ways to continue or modify instruction to help students meet their growth targets. Teachers may also adjust growth targets at this time based on their review of this information.

Teachers should complete and submit the Midpoint Data Review to the evaluator prior to administering the Student Growth Assessment. A meeting is optional at the teacher or evaluator's request. This document may be used as an artifact for the teacher practice portion of the evaluation for components 1B, 1C, 1E, 4A, or 4B.

SLO Scoring Conference

The completed Growth Target Data Sheet will be presented to the evaluator two days in advance of the SLO Scoring Conference. The date of this conference will be set by the evaluator. At this conference, the teacher and evaluator will review collected data and discuss exclusions. All exclusions must be approved by the evaluator.

Possible exclusions may include but are not limited to the following:

- data outliers: non-representative data on Baseline or Student Growth Assessments
- seat time: attendance or students not in classroom due to scheduling or extracurriculars
- prior mastery: baseline data leaves little to no room for growth
- student's individual circumstance: personal tragedy or change in living situation

The SLO score will be the percentage of students meeting growth targets (after exclusions) converted to a numeric score using the scale below.

% of Students Meeting Growth Target	Score
90-100	4
80-89	3.5
70-79	3
65-69	2.5
57-64	2
50-56	1.5
0-49	1

Summative Performance Rating

Once the two SLOs of the evaluation cycle are scored, they are combined with the Teacher Practice component ratings from that evaluation cycle in order to calculate a summative performance rating.

Each of the 22 components from the Teacher Practice evaluation are scored 4 (Excellent), 3 (Proficient), 2 (Needs Improvement), or 1 (Unsatisfactory). These ratings are combined with the two SLO scores, which are weighted at five components apiece. An average is achieved by dividing by 32.

Example for Tenured Teacher:

Teacher Practice 22 Components	SLO 1 Weighted X 5	SLO 2 Weighted X 5	Total/32= Summative Rating
4 4 4 4 4	3.5 3.5 3.5	3 3 3	108.5/32= 3.39 Proficient
4 4 4 4 4	3.5 3.5	3 3	
4 3 3 3 3			
3 3 3 3 3			
3 2 (76 total)	(17.5 total)	(15 total)	

Because non-tenured teachers receive two teacher practice ratings in a year, these two scores are averaged before combining the two SLOs.

Example for Non-Tenured Teacher

Teacher Practice 22 Components Each	SLO 1 Weighted X 5	SLO 2 Weighted X 5	Total/32= Summative Rating
4 4 4 4 4 4 4 4 4 4 4 3 3 3 3 3 3 3 3 3 3 2 (76 total)	3.5 3.5 3.5 3.5 3.5 (17.5 total)	3 3 3 3 3 (15 total)	110.5/32= 3.45 Proficient
4 4 4 4 4 4 4 4 4 4 4 4 4 4 3 3 3 3 3 3 3 3 (80 total)			
Average: 78			

Converting Average to Summative Rating

Range	Rating
3.5 - 4	Excellent
2.5 - 3.4	Proficient
1.5 - 2.4	Needs Improvement
1.0 - 1.4	Unsatisfactory

Model Refinement

The design committee will meet at least once annually to refine this system. Feedback will be collected to continually assess the implementation of the system, determine any supports needed, and potentially refine key parts of the model to ensure fidelity of implementation.

SLO Flow Chart

Submit **SLO Approval Form**
and **Rigor Analysis** to Evaluator.
(Unless Preapproved)

Administer Baseline Assessment

Determine individual and/or student
groups and growth targets. Submit
Growth Target Data Sheet to
Evaluator.

Reflect on student progress and
adjust growth targets, if necessary.
Submit **Midpoint Data Review** to
Evaluator

Administer Student Growth
Assessment

Submit **Growth Target Data Sheet**
to Evaluator prior to SLO Scoring
Conference.

SLO Scoring Conference is
held to determine the SLO
Score

Appendix A

Hillsboro Community Unit School District 3 Initial SLO Approval Form

TEACHER: _____

DATE:

ASSIGNMENT: _____

YEARS OF SERVICE:

POPULATION:

Grade Level/Class/Section: _____

Number of Students:

TIMELINE:

Estimated Date of Baseline Assessment: _____ Estimated Date of Student Growth

Assessment: _____

ASSESSMENT:

Identify the type of assessment by placing a check next to one of the following:

___ **TYPE I:** Assessment created and scored outside of the district.

___ **TYPE II:** Common assessment used district wide. Assessment is attached.

___ **TYPE III:** Teacher created assessment. Assessment is attached.

Unless preapproved, the Type III Rigor Analysis should be attached to this form.

___ Type III Rigor Analysis is Attached

___ Assessment was previously approved by

_____.

LEARNING GOAL:

Explain the learning goal(s) that you will assess and how it relates to the standards for this course/grade.

EVALUATOR: _____ DATE: _____ APPROVED
DENIED

Appendix B

Hillsboro Community Unit School District 3 Midpoint Data Review

TEACHER: _____

DATE:

ASSIGNMENT: _____

YEARS OF SERVICE:

What baseline assessment was given? Was this a Type I, Type II or Type III Assessment?

Which of the following formative assessments have been implemented?

- | | | |
|---|---|--|
| <input type="checkbox"/> Oral Question/Answer | <input type="checkbox"/> Observation Checklists | <input type="checkbox"/> Class Assignments |
| <input type="checkbox"/> Homework Assignments | <input type="checkbox"/> Student Conferences | <input type="checkbox"/> Fluency Check |
| <input type="checkbox"/> Exit Tickets | <input type="checkbox"/> Writing Samples | <input type="checkbox"/> Speech Presentation |
| <input type="checkbox"/> Quiz/Test | <input type="checkbox"/> Labs | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Other: _____ | | |

What does your data tell you about your progress towards your learning goal(s)?

What, if any, adjustments to your instruction are needed to meet your learning goal based on your midpoint data review?

ASSESSMENT RIGOR ANALYSIS - Depth of Knowledge (DOK)

Grade level/Subject: _____

Teacher(s): _____

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

LEVEL	LEARNER ACTION	KEY ACTIONS	SAMPLE QUESTION STEMS	QUESTION NUMBERS/ RUBRIC SECTIONS
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the... Find the meaning of... Which is true or false...?	B: G:
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict cause and effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will...	B: G:
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of... Can you illustrate the concept of...? Apply the method used to determine... What might happen if...? Use evidence to support...	B: G:
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to... Develop a proposal to... Create a model that... Critique the notion that...	B: G:

Adapted from Source: Webb, Norman L and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb 2006.
<http://www.wcer.wisc.edu/WAT/index.aspx> and UW Teaching Academy <http://www.teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm>

**B = BASELINE ASSESSMENT **G= GROWTH ASSESSMENT

Qualified Evaluators

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