

**Gower School District 62**  
**Professional Appraisal Plan**  
**for**  
**Certified Staff**

**July 2024 Edition**

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## **STATEMENT OF PHILOSOPHY -**

**Gower School District 62** is committed to providing the best educational program for its students and supports a professional appraisal process that focuses on excellence. The system is based on teachers and administrators working together in the process of continual improvement of teaching and learning.

The Gower Appraisal System is designed to foster dialogue for professional growth as well as meet the Illinois State Board of Education requirements for teacher evaluation. In order to meet both goals, the *Enhancing Professional Practice: A Framework for Teaching*, 2<sup>nd</sup> ed. by Charlotte Danielson (2007) was selected as both a model for professional growth and a measure of teacher performance and the Danielson *Framework for Teaching Evaluation Instrument*, 2013 ed.

### **We believe...**

- a. All staff members recognize the benefits of professional development to achieve the goals of the school and District.
- b. Appraisal of performance is based on a cooperative spirit, open communication, and joint responsibility.
- c. Appraisal of performance is positive in nature and intent. It recognizes strengths and provides a means for support and improvement.
- d. Appraisal of performance is designed to promote excellence in teaching and learning.

## **PURPOSE OF PROFESSIONAL APPRAISAL -**

- a. To recognize, support, and reinforce effective teaching practices.
- b. To foster quality engaging work for learners.
- c. To help staff members improve instruction through enhanced understanding of sound teaching practices.
- d. To assess adherence to Standards for Professional Practice and Illinois Professional Teaching Standards.
- e. To provide a basis for employment recommendations.
- f. To comply with the provisions of Section 24A of the School Code of Illinois.

## **STANDARDS FOR PROFESSIONAL PRACTICE -**

The Standards for Professional Practice represent those aspects of a teacher's responsibilities that have been documented, through empirical studies or theoretical research, to promote student learning. Just as curriculum frameworks and standards define what students should know and be able to do in each of the disciplines, Standards for Professional Practice define what teachers should know and be able to do in the exercise of their profession. The standards offer a comprehensive framework for the complex activity we call teaching, as delineated by the Illinois Professional Teaching Standards (2013) as well as Danielson's *Framework for Teaching Evaluation Instrument (2007 and 2013)*. The *Framework for Teaching* serves to structure the conversations of educators about exemplary practice. A standard framework allows those conversations to guide novices as well as to enhance the performance of veterans. This document is a broad overview of the Standards for Professional Practice and *Framework for Teaching* emphasizing four distinct domains. Performance levels are found in Danielson's *Framework for Teaching Evaluation Instrument* as well as in district *Professional Practice Rubrics*. Following is a brief description of each domain, and respective components.

## **THE FOUR DOMAINS OF TEACHING RESPONSIBILITY -**

While teachers assume a variety of professional roles and responsibilities, a unifying thread runs through the entire framework to provide an organizing structure. That thread consists of assisting students in learning important content and completing quality work. Each of the four domains of the *Framework for Teaching* refers to a distinct aspect of teaching. The components within each domain form a coherent body of knowledge and skills that can be, to some extent, the subject of focus independent of other domains. However, there is significant interdependence among domains. For example, a teacher cannot demonstrate the highest level of skill in questioning and discussion techniques (Component 3b) if the students do not feel the classroom environment is safe for risk taking and is one where their ideas will be respected (Component 2a). The following pages provide a brief description of each domain and show how the components are grouped under each domain.

## CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING (2007, 2013)

<b>Domain 1: Planning and Preparation</b> <ol style="list-style-type: none"> <li>a. Demonstrating knowledge of content and pedagogy</li> <li>b. Demonstrating knowledge of students</li> <li>c. Setting instructional outcomes</li> <li>d. Demonstrating knowledge of resources</li> <li>e. Designing coherent instruction</li> <li>f. Designing student assessments</li> </ol>	<b>Domain 2: The Classroom Environment</b> <ol style="list-style-type: none"> <li>a. Creating an environment of respect and rapport</li> <li>b. Establishing a culture for learning</li> <li>c. Managing classroom procedures</li> <li>d. Managing student behavior</li> <li>e. Organizing physical space</li> </ol>
<b>Domain 3: Instruction</b> <ol style="list-style-type: none"> <li>a. Communicating with students</li> <li>b. Using questioning and discussion techniques</li> <li>c. Engaging students in learning</li> <li>d. Using assessment in instruction</li> <li>e. Demonstrating flexibility and responsiveness</li> </ol>	<b>Domain 4: Professional Responsibilities</b> <ol style="list-style-type: none"> <li>a. Reflecting on teaching</li> <li>b. Maintaining accurate records</li> <li>c. Communicating with families</li> <li>d. Participating in a professional community</li> <li>e. Growing and developing professionally</li> <li>f. Showing professionalism</li> </ol>

*The components listed for each of the Domains above represent the basic framework for a Classroom or Elective Teacher in Gower. There may be some variation for other Teaching positions in Gower. Such variation is aligned to Danielson's Framework for Teaching Evaluation Instrument (2007 and 2013). See Professional Practice Rubrics for more detail.*

### BASIC ALIGNMENT OF CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING (2007, 2013) AND THE ILLINOIS PROFESSIONAL TEACHING STANDARDS (2013)

Danielson's Domain	Illinois Professional Teaching Standards (2013)
1. Planning and Preparation	<ol style="list-style-type: none"> <li>1. Teaching Diverse Students</li> <li>2. Content Area and Pedagogical Knowledge</li> <li>3. Planning for Differentiated Instruction</li> </ol>
2. The Classroom Environment	<ol style="list-style-type: none"> <li>4. Learning Environment</li> </ol>
3. Instruction	<ol style="list-style-type: none"> <li>5. Instructional Delivery</li> <li>6. Reading, Writing, and Oral Communication</li> <li>7. Assessment</li> </ol>
4. Professional Responsibilities	<ol style="list-style-type: none"> <li>8. Collaborative Relationships</li> <li>9. Professionalism, Leadership, and Advocacy</li> </ol>

### OVERVIEW OF APPRAISAL PROCESS – TEACHER PERFORMANCE

The evaluation and Summative Rating process includes two components: Professional Practice (70% of Summative Rating) and Student Growth (30% of Summative Rating). The following teachers are exempt from the Student Growth component and receive a Summative Rating based on Professional Practice: Engaged Learning Specialist, Instructional Support Specialist, School Nurse, and School Psychologist.

#### Summative Rating Matrix

		Professional Practice Rating (70%)			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Student Growth Rating (30%)	Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement	Proficient
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Proficient
	Proficient	Needs Improvement	Needs Improvement	Proficient	Excellent
	Excellent	Needs Improvement	Needs Improvement	Proficient	Excellent

## **OBSERVATION SCHEDULE FOR TENURED TEACHERS**

The evaluation process for tenured teachers includes at least one formal observation, reflection, summative evaluation/rating, and goal setting within a three-year cycle. Tenured teachers will complete the summative conference no later than the last day of the school term of the formal evaluation year of the cycle.

## **OBSERVATION SCHEDULE FOR NON-TENURED (PROBATIONARY) TEACHERS**

The evaluation process remains the same for probationary teachers (goal setting, observation(s), reflection, summative evaluation). The only change is the observation schedule. The following list is recommended as a minimum number of observation(s) and/or the time frames in which they must be completed.

**1<sup>st</sup> year teacher: Oct. 15, Dec. 15, and April 1**      **2<sup>nd</sup> - 4<sup>th</sup> year teacher: Oct. 15 and April 1**

## **TENURE ACQUISITION**

For full-time teachers hired between a August 14, 2015 but before July 1, 2023, the probationary period is as follows (unless a teacher is given written notice of dismissal):

- 4 consecutive school terms of service in which the teacher holds a PEL AND receives overall annual evaluation ratings of at least “Proficient” in the last school term and at least “Proficient” in either the second or third school terms;
- 3 consecutive school terms of service in which the teacher holds a PEL AND receives 2 overall annual evaluations of “Excellent;” or
- 2 consecutive school terms of service in which the teacher holds a PEL and receives 2 overall annual evaluations of “Excellent” but only if the teacher:
  - Previously attained tenure in a different school district or program in the State,
  - Voluntarily departed or was honorably dismissed from that school district or program in the school term immediately prior to the teacher’s first school term of service in the current district, and
  - Received, in his or her most 2 recent overall annual or biennial evaluations from the prior school district or program, ratings of at least “Proficient,” with both such ratings occurring after the school district’s or program’s PERA implementation date.

Probationary periods for teachers first employed as full-time teachers in a district or program on or after July 1, 2023 are now as follows (unless a teacher is given written notice of dismissal):

- 3 consecutive school terms of service in which the teacher holds a PEL and receives overall annual evaluation ratings of at least “Proficient” in the second and third school terms; or
- 2 consecutive school terms of service in which the teacher holds a PEL AND receives 2 overall annual evaluation ratings of “Excellent.”
- Portable tenure: the existing portable tenure rules that allowed a teacher to acquire tenure with just two Excellent evaluation ratings after leaving a prior school district with tenure remain, but appear to have been rendered moot by the accelerated tenure changes.

**Note:** Teachers who are due to be evaluated in the last year of employment before they are set to retire must be offered the opportunity to waive their evaluation and to retain their most recent rating, unless the teacher was last rated as “needs improvement” or “unsatisfactory.” However, the school district may still reserve the right to evaluate a teacher, provided the district gives notice to the teacher at least 14 days before the evaluation and a reason for evaluating the teacher.

## **OVERVIEW OF APPRAISAL PROCESS – PROFESSIONAL PRACTICE**

The fundamental purpose of the teacher appraisal process is the improvement of instruction. The formal appraisal process for the professional practice is outlined below. This process allows for conferences between administrator and teacher at any time, as requested by the principal or teacher. It is expected that any concerns about a teacher's performance will be discussed/addressed within a reasonable time frame. It is also permissible by agreement between the teacher and administrator to combine conferences. For example, a pre-appraisal conference and a pre-observation conference may occur at the same time, or a single pre-observation conference may be held for multiple observations. The administrator will monitor a tenured teacher's work on the appraisal goal(s) periodically throughout the appraisal cycle.

### **1. Pre-Appraisal Communication: Introduction to the Appraisal Process**

The administrator will meet with all teachers at the beginning of each year, in person or through other forms of communication, to:

- a. Review the appraisal process and the instruments to be used.
- b. Mutually agree upon an observation with the summative conference to be held by March 1 of the year (for non-tenured teachers).
- c. Mutually agreed upon an observation with a summative conference to be held no later than the last day of the school term (for tenured teachers requiring a summative rating)

### **2. Pre-Observation Conference**

The teacher and administrator will discuss Domain 1 during the pre-observation conference. During this conference, the teacher will state and provide in writing their objectives for the instruction to be observed, the teaching and learning methods to be used to achieve these objectives, and the method(s) to evaluate expected outcomes. A non-tenured teacher shall provide artifacts as evidence of performance in Domain 1. A tenured teacher has the option to provide artifacts as evidence for performance in Domain 1. Examples of artifacts include, but are not limited to:

- Evidence of student learning data that is used for instructional planning.
- Evidence of planning for units and lessons.

### **3. Observation**

Formal observations should occur at mutually convenient and satisfactory times. The goal of these visits should be to obtain a representative sample of the teacher's classroom performance. A teacher may, however, be informally observed by an administrator at anytime, with timely feedback provided to the teacher if there are any concerns. If a concern arises as a result of any observation, the administration or teacher may request additional observations. It is important to note that evidence collected from formal and informal observations are to be included as part of the Summative Conference.

Tenured teachers with a previous summative rating of *Proficient* or *Excellent* shall be formally observed at least once every three years. Non-tenured teachers will be formally observed at least three times in their first year and at least twice in subsequent years. The observation schedule for non-tenured teachers was previously listed. Part-time teachers in their fifth consecutive year of service and thereafter shall follow the tenured teacher cycle of formal observations.

During a formal observation, the administrator is to arrive promptly at the agreed upon time and is to look for evidence that the teacher is including the appropriate components of effective teaching in their lesson. The administrator must provide specific and complete feedback forms in order to provide evidence for the teacher's performance rating. (*Professional Practice Rubrics*)

#### 4. Reflection/Post-Observation Conference

Within five school days of the observation, a collaborative meeting will be scheduled to begin reflection and analysis of the observation. The following guidelines should be followed:

- a. The primary purpose of this collaborative meeting shall be to reflect on Domain 2 and 3.
- b. The teacher and administrator will use the *Professional Practice Rubrics* to reflect on, identify, and describe in detail the performance of the teacher and its impact on student learning.
- c. The *Performance Evaluation Plan Worksheet* will be utilized to indicate the performance level for components discussed (Distinguished = 4; Proficient = 3; Basic = 2; Unsatisfactory = 1)
- d. After a discussion of the teacher's professional practice and the assignment of the performance levels on the *Performance Evaluation Plan Worksheet*, a teacher may not revisit the ratings by requesting additional meetings or by providing additional evidence of performance. Additional formal observations may be requested.
- e. A teacher should bring any artifacts to be considered.
- f. The collaborative meeting will focus on positive, constructive segments of the observation. Any performance segments needing improvements will also be discussed.
- g. A non-tenured teacher shall provide artifacts as evidence of performance in Domain 4. A tenured teacher has the option to provide artifacts as evidence for performance in Domain 4. Examples of artifacts include, but are not limited to:
  - Evidence of student learning, including data demonstrating student growth.
  - Evidence of parent communication, such as parent communication log.
  - List of professional activities, i.e. committee membership, attendance at workshops/conferences, professional reading, action research, etc. *Professional Growth and Development Participation Highlights Worksheet* may be used

#### 5. Professional Practice – Rating

The Performance Evaluation Plan Worksheet as completed during the Reflection/Post-Observation Conference(s) is utilized to determine a Professional Practice Rating, used as 70% of the teacher's Summative Rating, or 100% of the Summative Rating for an exempt-status teacher.

### **OVERVIEW OF APPRAISAL PROCESS – STUDENT GROWTH**

The fundamental purpose of the teacher appraisal process is the improvement of instruction. Student growth is in part a measure of the instruction delivered. The formal appraisal process for the student growth is outlined below. This section does not apply to teachers with exempt status.

#### 1. Student Growth Measures

The appraisal model includes two Type III assessments (Student Learning Objectives [SLOs]), equally weighted, as student growth measures that ultimately account for 30% of a teacher's Summative Rating in accordance with the Performance Evaluation Reform Act of 2010 (PERA).

### **SUMMATIVE CONFERENCE**

The administrator will hold a Summative Conference with each teacher according to the appraisal plan schedule (by April 8<sup>th</sup> for non-tenured teachers and by the end of the school term for tenured teachers). After finalizing the Summative Report of Teacher Performance, both the administrator and teacher sign the document. The teacher may submit written comments about aspects of this report. Any written statement will be attached to the Summative Report of Teacher Performance. Afterwards, a copy of the Summative Report of Teacher Performance is distributed to the teacher and the original is placed in the teacher's personnel file.

The Summative Report of Teacher Performance will include an overall effectiveness rating of excellent, proficient, needs improvement, or unsatisfactory. After a discussion of the Summative Report of Teacher Performance and the completion of the ratings, a teacher may not revisit the ratings by requesting additional meetings or by providing additional evidence of performance.

**GOAL SETTING AND PROFESSIONAL INQUIRY**

Goal setting is an inherent part of the appraisal process. Individual teacher goals are a result of professional reflection and are most effective when stated in terms of a teacher’s own learning and largely self-directed inquiry. The overall aim of goal setting is for the teacher to engage in learning and develop new skills to enhance their effectiveness. Progress toward and completion of an individual teacher’s goal(s) are considered evidence and are to be included as part of the Summative Conference for all teachers except those in their first year in the school district. Teachers are to work with their evaluator to set their professional learning action plan and are expected to submit a reflective summary of progress toward their individual professional learning goal based on the iLearn format on an annual basis:

**iLearn:**

**Learn a new instructional (Domain 3) strategy**

**Engage with a peer or specialist**

**Align, Act and Assess—align goal to professional standard(s) and school or district goal, observe others and implement strategy in your classroom, & assess progress**

**Reflect on student learning and your own professional learning**

**Notes and Next Steps to principal for review**

**SUMMATIVE RATINGS**

These terms are included in this plan to support teacher self-reflection, as well as professional conversations between teachers and evaluators. These terms describe the summative ratings assigned in the appraisal cycle. The Danielson *Framework for Teaching Evaluation Instrument* uses similar terms to describe the levels of performance and are shown in parentheses.

<b>UNSATISFACTORY</b>	Professional practice at the Unsatisfactory Level demonstrates evidence of not understanding the concepts underlying the components of the <i>Framework for Teaching</i> or the <i>Framework for Specialists</i> . Performance represents teaching below the licensing standard of “do no harm” and requires remediation.
<b>NEEDS IMPROVEMENT</b>	Professional practice at the Needs Improvement Level demonstrates evidence of knowledge and skills required to teach, but implementation is inconsistent or not entirely successful. This may be due to a lack of experience, expertise, and/or commitment and requires support and intervention.
<b>PROFICIENT</b>	Professional practice at the Proficient Level demonstrates evidence of a clear understanding and implementation of concepts underlying the framework in all aspects of the profession. This is successful, accomplished,

	professional and effective practice. Certified staff at this level thoroughly know their content, their students and colleagues, curriculum, and have a broad repertoire of strategies and activities to use with students and share with their peers.
<b>EXCELLENT</b>	Professional practice at the Excellent (Distinguished) Level is that of a master professional whose practices operate at a qualitatively different level. Practice at this level is at the highest level of expertise and commitment to student learning as well as commitment to individual and collaborative professional learning.

### PRE-OBSERVATION FORM

\_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Administrator's Name)

\_\_\_\_\_  
(School)

\_\_\_\_\_  
(Grade/Department)

\_\_\_\_\_  
(Observation Date)

\_\_\_\_\_  
(Observation Time/Period)

**Reflect on Domain 1 using the following as guiding questions:**

1. Briefly describe the students in this class, including those with special needs. (1b)
  
2. What do you want the students to learn? (1c)
  
3. How do these goals support the District's curriculum and Illinois Learning Standards? (1c)

4. How do you plan to engage students in the content? (1e)
  
5. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (1b)
  
6. What instructional materials or other resources, if any, will you use? (1e)
  
7. How do you plan to assess student achievement of the lesson goals? What procedures will you use? Attach any tests or performance tasks, with accompanying scoring guides or rubrics. (1f)
  
8. How do you plan to make use of the results of the assessment? (1f)
  
9. What specific area(s) would you want feedback on from your observation? (4a)

### TEACHER REFLECTION/POST-CONFERENCE FORM

(For Post-Conference discussion only)

\_\_\_\_\_

(Teacher's Name)

\_\_\_\_\_

(Administrator's Name)

\_\_\_\_\_

(School)

\_\_\_\_\_

(Grade/Department)

\_\_\_\_\_

(Observation Date-Time/Period)

\_\_\_\_\_

(Post Observation-Time/Period)

As you write your reflections on your observation, **use Domain 2 and 3 to guide your thinking** and keep the following questions in mind:

- Did the students learn what I intended? Were my instructional goals met? How do I know? (1c)
- If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (4a)
- Did I alter my goals or instructional plan as I taught the lesson? If so, why? (3e)
- Provide several examples of student work related to this lesson. The samples should reflect the full range of student ability in your class and include the feedback you provide to students on their papers. (3d)
- Questions provided to the teacher by the administration prior to the post-conference (optional).

## GOWER SCHOOL DISTRICT #62 Summative Report of Teacher Performance

\_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Administrator's Name)

\_\_\_\_\_  
(School)

\_\_\_\_\_  
(Grade/Department/Position)

Tenure Status (check one):  Tenured  Non-Tenured

The administrator will provide a written summary of the evidence that indicates the teacher's strengths, suggestions for future practice, and overall effectiveness in each of the Domains of Teaching as listed below.

### 1. DOMAINS OF TEACHING

I. Planning and Preparation	II. Classroom Environment
III. Instruction/Delivery of Service	IV. Professional Responsibilities

### 2. GOAL(S)

### 3. ARTIFACTS REVIEWED: *(optional for tenured teachers)*

4. PROFESSIONAL PRACTICE RATING: \_\_\_Excellent \_\_\_Proficient \_\_\_Needs Improvement \_\_\_Unsatisfactory  
*(Required for Exempt and Non-Exempt Status)*

5. STUDENT GROWTH RATING: \_\_\_Excellent \_\_\_Proficient \_\_\_Needs Improvement \_\_\_Unsatisfactory \_\_\_Exempt  
*(Required for Non-Exempt Status)*

### 6. SUMMATIVE RATING:

\_\_\_Excellent \_\_\_Proficient \_\_\_Needs Improvement \_\_\_Unsatisfactory

		Summative Rating Matrix			
		Professional Practice Rating (70%)			
Student Growth Rating (30%)	Unsatisfactory	Needs Improvement	Proficient	Excellent	
	Unsatisfactory	Unsatisfactory	Needs Improvement	Proficient	Proficient
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Proficient
	Proficient	Needs Improvement	Needs Improvement	Proficient	Excellent
Excellent	Needs Improvement	Needs Improvement	Proficient	Excellent	

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\*Required for non-tenured teachers only  
\_\_\_Recommendation to continue service\*

\_\_\_Recommendation to discontinue service\*

*A signature acknowledges receipt of the Summative Report. The appraisal process allows for written comment on all aspects of this summative report. The Performance Evaluation Plan Worksheet is attached. An additional written statement(s) may also be attached.*

**GOWER SCHOOL DISTRICT #62**  
**PROFESSIONAL GROWTH AND DEVELOPMENT PARTICIPATION HIGHLIGHTS\***  
To be completed by the teacher (Optional)

\_\_\_\_\_  
 (Teacher's Name)

\_\_\_\_\_  
 (Grade/Department)

\_\_\_\_\_  
 (School)

\_\_\_\_\_  
 (School Year)

\*Some examples include participation in professional organizations, District and school committee work, coursework, etc.

DATE	SERVICE/EVENT	BENEFIT/KNOWLEDGE SHARED

## GOWER SCHOOL DISTRICT #62

### iLearn: Goal Setting Worksheet

\_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Grade/Department)

\_\_\_\_\_  
(School)

\_\_\_\_\_  
(School Year)

Goal setting is an inherent part of the professional appraisal process. Individual teacher goals are a result of professional reflection and are most effective when stated in terms of a teacher's own learning and largely self-directed inquiry. The overall aim of goal setting is for the teacher to engage in learning and develop new skills to enhance their effectiveness. Progress toward and completion of an individual teacher's goal(s) are considered evidence and are to be included as part of the Summative Conference for all teachers except those in their first year in the school district. Teachers are to work with their evaluator to set their professional learning action plan and are expected to submit a reflective summary of progress toward their individual professional learning goal based on the iLearn format on an annual basis:

<b>iLearn Teacher Goal Component</b>	<b>Notes/Progress Toward Goal</b>
<u>L</u> earn a new instructional (Domain 3) strategy	State Goal:
<u>E</u> ngage with a peer or specialist	Notes:
<u>A</u> lign, Act and Assess - align goal to professional standard(s) and school or district goal, observe others, and implement strategy in your classroom, and assess progress	Notes:
<u>R</u> eflect on student learning and your own professional learning	Notes:
<u>N</u> otes and Next Steps to principal for review	Notes:

## **EVIDENCE FOR THE APPRAISAL CYCLE**

Evidence for the teacher appraisal process may be observed during formal and informal observations or examples may be provided during the post-observation and summative meetings. Items listed below provide examples of evidence aligned to the Danielson Framework rubric. These examples are not required and not all examples are equally impactful. Evidence alone does not guarantee a Distinguished rating on the rubric. Evidence should provide a tangible link that supports the discussion of how a teacher has used the evidence to improve teaching and learning. Teachers may provide other examples as evidence of performance. Please use this as a guide as you work with your principal to complete the appraisal process.

### **Domain 1**

- Graduate or T.I.D.E. course syllabus (1a)
- Workshop/conference agenda (1a)
- Unit Plan with student assessment - Demonstrates skill in long-range planning (1a, 1b, 1c, 1d, 1e, and 1f)
- Assignment or directions to an activity - including student work with, with the teacher's comments to students on their work. (1a, 1b, 1c, 1e, 1f)
- Interactions with individual students (1b)
- Student assessment results/analysis – used in instructional planning (1b)
- Communication with Families (1b)
- Participation in Problem Solving Team (1b)
- Activities for a parent to do with their children at home (1b)
- Completed family contact log (1b)
- A note to or from a parent with all identifying info removed (1b)
- Student assignments incorporating information from home or community – such as interviewing older neighbors or relatives, graphing numbers of different types of furniture in the house (1b)
- Parent/teacher conference schedule (1b)
- Evidence of Student Learning (1c)
- Learning Targets and Daily Objectives – (1c)
- Formative and Summative assessments – (1c, 1f)

### **Domain 2**

- Observed interactions between teacher and students and among students (2a)
- Interview with student that demonstrates high level of expectations (2b)
- Smooth functioning of classroom procedures (2c)
- Rules for student conduct are posted in classroom (2d)
- Teacher response to misbehavior (2d)
- Implementation of student behavior plan (2d)
- Participation in Problem Solving team (2b, 2d)

### Domain 3

- Clarity of teacher written and oral directions and explanations (3a)
- Lesson plan with teacher questions and major discussion points (3b)
- Assignment or directions to an activity (3c, 3d)
- Instructional sample and the accompanying student work and teacher commentary (3c, 3d)
- Formative and summative classroom assessment results (3d)
- Fall MAP and AIMSweb analysis (3d)

### Domain 4

- Record of grades (4b)
- Attendance record (4b)
- Anecdotal notes on students' learning (4b)
- Skill checklist/profile (4b)
- Course syllabus sent home (4c)
- Class newsletter (4c)
- Back-to-school handouts (Orientation) (4c)
- Grading policies sent home to families (4c)
- Information sent home about a new program (4c)
- Completed family contact log (4c)
- Notes to/from parents (4c)
- Directions sent home about a class trip (4c)
- Guidelines for a project if families are expected to be involved (4c)
- Information sent home about an upcoming school or class event (4c)
- Parent/teacher conference schedule (4c)
- Information on how to look at a student's work or portfolio with student (4c)
- Professional development log (4d)
- Workshop agenda/handout (4d)
- Study group calendar/meeting minutes (4d, 4e)
- District committee membership (4d)
- Summary and results of individual goal work (4h)

## **NEEDS IMPROVEMENT PLAN**

1. If a tenured teacher earns an overall rating of “needs improvement,” a plan shall be developed by the evaluator, in consultation with the teacher and initiated within thirty (30) school days of the rating.
2. The plan shall address the elements/areas that need improvement and identify supports that the District will provide.
3. The duration of the plan shall be established by the evaluator taking into consideration the nature of the elements/areas identified for improvement. The plan will not exceed one calendar year from the implementation date.
4. The teacher will be evaluated the year following receipt of the “needs improvement” rating.
5. The Gower Education Association (GEA) may provide assistance at the teacher’s request.
6. A final rating of proficient or excellent shall indicate successful completion of the needs improvement plan.
7. A teacher unable to successfully complete their improvement plan and earn a proficient or excellent rating shall be assigned an unsatisfactory rating and placed on a remediation plan.

## **REMEDATION PLAN**

1. In the event that a tenured teacher receives an overall unsatisfactory rating, a remediation plan shall be developed by the District within thirty (30) calendar days of the completion of the unsatisfactory rating. The remediation plan shall be designed to correct the deficiencies cited.
2. The remediation plan shall provide for an evaluation and rating to occur at approximately the midpoint of the ninety (90) school day remediation period which commences immediately following the teacher's receipt of a remediation plan.
3. The midpoint evaluations and ratings shall be conducted by a qualified administrator.
4. Failure to strictly comply with the timelines for the midpoint evaluation because of illness or certain leaves granted a teacher under a remediation plan, for example, shall not invalidate the results of the remediation plan.
5. The qualified administrator shall complete the final evaluation within ten (10) school days after the conclusion of the remediation plan.
6. The remediation plan shall provide reinstatement to the Teacher Appraisal Plan for any teacher who successfully completes the remediation plan by receiving a proficient or excellent rating.
7. Participants in the remediation plan shall include the teacher rated unsatisfactory, a qualified administrator, and a consulting teacher. The remediation plan may include the participation of other personnel to assist in correcting the areas identified as unsatisfactory.
  - a. The participation of the consulting teacher shall be voluntary.
  - b. The qualified consulting teacher shall be one who received a rating of excellent on their most recent evaluation, has a minimum of five (5) years experience in teaching, and has knowledge relevant to the assignment of the teacher under remediation.
  - c. The administration and GEA will work collaboratively to identify qualified consulting teachers. The participating administrator or principal of the teacher who was rated "unsatisfactory" shall select the consulting teacher.
  - d. Where no consulting teacher is available, the District shall request that the Illinois State Board of Education to provide a consulting teacher.
  - e. If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected per the above stated guidelines. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher for the balance of the remediation period.
  - f. The consulting teacher shall provide advice to the teacher rated as unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.

- g. The consulting teacher shall not participate in the required evaluation, nor be engaged to evaluate the performance of the teacher under remediation.
  - h. The consulting teacher shall be informed, through a conference with the qualified administrator and the teacher under remediation, of the results of the midpoint rating conference.
  - i. The Board shall provide the full legal assistance and completely hold harmless any consulting teacher who becomes involved as a defendant in any type of adjudication because of their acting in the line of duty as a consulting teacher. Further, the Board agrees to fully indemnify any such teacher for any legal costs, assessment, or damages. If the involvement in such adjudications requires time-off from work, the teacher shall suffer no loss of pay, any leave days, seniority, fringe benefits, or job assignment.
  - j. The responsibilities and time commitments of the consulting teacher to assist the teacher receiving an unsatisfactory rating shall be determined during the development of the remediation plan and may be adjusted during the process of implementation.
  - k. The Board shall make all teachers in the District aware of the consulting teacher concept and process.
  - l. When two (2) of the parties to the remediation plan feel the consulting teacher is not working to the best interests of the remediation plan or the teacher under remediation, the Board shall replace the consulting teacher.
8. Any teacher who fails to complete the remediation plan with a proficient or excellent rating shall be dismissed in accordance with Section 24-12 of the Illinois School Code.

## **UNSATISFACTORY RATING APPEALS PROCESS** (In accordance with Public Act 101-0591)

The PERA Joint Committee recognizes that the Appeal Process will be for teachers that receive an Overall Summative Rating of Unsatisfactory. It is important to note that the PERA Joint Committee encourages teachers to share evidence with their evaluator during the post-conference to ensure the most accurate rating is recorded across each of the Components of Domains 1 - 4.

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**Step 1:** After receipt of an Overall Unsatisfactory Rating in Professional Practice, a teacher will have three (3) school days to request an appeal. The teacher must submit a written request via email to the members of the PERA joint committee and state the reason for the objection. The teacher must include the specific component(s) of the Professional Practice ratings as limited to Domain 2 and/or 3 that he/she is requesting an appeal. Student Growth components and Professional Practice ratings from Domains 1 and 4 are not subject to this appeal process.

**Step 2:** The Teacher Members of the PERA Committee will invite the teacher to meet and review the teacher's appeal at a time that is suitable to all parties, but no later than three (3) school days after receipt of appeal. The Teacher Members of the PERA Committee, through consensus, will determine if the appeal is to proceed to Step 3. If it is determined that the appeal is not to proceed, the appeal process ends at Step 2. The Teacher Members of the PERA Committee shall designate one of their members to contact the Administrative Members of the PERA Committee via email immediately after the decision is made.

**Step 3:** The specific component(s) of the Professional Practice ratings from Domain 2 and/or 3 that have been appealed will be reviewed by a 2-3 member panel (the *Panel*) of qualified, administrator-level evaluators employed by the District (e.g. Principal, the Assistant Superintendent, and the Superintendent) to determine if enough evidence is available to render a decision about a final rating, or if additional information, including but not limited to an additional formal observation is required. Members of the *Panel* must not have provided the initial rating(s) being appealed.

**Step 4:** If another formal observation is required, the observation is to be scheduled immediately, as is practical, with the *Panel*, but no later than five (5) school days of notice to proceed as received by the Teacher Members of the PERA Committee. Members of the *Panel* will observe the lesson together and reach consensus on a final rating(s).

**Step 5:** The *Panel* makes the decision as to whether the initial rating(s) appealed are to remain, or are to be revoked, revised, and/or replaced. The decision is sent via email to the Teacher Members of the PERA Committee for a one (1) school day review. The Teacher Members of the PERA Committee, through consensus, may request a meeting with the *Panel* to review, discuss, and verify the final decision. Requests are to be made via email and the final review period shall not exceed a period of three (3) school days from initial decision being rendered.

**Step 6:** The *Panel* provides the final decision in writing (email acceptable) to the teacher and to the PERA Committee.