

Henry-Senachwine CUSD 5

Teacher Evaluation Plan

Version dated: 10/04/16

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Appendix B: Evaluation Sequence, Forms, and Deadlines

The following chart highlights key events and timelines relative to the evaluation process:

Event	Appendix/Form	Description/Timeline
Formal Observation Schedule	Developed by Evaluator	Distributed to teachers by the first day of student attendance. If circumstances dictate the need for changes to the observation schedule, the evaluator or teacher will notify the other a minimum of one week prior to the scheduled date.
Pre-Observation Self-Evaluation Form/Pre-Observation Conference	Appendix C	Form Appendix C is to be completed by the teacher and submitted to the evaluator at least one [1] day prior to the Pre-Observation Conference
Formal Observation	Appendix I	This form will be used to provide teachers formal feedback and performance ratings that will be referenced when the evaluator assigns a final summative rating. Note that professional discussion, collaboration, and reflection between the evaluator and teacher are embedded within the teacher evaluation plan. However, to be clear, the evaluator is the sole determiner of the professional ratings for teachers.
Post-Observation Reflection Conference Form	Appendix E	Form Appendix E is to be completed by the teacher and submitted to the evaluator at least one [1] day prior to the Post-Observation Reflection Conference. If necessary, the evaluator will provide any additional post-observation conference documents/requests to the teacher at least one [1] day prior to the Post-Observation Reflection Conference.
Post-Observation Conference	Appendix E Appendix I	The evaluator and teacher will conduct a post observation reflection conference within ten [10] school days of a formal observation. Form Appendix E and I will be referenced during the conference.

Event	Appendix/Form	Description/Timeline
Annual Professional Responsibilities Data Collection Form & Artifacts/Evidence	Appendix F	By February 1 st of every school year, the teacher may submit any artifacts and/or evidence to the evaluator on or with the Annual Professional Responsibilities Data Collection Form. However, it is required that this form is submitted during the year of a teacher's evaluation cycle.
Final Summative Evaluation Report	Appendix J	The evaluator provides a copy of the Final Summative Evaluation Report at least 24 hours prior to the review of the summative evaluation. Within ten [10] working days of receipt of the Final Summative Evaluation Report [Appendix J], the teacher may attach written comments for inclusion in his/her personnel file [if necessary].
Professional Development Plan	Appendix G	The evaluator and teacher must develop Professional Development Plan [Appendix G] within thirty [30] school days after the completion of a summative evaluation rating in which a teacher is rated as Needs Improvement in any one or more domains, or on the summative evaluation rating.
Observations, Conferences, and Summative Evaluation		It is the goal to complete all formal observations, post conferences, and final summative evaluations by March 1 st The evaluator will provide the teacher a summative evaluation and summative rating, which will serve as the formal performance rating and be used in the creation of the reduction in force/sequence of dismissal list.
Student Learning Objective	Appendix K	SLOs are due to the evaluator by October 30 th in 2016-17; September 15 th in 2017-18 and beyond.

Appendix C: Pre-Observation Self-Evaluation

The teacher is to complete this form and submit it to the evaluator at least **one-day** prior to the Pre-Observation Conference. When completing this document, refer to Appendix A

Teacher's Name:

Evaluator's Name:

Teaching Assignment:

Years in Current Assignment:

Pre-Conference Date & Time:

Observation Date & Time:

Domain 1: Planning and Preparation

Successes:

Challenges/Concerns:

Future Focus:

Domain 2: Classroom Environment
Successes:
Challenges/Concerns:
Future Focus:

Domain 3: Instruction
Successes:
Challenges/Concerns:
Future Focus:

Domain 4: Professional Responsibilities

Successes:

Challenges/Concerns:

Future Focus:

Appendix D: Pre-Observation Conference Guiding Questions

The guiding questions outlined below provide a foundation intended to promote conversation between the evaluator and the teacher. This form does not need to be completed or submitted, but may be used as a reference and for notes or discussion.

Teacher's Name:

Evaluator's Name:

Teaching Assignment:

Years in Current Assignment:

Pre-Conference Date & Time:

Observation Date & Time:

Guiding Questions for Discussion:

1. What have you learned about your students this year that has gone into planning for this lesson? (1b)
2. How will you communicate the learning objectives to the students?(3a)
3. How have you organized the overall structure, pacing, and materials within this lesson to engage student in the learning process?(1d, 3a, 3b)
4. How have you organized the classroom to promote a respectful learning environment? (2a, 2b)
5. How do your classroom procedures and/or the physical arrangement of the classroom help your students be successful in your classroom? Have you changed your organizational procedures/arrangement based on previous feedback? If so, describe. (2c, 2d)
6. What adjustments to your lesson plan might you make if you see some students struggling with concepts during and/or after the lesson? (3d/3e)
7. How do you plan to assess your students' progress towards the mastery of the identified learning objectives? (1e,3c)
8. How has this lesson been influenced by collaboration with other teachers or involvement in different professional activities? (4d, 4e, 4f)
9. Thinking beyond the classroom, how do you communicate and connect with the students' families to help build a link between home and school? (4c)
10. What would you like me to specifically observe during the lesson?
11. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

Appendix E: Post-Observation Reflection Conference

This form is to be completed by the teacher and submitted to the evaluator one day prior to the scheduled post-observation reflection conference. In the event it is expected that the teacher will be rated as needs improvement or unsatisfactory, the evaluator will provide the teacher notice in writing prior to the post-observation conference.

Teacher's Name:

Evaluator's Name:

Teaching Assignment:

Years in Current Assignment:

Conference Date & Time:

Observation Date & Time:

Questions for Discussion between Teacher and Evaluator:

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3a, 3d, 3e)
 2. Comment on your classroom procedures, student engagement, and your use of physical space. To what extent did these contribute to student learning? (2c, 2e, 3a, 3c)

Appendix F: Annual Professional Responsibilities Data Collection

By February 1st of every school year, the teacher may submit any artifacts and/or evidence to the evaluator on or with the Annual Professional Responsibilities Data Collection Form. However, it is required that this form is submitted during the year of a teacher's evaluation cycle.

Teacher's Name:

School Year:

School Building:

Date of Submission:

Building Committees:	District Committees:
Presenter of professional growth opportunity, course or seminar for teaching colleagues:	Participation in special building events:
Workshops attended outside the district:	Participation in activities that promote our professional and school community.
District training:	Membership to professional organizations:
College classes/degrees earned this year:	Coaching/sponsoring responsibilities with students:
Supervisory duties in building	Other (include mentoring)

Appendix G: Professional Development Plan (if necessary-tenured teachers only)

This plan must be developed between the teacher and the evaluator within thirty (30) days after the completion of a summative evaluation rating in which a tenured teacher is rated as Needs Improvement in any one or more domains, or on the overall final summative evaluation rating. The plan should address any or all domains and/or components rated as Needs Improvement or Unsatisfactory. Based upon feedback and data from any administrator, mentor, teaching colleagues, and your own need for professional growth, reflect on the areas targeted for improvement under the appropriate domains(s) and components(s). Refer to appendix A and Appendix I as needed. Additional pages may be supplied as needed.

Teacher's Name:

School Year:

School Building:

Date of Submission:

Areas Targeted for Improvement

Domain:	Component:
Domain:	Component:
Domain:	Component:

Strategies for Improving Areas Targeted

Strategies for Improving Areas Targeted

Timeline

Strategy:	Date of Completion:

Indicators of Progress

I know I am improving because:

Supports and Resources

The teacher has successfully developed the Professional Development Plan: Yes No

Evaluator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Appendix H- Teacher Job Description

Teacher Job Description

Qualifications: Hold a valid Illinois Teaching License as well as any other requirements set by law, as well as exhibit characteristics of a highly motivated instructor who incorporates best practices and research-based strategies into instruction to meet the needs of each student, and such other qualifications as may be established for a particular position.

Classification: PK Teacher

Work Days and Hours: Per the Collective Bargaining Agreement

Reports to: Building Principal and/or Superintendent

Evaluation: Evaluation will be according to the Teacher Evaluation Plan for Henry-Senachwine Community Unit School District #5 and in accordance with the *Illinois School Code*.

Supervises: Student assigned to his/her specific class(es), student with which he/she is in contact during the school day, and students with which he/she is in contact during times established by building administration outside of regular school hours.

Responsibilities: Under each of the following domains, the teacher shall:

Domain1: Planning and Preparation

1. Demonstrate knowledge of the content and current pedagogy in his/her assigned classes.
2. Demonstrate knowledge of student backgrounds, cultures, skills, and interests in his/her assigned classes.
3. Prepare class goals/objectives that represent authentic student learning and are aligned to the district curriculum and academic standards set by the state of Illinois (Common Core State Standards).
4. Demonstrate awareness of resources available for teaching and an understanding of how to gain access to them for his/her students.
5. Demonstrate coherent instruction with a clearly defined structure, which supports the stated goals and engages students in meaningful learning.
6. Align student assessment with instructional goals, appropriate to the needs of the student. Assessment results are used to plan future lessons.
7. Understand and use appropriate Formal and summative assessments for determining students' needs and respond appropriately according to the data.
8. Develops lesson plans and instructional materials that are designed to provide individualized and small group instruction in order to best serve the needs of the students. Lesson plans clearly include identification of purpose, assessment, and strategy.

Domain 2: The Classroom Environment

1. Demonstrate classroom interactions that are warm and caring, and are respectful of the cultural and developmental differences between groups of students.
2. Establish a classroom environment that represents a culture for learning with a commitment to the subject and with high expectations for student achievement.
3. Establish classroom schedules/routines and procedures that function smoothly and maximize effective, purposeful instructional time.
4. Establish clear standards of conduct and respond to student misbehavior appropriately and respectfully with an emphasis on the district standards; “be respectful, be responsible and be a role model”.
5. Establish a classroom that is safe with learning that is accessible to all students.
Classroom furniture and equipment supports learning activities.

Domain 3: Instruction

1. Communicate objectives, purpose and expectations clearly and accurately to students, both orally and in writing. Communication will be appropriate to students’ cultures and levels of development.
2. Uses multiple teaching strategies, including adjusted pacing and flexible grouping to engage students in active learning opportunities that promote the development of critical and creative thinking, problem solving, and performance capabilities.
3. Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purpose of instruction and the needs of students.
4. Uses technology to accomplish differentiated instructional objectives that enhance learning objectives for each student.
5. Models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
6. Integrate reading, writing, and oral communication within the content area and recognize and address student needs in these areas to build content area knowledge.
7. Assess regularly in instruction through self-assessment by students, monitoring of progress of learning by the teacher or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.
8. Ensure the successful learning of all students by making adjustments as needed to instruction plans and by responding to students interests and questions.

Domain 4: Professional Responsibilities

1. Reflect on the lesson, citing characteristics that were not fully successful, and determine improvements.
2. Maintain accurate academic and behavioral records in an efficient and detailed manner. (grades are to be updated weekly)
3. Communicate frequently with families and successfully engage them in the instructional program. Convey information to families about individual students in a culturally appropriate manner.
4. Participate in school and district events and projects, and maintain positive and productive relationships with colleagues.
5. Seek opportunities for professional development based on an individual assessment of need and district strategic plan goals.
6. Maintain professional competence through in-service, professional development opportunities, and research of relevant educational articles and journals.
7. Make a genuine effort to ensure that all students are well served by the school.
8. Appropriately administer standardized assessments with honesty and integrity.
9. Assist as appropriate in curriculum development, mapping, and student data analysis.

Appendix I: Formal Evaluation Framework

Appendix J: Final Summative Evaluation Report

Final Summative Evaluation Report

Teacher:

School:

School Year:

Evaluator:

Formal Observation Date(s) included in the basis of the evaluation:

Informal Observation Date(s) included in the basis of the evaluation:

Summative Evaluation Date:

Following is the final rating for each domain, each component, and also for the final summative evaluation. An explanation of the calculation and determination of the ratings is found in the HSCUD5 Teacher Evaluation Plan under section headings 1] *4-Tiered Rating Process* [pg.], 2] *Formal Evaluation Rating System: Component and Domain Ratings* [pg.], 3] *Summative Evaluation Rating System* [pg.].

Domain 1: Planning and Preparation	Rating
1A: Demonstrating Knowledge of Content, Pedagogy, and Resources:	_____
1B: Demonstrating Knowledge of Students:	_____
1C: Setting Instructional Outcomes:	_____
1D: Designing Coherent Instruction:	_____
1E: Designing Student Assessments:	_____
Domain 1: Final Rating:	_____

Domain 2: Classroom Environment	Rating
2A: Creating an Environment of Respect and Rapport:	_____
2B: Establishing a Culture for Learning:	_____
2C: Managing Classroom Procedures:	_____
2D: Managing Student Behavior:	_____
2E: Organizing Physical Space:	_____
Domain 2: Final Rating:	_____
Domain 3: Instruction	Rating
3A: Communicating with Students:	_____
3B: Using Questioning and Discussion Techniques:	_____
3C: Engaging Students in Learning:	_____
3D: Using Assessment in Instruction:	_____
3E: Demonstrating Flexibility and Responsiveness:	_____
Domain 3: Final Rating	_____
Domain 4: Professional Responsibilities	Rating
4A: Reflecting on Teaching:	_____
4B: Maintaining Accurate Records:	_____
4C: Communicating with Families:	_____
4D: Growing & Developing While Participating in a Professional Community:	_____
4E: Showing Professionalism:	_____
Domain 4: Final Rating	_____

Student Growth and Performance Evaluation Rating

Performance Ratings	Thresholds
Unsatisfactory	<ul style="list-style-type: none"> ● Did not use approved assessment ● Did not correctly score assessment ● Did not accurately administer assessment ● Did not use approved SLO ● Less than 50% met target growth
Needs Improvement	<ul style="list-style-type: none"> ● Use approved SLO ● 50% - 64% of students met targeted growth
Proficient	<ul style="list-style-type: none"> ● Use approved SLO ● 65% - 79% of students met targeted growth
Excellent	<ul style="list-style-type: none"> ● Use approved SLO ● At least 80% of students met targeted growth

Directions: Use table and thresholds above to indicate both the percent of students meeting their targets and the growth rating for each assessment and in the last row, the average of both assessment ratings. Please attach any comments or evidence to amend or exempt any student data from the summative rating.

SLO #	% of students meeting target	Student Growth Rating
#1		
#2		
Overall		

75% Professional Practice Rating = _____

*25% Student Growth Rating = _____ (from table above)

*(30% beginning 2018-19)

Final Summative Evaluation Rating: _____

A rating of needs improvement or unsatisfactory requires supporting comments/evidence

Signature indicates that the teacher has read and understands the evaluation, and that a conversation was conducted between the teacher and evaluator. The teacher has the right to attach written comments within ten (10) working days of receipt of this form for inclusion in his/her personnel file.

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

(Appendix K) HENRY-SENACHWINE SCHOOL DISTRICT

STUDENT LEARNING OBJECTIVE PLAN

Teacher: _____

Submitted on: _____

Mid-point Date: _____

Review Date: _____

Baseline data and Rationale: What does the pre-assessment data tell you about your students' starting point?

Learning Content and Grade Level: What content or skills will students learn? (Reference Common Core Standards or Specialty Area Professional Standards).

Student Population: Who is being assessed? (Attach roster)

Targeted Growth: What is your goal for student growth?

Interval: How long will you focus on this objective? (Determine a mid-point)

Assessment/Evidence Source(s): What assessments and/or evidence will you use for ongoing measurement of student progress toward your goal?

SLO Goal Statement: Specific, Measurable, Attainable, Results-Based, and Time –bound

Instructional/Leadership Strategies and Support: Describe teaching methods, student activities, and timeline that you will follow to achieve successful completion of the SLO.