Minooka CCSD#201

Teacher Evaluation System

Approved by the PEAC Committee
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Natalie Baxter	Samuel Martin
Kathleen Cheshareck	Sarah Massey
Karen Dernulc	Tracy McNally
Jennifer Garapolo	Teresa Miller
Kyle Hasler	Jeana Pekol
Rodney Hiser	Tamera Pyzek
Jennifer Hoelscher	Joshua Ruland
Erin Hwang	Tiffany Staab
Patricia Kosek	Tammy Walsh

For Implementation the 2016/2017 School Year

The Minooka Community Consolidated School District #201 Teacher Evaluation System is based on the Four Domains of Teaching delineated by Charlotte *Danielson's Enhancing Professional Practice: A Framework for Teaching, 2nd Edition*. The evaluation system follows the regulations and requirements that have been set forth by the State Board of Education. The District in general and the Teacher Evaluation Committee specifically, support the role that student growth can and will play in teacher evaluation. Added to the District's commitment to enhance instruction and teacher value, the student growth element will allow our staff to continuously improve and meet the educational needs and potential of all students.

DEFINITIONS

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

Consulting Teacher-A teacher selected by the evaluator for a tenured teacher that has received an unsatisfactory summative rating. The consulting teacher must have at least five years teaching experience, a reasonable familiarity with the assignment of the teacher being evaluated, and have received an excellent rating on his or her most recent evaluation.

Formal Observation-A specific window of time that is scheduled with the teacher for the evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school. Formal observations shall allow the evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills and shall involve one of the following:

- an observation of the teacher in the classroom for a minimum of 45 minutes at a time;
- an observation during a complete lesson; or
- an observation during an entire class period

For non-classroom teachers, such observation shall occur in any other educational setting, as may be appropriate.

Informal Observation-An observation of a teacher, principal, or assistant principal by an evaluator that is not announced in advance of the observation and is not subject to a minimum time requirement.

Joint Evaluation Committee-A committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

Performance Evaluation Plan-The plan to evaluate a teacher that includes data and indicators on student growth as a significant factor that judges performance, measures the individual's professional practice, and meets the requirements of Article 24A of the School Code. This document which is referred to as the "Minooka CCSD #201 Teacher Evaluation System through Using the Danielson Model" constitutes the Performance Evaluation Plan.

Performance Ratings (Domain)-Judgment of teacher job performance in each of the four domains based upon evidence collected during informal and formal observations. According to Illinois State Requirements, teacher performance shall be rated as*: Excellent, Proficient, Needs Improvement, or Unsatisfactory.*

Performance Ratings (Summative)-The overall 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-2.5 of the School Code.

Evaluator-Shall have the meaning set forth in Section 24A-2.5 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers. Each evaluator shall maintain his or her qualification by completing the retraining as applicable. Another individual may be designated to conduct observations or an evaluation in situations in which the original evaluator cannot complete all of the evaluations, or the observations cannot be completed in a timely manner, or additional observations or evaluations are needed, provided the designated individual meets the requirements in School Code for being an evaluator. A principal shall not be prohibited from evaluating teachers within a school during his/her first year as principal of such school.

Summative Evaluation-The formal observation, which will include evaluation of growth goals, evidence, and an overall final rating.

Teacher-Is a full-time or part time professional employee of the school district who is required to hold a professional educator license with appropriate endorsements issued in accordance with the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, "teacher" shall not include any individual who holds a school service personnel certificate issued under Article 21 of the School Code or a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this certificate or endorsement, including but not limited to school counselor, school psychologist, non-teacher school speech and language pathologists, school nurse, or school social worker.

Teacher Evaluation Program

Notification:

By no later than the first day of required student attendance, each teacher shall be advised by his/her administrator of placement on the evaluation cycle (or within 30 days after contract is executed if a teacher is hired after the beginning of the school term). The notification will occur in writing and must include:

*Copy of the rubric used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;

*A summary of the manner in which student growth and professional practice measures that are used in the evaluation relate to the evaluation ratios; and

*A summary of the District's procedures related to the provision of professional development or remediation in the event the teacher receives a "needs improvement' or "unsatisfactory," including the evaluation tools to be used during the remediation period.

The notice will be followed by an annual explanation of the evaluation process and standards of performance. No evaluation shall take place until such orientation has been completed. All evaluations for non-tenured, tenured, and part time teachers shall be completed prior to March 1. The summative performance evaluation conference must be held by **March 1.**

Job description for Teachers, Psychologists, SLP, SW, and School Nurse.-Appendix A

Non-Tenured Teacher:

Non-tenured teachers (both full and part time) will be evaluated annually. At least one formal observation will be conducted prior to December 15. There will be at least three informal observations prior to the first formal observation and at least another informal and formal observation prior to March 1st of each year. The summative performance evaluation conference must be held by **March 1**.

Tenured Teacher:

Tenured teachers (both full and part time) will have one summative evaluation every other year except as otherwise deemed necessary by administration or as required by law. If deemed necessary, by administration, the teacher will be provided written notice of such determination including a brief statement of the reason(s) for the decision. Each tenured teacher will have a minimum of three informal observations in a scheduled evaluation cycle. The law requires that any tenured teacher whose overall performance is rated as either "needs improvement" or "unsatisfactory" must be evaluated at least once in the school year following the receipt of such rating. The summative performance evaluation conference must be held by **March 1**.

For each tenured teacher who received either an "excellent" or "proficient" rating in the last performance evaluation, a minimum of one formal observation and three informal observations are required during the current evaluation cycle.

For each tenured teacher who received either a "needs improvement" or "unsatisfactory" rating in the last performance evaluation, a minimum of two formal observations and five informal observations are required in the school year immediately following the year in which the above rating was assigned.

Informal observations may be completed in non-scheduled evaluation years as well and can be used as part of the next summative evaluation.

Informal Observations:

Informal observations provide the opportunity to reflect on the entire professional performance of a teacher both inside and outside of the classroom. Informal observations may include professional behavior in a variety of settings and/or between a variety of individuals, students, colleagues, parents, administrators, or other school staff, as well as involvement in extra-curricular functions or community.

Observation notes will be collected by the evaluator and shared with the teacher **within 10 school** days, if they are going to be used as part of the evaluation. Informal observations and follow-up conversations are important opportunities for individual professional development because the data collected provides for ongoing discussion about teaching and learning. Informal observations will be included in the formal observation and summative evaluation of the teacher.

All informal observations including the previously mentioned which are to be used to evaluate the teacher will be reduced to writing, signed, and dated by both the teacher and the evaluator. Signing does not imply agreement. The evaluator must also provide the teacher with an opportunity to have an in-person discussion. The outcome of these observations may result in an overall rating of excellent, proficient, needs improvement, or unsatisfactory.

Formal Observations:

Tenured and Non-tenured: The formal observation process includes the pre-observation conference, observation, and post-observation conference. The teacher and evaluator will jointly schedule the pre-observation conference, formal observation, and post-observation conference at least one week prior to the formal observation. Prior to the pre-observation conference, the teacher must submit to the evaluator a written lesson or unit plan and/or other evidence of planning for the instruction during the time the formal observation may occur and make recommendations for areas on which the evaluator should focus during the observation. At the pre-observation conference, the evaluator shall discuss with the teacher the time of the observation, the planned teaching activity, and the objectives of the lesson. The evaluator and teacher shall discuss the lesson/unit plan or instructional planning and any areas on which the evaluator should focus during the observation, if applicable. The questions on the pre-observation form will be discussed. Evidence collected during the observation

shall be consistent with the evaluation plan rubric. The post conference will take place within 10 school days of the formal observation, in which the evaluator and the teacher will discuss the evidence collected about the teacher's professional practice and judgments made, including evidence specific to the areas of focus designated during the pre-observation conference. The evaluator must provide feedback in writing (electronic or paper). Observation tools are included in Appendix C.

If the evaluator determines that evidence collected during the observation may result in a "needs improvement" or "unsatisfactory" performance evaluation, the evaluator shall notify the teacher. The teacher shall work with the3 evaluator or others, as determined in the plan, to identify areas for improvement.

 A copy of the evaluation shall be given to the teacher at least one school day prior to the scheduled conference. A copy signed by both parties shall be given to the teacher within one day of the end of the conference with the teachers' signature indicating receipt of the evaluation. A copy of the signed evaluation will be placed in the teacher's personnel file within twelve (12) working days of the post conference. Results of the formal observation will incorporate informal observations conducted through the evaluation cycle. These informal observations are included in the overall rating.

Non-Tenured Teachers Rated as "Unsatisfactory" or "Needs Improvement"

Non-tenured teachers shall be evaluated annually using the same evaluation instrument as tenured teachers. Non-tenured teachers are not entitled to a remediation plan in the event of an "unsatisfactory" evaluation or a professional development plan in the event of a rating of "needs improvement."

Right to Respond:

If the teacher would like to include any documentation in response to their evaluation, the teacher may put any comments in writing and have them attached to the evaluation report to be placed in the teacher's personnel file **within twelve (12) working days** after receiving the summative evaluation. The documentation shall be signed and dated by the teacher and the Building Principal.

Tenured Teachers Rated as "Needs Improvement"

Within thirty (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 must also describe any support the district will provide to address any areas identified as "needs improvement." If the teacher achieves a rating equal to or better than "satisfactory" or proficient" in the school year following a rating of "needs improvement," the teacher shall be reinstated to the regular evaluation schedule.

Remediation Plan for Tenured Teachers Rated as "Unsatisfactory"

1. Within thirty (30) school days after completion of an evaluation rating a tenured teacher as "unsatisfactory," the evaluator must appoint a consulting teacher, initiate and develop a remediation plan designed to correct the deficiencies cited, provided the deficiencies are deemed remediable.

2. The remediation plan will be developed by the district, and will include the following participants: tenured teacher rated "unsatisfactory," evaluator, and a consulting teacher. The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on how to improve teaching skills and successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the content of the evaluation shall be left solely to the evaluator.

3. The remediation plan for "unsatisfactory" tenured teachers, shall provide for ninety (90) school days of remediation in the classroom.

4. The evaluator will conduct a mid-point evaluation during the remediation period and a final evaluation at the end of the remediation period. Each evaluation shall assess the teacher's performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher's performance during the remediation period.

5. The final evaluation will take place **within ten (10) days** after the conclusion of the respective remediation plan. However, the school board shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued **within ten 10 days** after the conclusion of the respective remediation plan.

6. A written copy of the evaluations and ratings for the mid-point and final evaluations, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation.

7. These evaluations shall be conducted by an evaluator. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may, but is not required to, use the forms provided for the annual evaluation of teachers in the school district's evaluation plan.

8. A teacher that does not receive a proficient or excellent rating at the conclusion of the remediation plan will be recommended for dismissal in accordance with Section 24-12 of the School Code.

9. A teacher that receives a proficient or excellent rating at the conclusion of the remediation plan, will be evaluated the following year. If the teacher receives a proficient or excellent rating on the annual evaluation following the year of the remediation plan, the teacher will be reinstated to the evaluation schedule set forth in the district's evaluation plan.

Consulting Teacher:

1. A consulting teacher will be selected by the evaluator within thirty (30) school days of receipt of an unsatisfactory rating and will be chosen from a list of qualified teachers. The consulting teacher must be an educational employee as defined in the Illinois Educational Labor Relations Act, have at least five (5) years teaching experience, a reasonable familiarity with the assignment of the teacher being evaluated, and has received an excellent overall rating on his or her most recent evaluation. The participation of the consulting teacher will be voluntary. When no consulting teacher is available in the district, the district will request the Regional Office of Education to provide a consulting teacher.

The Minooka Elementary Education Association may, if it so chooses, supply a roster of qualified teachers from whom the consulting teacher is to be selected. The roster shall contain the names of at least five (5) teachers, each of whom meets the criteria for a consulting teacher for the teacher being remediated. If there are less than five (5) teachers available to be consulting teachers, then the MEEA shall list the names of all teachers so qualified. In the event of a dispute between the district and the MEEA as to qualifications, ISBE shall determine qualifications.

2. The remediation plan will be developed by the district. The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher will be allowed release time if requested. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the evaluator.

3. If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher will be selected in the same manner as the initial consulting teacher. The remediation plan will be amended as necessary upon consultation with the new consulting teacher for the balance of the remediation plan.

4. If a problem develops between the remediating teacher and the consulting teacher, the remediating and/or consulting teacher will inform the evaluator of the exact nature of the problem. If deemed necessary by the evaluator, a change in the consulting teacher will be made in the same manner as the initial consulting teacher was made.

5. The consulting teacher will not participate in any of the required evaluations, nor be engaged to evaluate the performance of the teacher under remediation.

6. Districts and teachers subject to dismissal hearings are precluded from compelling the testimony of consulting teachers at such hearings under Section 24-12, either as to the rating process or for opinions of performances by teachers under remediation.

Immediate Dismissal of a Teacher:

Nothing in Section 24A-5 or 24A-4 shall be construed as preventing immediate dismissal of a teacher for deficiencies which are deemed irremediable or for actions which are injurious to or endanger the health or person of students in the classroom or school, or preventing the dismissal or non-renewal of teachers not in contractual continued service for any reason not prohibited by applicable employment, labor, and civil rights laws. Failure to strictly comply with the time requirements contained in Section 24A-5 shall not invalidate the results of the remediation plan.

Statutory and/or Regulatory Changes:

Changes in statutory and/or regulatory provisions will prevail. Each time a substantive change in statute or regulations occurs, the Association President and the Superintendent or his/her designee shall meet to discuss the exact nature of the change and its impact on the evaluation tool. Regardless of the outcome of such a meeting, compliance with the statute and/or regulation will occur immediately.

Evaluation Tool Changes:

Changes in the Teacher Evaluation System Tool will not be made without the cooperation of the Association represented by the Joint Evaluation Committee. Any changes in the Teacher Evaluation System Tool are subject to approval by the Joint Evaluation Committee. Changes to the plan must be approved by at least four teachers and four administrators at a regularly scheduled meeting.

Teacher's Name: _____

Evaluator's Name: _____

☐   Tenured Teacher; years of experience in district: _____

☐   Probationary Teacher; year of experience in district: _____

Attach the following documents:

☐   Pre-conference form

☐   Lesson plans

☐   Formal Observation Plan

☐   Final Summative Evaluation

Pre-Conference Date: _____

Formal Observation Date: _____

Post-Conference Date: _____

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Domain 1: Planning and Preparation				
Component	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practices reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Evidence:				
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Evidence:				
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e: Designing Coherent Instruction	The series of learning experience is poorly aligned with the instructional outcomes and does not represent a coherent structure. The learning activities and materials are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Evidence:				
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Evidence:				

Domain 2: Classroom Environment				
Component	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Evidence:				
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d: Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.
Evidence:				
2e: Organizing Physical Space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement of suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Evidence:				

Domain 3: Instruction				
Component	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student's intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b: Using Questioning and Discussion Techniques	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all Students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d: Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Evidence:				
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Evidence:				

Domain 4: Professional Responsibilities				
Component	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of actions.
Evidence:				
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Evidence:				
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquire. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Evidence:				
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Evidence:				

Minooka CCSD #201 Teacher Evaluation System
Domain and Rating Explanation

Domain Ratings in Minooka 201 Teacher Evaluation System

Excellent-*Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient.*

Proficient-No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.

Needs Improvement-More than one component rated *Needs Improvement or one Unsatisfactory*, with the remaining components rated as *Proficient* or higher.

Unsatisfactory-More than one component rated as *Unsatisfactory*.

Overall Ratings in Minooka 201 Teacher Evaluation System

Excellent-*Excellent* rating in at least two or more domains, with the remaining domains rated as *Proficient*.

Proficient-No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.

Needs Improvement-More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.

Unsatisfactory-Any domain rated *Unsatisfactory*.

Non-Tenured Teacher Contract Renewal-Each non-tenured teacher will receive a final summative rating and a recommendation for renewal or non-renewal of his/her contract.

Final Summative Evaluation

Teacher's Name: _____   Years of Service in District: _____

Evaluator's Name: _____   Current School Year: _____
PROFESSIONAL PRACTICE

Observable dates included in this summative evaluation:	
Formal Observation Dates:	
Informal Observation Dates:	
Teacher's Attendance:	

Domain 1 – Planning and Preparation ☐Unsatisfactory ☐Needs Improvement ☐Proficient ☐Excellent

Domain 2 – Classroom Environment ☐Unsatisfactory ☐Needs Improvement ☐Proficient ☐Excellent

Domain 3 – Instruction ☐Unsatisfactory ☐Needs Improvement ☐Proficient ☐Excellent

Domain 4 – Professional Responsibilities ☐Unsatisfactory ☐Needs Improvement ☐Proficient ☐Excellent

Strengths:	
Areas for Growth:	

Overall Rating ☐Unsatisfactory ☐Needs Improvement ☐Proficient ☐Excellent

Student Growth Rating   Unsatisfactory   Needs Improvement   Proficient   Excellent

We have conducted a conversation on the Rubric and Summative Evaluation Forms. The teacher has the right to attach written comments within twelve (12) working days of completion of this form for inclusion in their personnel file maintained in the District Office.

Teacher Signature: _____   Date: _____
             Signature indicates only that the teacher has read and understands the evaluation

Administrator Signature: _____   Date: _____

Summative Student Growth Rating

Once a teacher has scored at least two (2) Student Growth Objectives, the teacher will apply the following guiding principles to "roll up" these individual scores into a summative growth rating:

EXCELLENT At least 2 SGOs were "Excellent," with none being less then "Proficient"

PROFICIENT All but 1 SGO were "Proficient" or higher, with no SGO rated below "Needs Improvement"

NEEDS IMPROVEMENT More than 1 SGO was rated as "Needs Improvement" and no more than 1 SGO was rated "Unsatisfactory."

UNSATISFACTORY More than 1 SGO was rated as "Unsatisfactory."

Summative Formula: Based on 70% Professional Practice and 30% Student Growth

Step 1: Multiply Professional Practice by .7 _____X .7= _____

+

Step 2: Multiply Student Growth by .3 _____X .3=_____
(Beginning in SY 16-17)

Total:_____

- **Excellent:** **3.50-4.00**
- **Proficient:** **2.50-3.49**
- **Needs Improvement:** **1.75-2.49**
- **Unsatisfactory:** **0.00-1.74**

Final Summative Rating: _____

My signature indicates that I have read this evaluation, participated in a Summative Conference, and received a copy of the evaluation. It does not necessarily mean that I am in agreement. I understand that I may attach a narrative response within 12 school days after the final meeting with the evaluator.

The written evaluation report, including the narrative, if any, shall then be placed in my personnel file.

_____   _____
Date   Employee Signature

_____   _____
Date   Administrator Signature

Educator and evaluator retain copies.
Original must be sent to District Office

Evidence may be required for each domain or indicator

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Evidence Statements
Organized by Domain
Not All Inclusive

Domain 1: Planning and Preparation

1a. Knowledge of Content and Pedagogy

- Notes from Professional Development in the content area (coursework/conferences, workshops)
- Lesson plans incorporating best practices
- Discipline Plans
- Differentiation plans
- Sharing new knowledge with peers
- In-service trainings
- Use of assessment data to plan instruction

1b. Knowledge of Students

- Review cumulative file of student
- Personal plans of progress
- Instructional Grouping Techniques
- Examples of grouping based on pre-tests
- System for student information (grading plan and grade book)
- Student achievement data
- Interest inventories

1c. Selecting Instructional Goals

- Lesson Plans/Units tied to common core standards
- Standards/Expectations are posted in the classroom
- Updated curriculum maps
- Evidence/examples of modified assignments, assessments, lessons for EPED, ELL, and students with IEP's and 504's
- Grade level/Team agenda and minutes

1d. Knowledge of Resources

- List of resources with varying levels to accommodate students (notes, assessments, anecdotal records, PDF's and copies
- Written abstracts of research articles for resources
- Electronic bookmarks of educational sites/resources used
- Google docs between classroom teachers and specialists with collaborative lesson plans
- Substitute plans/folder
- Demonstration of school/community resources
- Record of human resources (i.e. speakers, parent volunteers, civic groups, classroom visitors, field trips)
- Examples of collaboration with other practitioners
- Evidence of collaboration and learning with peer and colleagues

1e. Designing Coherent Instruction

- Lesson plans show progression and continuity
- Curriculum Mapping
- Teacher and student reflection of lessons, learning or feedback (written or verbal)
- Student developed rubric tied to specific goals
- Teaching artifacts such as primary sources
- Examples of differentiating assignments
- Concept maps, Graphic Organizers
- Meaningful/respectful tasks

1f.   Assessing Student Learning

- Assignments and assessments that are clearly identified
- Documentation of how student learning of standards are assessed
- Performance assessment tasks (student samples)
- Rubrics
- Student Portfolios with reflections
- Examples of pre- and post-assessments
- Varied assessment techniques meeting all learning styles

- Formative (exit slips)
- Feedback given to students

Domain 2: The Classroom Environment

2a. Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interactions with other students
- Teacher establishes relationships with each student
- Teacher shows an appreciation for each child as an individual
- Teacher provides opportunities for students to get to know and accept each other
- Teacher establishes (with students) and communicates classroom procedures and rules
- Teacher encourages students to take intellectual risks and be creative
- Words and actions of the teacher demonstrate this skill
- Classroom Constitution
- Teachers and students develop classroom guidelines together
- Classroom Jobs are established with students having the opportunity to choose a job

2b. Establishing a Culture for Learning

- Establishing importance of the content
- Setting expectations for learning and achievement (certificates and notes)
- Instilling student pride in work
- Evidence must be in the classroom—the appearance of the room, student work displayed (scored or rated with written feedback); nature of the interactions and tone of conversations with and among students reflect they are interested in and value learning and hard work
- Author's chair/ workshop (students share writing)
- Peer Conferences
- Students use interactive whiteboard or mimeo to share projects completed using technology
- Examples of student self-assessment
- Bulletin boards have student work displayed/students create

- Literature circles and book groups are organized and led by students
- Math groups are differentiated by both teacher and students

2c. Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and para-professionals
- Evidence in the classroom-teacher explains, re-teaches and implements procedures
- Examples of time management supports (times, hand signals, etc.)
- Procedures are posted in the classroom, communicated in writing to students and families early in the year
- When working in co-teaching or collaborative models, each person is appropriately utilized with each transition from person to person
- Teacher uses formative assessments and reteaches necessary material
- Students and teacher develop rubrics for school and classroom guidelines for learning at the beginning of the year
- Classroom Expectations/ Guidelines are posted in the classroom
- Time is spent at the beginning of the year to develop procedures for using classroom supplies and transitions
- Students assist with procedures such as attendance, clean-up, and dismissal
- Computer sign-up

2d. Managing Student Behavior

- Students and teacher develop rubrics for school and classroom guidelines for behavior at the beginning of the year
- Modeling appropriate classroom behavior
- Monitoring of student behavior
- Response to student misbehavior
- Age appropriate and culturally consistent standards
- Rules/expectations are clearly and consistently applied
- Classroom rhythm is only minimally disrupted; student dignity is maintained
- Teacher encourages student to monitor their own behavior
- Student behavior reflects what teacher has done to establish and maintain standards

- Preventive and intervening strategies are appropriately applied
- Classroom Guidelines are posted in the classroom
- Teacher has a system to track behavior
- Students use Teacher/Student developed behavior rubrics to track behavior and set goals
- Teacher often points out positive behaviors for all students
- Teacher uses IEP plans to manage behavior of certain students

2e. Organizing Physical Space

- Safety and accessibility
- Spaces for reading, quiet, and noisy activities are provided
- Furniture arrangement is appropriate for large and small group activities
- Desks and chairs arranged so main teaching area is visible to all students
- Student seating arrangements
- Diagrams and photographs of room
- Centers for exploration of content in the form of labs, circles, etc.
- Safety is evident; no bags, trash, clothing; aisles between desks, tables, etc. provide good traffic flow; school wide procedures for emergency exiting or lockdown are provided
- Materials are accessible; teaching aids, boards, charts, projectors/computers are skillfully positioned and utilized
- Appropriate use of technology is evident
- Students are involved in supporting an organized, safe classroom through assisting with transitions, equipment, materials, and supplies
- Classroom had different learning areas
- Students understand organizational system for materials
- School-wide procedures for emergency exiting or clear the hall drills provided

Domain 3:   Instruction

3a. Communicating with Students

- Expectations for learning
- Directions and procedures
- Explanations of content
- Clear directions and explanations (verbal and written)
- Vivid, expressive language is used to enhance student experience
- Clear limits are set including time factors
- Language is audible, legible, correct usage, spelling, etc., is apparent
- Teacher carefully chooses words, using rich vocabulary for student to model
- Teacher gives expectations both verbally and written
- Instruction are both verbal and written, depending on the needs of the students
- Instruction is given in large and small groups and individually, if needed
- Teacher is clear about directions and time given for activities
- Teacher uses interactive mimeo, manipulatives, and other visuals during instruction

3b. Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation
- Essential question is posted for each lesson; question is asked by teacher and answered by students throughout the lesson
- Questions engage student in an exploration of content, are not rapid fire, low level, recitation of facts
- "Think time" is allowed before responses
- Teacher probes seek clarification, i.e., "explain…," "give an explanation for…"
- All students are engaged in discussion; not just a few, students often take initiative
- Teacher stays on topic, uses follow-up, rephrases, and applies what students contribute or pose
- Essential questions are posted in the classroom and explained for content
- "Think, pair, share" and "Turn and Talk" techniques are used
- Teacher probes to seek clarification, i.e. explain, give an example
- Teacher has a procedure to ensure that all students are participating in discussions
- Teacher uses follow-up. Rephrases, and supplies what students contribute or pose

- Examples of blogging, podcasting via practitioner's website

3c. Engaging Students in Learning

- Differentiation plan
- Flexible group plans
- Activities and assignments adapted to students' learning styles and levels
- Knowledge of instructional goal(s) established
- Instructional materials and resources adapted to needs of the students
- Structure and pacing
- Teachers use examples and metaphors that illustrate new learning; teacher connects with student knowledge, interests, and culture
- Teacher promotes problem solving; permits choice, encourages depth-find patterns, tests hypotheses, requires thought; is relevant and authentic
- Materials and resources are ready for student use with little or no disruption
- Structure of lesson is maintained; pacing is appropriate with a beginning, middle, and end (closure)
- Groups are based on formative assessments and instructional goals
- Structure of lesson is maintained: beginning, middle, and closure
- Groupings are differentiated based on student knowledge, interests, ability

3d. Using Assessment in Instruction

- Using assessment criteria established by Minooka Community Consolidated School District and following established timelines
- Monitoring of student learning/assessment
- Teacher and peer comments on student work using assessment criteria
- Effective feedback that is specific, descriptive, and understandable
- All feedback is provided in a timely fashion
- Comments give students information needed to improve performance
- Assessment is both formative and summative
- Modifications to lessons are visible based on assessment
- Opportunities for self-assessment and self-promoting of progress are evident

3e. Demonstrating Flexibility and Responsiveness

- Response to students' academic needs
- Adjustments to learning that improve student experience or clarify confusion
- Teacher provides for needs of specific learners
- Teacher abandons lesson entirely or coordinates with a spontaneous event
- Teacher possesses an extensive repertoire of strategies such that transitions are seamless; students may not be aware that a change has occurred
- Teacher adjusts lessons or reteaches a lesson as needed
- Lessons are adapted for the needs of specific learners
- Teacher is flexible to allow for special news events (national elections) or local projects (school-wide events, Veteran's Day, etc.)

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching

- Written reflection on lesson taught
- Lesson plans with reflective notations
- Pre and Post Tests with explanations
- Anecdotal Records
- Projects
- Portfolios
- Student Survey
- Samples of Student Work
- Peer Observations

4b. Maintaining Accurate Records

- Electronic Gradebook (weekly after October 1)
- Lesson Plan book
- Student documentation
- Math/Literacy Assessment Data
- Notes/information from committee meetings, professional journals, team meetings/grade level meetings

4c. Communicating with Families

- Classroom webpage/blog
- Examples of providing extra support to students outside of assigned school hours
- Parent communication (email, notes/letters, phone call logs, surveys, etc.)
- Parent volunteers
- Open House/Expectation Nigh
- Parent/Teacher/Student Conferences

4d. Participating in a Professional Community

- Positive/professional relationships with colleagues
- Involvement in a culture of professional inquiry
- Published articles in school newsletter
- Participation in school and district events/projects
- Examples of attending student activities outside the school day
- Examples of advocacy with attendance at PTO meeting, board meetings, and student events
- Evidence of support and cooperation, volunteering for school communities and extra-curricular responsibilities
- Chairing committees, teams, etc., or coordinating programs
- Movement beyond one's own classroom
- Presenting at building and district institute days and meetings
- Work with grade level colleagues to accomplish school goals

4e. Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill through participation in professional development opportunities
- Receptivity to feedback from colleagues
- The teacher voluntarily examines and shares research on class performance and best practice strategies
- Takes leadership roles, participates in school and district committees
- Subscribes to professional/trade journals
- Attends professional conferences and shares with colleagues upon return
- National Board Accreditation

4f. Showing Professionalism

- Displays integrity and ethical conduct
- Advocacy
- Decision Making
- Compliance with school and district regulations
- Daily interactions with students
- Helpfulness for needy students
- Advocates for underserved students
- Is open-mined and willing to adopt new approaches
- Uses data to support actions
- Sets long-term goals and takes responsibility for own professional growth
- Demonstrates high ethical standards through compliance with school/district codes and community expectations

Minooka Professional Activities Summary- Year _____

Name: _____

Assignment: _____

Please complete the following with dates, duties, and length of commitment. These are aligned with the Professional Standards for Effective Teaching Domains**.**

1. What school/district events have you volunteered for and participated in? What were your responsibilities? (4d)

2. What school/district projects have you volunteered for and participated in? (4d)

3. How have you assisted others within the education profession, such as mentoring, student teacher supervisor, leading an action research project, presentation of teaching strategies? (4e)

4. Describe the ways in which you assisted individual students beyond the normal expectations. Some examples might include student family issues, contacting parents to provide community resources that would assist the student. (4f)

5. What formal graduate level courses have you completed if any? When and what university? (4e)

6. What professional development workshops/conferences have you attended? Indicate provider/presenter/and date (4e)

7. What committees have you participated on? Indicate building level or district level.(4e)

8. What professional associations do you belong to?(4d)

9. What extra-curricular assignments have you coached/supervised/sponsored? (4d)

    a. Other awards received, published articles, special recognitions:

The tenured teacher will complete this form and submit it to the appropriate evaluator on the day of their last formal observation.

The non-tenured teacher will submit this form on the date of their second formal observation.

Pre-Observation/Planning Form

Teacher: _____ Building: _____

Date of Pre-Conference: _____ Date of Formal Observation: _____

Observer: _____ Grade Level/Subject Area Observed: _____

Standard (s)/Objective of the Formal Lesson: _____

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

The teacher will complete this form and submit it to the appropriate evaluator at least 1 (one) working day prior to the pre-conference meeting. Evidence of teaching performance will be gathered for all components of the Teaching Performance Evaluation. Evidence of planning and preparation (Domain 1) and professional responsibilities (Domain 4) will be gathered during the pre- and post- observation conference process through the review of lesson plans, student work, communication logs, conversations about practice, and the other professional and instructional artifacts.

Briefly describe the students in the classroom including those with special needs. (1b)

How have you prepared (prior knowledge) your students for this lesson? How was prior knowledge assessed? (1c, 1e, 3c)

How is this lesson aligned with the district curriculum? How is this lesson aligned with common-core-standards? What are the lesson objectives/student outcomes that you would to accomplish as a result of this lesson? (1b, 1c, 1e)

What instructional strategies do you plan to use to engage students in the content? (1e)

What materials and resources will be used during the lesson? (1d)

How will students be actively engaged in the lesson? (1e)

How will you differentiate instruction for different individuals or groups of students in the class? (1d, 1c)

How and when will you know whether the students have learned what you intend? (1f)

Please list any other information you feel pertinent?

Post-Observation/Planning Form

Teacher: _____   Building: _____

Observer: _____Grade Level/Subject Area Observed: _____

Date of classroom observation: _____ Date of scheduled post-observation conference: _____

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

After reflecting upon the lesson, the teacher will respond to the following questions and bring this completed form to the Post-Observation Conversation between the Teacher and the Evaluator. (A summary with bullet points is acceptable). Evidence of teaching performance will be gathered for all components of the Teaching Performance Evaluation. Evidence of planning and preparation (Domain 1) and professional responsibilities (Domain 4) will be gathered during the pre- and post-observation conference process through the review of lesson plans, student work, communication logs, conversations about practice, and the other professional and instructional artifacts.

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

How do you know? (1c, 3d, 4a)

If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (3c, 3d)

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

How well did I differentiate the instruction given the range of students in my class? (1b, 3c)

Did I alter my goals or instructional plan as I taught the lesson? Why? (3e)

If you had a chance to teach this lesson again to the same group of students, what would you do differently? (4a)

Professional Growth Self-assessment around Teaching/Learning Opportunities

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own professional needs and interests, complete the following: (Discussion)

What are two areas of strength regarding your teaching practices (CELEBRATE)?
1.
2.

What are two areas of opportunity (needed growth) regarding your teaching practices (CONCENTRATE)?
1.
2.

Developing Components of a Professional Goal
Two Growth Goals are Required

Directions: Complete the following Professional Growth Goal Form using the following elements as a guideline.

What- Define Specific area of improvement;
    Reflective Question—What component(s)/element(s) have you decided to strengthen?

Who- List of who will be involved;
    Reflective Question—What resources (human and material will you need to achieve your goal?

When- Provide the timeframe;
    Reflective Question-When will this goal be achieved?

Evidence of Growth- How will you measure improvement in your goal area? If applicable include percent increase or number of achievement.
    Reflective Question—What will success on this goal look like?

My Professional Growth Goal: include what, who, when, and evidence of growth):

Student Growth Objective Template

Teacher:	Content Area:	Grade Level:

Overarching Student Objective:

Components		
Rationale		
Standard(s)		
Student Population		
Interval of Instructional Time		
Baseline or Pre-Performance Data		
Assessment Measures	A) Type III Assessment	B) Other Assessment (Type I,II, or III)
Projected Student Growth	A) Type III Assessment	B) Other Assessment (Type I,II, or III)

Date Submitted: _____

Evaluator Approval: ____ Yes   __Yes, with reservations __ NO, conference needed

Evaluator Signature: _____ Date Approved: _____

Student Growth Objective Components (Form SGO.1)

Student Growth Objectives (SGOs) are measureable, significant academic growth targets that a teacher, or group of teachers, set for the majority of the student population (at least one class).

Course Content Area and Grade Level: Teachers who teach more than one course content area and/or more than one grade level may identify a single course and/or grade level as a focus for their Student Growth Objective.

Overarching Student Objective: The Overarching Student Objective is an all-encompassing essential focus or concept for the SGO. This focus is based on the teacher's knowledge of the essential understandings and skills students should come to know and do throughout the duration of the course. This focus can be determined by the teacher or as a department, grade level, or other teaching team. After collecting baseline data on the overarching student objective, the SGO can be individualized based on student need.

Rationale: The Rationale should articulate the fundamental purpose of the objective and answer the question, "Why did you focus on this concept(s) and standard(s)?" Additionally, each objective's rationale should explain how it is aligned to the district's goals or strategic planning initiatives, school improvement planning goals, purpose or critical content for a particular course, or identified student need.

Standard(s) Alignment: Each objective must specify the critical learning standards or course content that will be specifically measured. Objective setting and monitoring of progress should support students' growth toward grade-level expectations.

Student Population: The Student Growth Objective must identify the group of students it addresses. The SGO must include the majority of the student population (at least one class). It is recommended that teachers tier the Projected Student Growth to account for varying levels of student performance as indicated by the analysis of baseline data. Evaluators will make exceptions for Special Education teachers with unique student populations based on agreed upon criteria.

Interval of Instructional Time: The Interval of Instructional time is the period of time the teacher has to complete the Student Growth Objective. Typically, the period is the duration of a course of instruction unless specified differently by agreement between the teacher and evaluator (e.g., entire school year, semester, quarter, or six-week block).

Baseline or Pre-performance Data: The Baseline or Pre-performance Data is gathered to show the point at which students start. It may be gathered from a pre-assessment or from comparable data related to the objective content from other assessment measures gathered at the beginning of the objective's period of time.

Assessment Measures and Assessment Types: The Assessment Measure is the measure that will be used to determine student growth. All assessments should measure the standards/course content specified in the objective and meet the criteria outlined for Type I, II, or III assessments as specified by the PERA Guidelines and identified in the Student Growth Component. The Student Growth Objective shall identify at least two types of assessments used to measure student growth: I + III or II + III; or III + III (if no I or II exist for that grade and content).

Projected Student Growth: Projected Student Growth is the amount students are expected to grow from their recorded baseline or pre-performance data. At the end of the period of instructional time, baseline data is compared to post-performance data to determine whether the objective has been met. It is recommended that teachers tier the Projected Student Growth to account for varying levels of student performance as indicated by the analysis of baseline data.

Minooka School District 201 Assessments
Two Required Student Growth Goals

Type I-

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.

    Examples:

        DLM

        PARCC

        MAP (NWEA)

        Aims Web

        EXPLORE

        National Physical Fitness

Type II-

An 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, assessments designed by textbook publishers.

    Examples:

Common Assessments/Quarterly Exams	Reaching All Readers
DRA	PE Health Test-MIS
MIS Content Test-MIS-6	MAZE-MCAP-MCOMP-CWS
Listening Exam-EL-Music	
Phonics Test	
Digits Math Test	
Go Math B/M/EOY Tests	
Go Math Chapter Tests	
CAMS, CARS,	
Wilson FundationsTests	
Rocket Math	

Type III-

An assessment that is rigorous, aligned with the course's curriculum, and that the 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.

Examples:

IEP Goals	PE Sports Test-MIS
Behavior Data Checklist	SS Vocabulary Test-MIS-6
Pre/Post-test for independent skills	
Individual student assessments for IEP progress	
Teacher Created Tests	
Textbook Publisher Tests	
Student Portfolios (criteria)	
Digits Chapter Tests	
Go Math Chapter Tests	

Student Growth

1. The Performance Evaluation Plan for Licensed Staff, except those listed below, must include data and indicators on student growth as a significant factor in rating licensed staff performance
   a. Significant factor shall represent 30% of the performance evaluation rating beginning in the 2016-2017 school year.
2. Two types of assessments and one or more measurement models (manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time) are chosen.
3. Assessments: <u>One Type I or Type II and at least one Type III</u>
4. If neither a Type I nor Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used. If required to use two Type III assessments for any category of teachers, the District may delay the use of the second Type III assessment until the 2017-2018 school year.
5. Student Growth Goals will be created by the licensed staff and approved by both the licensed staff member and the evaluator **no later than October 1** or on a date mutually determined by the evaluator and licensed staff. The Goal Setting meeting must:
   a. Determine assessments to be used and plan for implementation
   b. Determine measurement model
   c. Establish targets for student growth

Nurses, Speech and Language Pathologists, Social Workers, Psychologists, OTs, PTs, and Special Area licensed staff members who work in more than one school will be assigned a home school by the administration. The home school administrator will be responsible for the summative evaluation with input from evaluators of other schools served. Any trained District Office administrator may evaluate general education licensed staff, special education licensed staff, support personnel, and bilingual/ELL licensed staff. The specialized evaluation rubrics Nurses, Speech and Language Pathologists, Social Workers, Psychologists, OTs, PTs, and Special Area licensed members are attached hereto in Appendix B.

PERA rules exclude school service personnel from the definition of "teacher" such that the evaluations of school service personnel (including without limitation, school counselor, school psychologist, non-teaching speech and language pathologist, school nurse, and school social worker) would not be required at any time to incorporate student growth as a significant factor.