Teacher Evaluation Plan

HILLSBORO COMMUNITY UNIT DISTRICT #3

Revised September 2023

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 three years. This cycle must include a minimum of two informal observations.

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

Domain 1: Planning and Preparation	**Domain 2: The Environment**
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	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 4: Professional Responsibilities	**Domain 3: Instruction**
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	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

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 1b. Demonstrating knowledge of school's literacy program 1c. Establishing goals for the Library/Media Program 1d. Demonstrating knowledge of resources 1e. Planning the Library/Media program	2a. Creating an environment of respect and rapport 2b. Establishing a culture for investigation and love of literature 2c. Establishing and maintaining library procedures 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

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

RATING SYSTEM

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 23 and 24 of Teacher Evaluation Plan: Student Growth Portion.

SUMMATIVE PERFORMANCE RATING

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 a summative performance rating.

Range	Rating
3.70 - 4.00	Excellent
3.03 - 3.69	Proficient
2.34 – 3.02	Needs Improvement
1.00 – 2.33	Unsatisfactory

COLLECTION OF EVIDENCE

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. 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)

Pre Conference 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, & E 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 the 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.

Assigning component ratings without collection and consideration of evidence violates the spirit of the Framework for Teaching. Therefore, the following chart 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

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 the final 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 final 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

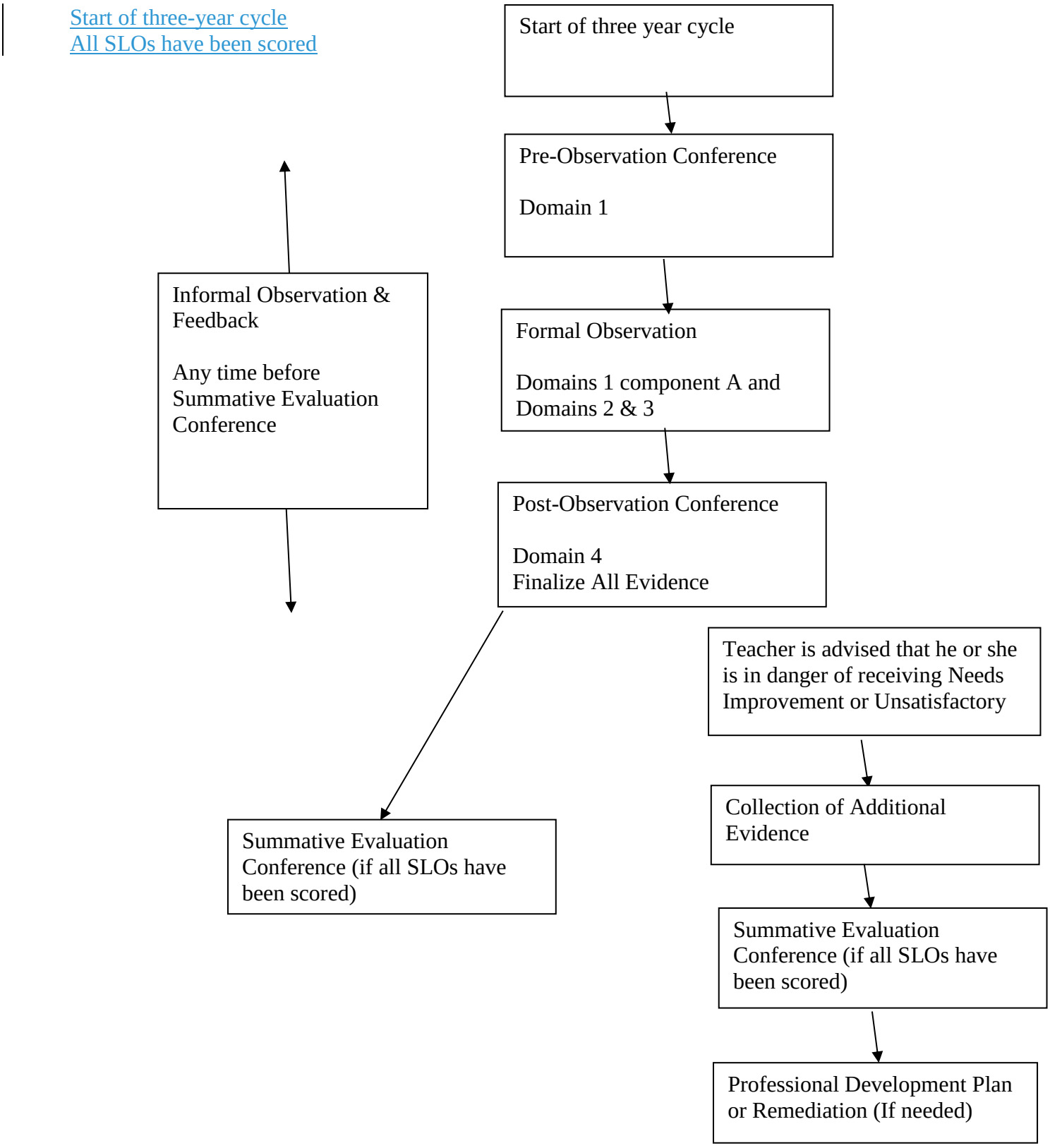
1. In the event of any disagreement on the pre-observation worksheet and/or summative evaluation document, the teacher has the right to respond within 10 days with a formal written statement, which is to be attached to the documents.
2. Further, teachers receiving summative ratings of Needs Improvement 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

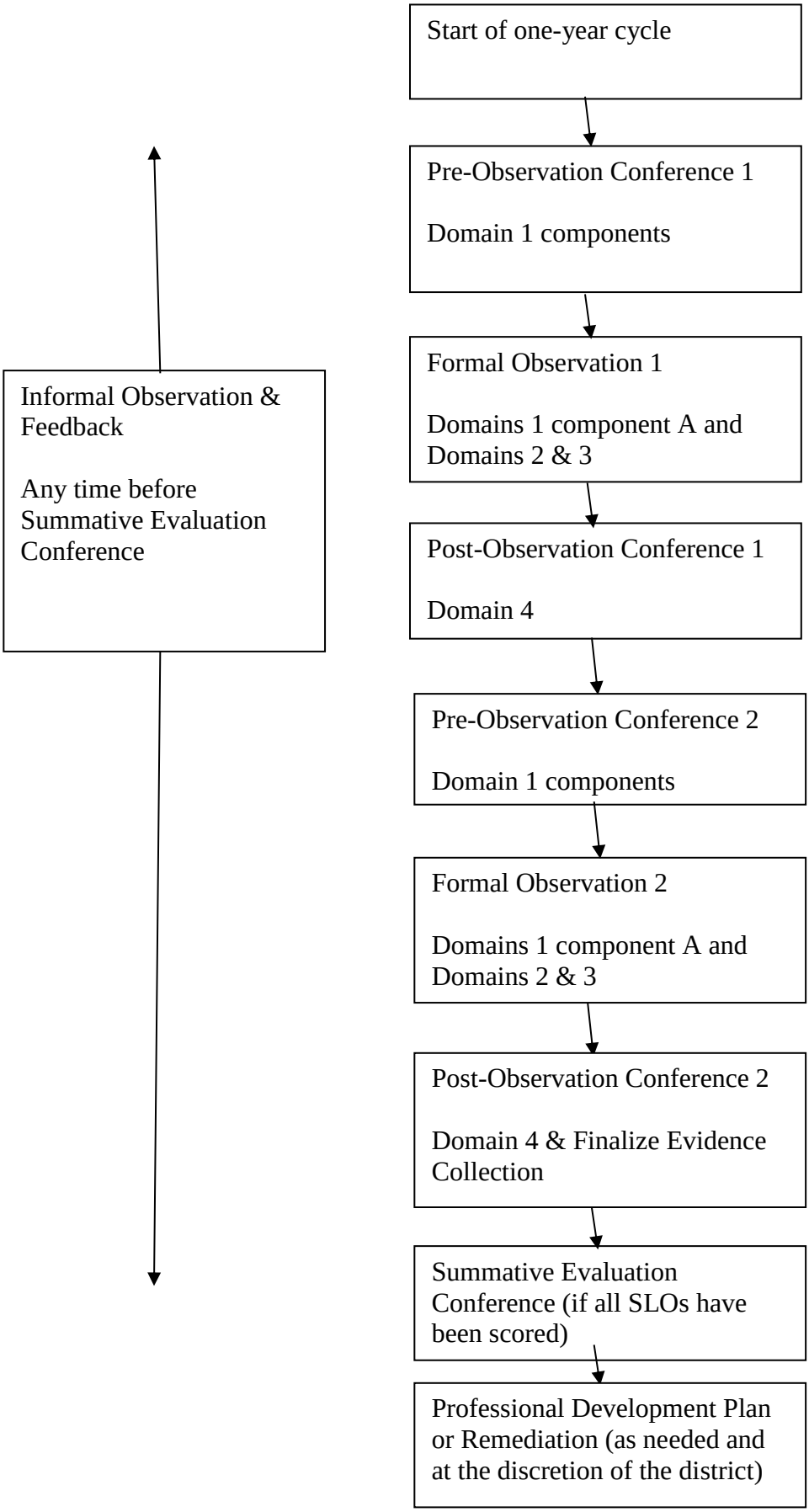
The process follows the description above except in these respects:

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	Teacher Practice Rating Conference or Summative Rating
Post Observation Conference:	Conference
Evaluation deadlines:	**Non-tenured:** Formal Observation Summative Rating **Tenured:** Summative Rating by March 15
Within 30 calendar days:	Commencement of Professional Development Plan for tenured teachers who received Needs Improvement rating. Commencement of 90-day remediation plan for tenured teachers in cooperation with consulting teacher. Evaluations at the midpoint and end.
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 <u>one</u> 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 QUESTIONS

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?

TEACHER'S REFLECTION

Briefly respond to the following:

1. In general, how successful was the lesson? Did the students achieve the learning outcomes? How do you know?
2. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?
3. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Please submit to the evaluator within three days of Formal Observation.

EVALUATOR'S CONFERENCE NOTES—PRE-CONFERENCE

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

1A: Demonstrating knowledge of content and pedagogy
1B: Demonstrating knowledge of students
1C: Setting instructional outcomes
Evidence provided via
- Pre-Conference Worksheet
- Conference Discussion

1D: Demonstrating knowledge of resources
1E: Designing coherent instruction
1F: Designing student assessments
Evidence provided via
- Pre-Conference Worksheet
- Conference Discussion
- **Artifacts**: Submitted with Pre-Conference Worksheet with possible additional documents as requested by the evaluator.

EVALUATOR'S CONFERENCE NOTES—POST-CONFERENCE

Data collection should lead Post-Observation Conference Discussion
Completing Data Collection Focus Areas–

4A. Reflecting on Teaching
- Is the reflection accurate?
- Is the reflection useful for future teaching?

4C. Communicating with Families
- **Artifacts**

4D. Participating in a Professional Community
- **Artifacts**

4E. Growing and Developing Professionally
- **Artifacts**

Areas for improvement (developed jointly by administrator and teacher)
Is the teacher in danger of receiving Needs Improvement or Unsatisfactory? □Yes □No
If "Yes," the teacher should be informed in writing and provide written acknowledgement of that notification.

Student Growth Portion

Developed by the Design Team

September 2022

Philosophy of Student Growth

Hillsboro School District has determined that the SLO process should promote student growth in defining and applying district values and foundational academic vocabulary.

Introduction to the SLO Process

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

In the HCUSD3 School District, classroom teachers, regardless of tenure status, will have the following expectation: one Type II District-Wide Assessment and one Type III Department or Grade Level Content Area Assessment per year.

Definitions of Key Terms

Assessment- any instrument measures student acquisition of specific knowledge/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
Learning Objective-a targeted goal for advancing student learning.
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.
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 determines 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.

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, and aligns 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

- Follow learning goal and objective determined by District and Dept/Grade Staff
- Identify the class and number of students being assessed for both SLOs.

2nd Element: Devising Assessments and Scoring

- Collaborate with building and dept/grade level staff to create/amend (as needed) assessments of appropriate content terms and question rigor

3rd Element: Establish baseline scores

- Administer the assessment prior to teaching content terms

4th Element: Instruct

- Align instruction to ensure valid, reliable assessments

5th Element: Retest and Certify

- Retest students as needed.
- Certify results on shared Google Doc when 80% of tested group has achieved 80%

Summative Student Growth Ratings	**Thresholds**
Unsatisfactory	● 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	● Used approved SLO ● 50-64% of students met growth target
Proficient	● Used approved SLO ● 65-79% of students met growth target
Excellent	● Used approved SLO ● 80% or more of students met growth target

Approval Protocol for Type II and III Assessments
Assessments are developed at the building or department/grade level. In the case that the assessment needs to be altered, buildings and departments may do so with the permission and approval of the building administrator.

Growth Targets
1. Students scoring 80% or higher on the baseline pre-test are considered to have mastered the content and are not required to test any further.
2. Students scoring within the 0-79% range will receive instruction and be tested until they have shown growth as determined by the teacher.

SLO Scoring & Certification of Results
The teacher's learning objective has been met when 80% of the selected students/class have met the target or demonstrated growth via #1 or #2 above.

Teacher Practice 22 Components	SLO Type I/II Weighted X 5	SLO Type III 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)	108.5/32= 3.39 Proficient

<u>Summative Performance Rating</u>
Once the six SLOs are completed, the highest and lowest scores among them will be used to calculate the SLO rating. 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.

<u>Example for Tenured Teacher:</u>

Teacher Practice 22 Components	SLO Type I/II Weighted X 5	SLO Type III 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)	108.5/32= 3.39 Proficient

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) 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	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

Converting Average to Summative Rating

Range	Rating
3.70 - 4.00	Excellent
3.03 - 3.69	Proficient
2.34 – 3.02	Needs Improvement
1.00 – 2.33	Unsatisfactory

Qualified Evaluators

Patti Heyen, Principal, Hillsboro High School

Andy Stritzel, Assistant Principal, Hillsboro High School

Donald VanGiesen, Principal, Hillsboro Junior High School

Blake Lipe, Assistant Principal, Hillsboro Junior High School

Zach Frailey, Principal, Beckemeyer Elementary School

Michelle Reeves, Ass't Principal, Beckemeyer Elementary School

Marci Gutierrez, Principal, Coffeen Elementary School

Hope McBrain, Director of Curriculum and Instruction, HCUSD

Brandy Buske, Special Education Coordinator, HCUSD