Teacher Evaluation Procedures
Chaney-Monge School District 88

Purpose:
The purpose of this teacher evaluation plan is to encourage teachers to grow in their teaching and to develop a comprehensive assessment of all responsibilities both in and out of the classroom. The evaluation plan should generate instructional conversations so each teacher's perspective can be considered.

Monitoring of the Teacher Evaluation Plan
This Teacher Evaluation Plan will be continually monitored by the PERA Joint Committee, which will solicit periodic feedback from all teachers.

Notice:
At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice that a performance evaluation will be conducted in that school term to each teacher affected. The written notice shall include a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating; and a summary of the manner in which measures of student growth and professional practice relate to the ratings.

Evaluation Schedule
Tenured teachers (excellent or proficient), those in contractual continued service, shall be evaluated at least once every three years (and one informal on an off year). Tenured teachers in their off-evaluation years will not need to submit Type III assessment data.
However, a tenured teacher who has obtained a Needs improvement or an Unsatisfactory rating shall be evaluated the year following either of those ratings.
Probationary teachers shall be evaluated every year.

Professional Practice   **Professional Practice will comprise 70% of a teacher's evaluation rating.**

Formal Observation: A formal observation is a specific window of time scheduled to directly observe the professional practices of the teacher in his/her classroom for a minimum of 45 minutes at a time; or during a complete lesson; or during an entire class period. It shall be preceded by a conference between the evaluator and the teacher at which a discussion of the planned lesson takes place.

 In advance of this conference, the teacher shall submit to the evaluator a written lesson or unit plan and other evidence of planning for the instruction and recommendations for areas in which the evaluator should focus. Following the observation, the evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice. The evaluator shall provide written feedback to the teacher about the individual's professional practice, including evidence specific to areas of focus designated during the conference preceding the observation. The teacher shall consider (that is, reflect upon) his or her instruction and, if applicable, may provide to the evaluator additional information or explanations about the lesson presented.

Informal Observation: An informal observation is not announced in advance and not subject to a minimum time requirement. Following an informal observation, the evaluator shall provide feedback to the teacher either orally or in writing and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator. Evidence gathered during an informal observation may be considered in determining the performance evaluation rating, provided it is documented in writing.

Strengths and Weaknesses
As required under Section 24A-5 of the School Code, the evaluation plan shall specify the teacher's strengths and weaknesses and the reasons for identifying the areas as such.

Number of Observations

Tenured teachers receiving a final rating of "Excellent" or "Proficient" in the last evaluation, must receive a minimum of two observations, one of which must be formal.

Tenured teachers receiving a final rating of "Needs Improvement" or "Unsatisfactory" in the last evaluation, must receive a minimum of three observations, two of which must be formal.

Probationary teachers must receive a minimum of three observations, two of which must be formal.

Lack of Evidence for an Observable Component

If an observation takes place and there is a component for which there is no evidence recorded, that component will remain open for evidence from a future observation. However, the teacher may submit artifacts, such as the lesson plan, as evidence for that component. Special education teachers may write examples of exemplary teaching practices for Domains II & III

Domains I and IV

Since Domains I and IV do not lend themselves to observational evidence, artifacts and teacher reporting will be required. A list of examples of this evidence is noted in the Addendum.

Teacher Attendance

A teacher's attendance will be reflected in Component 4f, Showing Professionalism.

Student Growth   **Student growth will comprise 30% of a teacher's evaluation rating.**

Student growth is a 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.

Type I = Reliable assessments that measure students or a subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, administered either statewide or beyond. Examples: STAR Reading, STAR Mathematics.

Type II = Assessments 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: collaboratively developed grade level test or a publisher's textbook test.

Type III = Assessments that are rigorous and aligned to the course's curriculum and that the evaluator and teacher determine measures student learning in that course. Examples: student work samples, teacher-created assessments.

At least one assessment must be a Type I or Type II and one a Type III. If no Type I or Type II can be identified, then both can be Type IIIs. A Type I or a 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.

Groups of Teachers

The following groups of teachers were identified:
#1 = Kindergarten Teacher
#2 = First and Second Grade Teachers
#3 = Third, Fourth, and Fifth Grade Teachers
#4 = Sixth, Seventh, and Eighth Grade Teachers
#5 = Special area teachers such as art, music, physical education, and technology
#6 = Special education teachers

#7 = Interventionists in reading and mathematics

Assessment #1: All teachers will have 5% of their evaluation rating determined by the average growth shown on either the STAR Reading or the STAR Mathematics assessment, whichever shows the most growth.

Assessment #2: All teachers will have the remaining 25% of their evaluation ratings determined by a Type III assessment.

Student Learning Objectives (SLO Template)
The following template should be used by each teacher, along with an analysis of the expected growth scores for his or her students.

Of all students who met the attendance requirement, at least _____% will meet their growth target.
Excellent = 76% or more of students met targeted growth
Proficient = 51% to 75% of students met targeted growth
Needs Improvement = 25% to 50% of students met targeted growth
Unsatisfactory = Less than 25% of students met targeted growth

Assessment Inventory
An inventory of each assessment, which shall include a copy of the assessment, a short description of the content or skills being assessed, and the approximate time an average student would take to complete it will be maintained by the Principal. This inventory will be updated annually.

Creating Type III Assessments
The pre-test and post-test can be the same document. However as PERA states, assessments used for each data point in a measurement model may be different provided they address the same instructional content.
The process and criteria used by the evaluator and teacher to identify the Type III assessments will be determined at the beginning of the year. The Type III assessments should be selected from the following examples: 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 area in a school.

Since all students in a teacher's class will be taking the same assessment, questions should reflect a range of depth of knowledge. Nothing prevents two or more teachers at the same grade level from using the same assessment. Although this may be classified as a Type II assessment if it is used district-wide, PERA permits a Type II assessment to qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

Type III assessments, instruments that measure a student's acquisition of specific knowledge and skills, shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards and/or Common Core State Standards and shall align to the school's/district's school improvement goals.

Students Being Assessed
Student growth data for Type III assessments will come from students in one class/section selected by the teacher. Teachers in Groups 4, 5, 6, and 7 will select the class/section of students whose data will count toward the teacher's student growth rating. Teachers in Groups 2 and 3 will use their respective homeroom class/sections, while Group 1 may select either the AM or PM class/section.

Evaluation Cycle
An evaluation cycle runs from the first day of school until all evaluation materials have been submitted.

Interval of Instruction is the period of time during which two or more assessments are analyzed for the purpose of identifying a change in a student's knowledge or skills. The interval of instruction should be a minimum of three weeks with the whole process of pre-test, post-test, and interval of instruction taking place between the start of the school year and March 1.

Student Attendance
Data used to determine a teacher's student growth score must be based on students who have taken the pre-test, post-test and who have been present for a minimum of 90% of the instructional lessons. Exceptions to this requirement must be appealed to the evaluator at the time of the concern.
If a student's tardiness results in a significant amount of class-time being missed, then it would be counted as an absence.

Class/Group Sizes
Although some classes/sections may be unusually small, there is no minimum number of students needed to provide a student growth part of a teacher's rating.

Accommodations:
Any student receiving special education services should receive the same accommodations as written in the student's IEP. The same is true for students with Section 504 Plans. Accommodations for other students may be permitted upon approval from the principal/evaluator. Teachers feeling the need for certain accommodations should write a summary expressing why the accommodation is needed and exactly what the accommodation will be. Any accommodation should be the same for the pre-test and the post-test.

Make-Up Exams
Students absent from either a PERA pre-test or PERA post-test will be allowed five school days to make up this assessment, to be administered by the respective teacher.

Midpoint Review
A midpoint review process by the teacher and evaluator is mandated by PERA to review progress toward professional practice and student growth and allows for an adjustment to instruction, as needed. Data, excluding pre-tests and post-tests, from any classroom tests, student work samples, student attendance, discipline issues, grades, etc., may be reviewed by means of a self-reflection sheet submitted by the teacher to the principal by the Tuesday after Martin Luther King's Birthday. The teacher or evaluator may request a conference to discuss the teacher's reflection statement.

Assessment Issues Needing Immediate Attention
Any emergency issue that needs immediate resolution will be determined by the school/district administration.

Students' Awareness of PERA
It is possible your students will inquire as to the significance of the PERA assessments. If any student asks, teachers should answer their questions honestly and forthrightly. Explain to them that all assessments are used to measure their academic growth.

Storage and Security of Scored Type III Assessments
Scored Type III assessments must be maintained in a folder in that teacher's classroom. The principal and superintendent may have access to them as necessary.

Assessment Administration/Scoring Procedures
The procedures used to administer and score both the pre-test and post-test need to be written by the teachers of each assessment. They can be written and revised during the pilot year. They should include such information as duration of the assessment, directions given to the students, points awarded for partial answers, etc.

The respective teacher of each class/section assessed should score all the Type III assessments. For teachers in Groups 1 through 5, post-tests should count for students' grades while the pre-tests will not. If a teacher feels it is inappropriate to meet this requirement, the teacher should send a written request to the principal/evaluator explaining the rationale for this exception.
A summary of assessment results, including pre-test and post-test data, must be submitted to the evaluator upon completion of the scoring.

Teachers Receiving Final Rating of Either Needs Improvement or Unsatisfactory

Per the Master Collective Bargaining Agreement Pages 26 and 27.
Per Section 24A-5 of The School Code (105 ILCS 5/24A-5.

If the qualified evaluator determines that the evidence collected to date may result in the teacher receiving either a "Needs Improvement" or "Unsatisfactory" performance evaluation rating, then the qualified evaluator shall notify the teacher of that determination.

The district shall provide a number of options for the professional development of teachers who receive ratings of Needs Improvement and Unsatisfactory. Any professional development provided shall align to Standards for Professional Learning (2011) published by Learning Forward.

Appeal and Review Issues
Any teacher may submit an Extenuating Circumstances Report to his/her principal if the professional practice rating or student growth rating has been affected by certain unique occurrences. Some examples of extenuating circumstance may be a fire alarm or student disruption that occurred during a post-test, etc.

Level 1. A teacher dissatisfied with his/her rating should review it with the evaluator within five days of the final evaluation conference. **Level 2**. If still dissatisfied, the teacher may request a conference with the principal and superintendent. **Level 3**. If continued dissatisfaction, the teacher may request a conference with the principal, superintendent, and a union representative.

The Superintendent will review any teacher evaluation resulting in a Needs Improvement rating and an Unsatisfactory rating prior to their becoming the final ratings.

Examples of Evidence and Artifacts
This list of artifacts is intended to provide examples of evidence and other unlisted items may serve the same purpose.

Domain I Planning and Preparation
Examples of Evidence & Artifacts
Lesson plans
Unit plans
Discipline plans
Differentiation plans
Assessment plan for student achievement
Substitute folder
Bulletin boards connected to units
Student profiles
Student work samples
Student profiles
Teaching artifacts, primary sources
Student and parent surveys
Notes from professional workshops, etc
Curriculum night handouts
Examples of informal time with students
Student check-ins/conferences notations
Charts with data from student files
Examples of anecdotal records on students
Examples of student interest inventories
Examples of modified assessments SPED, ELL
Rubric samples reflected in lesson plans
Examples of differentiating assignments
Notes on collaboration with grade level teams
Logs of collaboration meetings
Examples of collaboration with other teachers
List of professional books used to plan
Photographs of parents presenting in classroom
Photocopies of resource lists
Written abstracts of research articles
Electronic bookmarks of educational sites used
Google docs between teachers with lesson plans
Examples of grouping based on pre-tests
Examples of visual aids
Examples of educational games for skills
Examples of re-teaching with Google websites
Examples of student designed rubrics
Examples of varied assessment for large units
Examples of small assessments for basic skills
Examples of daily essential questions, goals

Addendum

Domain IV Professional Responsibilities
Examples of Evidence & Artifacts
Log of parent contacts
Newsletters
Published articles
Parent surveys
Voice mail and email logs
Reflection sheets and journals
Notes on lesson reflections, improvement ideas
Parent letters and emails
Teacher certification classes, workshops
District and/or building committees
Professional development documentation
Coursework
Community service
National Board Accreditation
List of conferences, workshops attended
Presentations made
Journals
Observations
Videotapes
Transcripts
Examples of specific report card comments
Examples of progress monitoring data
Examples of attendance, grades, portfolios, logs
Examples of promptness in meeting deadlines
Binders/folders of used materials
Notes from committee meetings
Handouts on continued professional development
Examples of observations of other teachers
List of useful websites
Participation activities professional organizations
Log of tutorials used for technology
Notes from site visits to other institutions
Notes from collaborative work with colleagues
Examples of participation, after school activities
Participation with education association
Parent feedback based on student performance
Examples of providing extra support to students
Attendance at board meetings, PTA/PTO
Attending student activities outside school day
Teacher attendance

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