

Blue Ridge CUSD #18

Teacher Evaluation Plan
Including Student Growth



Revised May 2019

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Statement of Teacher Involvement

The Blue Ridge Community Unit School District #18 Evaluation Plan was developed through the cooperative efforts of the Blue Ridge Federation of Teachers and the administration of the District.

Identification of Blue Ridge Evaluators

District Name: Blue Ridge Community Unit School District No. 18

Counties: DeWitt, McLean, Piatt

<u>Name of Evaluators</u>	<u>Positions Evaluating</u>		
	Teacher	Administrator	PP Services
Paige Trimble	X		X
Ryan Peyton	X		X
Katherine Nichols	X		X
John Lawrence	X		X
Susan Wilson	X	X	X

Teachers may exercise the option to invite an evaluator in the unit, following evaluation by their own building principal, to participate in the formal evaluation process in order to provide a second perspective on their teaching. The evaluator may choose to participate or abstain from participation in the formal evaluation of a teacher in another school.

Principals may exercise the option to invite another evaluator in the unit to participate in the formal evaluation process of a teacher in order to provide a second perspective. The evaluator may choose to participate or abstain from participation in the formal evaluation of a teacher in another school.

In both instances, the person requesting a second perspective will notify all involved.

Job Description and Related Criteria for Teachers

Basic Assumptions:

The teacher evaluation program of Blue Ridge Schools is founded upon the following basic assumptions:

- I. Teacher evaluation is an ongoing process which encompasses interactions with students, parents, and colleagues both in and out of the classroom. It includes both formal and informal observation of teacher performance.
- II. The primary goal of the evaluation process is the improvement of instruction.
- III. Most individuals want to improve their performance. Most people tend to believe they are good at what they do and are interested in becoming better. This process is designed to help identify and reinforce strengths as well as suggest areas for improvement.
- IV. Objective feedback helps to improve performance. Whereas subjective feedback can be easily dismissed as biased or judgmental, objective feedback that accurately describes observable behavior provides a solid basis for analyzing and improving teacher performance.
- V. Pervasive patterns of teaching can be identified. Patterns of teaching which regularly occur in a teacher's instructional activities can be observed, described, analyzed, and changed.
- VI. When selected patterns of teaching are reinforced or changed, instruction can be improved. A growing body of research has identified the characteristics of effective teaching. When patterns of teaching that are inconsistent with this research are identified and changed, teaching can be improved.
- VII. Responsibility for improving instruction is shared by the observer and the teacher. This process is intended to provide a collegial approach to the improvement of instruction. The teacher is intended to be an active participant in the analysis of instruction, not a passive recipient of the observer's judgment. The process is most effective when the teacher becomes analytical about his or her teaching on a daily basis.
- VIII. Evaluation of teacher performance includes the areas of planning and preparation, classroom environment, instruction, professional responsibilities, and student growth. Information gathered from teacher observations in and out of the classroom may include such artifacts of teaching as progress reports, grade books, lesson plans, student assignments, tests, study guides, and other communications with students, parents, colleagues, and the general public.

Basic Responsibilities of the Observer and Teacher:

- I. The observer must:
 - A. become proficient in each phase of the Blue Ridge evaluation process
 - B. become familiar with the characteristics of effective teaching.
- II. The teacher must:
 - A. become familiar with the characteristics of effective teaching
 - B. become analytical about his or her teaching
 - C. consider ways to improve the teaching.

Job Description for Teachers:

The teacher job description is representative of and incorporated throughout the district evaluation tool. An effective teacher will exhibit the highest professional qualities as identified by the district in the evaluation plan.

PROFESSIONAL PRACTICE

Criteria and Standards Performance Ratings

Performance Ratings:	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 1: Planning and Preparation	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher's plans reflect solid understanding of the content the students and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans-instructional outcomes learning activities, materials, resources and assessments – are in complete alignment and are adapted as needed for individual students.
Domain 2: Classroom Environment	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
Domain 3: Instruction	Instruction is characterized by poor communications, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communications, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.
Domain 4: Professional Responsibilities	The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development

Evaluation Process

Teachers Assigned to More than One School:

Each non-tenured teacher assigned to more than one school will be evaluated by the administrator of each school to which the teacher is assigned each year. Administrators will collaboratively evaluate tenured teachers assigned to more than one school according to the contract schedule.

Non-Tenured Teachers:

The professional practice performance of full-time and part-time non-tenured teachers shall be formally observed in writing at least two times per year, and assigned a rating for each observation. A third formal observation may be completed at the request of the teacher or the evaluator (1st by October 15, 2nd by January 15, and (optional) 3rd by March 1).

- Beginning in the first year of full-time or part-time service, non-tenured teachers will measure student growth following the process outlined in the Blue Ridge Student Growth Guidebook and Toolkit (SGGT). Student growth will represent 30% of a teacher's summative performance evaluation rating. The other 70% of the evaluation comes from the professional practice piece.
- A teacher hired mid-year will be considered part-time for that year, and will not be administered an evaluation for that year. His/Her initial evaluation cycle will begin the next school year.
- During the third and all subsequent years of sustained service, part-time teachers will be evaluated at least once every two years and complete at least one SLO per year, similar to tenured teachers.
- At the end of each year of service a summative evaluation will be completed which will provide an overall rating for the year that will be used to determine standing on the annual honorable dismissal list.

Non-Tenured Mentoring and Induction Program:

Non-tenured teachers shall participate in the district mentoring and induction program.

Tenured Teachers:

Each tenured teacher in contractual continued service will be evaluated at least once every two years. Student growth will represent 30% of a teacher's summative performance evaluation rating. The other 70% portion of the evaluation comes from the professional practice piece.

Time Lines:

Within 15 calendar days after the first day of school, BRFT representatives shall meet with the administrators to review the evaluation process.

Within 30 calendar days after the first day of school, BRFT representatives and administrators shall review the evaluation process with all teachers scheduled for evaluation during that school year. The district will provide a copy of the Teacher Evaluation Plan to each teacher annually.

Following the classroom observation, an informal post-conference will be held within 48 hours if requested by either the teacher or the principal. Teachers will be provided a written copy of the results of the minimum number of formal evaluations provided for in the above within 15 school days following the formal classroom observation.

Timelines for measuring student growth are specified in the SGGT.

Content:

Evaluation of teacher performance shall include the following criteria:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities
- Student Growth

Information gathered from teacher observations in and out of the classroom may include such artifacts of teaching as progress reports, grade books, lesson plans, student assignments, tests, study guides and other communications with students, parents, colleagues and the general public. This includes conduct during non-school time which may have an effect on a person's employment. Data collected from student surveys will not be included in teacher evaluations.

Evaluation Instrument – Professional Practice

FORMAL CLASSROOM OBSERVATION

Pre-Observation Procedure:

Prior to a formal classroom observation, teachers will complete a Pre-Observation Data Sheet and submit it to the administrator. Teachers will determine and submit professional growth goals. The teacher and administrator will collaborate to determine professional growth goals and ways to assess progress toward those goals.

Performance Observation(s):

The purpose is to openly observe teacher performance by recording behaviors observed in a sufficient manner to document identified strengths and/or weaknesses.

Formal classroom observations will be scheduled at the mutual convenience of the teacher and administrator within the designated time lines and will consist of a minimum of one 30-minute block of time in observance of the teacher's performance in the classroom.

Informal Post-Observation Conference:

Following the classroom observation, an informal post-observation conference will be held within 48 hours if requested by either the teacher or the administrator.

Formal Post-Observation Conference:

Teachers will be provided a written copy of the results of each formal evaluation provided for in the above within 15 school days following the formal classroom observation. A formal post-observation conference will be held per the contractual agreement.

The purpose of the formal post observation conference is to analyze the observation, identify teaching behaviors that promoted learning, provide feedback on the application and effectiveness of the teaching behaviors. Also discussed will be alternatives to behaviors which did not produce the desired instructional outcomes, instructional strategies which will help the teacher and time lines needed for the next step in the process.

A copy of each teacher's written evaluation shall be placed in the teacher's personnel file and provided to the teacher. The teacher shall sign and date the written evaluation. The teacher's signature does not constitute agreement with its contents, only acknowledgement of its receipt.

The teacher shall have the right to submit an explanation or other written statement regarding any written evaluation for inclusion in the teacher's personnel file.

Each evaluator shall give a summative performance rating and employment recommendation for each teacher following the required number of formal observations. The summative performance rating shall be marked either Excellent, Proficient, Needs Improvement, or Unsatisfactory.

The final summative performance rating and employment recommendation shall be completed by March 1 for all non-tenured and tenured teachers.

Administrators assigning, to any certified employee in contractual continued service, a final summative rating of Unsatisfactory shall oversee development/implementation of the district's remediation plan in a manner and form required by law.

Administrators assigning to any certified employee in contractual continued service, a final summative rating of Needs Improvement, shall oversee development/implementation of a professional development plan for the teacher in a manner and form required by law.

Informal Post-Observation Conference:

Informal classroom observations may be made by the evaluator.

Criteria for Determining Ratings – Professional Practice:

Domain Ratings:

- A Domain rating of "Unsatisfactory" should be selected if there are one or more "Unsatisfactory" component ratings within the Domain.
- A Domain rating of "Needs Improvement" should be selected if there are no "Unsatisfactory" component ratings and there are more "Needs Improvement" component ratings than there are "Proficient" or higher component ratings within the Domain.
- A Domain rating of "Proficient" should be selected if there are no "Unsatisfactory" component ratings and there are more "Proficient" or higher ratings than there are "Needs Improvement" component ratings within the Domain. A Domain rating of "Needs Improvement" should be selected if there are an equal number of "Needs Improvement" and "Proficient" or higher ratings within the Domain.
- A Domain rating of "Excellent" should be selected if there are no "Unsatisfactory" or "Needs Improvement" component ratings and there are more "Excellent" than "Proficient" ratings for the components within the Domain. A Domain rating of "Proficient" should be selected if there are an equal number of "Proficient" and "Excellent" ratings within the Domain.

Overall Ratings:

- An Overall rating of "Unsatisfactory" should be selected if there are one or more "Unsatisfactory" Domain ratings.
- An Overall rating of "Needs Improvement" should be selected if there are no "Unsatisfactory" Domain ratings and two or more "Needs Improvement" Domain ratings.
- An Overall rating of "Proficient" should be selected if there are no "Unsatisfactory" Domain ratings, no more than one "Needs Improvement" Domain rating, and two or more "Proficient" Domain ratings.
- An Overall rating of "Excellent" should be selected if there are no "Unsatisfactory" or "Needs Improvement" Domain ratings and three or more "Excellent" Domain ratings. An Overall rating of "Proficient" should be selected if there are an equal number of "Proficient" and "Excellent" Domain ratings.

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PRE-OBSERVATION DATA SHEET

DIRECTIONS: This form is to be completed and submitted to the evaluator prior to the Formal Classroom Observation.

Class or Subject

Date of Observation

Teacher Signature

Questions for Discussion:

To which part of your curriculum does this lesson relate?

How does this learning fit in the sequence of learning for this class?

Briefly describe the students in this class, including those with special needs.

What are your learning outcomes for this lesson? What do you want the students to understand?

How will you engage the students in the 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.

How will you differentiate instruction for different individuals or groups of students in the class?

How and when will you know whether the students have learned what you intend?

Is there anything that you would like me to specifically observe during the lesson?

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POST-OBSERVATION CONFERENCE (Reflection) SHEET

DIRECTIONS: This form is to be completed and discussed with the evaluator after the Formal Classroom Observation.

Class or Subject

Date of Observation

Teacher Signature

Questions for Discussion:

In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Did you depart from your plan? If so, how and why?

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

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

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OBSERVATION REPORT FORM

Teacher: _____ Class/Subject: _____

Date of Observation: _____ Time of Observation: _____

Status: ()Part-Time ()First Year ()Second Year ()Third Year ()Fourth Year ()Tenured

Observation No. (circle one) 1 2 3

Performance rating for this observation:

()Excellent ()Proficient ()Needs Improvement ()Unsatisfactory

Summative Performance Rating (for the final evaluation for school year _____):

()Excellent ()Proficient ()Needs Improvement ()Unsatisfactory

Teacher's Signature

Evaluator's Signature

Teacher's signature merely indicates receipt of this evaluation document, not necessarily agreement with its contents.

OBSERVATION NARRATIVE/COMMENDATIONS AND RECOMMENDATIONS:

The observation narrative may include commendations and recommendations in each of the performance criterion areas:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

Blue Ridge Community Unit School District #18

ANNUAL SUMMATIVE EVALUATION REPORT

Teacher: _____ Building: _____

Grade or Subject: _____ Status: Part-Time ()
First Year ()
Second Year ()
Third Year ()
Fourth Year ()
Tenured ()

EVALUATION SEQUENCE:

Table with 4 columns: Pre-Observation Conference Dates, Classroom Observation Dates, Observation Length, Performance Rating. Includes rows for E, P, NI, U ratings.

Overall Student Growth Rating (Appendix A, Item G) E () P () NI () U ()

EVALUATION OUTCOME:

() Evaluation Completed (date): _____
() Remediation Plan – Date of next evaluation (if needed): _____

OVERALL PERFORMANCE RATING:

() Excellent () Proficient () Needs Improvement () Unsatisfactory

EMPLOYMENT RECOMMENDATION:

() Re-employment () Remediation () Termination

Evaluator Comments: _____ pages attached _____ rubric attached

Teacher Comments: _____ pages attached or see below

Teacher's Signature Date Evaluator's Signature Date

Teacher's signature merely indicates receipt of this evaluation document, not necessarily agreement with its contents.

A Framework for Teaching: Continuum of Teaching Performance

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
<p>1a: Demonstrating knowledge of content and pedagogy</p> <p><input type="checkbox"/> Does not apply</p>	<p>Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.</p>	<p>Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.</p>	<p>Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.</p>	<p>Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student <u>misunderstanding</u>.</p>	
<p>1b: Demonstrating knowledge of students</p> <p><input type="checkbox"/> Does not apply</p>	<p>Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.</p>	
<p>1c: Setting instructional outcomes</p> <p><input type="checkbox"/> Does not apply</p>	<p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.</p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.</p>	<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</p>	
<p>1d: Demonstrating knowledge of resources</p> <p><input type="checkbox"/> Does not apply</p>	<p>Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.</p>	<p>Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.</p>	<p>Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p>	<p>Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</p>	

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
1e: Designing coherent instruction <input type="checkbox"/> Does not apply	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	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 lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.	
1f: Designing student assessment <input type="checkbox"/> Does not apply	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	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 may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.	

Domain 1: ()Unsatisfactory ()Needs Improvement ()Proficient ()Excellent

A Framework for Teaching: Continuum of Teaching Performance

Domain 2: The Classroom Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
2a: Creating an environment of respect and rapport <input type="checkbox"/> Does not apply	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.	
2b: Establishing a culture for learning <input type="checkbox"/> Does not apply	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.	
2c: Managing classroom procedures <input type="checkbox"/> Does not apply	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	
2d: Managing student behavior <input type="checkbox"/> Does not apply	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	
2e: Organizing physical space <input type="checkbox"/> Does not apply	The classroom is unsafe, or learning is not accessible to some students. Furniture arrangement hinders learning activities or the teacher makes poor use of physical resources.	The classroom is safe, and at least essential learning is accessible to most students. Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	The classroom is safe, and learning is equally accessible to all students. Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.	

Domain 2: ()Unsatisfactory ()Needs Improvement ()Proficient ()Excellent

A Framework for Teaching: Continuum of Teaching Performance

Domain 3: Instruction

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
3a: Communicating with students <input type="checkbox"/> Does not apply	Expectations for learning directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified to students after some confusion. Communications are audible, legible, and conform to standard English, but limited or not appropriate to students' cultures and levels of development.	Expectations for learning, directions, and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions, and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.	
3b: Using questioning and discussion techniques <input type="checkbox"/> Does not apply	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.	
3c: Engaging students in learning <input type="checkbox"/> Does not apply	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.	
3d: Using assessment in instruction <input type="checkbox"/> Does not apply	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.	
3e: Demonstrating flexibility and responsiveness <input type="checkbox"/> Does not apply	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside 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, 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 adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes on opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.	

Domain 3: () Unsatisfactory () Needs Improvement () Proficient () Excellent

A Framework for Teaching: Continuum of Teaching Performance
Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
4a: Reflecting on teaching <input type="checkbox"/> Does not apply	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.	
4b: Maintaining accurate records <input type="checkbox"/> Does not apply	Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful.	
4c: Communicating with families <input type="checkbox"/> Does not apply	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 adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communications with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program as appropriate.	
4d: Participating in a professional community <input type="checkbox"/> Does not apply	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.	
4e: Growing and developing professionally <input type="checkbox"/> Does not apply	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.	
4f: Demonstrating professionalism <input type="checkbox"/> Does not apply	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.	

Domain 4: ()Unsatisfactory ()Needs Improvement ()Proficient ()Excellent

A Framework for Therapeutic Specialists

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license <input type="checkbox"/> Does not apply	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license. Has MA or MS CC-SLP/L.	
1b: Establishing goals for the therapy program appropriate to the setting and the students served <input type="checkbox"/> Does not apply	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.	
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines <input type="checkbox"/> Does not apply	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.	
1d: Demonstrating knowledge of resources, both within and beyond the school and district <input type="checkbox"/> Does not apply	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.	
1e: Demonstrating knowledge of students <input type="checkbox"/> Does not apply	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge 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' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	
1f: Developing a plan to evaluate the therapy program <input type="checkbox"/> Does not apply	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	

Domain 1: ()Unsatisfactory ()Needs Improvement ()Proficient ()Excellent

A Framework for Therapeutic Specialists - Domain 2: The Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
2a: Establishing rapport with students <input type="checkbox"/> Does not apply	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist reflecting a high degree of comfort and trust in the relationship.	
2b: Organizing time effectively <input type="checkbox"/> Does not apply	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.	
2c: Establishing and maintaining clear procedures for referrals <input type="checkbox"/> Does not apply	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.	
2d: Establishing standards of conduct in the treatment center <input type="checkbox"/> Does not apply	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.	
2e: Organizing physical space for testing and providing therapy <input type="checkbox"/> Does not apply	The testing and treatment center is disorganized and poorly suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are usually available.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.	

Domain 2: () Unsatisfactory () Needs Improvement () Proficient () Excellent

A Framework for Therapeutic Specialists - Domain 3: Delivery of Service

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
3a: Responding to referrals and evaluating student needs <input type="checkbox"/> Does not apply	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.	
3b: Developing and implementing treatment plans to maximize students' success <input type="checkbox"/> Does not apply	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	
3c: Communicating with families <input type="checkbox"/> Does not apply	Specialist fails to communicate with families and secure necessary permission for evaluation or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.	
3d: Collecting information; writing reports <input type="checkbox"/> Does not apply	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all of the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.	
3e: Demonstrating flexibility and responsiveness <input type="checkbox"/> Does not apply	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.	

Domain 3: () Unsatisfactory () Needs Improvement () Proficient () Excellent

A Framework for Therapeutic Specialists - Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
4a: Reflecting on practice <input type="checkbox"/> Does not apply	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflections provide an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.	
4b: Collaborating with teachers and administrators <input type="checkbox"/> Does not apply	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.	
4c: Maintaining an effective data-management system <input type="checkbox"/> Does not apply	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.	
4d: Participating in a professional community <input type="checkbox"/> Does not apply	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and project when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	
4e: Engaging in professional development <input type="checkbox"/> Does not apply	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality <input type="checkbox"/> Does not apply	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	

Domain 4: ()Unsatisfactory ()Needs Improvement ()Proficient ()Excellent

A Framework for Library/Media Specialists

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology <input type="checkbox"/> Does not apply	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, Library/media specialist demonstrates rich understanding of literature and of current trends in information technology.	
1b: Demonstrating knowledge of the school's program and student information needs within that program <input type="checkbox"/> Does not apply	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.	
1c: Establishing goals for the library/media program appropriate to the setting and the students served <input type="checkbox"/> Does not apply	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.	
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan <input type="checkbox"/> Does not apply	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	
1e: Planning the library/media program integrated with the overall school program <input type="checkbox"/> Does not apply	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.	
1f: Developing a plan to evaluate the library/media program <input type="checkbox"/> Does not apply	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	

Domain 1: () Unsatisfactory () Needs Improvement () Proficient () Excellent

A Framework for Library/Media Specialists - Domain 2: The Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
<p>2a: Creating an environment of respect and rapport</p> <p><input type="checkbox"/> Does not apply</p>	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitive to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.	
<p>2b: Establishing a culture for investigation and love of literature</p> <p><input type="checkbox"/> Does not apply</p>	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.	
<p>2c: Establishing and maintaining library procedures</p> <p><input type="checkbox"/> Does not apply</p>	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.	
<p>2d: Managing student behavior</p> <p><input type="checkbox"/> Does not apply</p>	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	
<p>2e: Organizing physical space to enable smooth flow</p> <p><input type="checkbox"/> Does not apply</p>	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	

Domain 2: () Unsatisfactory () Needs Improvement () Proficient () Excellent

A Framework for Library/Media Specialists - Domain 3: Delivery of Service

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations <input type="checkbox"/> Does not apply	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated materials. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.	
3b: Collaborating with teachers in the design of instructional units and lessons <input type="checkbox"/> Does not apply	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	
3c: Engaging students in enjoying literature and in learning informational skills <input type="checkbox"/> Does not apply	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.	
3d: Assisting students and teachers in the use of technology in the library/media center <input type="checkbox"/> Does not apply	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.	
3e: Demonstrating flexibility and responsiveness <input type="checkbox"/> Does not apply	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.	

Domain 3: ()Unsatisfactory ()Needs Improvement ()Proficient ()Excellent

A Framework for Library/Media Specialists - Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
4a: Reflecting on practice <input type="checkbox"/> Does not apply	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples, Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.	
4b: Preparing and submitting reports and budgets <input type="checkbox"/> Does not apply	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	
4c: Communicating with the larger community <input type="checkbox"/> Does not apply	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.	
4d: Participating in a professional community <input type="checkbox"/> Does not apply	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	
4e: Engaging in professional development <input type="checkbox"/> Does not apply	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	
4f: Showing professionalism <input type="checkbox"/> Does not apply	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.	

Domain 4: () Unsatisfactory () Needs Improvement () Proficient () Excellent

A Framework for School Counselors

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
1a: Demonstrating knowledge of counseling theory and techniques <input type="checkbox"/> Does not apply	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.	
1b: Demonstrating knowledge of child and adolescent development <input type="checkbox"/> Does not apply	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.	
1c: Establishing goals for the counseling program appropriate to the setting and the students served <input type="checkbox"/> Does not apply	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.	
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district <input type="checkbox"/> Does not apply	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.	
1e: Planning the counseling program, integrated with the regular school program <input type="checkbox"/> Does not apply	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.	
1f: Developing a plan to evaluate the counseling program <input type="checkbox"/> Does not apply	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	

Domain 1: ()Unsatisfactory ()Needs Improvement ()Proficient ()Excellent

A Framework for School Counselors - Domain 2: The Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
2a: Creating an environment of respect and rapport <input type="checkbox"/> Does not apply	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.	
2b: Establishing a culture for productive communication <input type="checkbox"/> Does not apply	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.	
2c: Managing routines and procedures <input type="checkbox"/> Does not apply	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.	
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school <input type="checkbox"/> Does not apply	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.	
2e: Organizing physical space <input type="checkbox"/> Does not apply	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.	

Domain 2: ()Unsatisfactory ()Needs Improvement ()Proficient ()Excellent

A Framework for School Counselors - Domain 3: Delivery of Service

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
3a: Assessing student needs <input type="checkbox"/> Does not apply	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessment of student needs is perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.	
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs <input type="checkbox"/> Does not apply	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social and career plans.	
3c: Using counseling techniques in individual and classroom programs <input type="checkbox"/> Does not apply	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	
3d: Brokering resource to meet needs <input type="checkbox"/> Does not apply	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.	
3e: Demonstrating flexibility and responsiveness <input type="checkbox"/> Does not apply	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.	

Domain 3: ()Unsatisfactory ()Needs Improvement ()Proficient ()Excellent

A Framework for School Counselors- Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent	Artifacts
4a: Reflecting on practice <input type="checkbox"/> Does not apply	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.	
4b: Maintaining records and submitting them in a timely manner <input type="checkbox"/> Does not apply	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.	
4c: Communicating with families <input type="checkbox"/> Does not apply	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.	
4d: Participating in a professional community <input type="checkbox"/> Does not apply	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	
4e: Engaging in professional development <input type="checkbox"/> Does not apply	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	
4f: Showing professionalism <input type="checkbox"/> Does not apply	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	

Domain 4: () Unsatisfactory () Needs Improvement () Proficient () Excellent

STUDENT GROWTH GUIDEBOOK AND TOOLKIT

Blue Ridge would like to acknowledge the assistance of Sandoval, Bloomington, and Urbana School Districts in the creation of the evaluation guidebook.

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Introduction to Student Growth

Using student growth measures helps achieve the mission of Blue Ridge CUSD #18 to provide educational opportunities focused on the future and to meet the needs of all in a safe, nurturing environment so that all may reach their fullest potential.

By using Student Learning Objectives (SLOs) in an accurate and meaningful way, teachers can implement strategies to allow the students to achieve their highest potential and maximize growth. Using SLOs allows the teacher to monitor student progress throughout the year and adapt teaching methods accordingly. This, in turn, consistently lets the teacher know where students are and where they should be. SLOs provide teachers a map, leading the teacher down the appropriate path for individualized student success.

SLOs also connect to the *Blue Ridge Teacher Evaluation Plan*.

Student Learning Objectives (SLOs) are the process of *setting targets* and *measuring* the extent to which they have been achieved. Targets must be measurable and evaluators must be able to do something with those measurements. SLOs are a long-term goal for advancing student learning. It is a data-informed process that involves diagnosing and improving specific student learning needs.

Performance Evaluation Rating

Student growth will represent 30% of a teacher’s summative performance evaluation rating. The other 70% portion of the evaluation comes from the professional practice piece.

Student growth ratings will be combined with the professional practice ratings to arrive at a summative performance evaluation rating. At the end of the evaluation cycle, teachers will receive a summative performance evaluation rating of one the following ratings: “Excellent,” “Proficient,” “Needs Improvement,” or “Unsatisfactory.” See the Summative Rating Matrix below for how to combine measures of student growth and professional practice into a single performance evaluation rating:

Summative Rating Matrix

To be used to combine Teacher Practice Evaluation Ratings and the Student Growth for Teacher Evaluation.

		Teacher Practice 70% Overall			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Student Growth 30%	No Growth/ Negative Growth	Unsatisfactory	Unsatisfactory	Needs Improvement***	Proficient
	Minimal Growth	Unsatisfactory	Needs Improvement	Proficient	Proficient
	Meets Goal	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Exceeds Goal	Needs Improvement***	Proficient	Proficient***	Excellent

***More evidence must be collected, and teachers and evaluators must meet before a summative rating is determined; the default ratings are noted.

Conversion Scale

1.0-1.8	Unsatisfactory
1.9-2.4	Needs Improvement
2.5-3.4	Proficient
3.5-4.0	Excellent

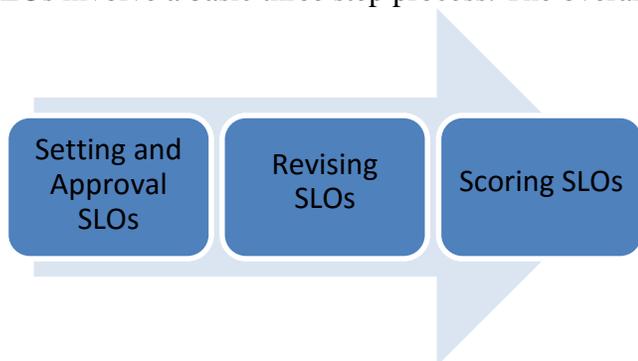
Guidelines

Each teacher needs to use at least two assessments, according to state law. According to Blue Ridge CUSD #18, every teacher will be required to write at least two SLOs, one for each assessment. The evaluation cycle differs for tenured teachers with Excellent or Proficient ratings compared to tenured teachers with Needs Improvement or Unsatisfactory ratings and non-tenured teachers. Tenured teachers with Excellent or Proficient ratings will experience a **two year** evaluation cycle, while non-tenured teachers and tenured teachers with Needs Improvement or Unsatisfactory ratings will experience a **one year** evaluation cycle.

Tenured teachers with Excellent or Proficient ratings must write at least one SLO in their non-summative year. These tenured teachers with Excellent or Proficient ratings must write at least two SLOs over the two year cycle, but they may write up to three SLOs over the cycle. The choice to write a third SLO is up to the teacher. Non-tenured teachers and tenured teachers with Needs Improvement or Unsatisfactory ratings will write two SLOs over the one year evaluation cycle.

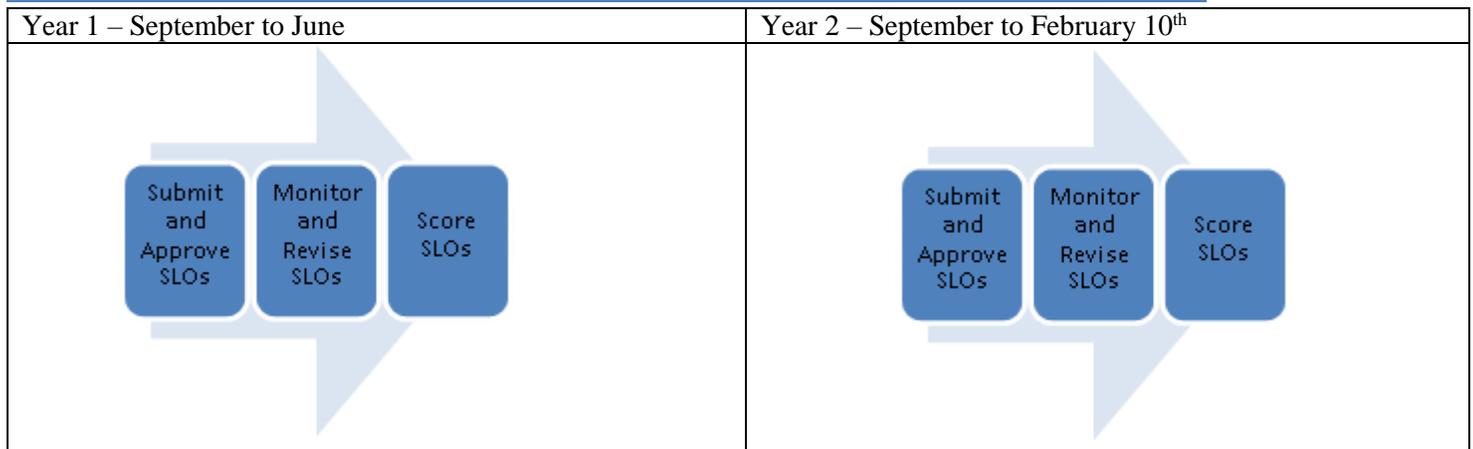
SLO Process

SLOs involve a basic three step process. The overall process for SLOs is as follows:



Each teacher will experience this SLO cycle at least once. The evaluation cycle will look different for different teachers. This cycle depends on 1) the length of the evaluation cycle (e.g. two years for tenured teachers with “Excellent” or “Proficient” ratings vs. one year for non-tenured teachers) and 2) the length of the courses/classes taught. There are three possible processes for teachers regarding the number of SLOs to develop and their associated timelines. Everyone will fit into one of these processes.

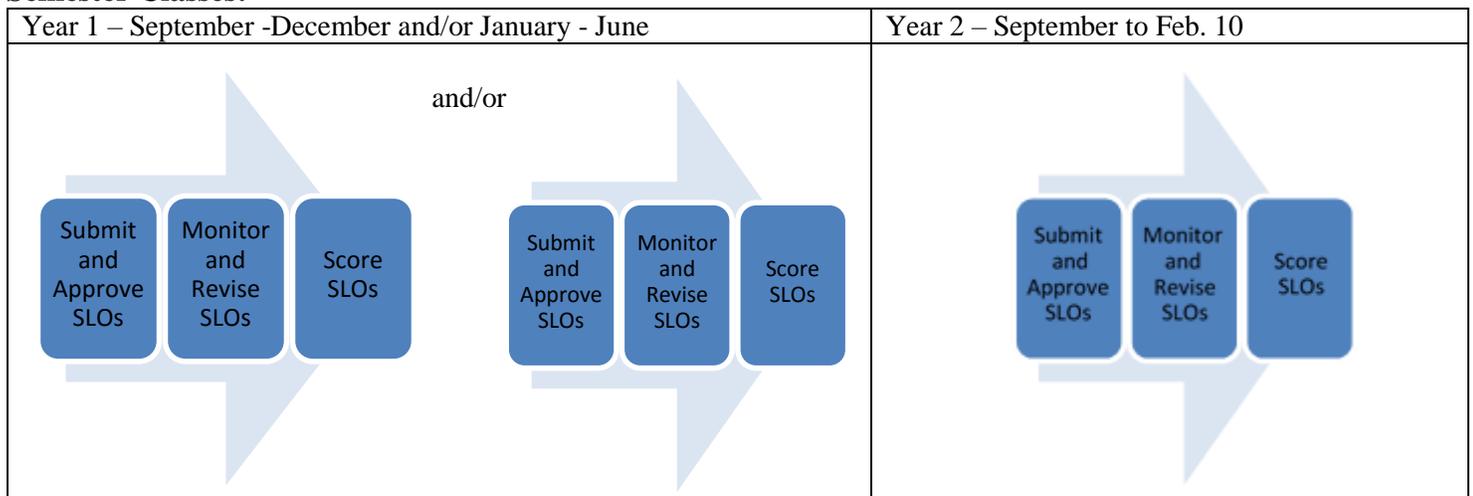
Process One: Tenured Teachers with Excellent/Proficient Ratings and Yearlong Classes



This process is typical for **elementary teachers** where classes do not change mid-year or after the quarter. There will be *at least two SLOs total, over two years, one in the non-summative and one in the summative year*. The two SLOs submitted must also be different since there will be different assessments, potentially different student populations, different learning objectives, and subject/class/course-specific baseline data. These teachers may also write more than 2 SLOs, if they choose.

Process Two: Tenured Teachers with Excellent/Proficient Ratings and Semester Classes or Quarter Long Classes

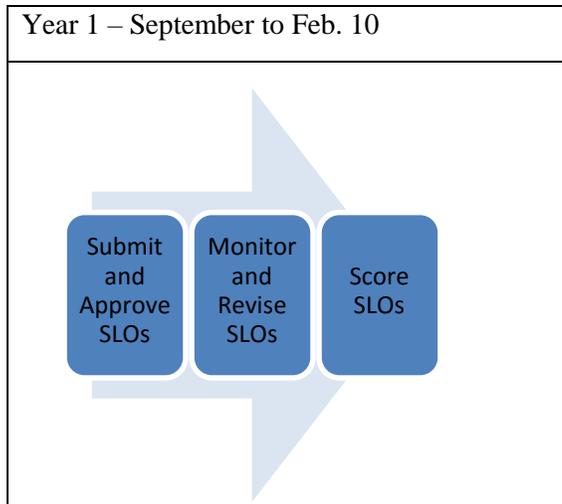
Semester Classes:



This process is typically for **high school teachers** because their student populations sometimes change at the semester. There will be *at least two SLOs total, over two years, one in the non-summative and one in the summative year*. The two SLOs submitted must also be different since there will be different assessments, potentially different student populations, different learning objectives, and subject/class/course-specific baseline data. These teachers may also write more than 2 SLOs, if they choose.

****Note:** A Quarter long class would have the opportunity to submit a SLO for whichever quarter they choose in year one. In year two, the SLO could be submitted for quarter one or quarter two. Teachers may choose to write more than one SLO in year one and/or year two but the requirement is only two SLOs total over two years.

Process Three: Non-Tenured or Tenured Teachers with “Needs Improvement” or “Unsatisfactory” Ratings



Teachers using Process 3 will write a total of two SLOs, all occurring at the beginning of the year. The summative performance evaluation rating uses data that must be submitted before February 10.

SLO Key Deadlines

In developing SLOs there is a *three step process* that should be followed along with key deadlines described below.

Step One: Setting SLOs

Key Deadlines

- Teachers assess students within 4 weeks of school or semester start date.
- Teachers submit SLOs by 3 working days following the designated Professional Development Day.
- Principals will approve SLOs within two weeks of submitting the SLO. If a teacher does not receive feedback, consider the SLO approved.

*Note: for extended teacher absences and leaves, key deadlines can be altered as needed by the evaluator at teacher request.

Step Two: Revising SLOs

Key Deadlines

- SLO Resubmission Deadline: Teachers can submit revised growth targets and student population by 6 contractual days after the designated Professional Development Day.
- The designated Professional Development Day for the Mid-Cycle Data Review must occur mid-cycle for the SLO evaluation cycle.
- SLOs must be finalized by 10 working days after the SLO Resubmission Deadline, stated above.

*Note: for extended teacher absences and leaves, key deadlines can be altered as needed by the evaluator at teacher request.

Step Three: Scoring SLOs

Key Deadlines

- During the Summative year: Assessments and scored data must be submitted no later than February 10.
- During the Non-summative year: Assessments and scored data must be submitted prior to the last day of school.

*Note: for extended teacher absences and leaves, key deadlines can be altered as needed by the evaluator at teacher request.

SLOs and Student Growth

The Student Learning Objectives themselves do not measure student growth, but rather outline a process in which growth can be measured through various tools. By setting SLOs, using approved assessments, and regularly monitoring students' development, an accurate picture of the student's growth may be developed.

Student Growth is defined as a demonstrable change in a student's or group of students' knowledge or skills, as evidenced two or more assessments between two or more points in time. Student growth is not the same thing as attainment. Attainment is a measure only at a single point in time, such as proficiency on the PARCC, College Readiness Scores on ACT, or ability to run a 7:00 mile. Therefore, attainment is not as beneficial as using growth, which measures average change over one point in time to another. We are looking to see if a student improved from one test to another, or whether a student cuts 30 seconds from his time on the mile.

Requirements and Guidelines

SLO Framework and Approval Tool

The SLO Framework is the process of setting targets and measuring the extent to which they are achieved. All teachers must submit one SLO Framework Form for each SLO written. The framework is composed of *seven* categories, as outlined on the following page.

Courses/Classes/Preparation Periods and Students to be Addressed in the SLO

For one SLO, the objective must address all students of at least 1 preparation period/course/class. For high school teachers, this means that if a teacher teaches multiple courses throughout the day (e.g. Algebra 1, Algebra 2, and Geometry), the teacher may choose all students in one course or class period (e.g. 4th period Algebra 1) or all students from all periods of a particular course (e.g. all students in Algebra 1, periods 4, 5, and 7) for a single SLO. Elementary teachers must address math in one SLO and ELA in a second SLO. For elementary teachers, one SLO must address all students from a class using either a math or ELA assessment.

For those teachers teaching multiple courses, classes, or preparation periods, NOT all students must be included in a single SLO or even the set of SLOs. For example, a high school teacher who teaches Algebra 1, Algebra 2, and Geometry, one SLO may address all students in Algebra 1 and one SLO may address all students in Algebra 2. Students in Geometry would not need to be addressed in a third SLO. For a PE teacher who teaches multiple grade-levels, one SLO may focus on all students in 1st grade PE and one SLO may address 5th grade PE.

All SLOs may be Team SLOs. A Team SLO is one where a group of teachers write the SLO together and have the same student population on the SLO; thus, these teachers share the results for all students. They set growth targets together, and they will all be held accountable for all students included on the SLO. Team SLOs are best when the teachers co-teach and/or when teachers have regular collaboration time. For example, a Special Education team who "pushes in" to a regular education classroom may write a Team SLO with the regular education teacher, and both teachers write growth targets for all students; they would then be responsible for all

students' growth on that Team SLO. A 3rd grade team at a school may write one SLO together and share the results for all 3rd grade students. If teachers collaborate to write similar SLOs and growth targets, but do NOT have the same student population, this SLO is NOT a Team SLO.

One SLO may also target a sub-group of students. This sub-group may include Tier 3 RtI students, the lowest 20% performing of the class, the highest 20% performing of the class, females, students in the "Red" on AIMSweb, etc. A teacher would want to target a sub-group of students in order to meet the needs of this particular group. For example, if the teacher chooses all students who are one year behind grade level, the teacher would want an assessment that would better measure growth for those students and then target instruction to help close the achievement gap. A teacher may choose the highest performing students in order to provide sufficient stretch and challenge these students.

An important note on student population: a larger student population will help provide more accurate data for a teacher's evaluation. If the class size falls too low, to say 10 students, how one or two students perform will impact the final SLO score more than if the SLO had 20 or 30 students. Thus, teachers should try to include a larger student population, if possible. This may not be possible for some teachers, such as Special Education teachers.

* The Blue Ridge SLO Framework for Teachers form can be found on page 45. All teachers must submit an SLO Framework for Teachers form.

SLO Framework

	Criteria	Guiding Questions
Baseline <i>What does the data show you about students' starting point?</i>	Uses allowable data to drive instruction and set growth targets is measurable. Targets specific academic concepts, skills or behaviors based upon approved assessment objectives and student needs	<ul style="list-style-type: none"> • How did students perform on the pre-assessment? • What allowable data have you considered? • What student needs are identified using the baseline data?
Population <i>Who are you going to include in this objective?</i>	90% attendance is assumed, Pre-test data available for each student included, Exceptions are allowed, based upon evaluator approval	<ul style="list-style-type: none"> • What student groups are targeted? • What are the students' social and cultural strengths and/or needs?
Objective <i>What will students learn?</i>	Targets specific academic concepts, skills, and behaviors based on the CCSS or district curriculum, where available. Uses baseline data to guide selection and instruction. Targets unit-long, quarter-long, semester-long, or year-long concepts, skills, or behaviors.	<ul style="list-style-type: none"> • What general content areas are targeted? • Is the content scaffolded and rigorous? • How is the content connected to the state standards or district curriculum? • How is the baseline data used to inform instruction?
Rationale <i>Why did you choose this objective?</i>	Aligns with school and district improvement plans. Aligns with teaching strategies and learning content. Classroom data is reviewed for areas of strengths and needs by student group, subject area, concepts, skills and behavior.	<ul style="list-style-type: none"> • What strengths and needs were identified? • Based upon what data?
Strategies <i>What methods will you use to accomplish this objective?</i>	Identifies the model of instruction or key strategies to be used is appropriate for learning content and skill level observed in assessment data provided throughout the year. Follows research based best practices.	<ul style="list-style-type: none"> • How will you differentiate instruction? • What key strategies will be used?
Targeted Growth <i>What is your goal for student achievement?</i>	Maximum of 5 groups, expressed in whole numbers. Encourage collaboration, but teachers can set distinct targets. Covers 75% of population based upon pre assessments data. Allowable baseline data can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria. Students can uphold high achievement quantifiable goals	<ul style="list-style-type: none"> • What is the growth target • How was the target determined? • What is the percentage of students who will perform at the target level? • Are you using any groups? If so, what data supports this?
Assessment <i>How will you measure the outcome of the objective?</i>	Administered in a consistent manner and data is secure. Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop. Produces timely and useful data. Standardized; has the same content, administration, and results reporting for all students. Aligned with state or district standards	<ul style="list-style-type: none"> • What assessment will be used to measure whether students met the objective? • What type of assessment (Type I, II, and III)? • How do you know the assessments are consistently administered?

Assessment Requirements

Teachers are required to use at least two assessments. All teachers will write at least two SLOs. Illinois PERA law has defined assessments according to three distinct Types: Type I, Type II, and Type III. See the graphic below:

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series, EXPLORE, PLAN, SAT (EPAS)	Examples: Collaboratively developed common assessments, curriculum tests, Benchmark assessments	Examples: teacher-created assessments, assessments of student performance

For Grades PreK-12, available assessments are listed in the Appendix:

PreK-6 teachers must address one math SLO and one ELA SLO. In cases where PreK-6 teachers are departmentalized and either a math or ELA goal do not align with their instructional duties, the teacher may work with the administration to select appropriate goals. All PreK-12 teachers must use one Type I or II AND one Type III.

Grades 7-12 teachers are allowed to use an appropriate ELA/Math Benchmark or Type I assessment. For teachers without any appropriate Type I (national) or Type II (district-wide Benchmark assessments), such as Physical Education or Music teachers, these teachers will choose or develop two Type III (classroom-based) assessments.

All Type III assessments must be approved using the Assessment Approval Form, found in the Appendix.

Collaboration is strongly encouraged when selecting or writing assessments.

Assessment Quality

All Type III assessments must be approved using the Assessment Approval Form, found in the Appendix. Teachers must complete the form and provide it to evaluators with the assessment, prior to administration. Evaluators will use the last page of the form, with the rubric, to approve Type III assessments.

If there are any issues with Type III assessment quality, teachers should contact the administrator who approved the assessment first and/or the Superintendent. If the issue is not resolved by November 1 the matter will go to the Joint Committee for consideration. Once a Type III assessment is approved, it can be used in future evaluation cycles without repeating the approval process.

If an assessment has been approved and questions are raised as to whether it meets the approval requirements, the assessment must be reviewed by the Joint Committee. The Joint Committee must decide if the assessment meets the approval requirements. The committee will reach an agreement by simple majority. If there is a tie, the conversation must continue until majority is reached or the changes will not be made.

If a Type III assessment has not been approved and a teacher believes it meets the assessment requirements, the assessment must be reviewed by the Joint Committee. The Joint Committee must decide if the assessment meets the approval requirements. The committee will reach an agreement by simple majority. If there is a tie, the conversation must continue until majority is reached or the changes will not be made.

If an administrator approves a Type III assessment that does not meet the approval requirements, that evidence should be noted in the administrator's evaluation.

Assessment Administration

Assessments must be administered across the district in similar ways, to ensure consistency and fairness for all teachers. Administration requirements vary, based upon the Type of assessment.

For Type I Assessments follow any written instructions.

For Type II/III Assessments, such as common Benchmark assessments or teacher-created assessments:

Questions	Group Decisions
Who will administer the test?	Certified teachers throughout the district
What testing conditions must be kept stable across administrations, if possible?	Testing conditions should be as similar as possible, same length of time for pre- and post-, noise and distractions should be reduced, students should be separated if possible but desk setup should be same across administrations
What materials will be allowed/required during the assessment?	Teacher provides a list of materials with assessment to the evaluator for approval; consistent materials across administrations
How will test materials be stored before, during, and after the assessment?	Must be kept in a secure location during the evaluation cycle; Test materials cannot be shown to students outside test administration and reviewing results with students.
What instructions must/can be read before test administration? How can students be prepared for testing?	Teachers are allowed but not required to use the pre-assessment for a completion/participation/activity grade. Teachers are encouraged but not required to use the post-assessment as a grade. Make a uniform script for Type II/III's if being used in more than one classroom.
How can/must teachers respond to questions during the assessment?	Encourage students to do their best. Teachers can clarify instruction but not content.
What must teachers do during the test administration?	Teachers must monitor students and time.
How can modifications be made to test administration?	Allow IEP and 504 modifications. Must be same administration for pre- and post-test.

SLO Process

The SLO Process requires seven basic steps.

Step 1: Baseline

Within this process, teachers collect baseline data at the beginning of the school year or interval of instruction. Baseline data provides measures of student understanding and ability to apply content knowledge. Many teachers already collect baseline data at the start of the school year in order to appropriately differentiate instruction. This data may also be gathered by reviewing a student's cumulative/temporary file. Baseline data may include, but is not limited to, the following data:

- Early Course Work
- Pre-Assessment(s)
- Student Surveys
- IEP/504
- English Language Proficiency
- Attendance

Step 2: Population

Next, the teacher will determine who to include in the objective using the collected baseline data. The population groups should be appropriate based on students' needs. Only students with 90% attendance should be included. Pre-test data available for each student included. Exceptions are allowed, based upon evaluator approval.

Steps 3-6: Objective/Rationale/Strategies/Targeted Growth

Teachers will create an objective based on baseline data and aligned with district curriculum. Objectives need to be unit long, quarter long, semester long or year long. Student objectives are then differentiated according to population or individual student.

Teachers would then discuss their rationale with their evaluator about why the specific growth targets were set, citing baseline and/or trend data and goals for the upcoming school year or course. Ideally, teachers would examine trend data that they have collected over multiple years to determine growth targets. If trend data is not available, educators may choose to look at data from students' past performance in a prior grade or course along with the baseline data collected at the start of the school year or course.

Teaching strategies will identify the model of instruction or key strategies to be used. In addition, the strategies will be appropriate for learning content and skill level observed in assessment data provided throughout the year and follow research-based best practices.

Next, the teacher examines the data collected during the first half of the SLO cycle to determine if students are on track to meet their growth targets, and whether the growth targets need to be adjusted due to over- or underestimation, and/or justifiable circumstances for certain students. Any adjustments to growth must be approved by the evaluator.

Step 7: Assessment

Finally, the teacher documents how many students met their growth targets. In addition, the teacher should document how many students exceeded or did not meet their growth targets and why that may have been.

SLO (Student Learning Objective) Template

Educator Information

Academic Year	
Educator Name	
School Name	
District Name	

Planning Information

Course/Subject Name	
Brief Course Description	
Grade Level(s)	
Interval of Instruction	

Timeline and Sign-Off

Evaluator Name and Title	
Initial SLO Evaluator Approval	
Midcourse Check-In Approval(optional)	
Description of changes made during the Midcourse Check-In:	
Due Date of Final SLO	

SLO Framework for Teachers

	Criteria	Guiding Questions	Teacher input
Baseline <i>What does the data show you about students' starting point?</i>	Uses allowable data to drive instruction and set growth targets is measurable. Targets specific academic concepts, skills or behaviors based upon approved assessment objectives and student needs	<ul style="list-style-type: none"> • How did students perform on the pre-assessment? • What allowable data have you considered? • What student needs are identified using the baseline data? 	
Population <i>Who are you going to include in this objective?</i>	90% attendance is assumed, Pre-test data available for each student included, Exceptions are allowed, based upon evaluator approval	<ul style="list-style-type: none"> • What student groups are targeted? • What are the students' social and cultural strengths and/or needs? 	
Objective <i>What will students learn?</i>	Targets specific academic concepts, skills, and behaviors based on the CCSS or district curriculum, where available. Uses baseline data to guide selection and instruction. Targets unit-long, quarter-long, semester-long, or year-long concepts, skills, or behaviors. Is measurable. Collaboration encouraged.	<ul style="list-style-type: none"> • What general content areas are targeted? • Is the content scaffolded and rigorous? • How is the content connected to the state standards or district curriculum? • How is the baseline data used to inform instruction? 	
Rationale <i>Why did you choose this objective?</i>	Aligns with school and district improvement plans. Aligns with teaching strategies and learning content. Classroom data is reviewed for areas of strengths and needs by student group, subject area, concepts, skills and behavior.	<ul style="list-style-type: none"> • What strengths and needs were identified? • Based upon what data? 	
Strategies <i>What methods will you use to accomplish this objective?</i>	Identifies the model of instruction or key strategies to be used is appropriate for learning content and skill level observed in assessment data provided throughout the year. Follows research based best practices.	<ul style="list-style-type: none"> • How will you differentiate instruction? • What key strategies will be used? 	
Targeted Growth <i>What is your goal for student achievement?</i>	Maximum of 5 groups, expressed in whole numbers. Encourage collaboration, but teachers can set distinct targets. Covers 75% of population based upon pre assessments data. Allowable baseline data can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria. Students can uphold high achievement quantifiable goals	<ul style="list-style-type: none"> • What is the growth target • How was the target determined? • What is the percentage of students who will perform at the target level? • Are you using any groups? If so, what data supports this? 	
Assessment <i>How will you measure the outcome of the objective?</i>	Administered in a consistent manner and data is secure. Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop. Produces timely and useful data. Standardized; has the same content, administration, and results reporting for all students. Aligned with state or district standards	<ul style="list-style-type: none"> • What assessment will be used to measure whether students met the objective? • What type of assessment (Type I, II, and III)? • How do you know the assessments are consistently administered? 	

Submitted by: _____

Date: _____

Approved & Returned by: _____

Date: _____

Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 40% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	40% - 59% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	60% - 79% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	80% - 100% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>
Date:	Evaluator Signature:		
Date:	Teacher Signature:		

See Appendix B for explanation of SLO

SLO Approval

Teachers will submit their SLOs to the evaluator for approval, and together, the evaluator and teacher will work collaboratively to ensure that the growth targets are feasible and attainable.

Key Points on SLO Approval

1. The teacher and evaluator jointly convene a meeting to review the SLO
 - Teachers come prepared to Beginning of Year Conference with SLOs written
2. The agreed upon SLO must be satisfactory against the SLO Framework criteria
 - Teacher has the opportunity to revise if the SLO does not meet any criteria
 - Teacher submits it to the evaluator with revisions with another meeting being optional
3. If the teacher and evaluator cannot agree the Joint Committee makes a final SLO determination

SLO Revisions

SLO Revision is an important step, especially during the first few years of implementation, when limited data is available by which to set feasible growth targets. The teacher should regularly monitor student progress after the SLO is approved. At the approximate midpoint of the assessment period, once more data are available, the teacher is allowed the opportunity to revise growth targets.

SLO revisions are optional, unless new students arrive and are tested in weeks 3-4 of the semester or school year. The evaluator must approve any SLO revisions, and the teacher needs to provide sufficient evidence that revisions are needed. The teacher needs to provide the original SLO and the revised SLO. The teacher should also provide evidence for growth target revision. Lastly, the teacher provides the original baseline data.

Key Points on SLO Revisions

1. A meeting is optional, at either the teacher's or evaluator's request
 - Teacher submits the revised SLO, the original SLO, and evidence for revisions, and baseline data
2. The evaluator reviews and must approve any changes
 - The evaluator rejects the proposed SLO if it is not satisfactory against the SLO Framework and the data does not support a change.
3. If teacher and evaluator do not agree, even after meeting, teacher may appeal to the Joint Committee from that building for an additional review.

SLO Scoring

This is the final step in SLO development. The scoring is assigning a singular performance rating to the SLO. The SLOs for each certified staff member must be scored and approved. Each SLO will receive a score in one of four categories, “Unsatisfactory,” “Needs Improvement,” “Proficient,” or “Excellent,” based upon the following thresholds:

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 40% met target growth
Needs Improvement	<ul style="list-style-type: none">• Use approved SLO• 40-59% of students met targeted growth
Proficient	<ul style="list-style-type: none">• Use approved SLO• 60-79% of students met targeted growth
Excellent	<ul style="list-style-type: none">• Use approved SLO• At least 80% of students met targeted growth

The teacher can submit additional data, comments, or evidence to amend or exempt any student data from the summative rating (additional work samples, attendance data, misc. student information). For instance, if a student performs poorly on an assessment, such as AIMSweb, but the teacher feels the student has made sufficient growth, the teacher can submit additional evidence, such as formative or summative assessments, projects, and class-work, to show that the student mastered the appropriate material. The teacher will need to provide standards-aligned items, to show the student mastered the appropriate standards, as well as comparative data from the class, to ensure rigor and appropriate growth. For example, the student in question could correctly demonstrate mastery as other students did who meet the growth target on the Type I assessment, and the teacher can provide these test scores and the student’s assessment to have that student’s score counted towards the teacher’s evaluation. On the other hand, the teacher can also submit student data, such as in-seat attendance data, to show that the student missed an inordinate amount of time of class, to have that student’s data removed from the SLO roster. If the teacher and evaluator cannot agree, the district Joint Committee makes a scoring determination.

Teachers may remove **all** students with less than 90% attendance. Attendance is considered to be “in seat” attendance, and teachers must track “in seat” attendance to remove any students. If the teacher does NOT track in-seat attendance, attendance is determined by the district attendance program (e.g. Skyward). Teacher can request to an evaluator that a student (with less than 90% attendance) be added back to the final SLO roster. The teacher must provide evidence using allowable baseline data and the gradebook. Teachers need to be able to access and track attendance using the district attendance program.

Key Points of SLO Scoring

1. The teacher submits the final SLOs for scoring and determines the performance ratings using the established threshold criteria
 - The teacher must provide documentation of students’ test scores when submitting
2. The evaluator approves the performance ratings

3. If the teacher and evaluator cannot agree:
 - If the SLO scores are rejected, the evaluator and teacher meet
 - If the teacher and evaluator still cannot agree, the SLO scoring is determined by the Joint Committee

Note: If no RIFs are necessary, the calendar and all deadlines can be extended to Proficient or Excellent tenured teachers until the end of the school year.

Issues with Low Student Population Numbers

The evaluator has the right to reject an SLO if 1) the student population is below 8 students AND 2) the teacher has the option to develop an SLO for another course/class with a larger student population.

Summative Student Growth Rating

The summative student growth rating will be determined by multiple SLO scores. The teacher scores each SLO and determines the summative student growth rating. The teacher submits these scores to the evaluator, along with all student growth data, to the evaluator prior to the End-of-Year Conference.

The process for determining the summative student growth rating is as follows:

- The teacher assigns a numerical score to each of the SLOs, according to the SLO thresholds (see section “SLO Scoring” above). A rating of 1 is for “Unsatisfactory,” 2 for “Needs Improvement,” 3 for “Proficient,” and 4 for “Excellent.”
- The teacher averages the scores for all SLOs. This average score becomes the summative student growth rating. **Note: this number will likely be a decimal and NOT a whole number, and this decimal number will be used to calculate your summative performance evaluation rating.**
- If the teacher only has two SLOs and one SLO is rated “Unsatisfactory” and the other is rated “Excellent,” the evaluator must collect further evidence to assign a rating. If the teacher disagrees with the rating he/she can appeal to the Joint Committee.

Student Growth Rating	Thresholds
Excellent	3.5 or higher
Proficient	2.5 - 3.4
Needs Improvement	1.9 - 2.4
Unsatisfactory	Less than 1.9

Example #1:

A teacher (high school, tenured, semester-long courses) has the following SLOs:

- SLO 1: 64% of students met growth targets
- SLO 2: 75% of students met growth targets
- SLO 3: 61% of students met growth targets
- SLO 4: 82% of students met growth targets
- SLO 5: 52% of students met growth targets
- SLO 6: 66% of students met growth targets

Step 1: Score each of the SLOs, according to the performance thresholds (see “SLO Scoring” above)

SLO 1: Proficient

SLO 2: Proficient

SLO 3: Proficient

SLO 4: Excellent

SLO 5: Needs Improvement

SLO 6: Proficient

Step 2: Assign each SLO score a numerical score

SLO 1: Proficient = 3

SLO 2: Proficient = 3

SLO 3: Proficient = 3

SLO 4: Excellent = 4

SLO 5: Needs Improvement = 2

SLO 6: Proficient = 3

Step 3: Average the SLO scores

$(2+3+2+4+2+3)/6 = 2.67$

2.67, which is “Proficient”

Example #2

A teacher (elementary, tenured teacher) has the SLOs:

SLO 1: 48% of students met growth targets

SLO 2: 75% of students met growth targets

SLO 3: 55% of students met growth targets

SLO 4: 66% of students met growth targets

Step 1: Score each of the SLOs, according to the performance thresholds (see “SLO Scoring” above)

SLO 1: Needs Improvement = 2

SLO 2: Proficient = 3

SLO 3: Needs Improvement = 2

SLO 4: Proficient = 3

Step 2: Assign each SLO score a numerical score

SLO 1: Needs Improvement = 2

SLO 2: Proficient = 3

SLO 3: Needs Improvement = 2

SLO 4: Proficient = 3

Step 3: Average the SLO scores

$10/4 = 2.5$ is “Proficient”

Note: The summative student growth rating is NOT rounded. Use the complete rational number.

Summative Performance Evaluation Rating

At the end of the evaluation cycle, the summative student growth rating will be combined with the professional practice rating for each teacher to determine the summative performance evaluation rating. Note that the student growth rating is determined by multiple (at least two) SLO scores. Student growth will represent 30% of the summative performance evaluation rating.

Meetings between or among evaluators must occur before any summative performance evaluation ratings are determined.

Student growth represents 30% of the summative performance evaluation rating.

$30\% \times (\text{summative student growth rating}) + 70\% \times (\text{summative professional practice rating}) =$
summative performance evaluation rating

The summative professional practice rating is a whole number, 1 – 4, assigned based upon the rating of “Unsatisfactory,” “Needs Improvement,” and “Proficient,” and “Excellent.” A rating of 1 is for “Unsatisfactory,” 2 for “Needs Improvement,” 3 for “Proficient,” and 4 for “Excellent.”

The summative student growth rating is the average of all SLO scores and will likely NOT be a whole number.

Summative Performance Evaluation Rating	Thresholds
Excellent	3.5 or higher
Proficient	2.5 - 3.4
Needs Improvement	1.9 - 2.4
Unsatisfactory	Less than 1.9

Example 1:

Using the teacher **Example 1** above, the teacher would use the number 3.0 for the summative student growth rating. If the teacher also received a “Needs Improvement” rating on the professional practice, the teacher would use the number 2 for the summative professional practice rating in the formula.

The summative performance evaluation rating would be determined as follows:

$30\% \times 3.0 + 70\% \times 2 = 2.3$, which would result in a “Needs Improvement” for the summative performance evaluation rating.

Example 2:

Using the teacher **Example 2** above, the teacher would use the number 2.5 for the summative student growth rating. If the teacher also received a “Proficient” rating on the professional practice, the teacher would use the number 3 for the summative professional practice rating in the formula.

The summative performance evaluation rating would be determined as follows:

$30\% \times 2.5 + 70\% \times 3 = 2.85$, which would result in a “Proficient” for the summative performance evaluation rating.

Summative Performance Evaluation Rating Processes

There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. However, evaluators are expected to provide specific, meaningful, and written feedback on performance following any and all observations and regarding the student growth rating.

All summative reports will be discussed with the teacher during the summative End-of-Year Conference and delivered to the teacher in writing. For more information about scoring using *The Blue Ridge Framework for Teaching*, please see the scoring section of this guidebook and the Implementation Toolkit.

- All summative evaluation reports will be completed prior to the March Board Meeting.
- Tenured summative evaluation reports will be completed no later than May 1.

Note: *If summative evaluation will be “Unsatisfactory” or “Needs Improvement,” the district office must receive all paperwork prior to the March Board Meeting.*

Support

Training will be provided through Professional Development. Teachers will be trained in the new system throughout the school year. Evaluators will receive supplemental training, in addition to the pre qualification training mandated by the state, in order to better understand and implement the new evaluation system and support teachers.

The **training areas of focus** are grouped into the following categories:

- SLO Development
- Student Growth Measurement
- SLO Scoring and Performance Rating Determination

Teachers receiving an “Unsatisfactory” or “Needs Improvement” should refer to pages 30-31 of the Teacher Evaluation Plan.

Model Refinement

The PERA Small Group Committee has agreed to meet at least once a year for the 2015-2016 and 2016-2017 school year. Meetings will take place after that point on an as needed basis. Feedback will be collected via surveys and school meetings to continually assess the implementation of the system, determine any supports needed, and potentially refine key parts.

Appendix A

Example SLO – High School Earth Science

	Criteria	Guiding Questions	Teacher input
Baseline <i>What does the data show you about students' starting point?</i>	Uses allowable data to drive instruction and set growth targets is measurable. Targets specific academic concepts, skills or behaviors based upon approved assessment objectives and student needs	<ul style="list-style-type: none"> How did students perform on the pre-assessment? What allowable data have you considered? What student needs are identified using the baseline data? 	15 out of 35 students scored below 25% on the assessment. 3 students scored above 50% on the pre-test. Students struggle most with identifying processes by which organisms change over time and explaining how external and internal energy sources drive Earth processes. Most students (13 out of 25) student read below grade level. Many students (18 out of 25) can describe interactions between solid earth, oceans, atmosphere, and organisms.
Population <i>Who are you going to include in this objective?</i>	90% attendance is assumed, Pre-test data available for each student included, Exceptions are allowed, based upon evaluator approval	<ul style="list-style-type: none"> What student groups are targeted? What are the students' social and cultural strengths and/or needs? 	35 students in 9 th grade Earth Science course.
Objective <i>What will students learn?</i>	Targets specific academic concepts, skills, and behaviors based on the CCSS or district curriculum, where available. Uses baseline data to guide selection and instruction. Targets unit-long, quarter-long, semester-long, or year-long concepts, skills, or behaviors. Is measurable. Collaboration encouraged.	<ul style="list-style-type: none"> What general content areas are targeted? Is the content scaffolded and rigorous? How is the content connected to the state standards or district curriculum? How is the baseline data used to inform instruction? 	Students will increase their ability to 1) identify and apply concepts that describe the features and processes of the Earth and its resources, 2) identify and apply concepts that explain the composition and structure of the universe and Earth's place in it, and 3) read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently (CCSS.ELA-Literacy.RST.9-10.10).
Rationale <i>Why did you choose this objective?</i>	Aligns with school and district improvement plans. Aligns with teaching strategies and learning content. Classroom data is reviewed for areas of strengths and needs by student group, subject area, concepts, skills and behavior.	<ul style="list-style-type: none"> What strengths and needs were identified? Based upon what data? 	Students need to improve their identify processes by which organisms change and explain how energy sources drive Earth processes, which are Illinois Science standards (12.E.4a, 12.E.4b, 12.F.4a, 12.F.4b) and concepts struggled with on the pre-test. Additionally, students are reading below grade level and need be able to read grade level science texts proficiently.
Strategies <i>What methods will you use to accomplish this objective?</i>	Identifies the model of instruction or key strategies to be used is appropriate for learning content and skill level observed in assessment data provided throughout the year. Follows research based best practices.	<ul style="list-style-type: none"> How will you differentiate instruction? What key strategies will be used? 	Higher order thinking questions, exit tickets at least 2 times per week, daily independent reading with science texts, regular progress reports sent home, small, medium, and large group work with heterogeneous and homogenous grouping based upon reading level, hands-on experiments.
Targeted Growth <i>What is your goal for student achievement?</i>	Maximum of 5 groups, expressed in whole numbers. Encourage collaboration, but teachers can set distinct targets. Covers 75% of population based upon pre assessments data. Allowable baseline data can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria. Students can uphold high achievement quantifiable goals	<ul style="list-style-type: none"> What is the growth target How was the target determined? What is the percentage of students who will perform at the target level? Are you using any groups? If so, what data supports this? 	75% of students who scored below 25% will improve by at least 40 percentage points. 75% of students who scored between 25% and 40% will improve by at least 35 percentage points. 75% of students who scored between 40% and 50% will improve by at least 30 percentage points.
Assessment <i>How will you measure the outcome of the objective?</i>	Administered in a consistent manner and data is secure. Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop. Produces timely and useful data. Standardized; has the same content, administration, and results reporting for all students. Aligned with state or district standards	<ul style="list-style-type: none"> What assessment will be used to measure whether students met the objective? What type of assessment (Type I, II, and III)? How do you know the assessments are consistently administered? 	30 question teacher-created test (Type III); 25 multiple choice recall and content/skill questions; 3 short response questions based upon text (Strategic Thinking level), and 2 open response questions on 5-level rubric (Extended Thinking Level).

Example SLO – Junior High Music

	Criteria	Guiding Questions	Teacher input
Baseline <i>What does the data show you about students' starting point?</i>	Uses allowable data to drive instruction and set growth targets is measurable. Targets specific academic concepts, skills or behaviors based upon approved assessment objectives and student needs	<ul style="list-style-type: none"> How did students perform on the pre-assessment? What allowable data have you considered? What student needs are identified using the baseline data? 	15 out of 20 students can perform musical instruments demonstrating technical skill. 18 out of 20 students can read and interpret the traditional music notation of note values and letter names. 6 out of 20 students can perform at least 6 of the major scales from memory within 1 minute. Few students (5 out of 20) can perform with expression and accuracy. 10 students scored below 40% on the pre-test; 5 students scored between 40% and 50%; 5 students scored above 50%.
Population <i>Who are you going to include in this objective?</i>	90% attendance is assumed. Pre-test data available for each student included. Exceptions are allowed, based upon evaluator approval	<ul style="list-style-type: none"> What student groups are targeted? What are the students' social and cultural strengths and/or needs? 	20 students in 7 th grade Band
Objective <i>What will students learn?</i>	Targets specific academic concepts, skills, and behaviors based on the CCSS or district curriculum, where available. Uses baseline data to guide selection and instruction. Targets unit-long, quarter-long, semester-long, or year-long concepts, skills, or behaviors. Is measurable. Collaboration encouraged.	<ul style="list-style-type: none"> What general content areas are targeted? Is the content scaffolded and rigorous? How is the content connected to the state standards or district curriculum? How is the baseline data used to inform instruction? 	Students will increase their ability to perform musical pieces with accuracy and expression, play scales by memory, and read and interpret traditional music notation in a varied repertoire.
Rationale <i>Why did you choose this objective?</i>	Aligns with school and district improvement plans. Aligns with teaching strategies and learning content. Classroom data is reviewed for areas of strengths and needs by student group, subject area, concepts, skills and behavior.	<ul style="list-style-type: none"> What strengths and needs were identified? Based upon what data? 	Students need to improve their ability to perform with expression since most students have mastered technical skills. Students need to learn to play scales to improve their ability to perform with technical accuracy. Students cannot read some varied notation of more complex musical pieces, so new musical notation needs to be introduced.
Strategies <i>What methods will you use to accomplish this objective?</i>	Identifies the model of instruction or key strategies to be used is appropriate for learning content and skill level observed in assessment data provided throughout the year. Follows research based best practices.	<ul style="list-style-type: none"> How will you differentiate instruction? What key strategies will be used? 	Scale assignments; regular formative assessments (2 x a month), small groupings based upon instrument type (brass, flutes and clarinets, large woodwinds, percussion); "Notation of the week," solo performances, quartet performances, whole band performances.
Targeted Growth <i>What is your goal for student achievement?</i>	Maximum of 5 groups, expressed in whole numbers. Encourage collaboration, but teachers can set distinct targets. Covers 75% of population based upon pre assessments data. Allowable baseline data can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria. Students can uphold high achievement quantifiable goals	<ul style="list-style-type: none"> What is the growth target How was the target determined? What is the percentage of students who will perform at the target level? Are you using any groups? If so, what data supports this? 	75% of students scoring below 40% will improve by at least 30 percentage points. 75% of students scoring between 40% and 50% will improve by at least 25 percentage points. 75% of students scoring above 50% will improve by at least 20 percentage points.
Assessment <i>How will you measure the outcome of the objective?</i>	Administered in a consistent manner and data is secure. Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop. Produces timely and useful data. Standardized; has the same content, administration, and results reporting for all students. Aligned with state or district standards	<ul style="list-style-type: none"> What assessment will be used to measure whether students met the objective? What type of assessment (Type I, II, and III)? How do you know the assessments are consistently administered? 	Teacher-created with musical piece performance, performance of 12 major scales, and written identification of musical notations; 50 total points (30 for musical piece, using 5 level rubric, 12 points for musical scales, 8 points for notation identification).

Example SLO- 3rd Grade ELA

	Criteria	Guiding Questions	Teacher input
Baseline <i>What does the data show you about students' starting point?</i>	Uses allowable data to drive instruction and set growth targets is measurable. Targets specific academic concepts, skills or behaviors based upon approved assessment objectives and student needs	<ul style="list-style-type: none"> How did students perform on the pre-assessment? What allowable data have you considered? What student needs are identified using the baseline data? 	6 students scored below 20% on the pre-test. 8 students scored between 20% and 30%. 7 students scored between 30% and 40%. 4 students scored above 40%. Students struggle most with writing informative text to clearly convey information, especially grouping related information together, developing the topic using facts and details, and providing a concluding statement. Most students (14 out of 25) also struggle with reading grade-level text with purpose and understanding. Almost all students (22 out of 25) can identify the meaning of common prefixes and derivational suffixes and decoding multi-syllable words. 60% of students read below grade level.
Population <i>Who are you going to include in this objective?</i>	90% attendance is assumed, Pre-test data available for each student included, Exceptions are allowed, based upon evaluator approval	<ul style="list-style-type: none"> What student groups are targeted? What are the students' social and cultural strengths and/or needs? 	25 students in 3 rd grade ELA
Objective <i>What will students learn?</i>	Targets specific academic concepts, skills, and behaviors based on the CCSS or district curriculum, where available. Uses baseline data to guide selection and instruction. Targets unit-long, quarter-long, semester-long, or year-long concepts, skills, or behaviors. Is measurable. Collaboration encouraged.	<ul style="list-style-type: none"> What general content areas are targeted? Is the content scaffolded and rigorous? How is the content connected to the state standards or district curriculum? How is the baseline data used to inform instruction? 	Students will improve their ability to apply grade-level phonics and word analysis skills in decoding words (CCSS.ELA-Literacy.RF.3.3), read with sufficient accuracy and fluency to support comprehension (CCSS.ELA-Literacy.RF.3.4), and write informative/ explanatory texts to examine a topic and convey ideas and information clearly (CCSS.ELA-Literacy.W.3.2).
Rationale <i>Why did you choose this objective?</i>	Aligns with school and district improvement plans. Aligns with teaching strategies and learning content. Classroom data is reviewed for areas of strengths and needs by student group, subject area, concepts, skills and behavior.	<ul style="list-style-type: none"> What strengths and needs were identified? Based upon what data? 	Students need to improve their ability to write informational texts by grouping related content together, using facts and details, and provide a concluding statement since this is a Common Core Standard and students struggle most with this topic, according to the pre-test. Many students also struggle with reading on grade-level, and students will need to read grade-level texts with purpose and understanding. These skills will be crucial for foundational reading and preparation for the 4 th grade.
Strategies <i>What methods will you use to accomplish this objective?</i>	Identifies the model of instruction or key strategies to be used is appropriate for learning content and skill level observed in assessment data provided throughout the year. Follows research based best practices.	<ul style="list-style-type: none"> How will you differentiate instruction? What key strategies will be used? 	Small, medium, and large group instruction using heterogeneous and homogenous grouping, leveled readers across subjects, 15 minutes free writing every day, weekly progress sent home to parents aligned with specific skills and the CCSS, use of higher-order thinking questions, daily differentiated instruction and activities based upon student reading level, daily use of text-based questioning, student choice in tasks, Basal reading, regular use of complex texts, co-observing and -planning with other ELA teachers
Targeted Growth <i>What is your goal for student achievement?</i>	Maximum of 5 groups, expressed in whole numbers. Encourage collaboration, but teachers can set distinct targets. Covers 75% of population based upon pre assessments data. Allowable baseline data can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria. Students can uphold high achievement quantifiable goals	<ul style="list-style-type: none"> What is the growth target How was the target determined? What is the percentage of students who will perform at the target level? Are you using any groups? If so, what data supports this? 	75% of students scoring below 20% will improve by at least 45 percentage points. 75% of students scoring between 20% and 30% will improve by at least 40 percentage points. 75% of students scoring between 30 and 40% will improve by at least 35 points. 75% of students scoring above 40% will improve by at least 25 percentage points.

<p>Assessment <i>How will you measure the outcome of the objective?</i></p>	<p>Administered in a consistent manner and data is secure. Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop. Produces timely and useful data. Standardized; has the same content, administration, and results reporting for all students. Aligned with state or district standards</p>	<ul style="list-style-type: none"> ● What assessment will be used to measure whether students met the objective? ● What type of assessment (Type I, II, and III)? ● How do you know the assessments are consistently administered? 	<p>Teacher-created (Type III) test. 20 multiple choice questions identifying common prefixes and derivational suffixes, read irregularly spelled words, (Level 1: Recall), decoding words with common Latin suffixes, decoding multi-syllable words, and comprehending grade-level texts (Level 2: Content/Skill). 2 written informational responses to a grade-level text, based upon 5-level rubric assessing: 1) introduction of a topic and group related content, 2) development of the topic with facts, definitions, and details, 3), use of linking words, and 4) use of a concluding statement or section (Level 3: Strategic Thinking).</p>
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Blue Ridge Student Learning Objective Approval Form

Teacher Name: _____

Class/Course: _____

Date: _____

Approved Not approved

Evaluator Signature: _____ Date: _____

See next page for comments if not approved.

If not approved:

Criteria not met and reason(s) why:

Suggestions for Improvement:

Approval Tool for Type III (Teacher-Created) Assessments

Teacher: _____ Course/Class: _____

Directions: For any Type III assessment used for SLOs, it is required that teachers complete the steps below, using the *Standards Alignment and Coverage Tool*, *Rigor Analysis Chart*, and *Assessment Approval Rubric*.

- 1) Using the assessment and any applicable scoring guide/rubric, identify which standards align to which items or tasks on your assessment. Use State Standards, if applicable. Type standards next to assessment questions. Then, use the *Standards Alignment and Coverage Tool* to note which questions are aligned to which standards and to ensure that each standard is covered by sufficient number of items or tasks. Attach this chart to the assessment. **Note:** Not all performance-based assessments may need several tasks for each standard, but all tasks should be aligned to standards. Thus, even teachers using performance-based assessments must align any tasks to standards using the *Standards Alignment and Coverage Tool*.
- 2) Use the *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting at least three levels of rigor. Attach this chart to the assessment.
- 3) Review the format of the assessment questions. Check for the following:
 - Are questions/tasks written clearly?
 - Are there a variety of types of questions/tasks?
 - Are the questions/tasks free of bias?
 - Are the questions appropriate for the subject/grade level?
- 4) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:
- 5) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Learning Objective for this course?
- 6) Please return this form to your primary evaluator, along with a copy of the assessment(s), *Standards Alignment and Coverage Tool*, *Assessment Rigor Analysis Chart*, and any additional supporting materials (rubrics, scoring guides, etc.).

Adapted from: Indiana Department of Education RISE Evaluation and Development System. Student Learning Objectives Handbook Version 2.0. 30
January 2013. Accessed at
<http://www.riseindiana.org/sites/default/files/files/Student%20Learning%20Objectives%20Handbook%20200%20final%284%29.pdf>

Rigor Analysis Chart – Depth of Knowledge (DOK)

Teacher: _____

Course/Class: _____

Directions: Use the chart below to categorize assessment questions, if applicable. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of at least three levels of rigor.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat, Indicate, Show	How many...? Label parts of the... Find the meaning of...? Which is true or false...? Point to ... Show me (the time signature/the piece of Renaissance art). Identify (which instrument is playing/the art form/home plate/the end zone)	
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify, Describe, Perform a Technical Skill, Perform a Skill with Accuracy	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will... Shoot 10 lay-ups in a minute, 5 free throws (out of 10 shots), and remain in control of dribbling the ball for 1 minute. Memorize and perform a theatrical scene with at least 85% accuracy in terms of line memorization, cues, and staging. Perform a piece of music with technical accuracy. Demonstrate knowledge and skills to create works of visual art using sketching and constructing.	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, problem-solving, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare, Argue, Perform a task using Problem-solving, Writing with Textual Analysis and Support	Construct a defense of... Can you illustrate the concept of...? Apply the method used to determine...? What might happen if...? Use evidence to support... Sing or play with expression and accuracy a variety of music representing diverse cultures and styles. Use problem-solving to perform an appropriate basketball/football/baseball play in a given scenario (e.g. complete a double play, set up a basketball screen, run the spread offense for a first down). Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts.	

Level 4: Extended Thinking	Requires complex reasoning, planning, developing, thinking, designing, creating, and evaluating, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains. Student may use or perform a variety of methods or mediums to convey complex ideas or solve problems.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Evaluate, Design, Create and Perform Complex Performance- or Project-Based Assessment Tasks	Design x in order to..... Develop a proposal to.... Create a model that.... Critique the notion that.... Evaluate which tools or creative processes are best for x theatre or musical production. Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making. Perform a complex musical piece with a high level of expression and accuracy. Design and perform a complex basketball or football play appropriate for a given situation. Evaluate and perform various offensive plays or movements in a basketball/football/baseball game, based upon the defensive scenario. Evaluate the use of various mediums to communicate ideas and construct 2 and 3 dimensional works of art using these mediums.	
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Adapted from: Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx> and UW Teaching Academy <http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm>

Assessment Approval Rubric for Type III (Teacher-Created) Assessments

Teacher: _____ **Grade Level/Subject:** _____

	Approved	Not Approved
Assessment	<ul style="list-style-type: none"> Items represent at least 3 DOK levels/tasks Grade level appropriate for class/course Scoring is objective (includes scoring guides/rubrics) Item type and length of assessment is appropriate for the grade-level /subject Sufficient number of standards, based upon course or subject and grade-level. 3-5 items or tasks for each standard/skill to be assessed for content-area subjects Question stem and answer choices are clear, free from bias, and do not cue the correct answer 	<ul style="list-style-type: none"> Items represent 2 or less DOK levels/tasks Inappropriate for the grade level or course Scoring may be subjective, and the scoring guide/rubric does not adequately describe the critical elements of the task for each performance level No scoring guide is provided Either the item type or length of assessment is insufficient for the grade-level/subject Question stem or answer choices indicate bias Question stem or answer choices cue the correct answer Question stem or answer responses are either too broad or too narrow to elicit the intended response. Question stem or answer choices are unclear and invite a wide range of responses.

I approve of this assessment/task and any accompanying rubrics without further change.

Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics:

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Summative Student Growth and Performance Evaluation Rating Form– End of Year Conference

Teacher: _____

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 40% met target growth
Needs Improvement	<ul style="list-style-type: none"> Use approved SLO 40-59% of students met targeted growth
Proficient	<ul style="list-style-type: none"> Use approved SLO 60-79% 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 SLO **AND** in the last row, the average of all SLO 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		
3		
4		
5		
6		
Overall		

70% Professional Practice Rating = _____ (from Danielson -based rubric)

30% Student Growth Rating = _____ (from table above)

= Summative Performance Evaluation Rating of _____

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Note: Worksheet on p. 63 and Example Worksheet on p. 64

Worksheet – Summative Student Growth and Performance Evaluation Rating

Observation Rating	Unsatisfactory-1	Needs Improvement-2	Proficient-3	Excellent-4
1				
2				
3				
Total Score				
Divide by # of observations				
Multiply by .7				
SLO Rating	Unsatisfactory-1	Needs Improvement-2	Proficient-3	Excellent-4
1				
2				
Total Score				
Divide by # of SLOs				
Multiply by .3				

Observation Rating: _____

SLO Rating: _____

Total: _____

Overall Performance Rating Including Student Growth: _____

Conversion Scale (p. 33-34 of Teacher Evaluation-Student Growth Plan)

1.0-1.8	Unsatisfactory
1.9-2.4	Needs Improvement
2.5-3.4	Proficient
3.5-4	Excellent

Example Worksheet – Summative Student Growth and Performance Evaluation Rating

Observation Rating	Unsatisfactory-1	Needs Improvement-2	Proficient-3	Excellent-4
1			3	
2			3	
3			3	
Total Score			9	
Divide by # of observations 3			3	
Multiply by .7			2.1	
SLO Rating	Unsatisfactory-1	Needs Improvement-2	Proficient-3	Excellent-4
1				4
2				4
Total Score				8
Divide by # of SLOs 2				4
Multiply by .3				1.2

Observation Rating: Proficient 2.1

SLO Rating: Excellent 1.2

Total: Proficient 3.3

Overall Performance Rating Including Student Growth: Proficient**

Conversion Scale (p. 33-34 of Teacher Evaluation-Student Growth Plan)

1.0-1.8 Unsatisfactory
 1.9-2.4 Needs Improvement
 2.5-3.4 Proficient **
 3.5-4 Excellent

Appendix B

Steps to SLO Writing

There are **seven steps** in writing SLOs, as follows:

Step 1: Baseline

Teachers will need to collect baseline data on students in order to better understand students' strengths and weaknesses when setting growth targets. Knowing where students start the year at, and knowing what they already have mastered and have yet to master, can help inform your instruction. If students already know how to write a five paragraph essay but struggle with using evidence, you can target your instruction throughout the year. However, teachers should look for as much viable data as possible when determining students' strengths and weaknesses. More data, beyond one test administration, will provide a more comprehensive picture of students' starting points and will help facilitate grouping students when creating growth targets. Therefore, teachers should begin collecting data on students to help create that more comprehensive picture of student strengths and weaknesses.

Teachers can use the following data at the beginning of the year to help assist in assessing students strengths and weaknesses:

- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)

Teachers can start building portfolios of student data to start grouping students who start at similar places. Formative assessment data and previous achievement data might indicate that a student has actually mastered a certain concept, in which he or she did not indicate mastery on the pre-test. Conversely, a student may have correctly answered certain items on a pre-test, but previous achievement data and formative assessments indicate the student struggles with those concepts when multiple-choice answers are not provided. Attendance, too, can have an impact on how much a student might learn in a school year. If a student has a history of attendance problems, then he or she might not have as ambitious a growth target as someone who has more regular attendance. Previous achievement data, such as previous standardized test scores, too, can indicate how well a student performs on standardized tests over time. If a student has gaps lasting over several years, his or her growth targets might look much different than someone who has a stellar academic history.

Thus, data can be disaggregated, or pulled apart, in multiple ways. **Teachers must have an idea of how the class performed overall, how groups of students performed, and what concepts or skills students need help with.**

By the end of the baseline analysis phase, teachers should identify needs for their students and be able to meet the following criteria.

- Use **allowable data** to drive instruction and set growth targets
- Be **measurable**
- Targets specific **academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs

This also means that any analysis should address student needs based upon how students performed on certain standards, and teacher should identify **specific** skills or concepts to target, using pre-assessment and other data as evidence of that need.

Baseline Data and Analysis consists of the following process:

Step 1: Teachers will examine all allowable data, such as previous achievement data or previous grades. The teacher is required to use the pre-assessment, as well. If the pre-test is not yet administered, teachers can begin collecting all allowable data to get a better sense of students' needs.

Step 2: Teachers can look at the pre-test and any relevant formative assessments and observational data to determine what students already know and what students struggle with. You might just have idea of students' overall reading levels or how students perform on certain strands (e.g. Number Sense, Algebra, Non-fiction Reading, Fiction Reading, etc.) compared to other strands.

Step 3: Teachers analyze assessment data to determine specifically what skills and concepts students struggle with. Go back to the assessment itself, if available, to try to determine where students made mistakes. Develop a list of standards, skills, or concepts that need to be targeted within the classroom. This might mean you may have to analyze the data in different ways, or disaggregate the data, so you can look at how students performed on particular items or on particular concepts.

Step 4: Determine which students may need additional help or students who may be far above grade level. Think about how you might need to differentiate instruction and how you might group students when setting growth targets. Which students struggle with similar concepts? Which students need more challenging material?

Step 5: Write a short 1-3 sentence statement in the second row of the SLO Framework, explaining the class's performance overall on pre-test (or other assessments) and specific student needs. ***At least one specific student need MUST be identified.***

Example: Students are, on average, behind grade-level since 10 out of 28 students hit the target on AIMSWeb. 5 students are far below average and struggle with basic number operations skills and geometric concepts. 4 students were far above average and need less support with numbers and operations and more challenging work with algebraic concepts.

Step 6: Refer back to the criteria listed above to ensure that you have analyzed allowable data and identified students' needs. Make sure you have analyzed the data to determine strengths, weaknesses, specific concepts or skills that have yet to be mastered, and to identify specific students who may be struggling or excelling.

Step 2: Population

All teachers must **identify students** to be included on their Student Learning Objective (SLO) roster. This is the third row of the SLO Framework.

The **Student Population** included in an SLO will be a roster of those identified students whose growth throughout the year will be used for evaluative purposes.

Not all students' growth scores will count towards a teacher's success on an SLO. While teachers will set goals for all students and monitor all students' progress toward those goals throughout the year, only certain students' scores will be used for evaluative purposes.

When developing SLOs to be used for evaluations, any data should reflect the instruction that takes place inside the classroom. Students with low attendance or who miss class often may not have growth targets that count toward a teacher's evaluation, and the ***teacher's final SLO roster*** may be different than the teacher's actual in-class roster.

Blue Ridge CUSD 18 has identified the following criteria for the Student Population portion of the SLO:

1) **Only students with 90% attendance or higher will be included on a final SLO roster** at the end of the evaluation cycle. Teachers will include ***all*** students with pre-test data at the beginning of the year, but those students who do not meet the attendance minimum must be excluded from the teacher's summative student growth rating. The teacher will record the students' pre-test and post-test data, but then indicate which students' growth scores will not be used for evaluative purposes.

2) **Students must be present for the pre-test** and must be continuously enrolled after that date. All students must be tested within the first four weeks of school or the semester. ***Any students who arrive after the fourth week after the start of school or the semester might be included on a teacher's SLO roster.***

3) At the end of the evaluation cycle (e.g. at the End-of-Year Conference), **teachers can request exceptions** for certain students who they feel should not be included on their final SLO rosters. Exceptions can be allowed on a student-by-student basis and must be approved by an evaluator. Sub-groups (e.g. SPED, ELL) **cannot** be excluded. Teachers must appeal for any exceptions and must present evidence to the evaluator to justify any exceptions. Examples of data for exceptions include:

- Additional work samples (e.g. a portfolio, previous assessments that are standards-aligned, with comparative data and work samples from other students)
- Attendance/attribution data (e.g. student was pulled from class x amount)
- Miscellaneous student information

The teacher submits additional data to evaluator, and evaluator makes the decision. If the teacher does not believe the decision accurately reflects his/her contribution to student growth, the teacher may appeal the decision to the Joint Committee. **Any request for exceptions are the responsibility of the teacher.**

Teachers must track data on students who may miss class for medical reasons, truancies (will still being counted in “attendance” but are present for that teacher’s class), absences for sports, etc. For example, a student may still be in attendance but may miss a certain number of days in your Biology 1 course to attend an In-School Suspension or Physical Therapy. The student is still counted as present, and therefore meets the 90% attendance requirement, but if the amount of time for ISS or PT was counted, the student was not in attendance *in your class* for 90% of the time. Thus, that student’s performance is not reflective of the instruction taking place inside the classroom, and that student must be removed from the final SLO roster. Attendance is considered to be “in seat” attendance, and teachers must track “in seat” attendance to remove any students. If the teacher does NOT track in-seat attendance, attendance is determined by the district attendance program.

Teacher can include that a student (with less than 90% attendance) on the final SLO roster. A teacher may present evidence if she feels the assessment data does not accurately reflect the student’s performance or growth and if that student’s score should be changed from “not meeting” the growth target to “meeting” the growth target (e.g. the student had a “bad” test day). The teacher can present additional work samples that are aligned with the pre- and post-assessment, to show that the student did master the concepts on the approved assessment, thus warranting the score of “meeting” the growth target. Moreover, the teacher must also submit data from other students to indicate how that student in question performed in comparison to other classmates who did or did not meet their growth targets.

Issues with Small Student Populations:

The evaluator has the right to reject an SLO if 1) the student population is below 8 students AND 2) the teacher has the option to develop an SLO for another course/class with a larger student population.

If the final SLO roster falls below 6 students, the teacher has the option to use the Professional Practice as the SLO score. If the teacher elects to use the Professional Practice rating as the score for that SLO, the teacher must notify the evaluator prior to the post-test administration.

Directions: To begin identifying the Student Population

In the **population row** of the SLO Framework, indicate the **number** of students who took the pre-test, **describe the class**, and **attach the roster** for evaluators to review (e.g. 25 students in 4th hour English 1. See attached roster).

Step 3: Objective

All teachers must write an **Objective** within their Student Learning Objective (SLO). This is the row labeled objective on the SLO framework.

An **Objective** is a long-term goal for advancing student learning. In terms of a Student Learning Objective (SLO), the objective is a broad statement of what students will be expected to know or do by the end of a course. It should be aligned to what students will be assessed on.

Here are example Learning Objectives from national models:

Grade Level & Subject	Assessment	Learning Objectives:
9 th Grade Literacy	SRI	Students will increase their comprehension, vocabulary, and fluency in reading.
9 th -12 th Grade Literacy	Teacher/Student-created Rubric	Students will be able to write reflections, that respond to a particular reading, that demonstrate higher order above and beyond the first level of Blooms Taxonomy ladder where students simply copy or repeat facts from their reading.
Biology I	District-wide end-of-course assessment	Students will use the scientific method to organize, analyze, evaluate, make inferences, and predict trends from biology data.
9 th Grade Art	Scott Foresman Art Rubric	Students will improve their ability to draw from direct observation via studies of still life, skulls, African masks, etc.
9 th Grade Algebra	Type III Assessment	The students will demonstrate an understanding of quadratics and exponent rules.
AP US History	AP DBQ rubric and AP Free-Response Question	AP US History students will increase their ability to identify and create the key elements of a strong DBQ response including a clear thesis statement, presentation of strong supportive arguments, and incorporation of primary documents.

Note: In the above examples, standards are NOT directly referenced.

Examples using Common Core Standards:

Grade Level & Subject	Assessment	Learning Objectives:
Geometry	Final Exam	Students will improve their ability to solve problems and apply concepts using congruence, similarity, right triangles, and trigonometry, circles, expressing geometric properties with equations, and geometric measurement and dimension, and modeling with geometry (CCM – Geometry).
12 th Grade English	Teacher/Student-created Rubric	Students will be able to write arguments to support claims in an analysis of a grade level literature text using valid reasoning, relevant and sufficient evidence, and citing strong and thorough textual evidence of what the text says explicitly and inferences drawn from the text. (Grade 12- CCW1, Grade 11-12 CCRL1)

Blue Ridge CUSD 18 has identified the following criteria for Objectives. An Objective must be:

- Objectives need to be **rigorous**, meaning the content being taught should be standards-aligned and appropriate for the course and/or grade-level of the students. An Objective should match the skill level of the students. So, Objectives will be less rigorous for English 1 students than English 2 or 3 students, since these students may not have as rigorous content or curriculum in terms of products or assessments. This content should match what is being assessed on the identified assessment.

- Objectives should target **specific concepts, skills, or behaviors**. “9th grade Language Arts” or “Chemistry” would **not** be an acceptable Objective since the teacher should be more specific with what skills or concepts will be taught. See the examples above. “Students will increase their comprehension, vocabulary, and fluency in reading” is much more descriptive in terms of skills and concepts than “9th Grade Literacy.”
 - **Hint:** Use the prompt “Students will be able to…” and then use Bloom’s Taxonomy language to describe exactly what students must be able to do by the time they finish your class by the end of the year.
- Additionally, Objectives should be **aligned to standards**. If national standards are available (e.g. English, Math, and Science), the Objective should cover the same content and align in terms of rigor. If national standards are not available, teachers should reference district or school curricula, scope & sequence, textbooks, goals, etc.
- **Baseline data** can help inform your Objective. If the pre-assessment data shows that student already have mastered certain concepts, your Objective can focus on those objective students have yet to master. If students are behind grade-level in reading, your Objective may focus on scaffolding or remedial skills, in addition to grade-level appropriate skills.
- Objectives should be different if a course lasts an entire year versus a course that is taught for one semester or quarter (e.g. students may not learn the same material to the same extent in these classes).
- **Measurable Objectives** means that you can assess whether your students have learned these skills. Referring to the “9th Grade Literacy” example above, it is very difficult to assess “9th Grade Literacy,” but it is much more measurable to assess if students have increased their comprehension, vocabulary, and fluency in reading.
- Teachers should **collaborate** with other teachers in the same department, grade-level, or subject area to ensure objectives are aligned within and across courses. If a 4th grade student must be able to complete numbers operations using fractions, then the 5th grade objective should build upon those concepts.

Further Resources from National Models:

- **Austin:** http://archive.austinisd.org/inside/initiatives/compensation/docs/SCI_SLO_Examples_2011-12.pdf
- **Denver:** <http://sgoinfo.dpsk12.org/>
Scroll down, and on the right side is a list entitled “SGO Examples” by grade level and subject area
- **Rhode Island:** <http://www.ride.ri.gov/educatorquality/educatorevaluation/SLO.aspx>

Directions: To begin writing your SLO:

- 1) Review: any available standards, district- or school-wide goals, end-of course objectives, end-of-course objectives for preceding and subsequent courses within your department, any available curricula or scope and sequence, and the content of the available assessment, and baseline data. Use any available examples from national models, as well.
- 2) Then, based upon the assessment, develop a **succinct** statement (1-2 sentences) of what students should be expected to know by the end of the course. Write it in the appropriate box in the “SLO Framework.” **Refer directly to any standards, if applicable.**
- 3) Check your Objective by comparing your objective to those developed by teachers within your department. Make sure that your students will be prepared for the next course in the department, if available, and that students entering your class are adequately prepared, based upon the prior class’s Learning Objective.
- 4) Check to make sure your objective meets the criteria listed above.

Step 4: Rationale

After examining Baseline data and writing an Objective, teachers will need to develop a Rationale for their Objective. This is the rationale row of the SLO Framework. Teachers explain why they have determined to cover this content, using an analysis of students’ strengths and needs as evidence, or a rationale, for that content. **Teachers will answer the question: Why did you choose this Objective?**

Blue Ridge CUSD 18 has identified three criteria for approving the Rationale. **The Rationale must:**

Rationale should reference any **school or district goals**, set out in the improvement plan. If literacy is an identified area for student improvement in the school improvement plan, the teacher’s Objective and Rationale should align with that goal. Make sure that what you are doing in your classroom aligns with any district or school-wide initiatives, so that everyone is working toward those same goals.

Ensure that your Rationale supports the **Objective** and that the **Strategies** you identified earlier match this Rationale. If your Objective mentions that students will improve their ability to add, subtract, multiply, and divide fractions, your Rationale should state the reason *why* your students are learning those skills (e.g. it prepares them for the next math course and builds off their existing conceptual knowledge of fractions). Plus, your Strategies section should be able to help you implement that instruction (e.g. use of small and large group instruction to target specific student needs, learning centers with different fractions activities, use of manipulatives to help students develop a conceptual understanding of using fractions, differentiated instruction since some students already have a stronger conceptual understanding of representing fractions).

Ensure that you are mentioning BOTH students' **strengths and needs**. You will not need to target instruction to those skills students already have learned, but you will need to target instruction towards students' needs. Additionally, you might have slightly different content or rigor for certain groups of students, based upon the Baseline analysis. Make sure you have examined data in multiple ways (whole group, student group, specific skills or concepts), and cite that analysis here.

By the end of this step, you will have a succinct 1-3 sentence statement in the rationale row of the SLO Framework, explaining why you have chosen your Objective, while referencing Baseline data and students' strengths and needs. Think of this as explaining to your evaluator your thought process when establishing your content and strategies.

To review and possibly revise their Objective, teachers connect any student needs identified in the Baseline Analysis step to the Objective and therefore, better target student needs.

Example Rationale:

- ❑ Students struggle with motive, inference, making predictions, and drawing conclusions from text, according to the pre-assessment, so I will focus on these specific reading comprehension skills. Most (19 out of 22 students) have already mastered identifying character traits, summarizing the main idea, and identifying cause-and-effect, so that will not be the focus of instruction.
- ❑ Most students (23 out of 25) cannot classify organisms, identify the procedures for controlled experiments, identify the main branches of Biology, or identify basic Biology vocabulary to describe scientific processes. Some students (12 out of 25) can identify the basic components of a lab report and lab safety techniques. Most students (20 out of 25) can identify the steps of the scientific inquiry process. Therefore, the Objective targets the underlying tenets of Biology, including the organization of the field, vocabulary, procedures for experiments, and classification of organisms, but we only need to briefly review the scientific inquiry process.
- ❑ 11 out of 27 students scored on "Average" or "Above Average" on 5th grade AIMSWeb Math. Most of these students (9 out of 11) have mastered addition, subtraction, multiplication, and division of whole numbers and fractions. Few of these students (2 out of 11) can use proportional reasoning to solve mathematical problems. 9 out of 27 students are "Well Below Average." These students struggle with basic number and operations skills, including multiple digit subtraction, multiplication and division of whole numbers and fractions. According to CCSS, the class overall performed best on Data and Analysis questions on AIMSWeb but lowest on Algebra questions.

Step 5: Strategies

All teachers must write **Strategies** within their Student Learning Objective (SLO). This is the strategies row of the SLO Framework.

Strategies help connect the professional practice work of teacher evaluations with the student growth work. These strategies can be implemented in the classroom to help you achieve both your Professional Growth and student growth goals. Strategies also show the evaluator that you have a plan in place to help you achieve these goals.

Blue Ridge CUSD 18 has identified the following criteria for Strategies. Strategies must:

- Teachers must identify at least one strategy to be implemented in the classroom.
- Strategies should be related to the curriculum.

- Strategies should be appropriate for that group of students, using data from formative and summative assessments to determine student needs.
- Strategies should be based upon research. Teachers can use previous PD to inform their strategies. Examples from the 2011 Danielson Framework also offer excellent research-based practices (e.g. regular circulation during small group activities, students write their own rubrics and use them to inform their individual progress).

Directions to identify Strategies:

- 1) Complete a review of what you already know. Identify any previous Professional Development and any resources, such as the curriculum or textbook. Reference any school-wide initiatives. Search the Internet or available research for effective and proven strategies.
- 2) In the SLO Framework, write at least one strategy to be used to help students achieve their growth goals. Multiple strategies can be identified.
- 3) Once baseline data is available, review the identified strategy or strategies, and add to or revise the initial strategies identified.
- 4) Check the strategies against the established criteria.

Examples of Strategies include:

- Small- and whole-group work on a daily basis
- Learning centers
- Regular circulation
- Use of higher-order thinking questions
- Differentiated instruction
- Weekly newsletters home to families, with opportunities for family feedback

Step 6: Targeted Growth

Once teachers have an understanding of where students start, teachers can determine how much students will grow by the end of the evaluation cycle or course. Teachers can refer to the targeted growth row of the SLO Framework. This is where the rubber meets the road, and it's time to roll up our sleeves!

As already discussed, teachers can use the following data to inform the setting of growth targets:

- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)

Teachers should already have a good understanding of students' strengths and students' needs. Growth targets are the most crucial pieces of a high quality SLO, so knowing the criteria the district has provided, along with some additional best practices, can help teachers create ambitious yet feasible growth targets for their students. Teachers should have high expectations of their students, yet these growth targets should also be reasonable and can be achieved.

Teachers should create growth targets that meet the following criteria:

Criteria 1) Teachers can create a target with up to five groups of students. Multiple groups are best when students have much different starting points. Multiple groups would be best in the case in which you have a few students scoring in "Well below" on AIMSweb, a few students starting in the "Below" and a few students in the "Average" or "Above Average" categories. A teacher must create between 1-5 groups of students. Each member of the group will have the same growth target. Teachers should make this decision based upon how much students' scores vary on the pre-assessment. If students' scores are spread out, 3-5 groups are best, but if students' scores are very similar, maybe only 1 or 2 groups are necessary. If all students start at a very similar place, the teacher does NOT need to create groups and can have one growth target for the whole class (e.g. all students will improve by at least 25 points). Try to group students who start out at similar places together.

Criteria 2) Teachers should use whole numbers for consistency. So, a teacher might say that students will grow by 10 percentage points (e.g. go from 50% on the pre-test to 60% on the post-test), or a student will grow by at least 12 points on AIMSWeb. If all teachers use the same format, it will be easier for evaluators to analyze and verify the data.

Criteria 3) Teachers should collaborate when setting these growth targets. Collaboration helps create consistency across the school, so a teacher shouldn't be accused of creating too easy or hard a growth target. Teachers should look at similar students to determine how much students might be expected to grow. So, say Teacher A had a few students who scored 13 on the AIMSWeb Reading, she might ask another teacher who had students who scored 12 or 14 to see how many points of growth they should expect for those students. If a common assessment is given, similar students should have similar growth targets, even if they are not in the same class. Even if the students' scores look different across classes, the growth targets can be based upon one another. Example: Teacher B has many of the low performing Biology students in Biology 1. Teacher B spoke with Teacher C, and Teacher B now expects his students to grow by at least 15 points from the pre-assessment to the post-assessment. Meanwhile, Teacher C who had more of the higher performing students will expect her students to grow by at least 10 points, since we would expect less growth from students who are already near the top and have less to room to grow.

Teachers can create growth targets that are distinct or different from other teachers', if the data supports those growth targets. So, if a teacher has students who perform much differently than all the other students in that course across the school, that teacher should have growth targets that are based upon the needs of her students. Still, that teacher should try to collaborate with other teachers to see how they set their growth targets, if at all possible.

Note: When collaborating, a best practice is to examine available tools and data. This means examining the AIMSWeb growth targets already provided, or examining how students performed previously on the pre- and post-tests. The district is encouraging teachers to use these tools and resources. Teachers should utilize these tools and resources to make informed decisions about how much students should be expected to grow.

Criteria 4) Based upon pre-assessments data. Growth targets are the amount of points/percentage/categories students are expected to improve from the pre-test to the post-test. Teachers must use that pre-test data on which to base growth targets. Example: If you are using AIMSWeb math, you cannot "switch" to another assessment for growth targets. Whatever assessment you use as your pre-test should inform your Baseline analysis, Objective, and Rationale.

Criteria 5) Teachers can use the following data to inform growth target setting: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria. A multitude of sources can help you as the teacher to get a better understanding of how much a student might be expected to grow and how to group students. Two or more data points provide you more data than one pre-test; however, not all these data sources are required to be used. A teacher can pick and choose which data sources might be most relevant to setting the growth target or groups. Teachers should examine all this data, before determining which data sources are most relevant for each particular student or groups of students and how to group students. Assessment tools, such as the AIMSWeb growth targets, can help you get a better picture of what reasonable growth might look like, since those are based on national targets. Student criteria, such as Special Education or ELL status, might cause you to group certain students together or to think about how much growth is feasible for those students.

Criteria 6) Growth targets can uphold high achievement. This means that students who perform exceptionally well on the pre-test can be expected simply to maintain their high achievement.

Example:

Group 5: Students who score above 90% on the pre-test will maintain 90% or better on the post-test, or Students who score in the "Far Above Average" on AIMSWeb Reading will remain in the "Far Above Average" on the post-test.

These students have little room to grow, so a teacher will ensure that these students maintain high achievement on this one assessment.

Criteria 7) Quantifiable goals. Make sure you are using numerical targets to set growth targets. An evaluator will need to make sure your students hit their growth targets at the end of the evaluation cycle, so you want these goals to be as clear as possible.

Setting growth targets is a 5-step process:

Step 1) Examine Baseline Data. You should already have completed this step, but now is a good time to go back and review how students performed on the pre-test.

Step 2) Begin collaboration with other teachers. Together, reference previous data and any available tools. See if students share similar scores across classrooms. Where are there similarities? Where are there differences?

Collaborate with other teachers in your department or teachers teaching the same students. You want as much as consistency across teachers as possible, for fairness. Be ready to utilize the strengths of other teachers as you create groups or targets or when setting growth targets.

Step 3) Collaborate to determine number of groups. In collaboration with other teachers, determine how to group students, if appropriate. If students' scores are spread apart on the pre-test, you will probably want to choose 3-5 groups. If students' scores are clustered together, only 1 group may be necessary.

When setting groups, you can divide students between 1 and 5 groups. These groups can be based upon the color category in AIMSWeb or clusters of scores. You can group the highest performing "Red" students with the lowest performing "Yellow" students. Or, if you are using a Final Exam, you might create 3 groups: students who scored below 30%, students who scored between 30% and 50%, and students who scored above 50%. Use the data to see where cut-off points might be for different groups. No one cut-off point is best since it depends on your classroom's data.

If student scores are not widely spread out, then only one tier might be necessary. This might be true for AP courses, in which similar students are selected, or the first course in that subject, such as Mechanics 101, Physics, or Economics, since all students will enter with very limited knowledge about that subject. Then, if students score similarly on the pre-test, you might want one group for the whole class.

Step 4) Collaborate to set growth targets. You still should be working with other teachers to determine growth targets for consistency and fairness. Remember to reference any tools (e.g. AIMSWeb tools) or previous data to see how much students should be expected to grow.

You want to set common growth targets for each group of students.

Example 1: 8 out of 10 students in the "Well Below" will grow by at least 8 points. 8 out of 10 students in the "Below" will grow by at least 7 points. 4 out of 5 students in the "Average" or "Above Average" will grow by at least 6 points.

Example 2: Students who scored below 30% will grow by at least 20 percentage points. Students who scored between 30% and 50% will grow by at least 15 percentage points. Students who scored above 50% will grow by at least 10 percentage points.

Similar students should have similar growth targets across teachers, so compare your students and groupings to other teachers. If you have the same student as other teachers, collaborate to see how you are grouping that student and how much growth you expect, especially if you will be using the same assessment. There should not be tremendous discrepancies across classrooms with the same students or same subject, with ample data to support this growth targets.

Step 5) Check the criteria. All growth targets should be expressed in whole numbers. By examining baseline data, collaborating with other teachers to set similar growth targets across classrooms, and using up to five groups, you have already ensured that you have met several criteria.

Be sure to write your groups and the growth targets for each group in the last column in the SLO Framework – Teacher's Form.

Step 7: Assessment

To begin, teachers identify the assessment they will be using to measure student growth. This is the assessment row on the SLO Framework.

High-quality assessments generate high-quality data that can be used to inform instruction and ensure accurate measures of student growth. Teachers can create standards-aligned items using the "Standards Alignment and Coverage Tool."

Each teacher will eventually need to use at least two assessments in a two year period. This assessment can be teacher-created or a Type I (national) or Type II (district-wide) assessment, such as the AIMSWeb test or the Formative Benchmark tests. **If the teacher creates his or her own assessment, the evaluator MUST approve the assessment before administering it.**

Remember, **assessments must be given at least twice per school year** to measure growth (not attainment), according to the state law. Thus, teachers should administer a test at the beginning of the semester (within the first four weeks) and then give the same (or very similar) assessment at the end of the semester/year.

For any teacher-created assessment, the assessment must meet the following criteria:

- Administered in a **consistent manner** and **data is secure**
- Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop
- Produces **timely and useful data**
- Standardized**; has the same content, administration, and results reporting for all students
- Aligned** with state or district standards

What is meant by these criteria?

- An assessment must be administered in a similar manner on both the pre- and post-test. So, if you allow calculators or other materials on the post-test, students must be allowed the same access to those resources on the pre-test.
- Data must be secure, so that a student is not able to view the test or answers ahead of time. Be careful when making copies – you probably do not want to send them to the printer in the main office.
- A test must be applicable to the class and items must reflect the skills students have the opportunity to learn throughout the school year or semester, based upon your growth targets and instructional time with those students. Thus, a student in a 5th grade reading class should be given an assessment measuring those 5th grade skills, not 4th or 6th grade skills. If a test does not adequately assess those skills a student should learn, the evaluator may ask the teacher to create another assessment.
- All assessments should produce timely and relevant data. Therefore, ensure that each item is standards-aligned, so you can use that data to determine which skills are most important to teach or which skills students have already mastered. Make sure that the assessment does not take an unusually long period of time – that might not produce the timely and manageable data you need to inform instruction.
- Make sure that each administration of the assessment (e.g. pre- and post-test) tests for the same content or skills. The pre-test should look almost identical to the post-test. (However, a math teacher might change around some numbers, a reading teacher might use the same reading passage but use different questions, as long as the post-assessment tests the same skills as the pre-test.)
- Teachers do not need to write the standards in the assessment, but teachers should refer to district or other standards when writing assessment items. The “Creating Standards-Aligned Assessment” tools are helpful for this purpose. Make sure you can justify each assessment item by being able to refer to a standard to which it is aligned. Use state standards, where available.

When identifying the assessment, state the name of the assessment in the SLO Framework. If you are using a teacher-created assessment, briefly describe the assessment (e.g. 40 question multiple-choice Science test with one open-response). If you are using a teacher-created assessment, attach the assessment and note “see attached” in the appropriate space in the SLO Framework Teacher’s Form. If you are using a Type I assessment, such as AIMSWeb or DIBELS, note the test and subject you are using (e.g. AIMSWeb 4th Grade Math - Comp), just to clarify your process to the evaluator.

Example responses:

- **5th grade AIMSWeb Reading20 multiple-choice Business test. See attached.** (Teacher attaches the test)
- **5 open-response questions using a four-point writing rubric, aligned with CCSS Writing Standards for 10th grade. See attached.** (Teacher attached the test)
- **One-mile run and strength test (sit-ups or push-ups). Students are timed in the mile run. Then, students must complete as many sit-ups or push-ups in one minute.**

Congrats! You have now successfully written an SLO! Now, it’s time to get back to the classroom to begin implementing your plan!

Appendix C

Key Terms

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

Attainment – a point-in-time measure of student proficiency which compares the measured proficiency rate with a pre-defined goal.

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

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

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

PERA Small Group Committee – a committee composed of equal representation selected by the district and its teachers, when applicable, the exclusive bargaining representative of its teachers, which shall assist in the design of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

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.

Revising SLOs – the window that includes the review and revision of the SLO, specifically revision of growth targets and the student population

Scoring SLOs – the window that includes the scoring of the assessment, the final submission of the SLO, and the scoring of the SLO against performance thresholds

Setting/Approving SLOs – the window that includes the creation and approval of the SLO and its component parts, including learning objective, growth target, and assessment

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.

Student Learning Objective (SLO) - targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after collaboration and consultation with colleagues and administrators.

Summative Student Growth Rating – the final student growth rating, after combining the scores of multiple SLOs

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.

Appendix D

Blue Ridge CUSD 18

Available Assessment Types by Job-Alike Categories

Teacher Classification	Content Area	Type I	Type II	Type III
PreKindergarten	All		X	X
K-2	Rdg., Math, Science, Social Studies		X	X
Gr. 3-6	Rdg., Math	X	X	X
Gr. 3-6	Science, Social Studies		X	X
JH English/Language Arts	ELA	X	X	X
JH Mathematics	Math	X	X	X
JH Social Science	Social Studies		X	X
JH Science			X	X
HS English/Language Arts		X	X	X
HS Mathematics		X	X	X
HS Social Science			X	X
HS Science			X	X
Band/Music			X	X
Art			X	X
Foreign Language			X	X
CTE: Ag, Business, Family and Consumer Science, Industrial Technology, JH Computer/Keyboarding			X	X
Special Education/Title I			X	X
HS Alternative Program			X	X
Physical Education			X	X
Driver's Education/Health			X	X
Librarian			X	X

Note: Gr. 6 is included in the JH category and also where specifically listed.

Blue Ridge CUSD 18

Available Assessments

Measure		Level	Type I	Type II	Type III (subject to evaluator approval; once approved, always approved)
Accelerated Reader	Comprehension	K-6		X	X
AIMSweb Plus	Rdg./Math	K-6, JH		X	X
Basic Driving Rules Test for permit	Driver's Education	HS		X	X
CCCR	Science	6, JH			X
DIBELS Next	Oral Rdg. Fluency	K-6		X	X
Driving Test	Driver's Education	HS		X	X
Edgenuity Prescriptive Test, pre-quiz, quiz, unit test, cumulative exam	Alt. Ed.	HS		X	X
Early Learning Standards	PreK	PreK		X	
Illinois Science Assessment	Science	5,8,HS	X		
KIDS Assessment	All	K	X	X	X
Literacy and Math CCSS	ELA, Math	K			X
MAZE	Rdg Comprehension	K-6, JH		X	X
MCAP	Math Computations and Applications	K-6		X	X
MCOMP	Math Computations	K-6		X	X
Moby Max Math	CC Math Standards	5,6		X	X
Music memorization, playing tests, understanding of musical elements	Band, Choir	JH, HS			X
Online Assessment	Keyboarding	JH		X	X
Illinois Assessment of Readiness (IAR)	ELA, Math	3-6, JH, HS	X		

Pre- Post-Assessment	All Subjects	All			X
Rocket Math	Math	1			X
Rubric – portfolio, journal, writing assignment, performance	All Subjects	All			X
Teacher made quiz/test/exam	All subjects	All			X
Textbook Lab Work/Experiment/Reflect-Connect	Science	All		X	X
Textbook Pre/Unit/Chapter Tests/Quiz	All subjects using textbooks	All		X	X
Timed Math Tests	Math	3			X
WTW	Spelling	1			X
Xtramath	Math	1			X
R-CBM	Reading	1-8		X	X
PSAT 10 or PSAT NMSQT	All subjects	10	X		
PSAT 8/9	All subjects	8-9	X		
SAT	All subjects	11	X		
Fountas & Pinnell	Reading	K-3		X	X

Note: Gr. 6 is included in JH and also where specifically listed.

Blue Ridge CUSD 18

Teaching Categories/Groupings

PreKindergarten
Kindergarten – Gr. 2
Gr. 3-6
Elementary Science
JH English/Language Arts
JH Mathematics
JH Social Science
JH Science
HS English/Language Arts
HS Mathematics
HS Social Science
HS Science
Band/Music
Art
Foreign Language
CTE: Ag, Business, Family and Consumer Science, Industrial Technology, JH Computer/Keyboarding
Special Education/Title I
HS Alternative Program

Physical Education
Driver's Education/Health
Librarian

Note: Gr. 6 is also included in JH category and where specifically listed in Gr. 3-6

REMEDICATION PLAN

A tenured teacher receiving an unsatisfactory rating will enter a remediation process as outlined below:

- I. The plan shall provide, within 30 calendar days after an evaluation has been reduced to writing resulting in a rating of unsatisfactory, for the development and initiation by the District of a remediation plan designed to correct the areas identified as unsatisfactory, provided the deficiencies are deemed remediable.
 - A. The remediation plan shall provide for 90 school days of remediation in the classroom to occur immediately following the unsatisfactory evaluation. The tenured teacher's performance must be evaluated midway through, and at the conclusion of the remediation period.
 - B. The evaluations and ratings shall be conducted by a qualified evaluator.
 1. When the evaluation schedule requires an evaluation after the close of the school year, but on or before July 15, such evaluation shall be scheduled to occur no later than two (2) weeks prior to the close of the preceding school year.
 2. When the evaluation schedule requires an evaluation after the close of the school year, but after July 15, such evaluation shall be scheduled to occur not later than two (2) weeks after students' attendance commences in the following school year.
 3. Failure to strictly comply with the time lines for the required evaluations because of events such as summer months, illness, or certain leaves granted teachers under a remediation plan shall not invalidate the results of the remediation plan.
 4. The remediation plan shall provide reinstatement to a schedule of evaluations every two years for any teacher who successfully completes the remediation plan by receiving a rating of proficient or excellent.
- II. Participants in the remediation plan shall include the teacher deemed unsatisfactory, a qualified evaluator and a consulting teacher. The remediation plan may include the participation of other personnel to assist in correcting areas identified as unsatisfactory.
 - A. The participation of the consulting teacher shall be voluntary.
 - B. The qualified consulting teacher shall be one who has received a rating of Proficient or Excellent on his/her most recent evaluation has a minimum of five years of experience in teaching and has knowledge relevant to the assignment of the teacher under remediation.
 - C. The consulting teacher shall be chosen by the school administrator from a list developed by the Blue Ridge Federation of Teachers, if it chooses, or by the District. The list shall include at least five (5) qualified teachers (or the names of all teachers so qualified if that number is less than five) from which the consulting teacher is to be selected.
 - D. Where no consulting teacher is available in the District, the District shall request the State Board of Education to provide a consulting teacher. The State Board of Education shall thereupon provide a consulting teacher who meets the requirements of subsection IIB of this Section.
 - E. If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher.
 - F. The consulting teacher shall provide advice to the teacher rated as unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.

- G. The consulting teacher shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the teacher under remediation, unless a collective bargaining agreement provides otherwise.
 - H. The consulting teacher shall be informed, through conferences with the qualified administrator and the teacher under remediation, of the results of the evaluations in order to continue to provide assistance to the teacher under a remediation plan.
 - I. Travel expenses incurred by the consulting teacher shall be paid by the district.
- III. The plan shall provide that any teacher who fails to complete the remediation plan with a proficient or better rating shall be dismissed in accordance with Section 24-12 or 34-85 of The Illinois School Code.

The written remediation plan will contain the following components:

- A. Description of the condition(s) in need of change.
 - B. Clear definition of acceptance levels of performance.
 - C. Plan of achieved identified expectations.
 - D. Indication of assistance to be provided.
 - E. System of monitoring progress.
 - F. Indicators for success.
 - G. Resources needed.
 - H. Time lines for completion.
- IV. Professional Development Plan – Within 30 school days of the completion of an evaluation rating a tenured teacher as “needs improvement”, the evaluator, in consultation with the teacher, must create a professional development plan that is directed to the areas of needed improvement. The plan must take into account the teacher’s ongoing professional responsibilities, including his or her regular teaching assignments. The plan also must describe any support the district will provide to address any areas identified as needing improvement.