
Alden-Hebron District #19

Teacher Evaluation System

“Strive for Excellence”

Alden Hebron School District #19, in partnership with our community, will educate and inspire our students to reach their individual potential enabling them to be responsible members of society.

Introduction and Overview of Danielson Framework

Alden-Hebron School District 19 uses Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*, as the basis for teacher evaluation. The Framework is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The Framework is an invaluable tool to be used as the foundation for professional conversations among educators as they seek to enhance skills in the complex task of teaching.

The Framework identifies four domains of teaching responsibility: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Within the domains are 23 components and a variety of descriptive elements that further refine our understanding of what teaching is all about, with four levels of performance for each element.

In accordance with PERA, Alden-Hebron School District 19 has established a student growth model to be used in conjunction with the Professional Practice evaluation tool used to evaluate teachers within the District. Student growth measures help us achieve the District mission to educate and inspire our students to reach their individual potential enabling them to be responsible members of society.

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

The formula below will be used to obtain a summative rating for all teachers.

$$30\% \text{ Student Growth} + 70\% \text{ Professional Practice} = \text{Summative Rating}$$

Members of the Evaluation/Design Committee responsible for revising and updating the evaluation plan include:

Colleen Geils, Media Specialist
Kristen Norton, EL Teacher
Leanne Kolnik, Middle School Teacher
Candice Myelle, Middle School Teacher
Patti Peisert, Elementary School Teacher
Maggie Bradley, Elementary School Teacher
Shannon Walsh, High School/Special Education Teacher
Michelle Cashmore, Instructional Coach
Tim Hayunga, Middle/High School Principal
Tiffany Elswick, Elementary School Principal
Dr. Debbie Ehlenburg, Superintendent

Evaluation Process Definitions

Assessment – means any instrument that measures a student's acquisition of specific knowledge and skills.

Assessment Set- a pair of mirrored assessments used to measure student growth.

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

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

Documentation- Evidence that supports or explains a position.

Effective Teaching- Instructional practices that result in increased student growth, as defined in the practices outline at the *proficient* and *excellent* levels of the *Danielson Framework for Teaching*.

Evaluator- An administrator who participated in an in-service training on the evaluation of certified personnel provided or approved by ISBE prior to undertaking any evaluation and at least once during each certification renewal cycle. Evaluators must complete and pass a pre-qualification Evaluator program that involves rigorous training and an independent observer's determination of their skill.

Formal Observation- Formal observations provide that opportunity to reflect on the entire professional performance of a teacher. Formal observations shall be at least 45 minutes or a complete lesson, or during an entire class period. Formal observations shall be preceded by a Pre-Observation Conference and followed by a Post-Observation Conference. Non-tenure teachers will be formally observed at least two (2) times during the school year. Additional observations for any non-tenured teacher may be conducted at the discretion of the evaluator.

Informal Observations- Informal observations provide the opportunity to reflect on the professional performance of a teacher. Informal observations will not include a preconference but will include written feedback to the teacher. Informal observations are unannounced and will vary in length.

Learning Objective – a targeted long-term goal for advancing student learning.

Levels of Performance Rubric- Ongoing documentation of professional practices collected and reviewed during an appraisal cycle to support the summative rating.

Performance Evaluation 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, when applicable under Section 24A-25 of the School Code.

Performance Ratings (domain) - Determination of Teacher performance in each of the four (4) domains based upon evidence collected during informal and formal observations. According to the state requirements, teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement or Unsatisfactory.*

Performance Ratings (summative) - Determination of teacher performance based on the ratings earned in each of the four (4) domains. According to state requirements, Teacher performance shall be rated as *Excellent, Proficient, Needs Improvement, or Unsatisfactory.*

Professional Development Plan (PDP) - a plan developed by the Evaluator in consultation with the Teacher and takes into account the Teacher's ongoing professional responsibilities including his/her regular assignments. The PDP is developed within thirty (30) school days after a Tenured Teacher receives a Summative Rating of "needs improvement". The PDP includes evidence of progress/achievement of goal as well as supports that the district will provide to address the performance areas needing improvement. If the Teacher has corrected the performance areas and receives a rating of "proficient" or "excellent", her/she is returned to the regular evaluation cycle.

Professional Growth Plan (PGP) - a plan jointly developed by the Evaluator and Teacher which results in the continuous improvement of student learning. The Evaluator shall be available to provide assistance to the Teacher in the development of a professional goal, but the responsibility for developing the steps necessary to achieve the goal shall rest with the Teacher. In the unlikely event that the Evaluator and the Teacher do not reach mutual agreement, the Evaluator shall be responsible for establishing the goals.

Remediation Plan- The Performance and Evaluation Reform Act includes language regarding the development of a Remediation Plan for a Teacher in contractual continued service (tenured) who is rated unsatisfactory in order to correct deficiencies cited, provided the deficiencies can be remediated. The Remediation Plan (RP):

- is created within 30 days after the completion of an evaluation resulting in a rating of unsatisfactory
- provides for 90 school days for remediation within the classroom
- provides a consulting teacher, selected by the evaluator, who participates in developing the remediation plan
- provides at least a mid-point and final evaluation during the remediation period with the final evaluation including a rating, any deficiencies in performance and recommendation for correction being identified
- provides a decision within 10 days after the conclusion of the respective remediation plan (although a district does not lose jurisdiction to discharge a teacher in the event of the evaluation not being issued within 10 days); Teacher must receive a rating of proficient or higher to be reinstated to the evaluation schedule at the end of the remediation plan. If the teacher does not receive a rating of proficient or higher, the teacher will be subject to dismissal
- provides that the evaluation process for remediation is separate and distinct from required annual evaluation and the forms may be different from district evaluation plan forms.

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

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, nonteaching school speech and language pathologist, non-teaching school nurse, or school social worker.

Summative Conference- A conference whereby the summative rating is provided to the teacher.

Summative Student Growth Rating – the final student growth rating, after combining the scores of the two assessments.

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 Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

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 and assessments designed by textbook publishers.

Type III Assessment – any assessment that is rigorous, that is 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.

Framework for Professional Practice

Level of Performance

These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between Teachers and Evaluators, and suggest areas for further learning. These levels contribute to a teacher's summative rating system.

Unsatisfactory- Professional practice at the Unsatisfactory level shows little or no evidence of understanding concepts of *the Framework for Teaching*, the *Illinois State Standards Incorporating the Common Core* and district curriculum. Practice at the Unsatisfactory level is harmful. Inadequate and inappropriate instructional and/or unprofessional behaviors persist even after intervention(s) and support(s) have been provided.

Needs Improvement - Professional practice at the Needs Improvement level demonstrates evidence of knowledge and skill required to practice as described in the *Framework for Teaching*, aligned with *Illinois State Standards Incorporating the Common Core* and district curriculum, but performance is inconsistent over a period of time. This level may be considered minimally competent for teachers early in their careers. This level requires specific support in non-tenure and tenured years.

Proficient- Professional practice at the Proficient level demonstrates clear knowledge of instruction, consistent and reflective teaching preparation, and effective use of a broad repertoire of strategies and activities as described in the *Framework for Teaching*, aligned with *Illinois Standards Incorporating the Common Core* and district curriculum. Practice at this level demonstrates thorough knowledge of content, students, and resources. Proficient teachers share collaboratively with colleagues in support of student learning.

Excellent - Professional practice at the Excellent level demonstrates evidence of high expertise beyond the proficient level throughout the components and elements of the *Framework for Teaching*, aligned with *Illinois Standards Incorporating the Common Core* and district curriculum. Teachers at this level are Excellent by exceptional commitment to flexible, differentiated, and responsive instructional practice, as evidence by student engagement and contribution to their learning. Excellent teachers provide leadership in the school and district.

Evaluation Rating System

Operating Principals

Domain ratings in Alden-Hebron District 19 Professional Evaluation Plan

Component scores in each domain are averaged for Domain Average.

Overall Summative Ratings in Alden-Hebron District 19 Professional Evaluation Plan

The following indicates the percentage of the overall summative rating for each domain:

Domain 1- Planning and Preparation- 25%

Domain 2- Classroom Environment- 25%

Domain 3- Instruction- 25%

Domain 4- Professional Responsibilities- 25%

1. Domain score multiplied by the percentage for each individual domain
2. All domain scores are added together to determine professional practice rating.

Rating Scale Used

3.51-4.00 = Excellent

3.00 -3.50 = Proficient

2.00-2.99 = Basic

0.00-1.99 = Unsatisfactory

Non-Tenured Teacher Contract Renewal- Each non-tenured teacher will receive an overall summative rating and a recommendation for renewal or non-renewal of his/her contract. It is understood that nontenured teachers in years 1 or 2 may receive an overall summative rating of *needs improvement* as they are emerging towards proficiency. After receiving mentoring and coaching supports during years 1 and 2, non-tenured teachers in years 3 and 4 are expected to maintain an overall summative rating of *proficient* or higher.

Tenured Teachers are expected to maintain an overall summative rating of *proficient* or higher. If a Tenured Teachers receives an overall summative rating of *needs improvement*, a Professional Development Plan (PDP) will be developed. If a Tenured Teacher receives a summative rating of *unsatisfactory*, a Remediation Plan will be developed in accordance with the law.

Non-Tenure Cycle

2 Weeks after the start of the semester	<ul style="list-style-type: none"> • Informal Observations Begin
5 Weeks after the start of the semester	<ul style="list-style-type: none"> • Pre-Conferences Begin • Formal Observations Begin • Post-Conferences are held with-in 10 days of the Formal Observation
December	<ul style="list-style-type: none"> • Mid-point checks are completed
January-February	<ul style="list-style-type: none"> • Pre-conferences • Formal Observation • Post-Conferences are held with-in 10 days of the Formal
Before March 1st	<ul style="list-style-type: none"> • End of year summative conference • Summative Rating= Professional Practice + 30% Student Growth

Tenure Cycle

2 Weeks after the start of the semester	<ul style="list-style-type: none"> • Informal Observations Begin
5 Weeks after the start of the semester	<ul style="list-style-type: none"> • Pre-Conferences Begin • Formal Observations Begin • Post-Conferences are held with-in 10 days of the Formal Observation
December	<ul style="list-style-type: none"> • Mid-point checks are completed
January-February	<ul style="list-style-type: none"> • Pre-conferences • Formal Observation • Post-Conferences are held with-in 10 days of the Formal
Before March 1st	<ul style="list-style-type: none"> • End of year summative conference • Summative Rating= Professional Practice + 30% Student Growth

Professional Practice Formal Observation Steps

Before the Pre-Conference

- Teacher completes the Pre-Conference and the Class Profile and submits the forms to the Evaluator **at least one school day prior** to the Pre-Conference.

During the Pre-Conference

- Evaluator documents conversation between the Teacher and Evaluator on the *Levels of Performance Rubric*
- Evidence in domains 1 and 4 will be reviewed

Before the Post-Observation Conversation

- The Teacher fills out the Post-Conference Form and submits it to the Evaluator **at least one day prior** to the post-conference

During the Post-Conference

- The Teacher and Evaluator discuss the post-conference form and the *Levels of Performance Rubrics*
- Additional evidence in domains 1 through 4 will be reviewed

Classroom Observation Documentation

Teacher:

Date/Time:

Evaluator:

Subject/Grade:

Domain 2: Classroom Environment	Domain 3: Instruction
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	3a- Communicating with Students 3b- Using Questioning and Discussion Techniques 3c- Engaging Students in Learning 3d- Using Assessment in Instruction 3e- Demonstrating Flexibility & Responsiveness

Types of Observation:

Formal Observation

Informal Observation

Announced

Unannounced

Time	Actions & Statements/Questions by Teacher & Students	Component

Pre-Observation Conference

Teacher
Grade Level (s)
Evaluator

Subject(s)
Date of Conference
Date of Observation

Planning & Preparation Questions for Discussion:

1. To which part of your curriculum does this lesson relate? (1a)
2. How does this learning fit in the sequence of learning for this class? (1a/1e)
3. Briefly describe the students in this class, including those with special needs. (1b) Please reference the Class Profile that is attached to this document.
4. What are your learning outcomes for this lesson? What do you want the students to understand? (1c)
5. How will you engage the students in the learning? What will you do? What will the student 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. (1e/3c)
6. How will you differentiate instruction for different individuals or groups of students in the class? (1e/3c)
7. How and when will you know whether the students have learned what you intend? (1f/3e)
8. Is there anything that you would like me to specifically observe during the lesson? (Domain 2 & 3)

Class Profile

Teacher

Grade Level (s)

Evaluator

Subject(s)

Date of Conference

Date of Observation

1. How many students will be observed?

Total Number

Male

Female

2. What is the age range of students?

3. Approximately how many students are in each of the following categories?

English Language Proficient

Limited English Language Proficient

4. Approximately how many of the students have the following exceptionalities?

Blind or Visually Impaired

Deaf or Hearing Impaired

Developmentally Disabled

Emotionally or Behaviorally Disabled

Gifted

Learning Disabled

Physically Disabled

Other

5. Is there anything about the overall learning environment that you think might affect your students or the scheduled observation (e.g., that is not your own classroom; there is new equipment or new pet in the room; there is construction in the building)? If so, please note.

6. What are the most important classroom routines, procedures, rules and expectations for student behavior that will be in operation during the observed lesson?

7. Are there any special circumstances that the observer should be aware of in order to understand what will occur during the scheduled observation (e.g., school-wide routines or policies, interruptions, behavior patterns or students)? If so, please explain.

Sample Artifact Form

The following is a suggested list of items that may be used as evidence. This list is not exhaustive and other items may be included if you feel they are more appropriate. Should you have any questions, please discuss this with your evaluator.

Focus Area	Sample Evidence/Data
Domain 1: Planning & Preparation	<ul style="list-style-type: none"> Lesson Plans/Units in Alignment with Common Core Assessment plan and Assessments Projects/Reports Students Achievement Data Grading Plan and Grade Book Classroom Expectations Substitute Plans Open House Handouts Pre-Observation Form Class Profile Form Data informed Planning
Domain 2: Learning Environment	<ul style="list-style-type: none"> Physical Layout of Room/Area Seating Arrangement Classroom Rules and Routines Rubrics Bulletin Boards Student Projects
Domain 3: Instruction	<ul style="list-style-type: none"> Unit Plans Extension/Enrichment Activities Review/Reinforcement Activities Modifications for Special Needs Differentiation Plan Flexible Grouping Plans Student Work Samples Homework Assignments and Guides Curriculum Integration Plans Assessments Student Projects/Reports Student Achievement Data
Domain 4: Professional Responsibilities	<ul style="list-style-type: none"> Professional Involvement Membership Committee Assignments College Coursework, Conferences, Workshops Presentations at Meetings Presentations at Conferences Professional Readings Group Planning Notes Parent Communication Logs Journals Attendance Lesson Book with Changes Unit Plan Reflections Video Tape Self with Critique Grade Book Data on Assessments Student Learning Portfolios Teacher Website Lessons that Involve Student and Family Leadership Roles Observation of Colleagues

Post-Observation Conference

Teacher
Grade Level (s)
Evaluator

Subject(s)
Date of Conference
Date of Observation

Conversation Components		Observable Components	
Domain 1 Planning & Preparation	Domain 4 Professional Responsibilities	Domain 2 Classroom Environment	Domain 3 Instruction
1a- Demonstrating Knowledge of Content and Pedagogy 1b- Demonstrating Knowledge of Students 1c- Setting Instructional Outcomes 1d- Demonstrating Knowledge of Resources 1e- Designing Coherent Instruction 1f- Assessing Student Learning	4a- Reflecting on Learning 4b- Maintaining Accurate Records 4c- Communicating with Families 4d- Participating in a Professional Community 4e- Growing & Developing Professionally 4f- Professionalism 4g- Attendance	2a- Creating an Environment of Respect and Rapport 2b- Establishing a Culture for Learning 2c- Managing Classroom Procedures 2d- Managing Student Behaviors 2e- Organizing Physical Space	3a- Communicating with Students 3b- Using Questioning and Discussion Techniques 3c- Engaging Students in Learning 3d- Using Assessments in Instruction 3e- Demonstrating Flexibility & Responsiveness

Directions to the Teacher:

Please answer the following questions concerning the lesson that was observed. Your responses will serve as the basis for conversation during your Post-observation Conference.

1. In general, how successful was the lesson?
2. Did the students learn what you intended them to learn? What evidence do you have that the student learning targets were met? (Domain 3: Instruction)
3. Comment on how your classroom procedures and environment contribute to student learning. (Domain 2: The Classroom Environment)

4. Describe the different aspects of your instructional delivery (e.g., activities, grouping, strategies). To what extent were these effective? (Domain 3: Instruction)

5. After reflecting on this lesson:
 - A. What did you learn from this lesson that will help you improve your teaching in the future? (Component 4a: Reflecting on Teaching)
 - B. What do you hope to be able to share with your colleagues after teaching this lesson? (Component 4d: Participating in a Professional Community)
 - C. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? If you could re-group the students how would you re-group and why? (Component 4a: Reflecting on Teaching)

Name of Teacher: _____

Name of Evaluator: _____

Date: _____

Levels of Performance Rubric Domain 1: Planning & Preparation*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

<p>1d: Demonstrating Knowledge of Resources</p>	<p>Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.</p>	<p>Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.</p>	<p>Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.</p>	<p>Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>
<p>1e: Designing Coherent Instruction</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
<p>1f: Designing Student Assessments</p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future</p>
<p>Domain 1 Planning & Preparation Documentation:</p>				
<p>Domain 1 Planning & Preparation Strengths:</p>				
<p>Domain 1 Planning & Preparation Areas of Growth:</p>				

Levels of Performance Rubric Domain 2: Classroom Environment*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an Environment of Respect and Rapport	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals</p>
2b: Establishing a Culture for Learning	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>

2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
2d: Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to
	Response to students' misbehavior is repressive, or disrespectful of student dignity.	implementation of the standards of conduct.		individual student needs and respects students
2e: Organizing Physical Space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Domain 2 Classroom Environment Documentation:				
Domain 2 Classroom Environment Strengths:				
Domain 2 Classroom Environment Areas of Growth:				

Levels of Performance Rubric Domain 3: Instruction*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Communication with Students	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
3b: Using Questioning and Discussion Techniques	<p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>While the teacher may use some low level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>

3c: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Domain 3 Instruction Documentation:				
Domain 3 Instruction Strengths:				
Domain 3 Instruction Areas of Growth:				

Levels of Performance Rubric Domain 4: Professional Responsibilities*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
4c4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
4h: Attendance and Punctuality	Teacher uses 10 or more sick days (other than FMLA approved leaves); lesson plans are not available for substitute; teacher is always late to meetings; paperwork is never on time; communication of absences do not follow district procedures; teacher is always late for assigned duties	Teacher uses no more than 6-9 sick days per year (other than FMLA approved leaves); Lesson plans are sometimes available for substitute; Teacher is late to meetings; paperwork isn't timely; communication of absences sometimes follows district procedures; is often late for assigned duties	Teacher uses no more than 3-5 sick days in a school year (other than FMLA approved leaves); Lesson plans are usually left for substitute; Teacher is on time to most meetings; all paperwork is completed on time; communication of absences follows school district procedures; is on time for all assigned duties	Teacher uses no more than 2 days per year (other than FMLA approved leaves); Lesson plans are always available for substitute; teacher is on time to all meetings; all paperwork is completed on time; communication of absences follows school district procedures; is on time for all assigned duties
Domain 4 Professional Responsibilities Documentation:				
Domain 4 Professional Responsibilities Strengths:				
Domain 4 Professional Responsibilities Areas of Growth:				

Alden-Hebron School District 19 Scoring Worksheet-

Professional Practice

Teacher Name:

Evaluator Name:

School Year:

<p align="center"><u>Domain 1</u></p> <p>1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrate Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrate Knowledge of Outcomes 1e Designing Coherent Instruction 1f Designing Student Assessments</p> <p align="right">Domain 1 Average Domain 1 Percent</p>	<p align="center">Score (1,2,3,4)</p> <table border="1" style="width: 100%; height: 100%;"> <tr><td style="height: 20px;"></td></tr> </table> 							<p align="center"><u>Definition of Scores</u></p> <p>4 = Excellent 3 = Proficient 2 = Needs Improvement 1 = Unsatisfactory</p> <p align="center"><u>Rating Scale Used</u></p> <p>3.51-4.00 = Excellent 3.00 -3.50 = Proficient 2.00-2.99 = Needs Improvement 0.00-1.99 = Unsatisfactory</p>	
<p align="center"><u>Domain 2</u></p> <p>2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Practices 2d Managing Student Behavior 2e Organizes Physical Space</p> <p align="right">Domain 2 Average Domain 2 Percent</p>	<p align="center">Score (1,2,3,4)</p> <table border="1" style="width: 100%; height: 100%;"> <tr><td style="height: 20px;"></td></tr> </table> 							<p align="center"><u>Calculation Method</u></p> <p>Component scores in each domain are averaged for Domain Average.</p> <p>Domains 1, 2, 3 and 4 are all equal to 25% of the overall rating.</p>	
<p align="center"><u>Domain 3</u></p> <p>3a Communication with Students 3b Uses Questioning and Discussion Techniques 3c Engages Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness</p> <p align="right">Domain 3 Average Domain 3 Percent</p>	<p align="center">Score (1,2,3,4)</p> <table border="1" style="width: 100%; height: 100%;"> <tr><td style="height: 20px;"></td></tr> </table> 								
<p align="center"><u>Domain 4</u></p> <p>4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism 4h Attendance & Punctuality</p> <p align="right">Domain 4 Average Domain 4 Percent</p>	<p align="center">Score (1,2,3,4)</p> <table border="1" style="width: 100%; height: 100%;"> <tr><td style="height: 20px;"></td></tr> </table> 								
OVERALL WEIGHTED SCORE									
OVERALL RATING									

Strengths:

Opportunities for Growth:

Professional Growth Plan (PGP) - A plan jointly developed by the Evaluator and Teacher which results in the continuous improvement of student learning. The Evaluator shall be available to aid the Teacher in the development of a professional goal, but the responsibility for developing the steps necessary to achieve the goal shall rest with the Teacher. In the unlikely event that the Evaluator and the Teacher do not reach mutual agreement, the Evaluator shall be responsible for establishing the goals.

NOTE: A PGP is required due to a rating being marked Needs Improvement and/or unsatisfactory anywhere within a domain. The plan is due within two (2) weeks of the post conference.

Required Due Date:

Not Required

Teacher Signature

Date

Evaluator Signature

Date

Professional Growth: Guide to Developing Professional Growth Plans (PGP)

Alden-Hebron District 19’s evaluation plan process requires teachers to develop a Professional Growth Plan. Based on Danielson’s *Framework for Effective Teaching*, goals should be focused on one or more of the four domains that teacher would like to focus on to better grow professionally. Goals should also be aligned to district/school goals and initiatives. The intent of this process is to develop meaningful self-reflection for all staff members. Teacher should use the Self-Assessment Reflection Form when developing their goals for the following year.

When thinking about goals, it might be helpful to think about the following before completing the Professional Goal Plan Action Plan:

SMART Goals:

SMART Professional Growth Goal Criteria		
S	Specific Standards-Based	Clearly focused on what is to be accomplished and why it’s important Based on the Framework of Teaching
M	Measurable	Can this goal be measured? Will I be able to collect evidence of achievement? Is this goal based upon multiple sources of data?
A	Attainable & Aligned	Is this goal aligned to district/school improvement goals? Will resources be available to achieve this goal?
R	Relevant	How will this goal enhance teaching/professional practice/craft? How will this goal enhance learning opportunities for students?
T	Time Bound	Can this goal be attained within the required timeframe?

District or School Improvement Goals: List any district/school improvement goals that link to your Professional Goals

Indicators of Success: Describe or list what will change in your professional practice because of this goal.

Team Members: Those with similar Professional Growth Goals my wish to participate in Professional Learning Communities together.

Action Steps/Activities: Describe specific, aligned action steps that will be implemented to support your goal(s).

Timelines: Align timelines to the specific actions listed.

Resources: Brainstorm resources that align to the activities.

Signatures: Evaluators should review and sign the PGP to confirm that they have read and conferenced with the teacher about the plan.

Professional Goal Plan (PGP)

Name:		Year:
Position:	Team Members (if applicable):	
Professional Goal Statement(s):		What Framework for Teaching Domains/Components are addressed in this goal plan? <div style="text-align: center;"> Domain 1 Domain 2 Domain 3 Domain 4 </div>
Which school and/or District Improvement Goal(s) are addressed by this PGP?		
Indicators of Success:		
Action Steps/Activities	Timelines	Resources
1.		

I have reviewed the above Professional Growth Plan:

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

Student Growth Component

The *Frameworks for the Improvement of Professional Practice* shall incorporate the use of data and indicators of student growth as a significant factor in rating the performance of all teachers (tenured and probationary) per the School Code. The indicators of student growth shall represent thirty (30%) percent of a teacher’s performance evaluation rating.

Commencing in August 2019, the district’s student growth component will be based upon the use of individual school’s assessment data. The data analyzed represents the use of one Type I assessment and one Type III assessment. The assessments and measurement model used in the district’s student growth model are aligned to the assessment and measurement models used in the district and school improvement plans. Displayed below is the current district assessment model by grade level.

GRADE LEVEL	TYPE I ASSESSMENT	TYPE III ASSESSMENT
Birth to 3	I-Ready READING	I-Ready MATH
Pre-K	I-Ready READING	I-Ready MATH
K	I-Ready READING	I-Ready MATH
1	I-Ready READING	I-Ready MATH
2	I-Ready READING	I-Ready MATH
3	I-Ready READING	I-Ready MATH
4	I-Ready READING	I-Ready MATH
5	I-Ready READING	I-Ready MATH
6	I-Ready READING	I-Ready MATH
7	I-Ready READING	I-Ready MATH
8	I-Ready READING	I-Ready MATH
9	NWEA MAP READING	NWEA MAP MATH
10	NWEA MAP READING	NWEA MAP MATH
11	NWEA MAP READING	NWEA MAP MATH
12	NWEA MAP READING	NWEA MAP MATH

The evaluation plan includes an evaluation “matrix” which displays the interaction and impact of the student growth component on a teacher’s final summative rating. The evaluation ratings are derived from the Student Growth Model used by the district to measure individual school’s success in meeting overall student growth in academic achievement. Based upon the district’s current growth model, the student growth rating for individual teachers is reflective of the range of growth for the school to which the teacher is assigned. All student growth scores for an entire school will be compiled to develop a growth score for the teacher’s assigned school. The teacher and the evaluator will determine the data to be used for a “Mid-Point Data Review.” This Mid-Point Data review will occur by January for the teacher on his/her regular evaluation cycle. This data may be different than the data collected for the Student Growth Model described above. Any assessment data that demonstrates a student’s progress toward meeting the Math learning objectives for the current class can be used. The Mid-Point Data Review should occur before the end of the first semester at a PLC Meeting, A Data Review, or individually with the teacher. This data is not included in the Student Growth Model. The designated school’s growth score will be used to determine the Student Growth Rating on the Performance Evaluation Plan based upon the ranges of student performance cited in the “Student Growth Rating Rubric” displayed below.

STUDENT GROWTH RATING RUBRIC

Growth Score	Rating
Higher than Expected Growth 2019-2020: 65-100% 2020-2021: 70-100% 2021-2022 and beyond: 75-100%	Excellent
Expected Growth 2019-2020: 50-64% 2020-2021: 55-70% 2021-2022 and beyond: 60-74%	Proficient
Lower than Expected Growth 2019-2020: 35-49% 2020-2021: 40-54% 2021-2022 and beyond: 45-59%	Needs Improvement
Unsatisfactory Growth 2019-2020: 0-34% 2020-2021: 0-39% 2021-2022 and beyond: 0-46%	Unsatisfactory

I-Ready Math and NWEA Math are both Type I assessments that qualify as a Type III assessment because the district has determined that each assessment aligns to the curriculum being taught at each level in the district and each of these assessments appropriately measures student learning and growth. The district’s goal is for all students to demonstrate “expected growth” or better over time, as measured by the district’s current Student Growth Model.

Summative Conference Steps

- A summative conference will be held following the final formal observation no later than March 1st
- The Teacher and Evaluator will review the completed *Levels of Performance Rubrics* and the student growth data to provide an overall rating consistent with the operating principals established.
- The Teacher and Evaluator should sign/date the Summative Evaluation Form that includes the summative ratings in each domain and the overall summative rating. Signature does not confirm agreement or disagreement with individual domain or overall summative rating on the Summative Evaluation Form.
- A copy of the Summative Evaluation Form will be provided for the Teacher and the Evaluator. The original will be retained in District personnel files.

Overall Summative Rating Chart

70% Professional Practice	30% Student Growth
Domain 1 Rating:	Assessment A Rating:
Domain 2 Rating:	Assessment B Rating:
Domain 3 Rating:	Total Overall Student Growth Rating:
Domain 4 Rating:	
Total Overall Professional Practice Rating:	

Total Summative Rating	Numerical Value of Combined Performance & Growth Rating
Excellent	3.51-4.00
Proficient	3.00-3.50
Needs Improvement	2.00-2.99
Unsatisfactory	0.00-1.99

Overall Summative Rating is the professional practice rating plus the student growth rating:

- _____ Recommend tenure status
- _____ Recommend continued probationary contract
- _____ Recommend for dismissal/non-renewal
- _____ Does not apply

Teacher Signature

Date _____

Evaluator Signature

Date _____

Professional Development Plans (PDP)

The Performance and Evaluation Reform Act (PERA) includes the language regarding the creation of a Professional Development Plan for any teacher in contractual continued service (tenured) who is rated needs improvement.

This Professional Development Plan (PDP):

- is to be created within 30 days after the completion of an evaluation resulting in the needs improvement rating
- is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher's on-going professional responsibilities including his/her regular teaching assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- does not have a required minimum or maximum length of time (the plan may last until the teacher is evaluated in the next school year)

Tenured teachers must be evaluated at least once in the school year following the Professional Development Plan. Tenured teachers who are evaluated equal to or better than *satisfactory (proficient)* must be reinstated to the regular tenured teacher evaluation cycle.

For tenured teachers who are evaluated as *needs improvement*, the school district may rate the teacher's performance as *unsatisfactory* and start a remediation plan period.

Professional Develop Plan (PDP)

Teacher _____ Evaluator _____

Date _____
Within 30 days of summative rating

Areas of Improvement:				
Domain(s)/Component(s):	Expectation for Effective Teaching:			
Improvement Strategies	Tasks to Complete	Supports & Resources	Target Completion Date	Date of Completion

Signatures below indicate the plan was developed by the evaluator in consultation with the teacher, and that the teacher received a copy of this Professional Development Plan.

Teacher _____ Date _____

Evaluator _____ Date _____

Teacher will receive a copy of the completed Professional Development Plan at the following year's summative conference. My signature indicates that I have read this evaluation, participated in the conference, and received a copy of the evaluation. A signed copy of this evaluation will be placed in the personnel file, a copy will be retained by the principal, and a copy will be returned to the teacher.

Mid-Plan Update: Professional Development Plan

Teacher _____ Evaluator _____

Date _____

Domain(s)/Component(s):	Indicator of Progress:
Domain(s)/Component(s):	Indicator of Progress:
Domain(s)/Component(s):	Indicator of Progress:

Signatures below indicate the mid-plan update was completed by the evaluator in consultation with the teacher. The Teacher's signature does not necessarily indicate agreement with the contents but does acknowledge that the evaluation meeting occurred and that the Teacher received a copy of this mid-plan update.

Teacher _____

Date _____

Evaluator _____

Date _____