



Minooka CCSD#201
Teacher Evaluation System

Approved by the PEAC Committee
12/12/15

Revised
5/30/17, 5/2/19, 5/7/20, 9/21/22

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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 plays in a teacher's evaluation. Added to the District's commitment to enhance instruction and teacher value, the evaluation system allows 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 a minimum of 10 minutes in length.

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 *Excellent*, *Proficient*, *Needs Improvement*, and *Unsatisfactory* 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, Speech Language Pathologists, Social Workers, Case Manager, and School Nurse.-[Appendix A](#)

Non-Tenured Teacher:

Non-tenured teachers (both full and part time) will be evaluated annually. Non-Tenured teachers are classified as 'Non-Tenured Year One', 'Non-Tenured Year Two', 'Non-Tenured Year Three', and 'Non-Tenured Year Four' to assist with the management of the yearly evaluation cycles. 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. A tenured teacher rated as “excellent” or “proficient”, is placed on a three year evaluation cycle. Tenured teachers are classified as ‘Tenured On-Cycle’, ‘Tenured Off-Cycle Year One’, and ‘Tenured Off-Cycle Year Two’ to assist with the management of the yearly evaluation cycles.

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. A tenured teacher rated as “needs improvement” or “unsatisfactory” is placed on a two year evaluation cycle. Tenured teachers in this evaluation cycle are classified as ‘Tenured On-Cycle’ or ‘Tenured Off-Cycle Year Two’ to assist with the management of the yearly evaluation cycles.

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 extracurricular 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 (electronic or paper) 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 the 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 (electronically or in paper form) shall be given to the teacher within one day of the end of the conference with the teachers' signature indicating receipt of the evaluation. 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 (PDP) 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. If the teacher receives a rating of "needs

improvement” the teacher will be placed on a remediation plan and all timelines and final expectations of the remediation plan will be applicable to the teacher.

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 (in the form of a Summative 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 copy (electronic or paper) of the evaluations and ratings for the midpoint 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.

10. Should a teacher who remediates his/her performance successfully as outlined in a remediation plan and returns to the evaluation schedule set forth in the district's evaluation plan receive a future remediation plan to address deficiencies, the teacher will be subject to an alternate evaluation cycle if he/she successfully remediates the second remediation plan. This alternate evaluation cycle will ensure that the teacher who has received multiple remediation plans is evaluated every year in a parallel manner to a non-tenure teacher in regards to the number of formals and informals required prior to a summative as well as all timelines outlined 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.

Evaluation Tools

[Link to School Nurse Evaluation Tool](#)

[Link to Psychologist Evaluation Tool](#)

[Link to Social Worker Evaluation Tool](#)

[Link to Speech-Language Pathologist Evaluation Tool](#)

[Link to Teacher Evaluation Tool](#)

[Link to Case Manager Evaluation Tool](#)

[Link to Instructional Coach Eval Tool](#)

Evaluation Notification Letter

[Link to Notification of Evaluation Letter](#)

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
- Teachers are 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 Night
- 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-minded 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

Video recordings in teaching spaces obtained by District security cameras shall not be used in the performance evaluation of teachers. Video recordings may be reviewed to dispute or confirm accusations or concerns not directly related to the performance evaluation process.

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 (electronically) to the appropriate evaluator on the day of their last formal observation.

The non-tenured teacher will submit this form (electronically) 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 (electronically) 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 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 submit (electronically) 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)

Summative Rating System for Certified Staff Members

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Excellent An Excellent rating in three or more of the Domains, with the remaining Domain rated as Proficient</p>			<p>Domain 1</p> <p>Domains 1 and 4</p>	<p>Domains 1-4</p> <p>3 Domains which include 2, 3, 4</p> <p>Domains 2 and 3</p>
<p>Proficient No more than one Domain rated as Needs Improvement</p>		Any Domains	Any Combination of Domains 1-4	
<p>Needs Improvement More than one Domain rated as Needs Improvement</p>		<p>Any 2 Domains</p> <p>Any 3 Domains</p> <p>Any 4 Domains</p>	<p>Any Combination of remaining Domains</p> <p>Any combination of remaining Domains</p>	
<p>Unsatisfactory Unsatisfactory in any Domains</p>	Any Domains	Any Combination of remain Domains		

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)

[Link to Student Growth Learning Objective Guide](#)

Student Growth Objectives (SGOs) are measurable, 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 needs.

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
- IAR
- MAP (NWEA)
- AIMSWeb
- PSAT
- 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
CORE Phonics Survey	MAZE-MCAP-MCOMP-CWS
Listening Exam-EL-Music	Phonics Test
CAMS, CARS	Wilson Foundations Tests
Rocket Math	DRA

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	Individual student assessments for IEP progress
Behavior Data Checklist	Pre/Post-test for independent skills
Teacher Created Tests	Textbook Publisher Tests
Student Portfolios (criteria)	

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.
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: One Type I or Type II and at least one Type III
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.
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
 - NWEA MAP
 - Excellent 55%+
 - Proficient 40-54%
 - Needs Improvement 30-39%
 - Unsatisfactory <30%

Upon the completion of the Map Winter assessment of 2024-2025, the PEAC Joint Committee will review the Minooka 201 MAP norms.

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.