

Evergreen Park Elementary School District 124

Licensed Staff Evaluation

Inspire, Empower, Achieve...Every Student, Every Day



Introduction

The education of children is inceptive to a strong democracy. Providing students with a solid educational foundation, is fundamental to the development of children. Good teaching provides children with the tools they need to become productive citizens. This document, based on research and best practices, provides a framework for the evaluation of effective teaching and learning within our district's schools. The process for our licensed professionals is based on the Charlotte Danielson Framework and provides a collaborative means supporting continuous improvement. The process is scientifically based and seeks to support professional educators within the school District.

Evergreen Park Elementary School District 124 PERA Committee

The Performance Evaluation Reform Act (PERA) Joint Committee has met throughout the 2020/2021 school year to review evaluation practices, determine effectiveness and provide training to ensure evaluation promotes best practices in instruction and assessment. The Committee believes effective instruction combined with a strong curriculum, instruction and assessment model will support the growth of all students through the use of research based practices. The committee has worked collaboratively to ensure the plan accurately reflects the work achieved throughout the school year.

The purpose of the plan is to provide a pathway for the improvement of teaching, learning and instruction. It is intended to promote dialogue between professional educators and administrators working collaboratively through a mindset of continuous improvement.

The plan is designed to provide for maximum student growth by supporting educators as they grow as professionals in the field of education. The process is meant to be reflective, meaningful, formative and productive.

Professional practice is measured through multiple ways including formal and informal observations, conferences and discussions, regular feedback, student growth measures and seeks to create more meaningful dialogue regarding teaching and learning and the educator's professional practice.

The plan aligns to the roles and responsibilities of each professional educator evaluated through this plan. The evaluation addresses respective duties and responsibilities, attendance, planning, instructional methods, student management and competency in respective subject areas.

The process will be reviewed on an annual basis to ensure viability and fidelity to process.

Members of the 2020/2021 Pera Committee include:

Linda Blaeser

Maureen Burke

Susan Cichocki

Allison Grazevich

Lauren Kaufman

Emily O'Leary

Peter Sullivan

Mary Zofkie

Matthew Banach

Carrie Berry

Scott Liska

Margaret Longo/Lela Bridges-Webb

Veda Newman

Kathleen Prado

Daniel Richmond

Tim Sheldon

Non-Voting Members

Katie Patras, Union President and Assessment Subcommittee

Joanne Reilly, Union President and Assessment Subcommittee

Alex Mayster, Communications Director

The Danielson Framework of Professional Practice

The Danielson Framework is an evolving instructional resource that provides a roadmap for effective teaching. It outlines 22 components and 76 elements organized into Four Domains of Teaching Responsibility: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Over time, the Framework for Teaching has evolved to reflect new learning in the field and meet the needs of today's classrooms and students.

The Framework for Teaching provides common language for instructional practice grounded in a philosophical approach to, and understanding of, great teaching and the nature of learning. It is a vision of excellence as well as a set of discrete practices. The *Framework* was developed not only to define great teaching and elevate the profession but also to outline a comprehensive approach to teacher professional learning across the career continuum – from pre-service teacher preparation through teacher leadership. This comprehensive approach was built around a specific conceptualization of the nature of the profession, its complexity, and the pursuit of great teaching and a stronger profession.

The following information provides guidance for professional practice evaluation agreed upon by the PERA committee.

Notice

At the beginning of the school term, by the first day of student attendance, the district shall provide a written notice through electronic or paper communication that a performance evaluation will be conducted within the school term to the employees who will be evaluated within that specific school year. It is understood that an educator may be evaluated more than every other year if deemed necessary.

The notification shall include;

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- A copy of the rubric used to evaluate based on identified standards and goals and other tools used to determine a performance evaluation rating.
 - A summary of the manner in which student growth is included in professional practice to be used within the evaluation as they relate to the categories of 'Excellent', 'Proficient', 'Needs Improvement' and 'Unsatisfactory' and
 - A summary of the district's procedures related to the provision of professional development in the event a teacher receives a 'needs improvement' or remediation in the event a teacher receives an unsatisfactory rating.

Orientation

Within 2 months after the beginning of each school term, the Principal shall conduct a workshop to inform each teacher of the performance evaluation plan procedures, standards and instrument to be used, and the administrator responsible for the evaluation will be identified. It is desirable for the principal to hold orientation within the first few weeks of the school year. New hires who are employed after the start of the school year and before March 1st, will receive an orientation conference within thirty (30) working days after their first day of employment.

Frequency of Evaluation

Non-tenured professionally licensed staff (not in continued contractual service) shall be evaluated each school year.

Professional Educators in continued contractual service (tenured) shall be evaluated at least once every other school year. However, if deemed necessary or if a tenured educator receives a 'needs improvement' rating on the summative evaluation and the educator is placed on a performance development plan, they will be re-evaluated the following school year pursuant to Illinois law and the requirements of this plan. The tenured professional staff member will be re-evaluated the following school year pursuant to the requirements and provided the teacher a rating equal to or higher than proficient at the completion of the remediation plan. Notwithstanding anything to the

contrary, a principal will not be prohibited from evaluating any teachers within a school during his/her first year as principal of such school.

Observations

Evidence of professional practice shall be collected through the use of multiple observations including both formal and informal observations. Information collected will be consistent with the rubric and the Danielson Framework.

A formal observation will allow the qualified educator to acquire evidence of teacher's professional practice as outlined in the plan for teacher evaluation document and will be consistent with the rubric specific to their job assignment.

The formal observation will be:

- A minimum of 45 minutes; or
- An observation of a complete lesson; or
- An observation of an entire class period

Evidence gathered during informal observations may be considered in determining the performance evaluation rating, provided it has been documented in writing. Informal observations shall occur each year for non-tenured staff and throughout the two year cycle for tenured staff. The actual length of the informal observation is at the sole discretion of the evaluator.

The qualified evaluator may designate another administrator to conduct the evaluation in situations where he/she cannot complete all of the observations, or the evaluations cannot be completed in a timely manner, provided the individual so designated is a qualified evaluator, thus having completed the prequalification process and any required retraining, as applicable, required under Section 24 A-3 of the School Code of the State of Illinois.

Frequency of Observations

A. Tenured Staff

For each tenured staff member who received an “Excellent” or “Proficient” performance evaluation rating on his/her last performance evaluation, the staff member will be formally evaluated at least every other year. The period of observations will extend over a two year period with informal observations occurring in the year when the staff member is not formally evaluated.

Tenured staff member who receives a “Needs Improvement” rating in his/her last performance evaluation rating will be required to have a minimum of three formal observations and multiple informal evaluations in the school year immediately following the school year in which the “Needs Improvement” rating was earned.

If a staff member receives an “Unsatisfactory” Evaluation rating, within 30 days of receiving the evaluation rating, the school district, in consultation with the teacher and taking into account the teacher’s ongoing professional responsibilities including his or her regular teaching responsibilities, will develop a ‘professional development plan’ directed to the areas which need improvement and plan any supports the district will provide to address the areas which need improvement. These plans will align with the Standards for Professional Learning and Illinois School Code.

B. Non-Tenured Staff

For a non-tenured teacher, at least three observations shall be required each school year, of which at least two must be formal observations. The first formal observation for non-tenured teachers in the district will ordinarily be completed by December 15th. Additional observations may be completed by March 1st. Each formal observation must be preceded by a pre-observation conference and followed by a post-observation conference.

Pre-Observation Conference

Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher. The pre-observation conference should be held within reasonable proximity to the observation. The staff member and the evaluator will make a good faith effort to mutually establish the date and time for the pre-observation conference to be within 5 school days of the scheduled observation.

In advance of the conference, the teacher shall submit to the qualified evaluator a written lesson or unit plan and/or other evidence of planning for instruction which will be conducted during the window of time when the formal observation may occur and make recommendation for areas on which the qualified should focus during the observation. The teacher will complete a pre-observation conference form and submit it to the evaluator at least one (1) day prior to the conference.

The qualified evaluator and the teacher shall discuss the lesson or unit plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable.

Supporting Data and Input

Work samples (e.g., student work, graded papers, assessment results, or any other materials) may be used for supporting data for evaluation purposes. Informal classroom observations may be held at the discretion of the evaluator who provides feedback to the teacher within 10 school days. Feedback from students' parents, and or guardians may be used by either party. An appraisal file may be created during the formative steps of the cycle. Information from the appraisal file will be shared between evaluator and employee. Both evaluator and employee may put information into the appraisal file. The artifacts which have been resolved and are irrelevant may be discarded as of June 30th of the current year unless an assistance or remediation plan is in process.

Post Observation Conference and Feedback

Within fifteen (15) days following the formal observation, the qualified evaluator will:

- Meet with the employee to discuss evidence collected about the teacher's professional practice, and
- Provide feedback to the employee in writing (electronically and/or paper) on the post observation conference report, with a copy given to the teacher during the conference
- The teacher will provide the evaluator with a post observation reflection to guide the discussion at the post observation conference

Following an informal observation, the qualified evaluator will:

- Provide feedback to the employee either orally or in writing (electronically is acceptable and
- If the feedback is in written format, also provide the employee with an opportunity to have an in-person discussion with the evaluator.

The qualified evaluator shall provide feedback to the employee about the individual's professional practice, including evidence specific to the areas of focus designated during the pre-observation conference. The qualified evaluator shall share with the employee any evidence collected and judgements made about the evidence during the conference. The teachers shall consider and reflect upon his/her instruction and if applicable, may provide to the qualified evaluator additional information or explanations about the lesson presented. The employee shall work with the evaluator or other administrators designated by the district to identify and receive coaching/professional development in areas of improvement.

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

Professional Practice Evaluation Rating

The qualified evaluator will complete the Professional Summative Evaluation Report summarizing and synthesizing his/her judgement relative to the data collected using the professional competency domains. The report will contain a Professional Practice Evaluation Rating.

The Professional Practice Evaluation Rating is derived from the ratings the evaluator assigns to each of the 22 competencies delineated in the framework or the components in the respective specialist framework. The four ratings in the Danielson Framework are “Distinguished”, “Proficient”, “Basic” and “Unsatisfactory”. Each competency is given a point value: 3 points for Excellent, 2 points for Proficient, 1 point for Needs Improvement, and 0 points for Unsatisfactory.

For teachers other than school support personnel, The Professional Practice Rating combined with Student Growth Rating will produce the Final Summative Rating. Using the following matrix, the rating can be converted to the State of Illinois mandated ratings:

EXCELLENT: Total score of 85 or above and no Needs Improvement or Unsatisfactory ratings.

PROFICIENT: Total score of 66 to 84.9 and no more than 3 Needs Improvement and no Unsatisfactory ratings.

NEEDS IMPROVEMENT: Total score of 47-65.9 or 4 or more Needs Improvement or Unsatisfactory ratings

UNSATISFACTORY: Total Score below 47 or 4 or more Unsatisfactory ratings

School support personnel will be evaluated using the Professional Practice Performance Evaluation form appropriate for their specialist framework as they are excluded per administrative rules and requirements for the student growth component of the plan.

A conference to discuss the final evaluation report and rating will be held by approximately March 1st for non-tenured teachers or a teacher who is rated unsatisfactory or needs improvement or who is being considered for dismissal. All other teachers will be completed by May 15th.

Within thirty (30) work days following the summative evaluation report conference, a teacher may submit additional written comments.

Student Growth Measures

1. Core Beliefs Regarding PERA

The Evergreen Park Elementary School District 124 PERA Student Growth Joint Committee sub-committee has designed the growth component of the evaluation plan with the following district's core beliefs in mind:

- a. Implement high-quality and challenging curriculum, instruction, and assessment that increases student learning;
- b. Provide facilities and sites that have a continuous improvement program incorporating curriculum and technology;
- c. Invest in quality staff, facilities, technology, and programs within the scope of fiscal to maximize student achievement; and to
- d. Inspire students to create, innovate, and collaborate globally in order to prepare them for the dynamic and unprecedented opportunities that await in the 21st Century.

2. Implementation of Student Growth

a. Defining student growth

Aligned to the requirements outlined in the Illinois School Code, the district will incorporate student growth measures within the staff evaluation plan for all schools. The committee, composed of equal representation of teachers and administrators, met on a regular basis during the 2020/2021 school year to review and update the District's PERA plan. The district worked in partnership with the Evergreen Park Federation of Teachers and the Intermediate Service Center 4.

By using student growth measures in an accurate and meaningful way, staff can work to implement strategies to allow the students to achieve their highest potential and maximize growth. Student growth and achievement allows a staff member to monitor student progress throughout the year and adapt and differentiate methodology accordingly, based upon use of assessment data.

b. Student Growth Components

Teachers will receive a student growth score with 10% of points coming from a Type I or comparable assessment and 20% of points coming from Type II or III assessment based on the chart below.

Identifying Assessments

Definitions

Student Growth: Student growth will comprise 30% of each teacher's evaluation rating.

Student growth is defined as a demonstrable change in a student's or group of students' knowledge or skills as evidenced by gain and/or attainment on two or more assessments, between two or more points in time. (23 Ill. Admin. Code 50.30)

The law states each school's performance evaluation plan will include "data and indicators of student growth as a significant factor in rating performance" (23 Ill. Admin. Code 50.110). For the purpose of this plan, 'significant factor' represents 30% of the Summative Performance Evaluation Rating.

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

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

Examples: Star Reading, Star Mathematics, and Star Early Literacy

Type II = Assessments developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade/subject area.

Example: common grade-level assessments

Type III = Assessments that are rigorous, aligned to the course's curriculum, and the evaluator and teacher determine measure student learning in that course. Type II assessments may be used as Type III assessments. Examples: teacher-created assessments, publishers' tests, performances, products, student work samples

1. Type 1 Assessments

- a. District 124 utilizes the STAR 360 Assessment as its Type I assessment using fall to winter data.
- b. There are different versions of the assessment depending on the grade level including STAR Early Literacy, STAR Reading, and STAR Math.
- c. An alternative assessment has been identified for teachers whose students do not ordinarily take the Star assessment (e.g., PK/EC).
- d. Teachers will refer to the chart below as to which assessment version will be used as their Type I Assessment.
- e. Where it says “Choice of Student Population”
 - i. Selection should be representative of the class
 - ii. Selection is agreed upon by the Teacher and Evaluator.

2. Type 2 Assessments (in development)

- a. The district is working to develop common assessments across grade levels and subject areas. These assessments will be utilized as a teacher’s Type III assessment once completed.
- b. After the pre-test is scored, the teacher and evaluator will meet to set individual growth goals for improvement.
- c. The minimum interval of instruction from pre-assessment to post-assessment will be at least 4 weeks.
- d. The evaluator must receive all data related to student growth by February 1st.
- e. Scored assessments, both pre-test and post-test, must be maintained by the teacher until the summative conference, at which time it will be determined by the teacher and evaluator as to when the scored assessments may be destroyed. Pre-tests and post-tests should NOT be sent home with the student. However, if a parent wants to review any of these assessments the review should be done under teacher supervision. Teachers should submit a summary sheet listing all pre-test and post-test data to the evaluator upon the completion of all pre and post-tests.

3. Type 3 Classroom/Content Area Performance Assessments

- a. The Teacher and evaluator should work together to make sure the chosen assessment is adequate to measure student growth (e.g., rigorous, based on standards/the curriculum, and reflective of students’ present levels).
- b. After the pre-test is scored, the teacher and evaluator will meet to set individual growth goals for improvement.
- c. The minimum interval of instruction from pre-assessment to post-assessment will be at least 4 weeks.
- d. The evaluator must approve the pre-test and post-test by October 1st and the evaluator must receive all data related to student growth by February 1st.
- e. Scored assessments, both pre-test and post-test, must be maintained by the teacher until the summative conference, at which time it will be determined by the teacher and evaluator as to when the scored

assessments may be destroyed. Pre-tests and post-tests should NOT be sent home with the student. However, if a parent wants to review any of these assessments the review should be done under teacher supervision. Teachers should submit a summary sheet listing all pre-test and post-test data to the evaluator upon the completion of all pre and post-tests.

4. Midpoint of Evaluation Cycle

- a. Staff members and evaluators must conduct midpoint reviews to determine progress toward student growth goals. Reviews allow for an adjustment to instructional practice as needed. Midway through the interval of instruction for Type II or Type III instruction, the teacher should administer a midpoint assessment. It does not have to be the same as the Pre and Post Test. After the scoring of the midpoint assessment, the teacher should schedule a meeting with the evaluator to discuss the results of the assessment and make any necessary adjustments to the original goal.

The data at the midpoint review shall not be the same data identified for use in the performance plan to rate the teacher's performance. Data from formative assessments such as classroom tests, student work samples, student attendance, discipline data, grades, and intervention progress reports may be discussed during the midpoint meeting. Educators and Administrators may reflect individually, in groups, or as a school. Collaboration is highly recommended and encouraged. A midpoint reflection shall be completed at the time of the meeting.

Assessments Used for Student Growth

Grade Level/ Assignment	Type I 10% Individual (unless otherwise noted)	Type III 20% Individual
PK	Teaching Strategies Gold	Teacher Created
EC SPED	Unique Benchmark	Teacher Created
General Education- Kindergarten through First Grade	Classroom STAR Early Literacy and/or Star Reading/Math (if student scores above 775 on Early Literacy)	Teacher Created
General Education 2nd- 5th Grade	Classroom STAR Reading and Math	Teacher Created
Kindergarten- 1st Grade SPED	STAR Early Literacy	Teacher Created

	<i>*Choice of Student Population within caseload agreed upon by the teacher and evaluating administrator.</i>	
2nd- 8th Grade SPED	STAR Reading and Math <i>*Choice of Student Population within caseload agreed upon by the teacher and evaluating administrator.</i>	Teacher Created
Structured Learning Program	Unique Benchmark Assessments	Teacher Created
ESL/Bilingual (K-1st)	STAR Early Literacy and/or Star Reading/Math (if student scores above 775 on Early Literacy) (In Predominant Language for Bilingual) <i>*Choice of Student Population agreed upon by the teacher and evaluating administrator.</i>	Teacher Created
ESL/Bilingual (2nd-5th)	Star Reading and Math (In Predominant Language for Bilingual) <i>*Choice of Student Population agreed upon by the teacher and evaluating administrator.</i>	Teacher Created
Gifted (Grades 3rd-8th)	STAR Reading and/or Math (Based on subject(s) Taught) <i>*Choice of Student Population agreed upon by the teacher and evaluating administrator.</i>	Teacher Created
Specials (K-8th) Includes Art, Music, Technology, and PE)	Star Reading and Math Schoolwide Score <i>*Move to Type II Assessment When Available</i>	Teacher Created
Interventionist / Coach (K-5th)	Star Reading and Math Schoolwide Score	Teacher Created
Middle School ELA	STAR Reading <i>*Choice of Student Population agreed upon by the teacher and evaluating administrator.</i>	Teacher Created
Middle School Math	STAR Math <i>*Choice of Student Population agreed upon by the teacher and evaluating administrator.</i>	Teacher Created
Middle School Science	STAR Math <i>*Choice of Student Population agreed upon by the teacher and evaluating administrator.</i>	Teacher Created
Middle School Social Studies	STAR Reading <i>*Choice of Student Population agreed upon by the teacher and evaluating administrator.</i>	Teacher Created

Middle School SPED	Star Reading and Math <i>*Choice of Student Population agreed upon by the teacher and evaluating administrator.</i>	Teacher Created
Reading Interventionist/ Coach (6-8)	Schoolwide STAR Reading <i>*Choice of Student Population agreed upon by the teacher and evaluating administrator.</i>	Teacher Created
Math Interventionist/ Coach (6-8)	Schoolwide Star Math <i>*Choice of Student Population agreed upon by the teacher and evaluating administrator.</i>	Teacher Created
Middle School Electives (6-8)	STAR Reading and/or Math <i>*Choice of Student Population agreed upon by the teacher and evaluating administrator.</i>	Teacher Created
Library (6-8)	Star Reading <i>*Choice of Student Population agreed upon by the teacher and evaluating administrator.</i>	Teacher Created

Defining Student Growth

The Student Growth portion of the evaluation consists of assigning a performance rating for the Type 1, Type 2 and/or Type 3 assessments. Each assessment will receive a score in one of four categories, based upon the thresholds listed below: 'Excellent', 'Proficient', 'Needs Improvement' or 'Unsatisfactory'. Type 2 assessments will be developed in the future as part of the District's Curriculum Process and will be reviewed by the district's PERA Assessment Subcommittee. Teachers will utilize these Type II assessments as their Type III assessments for student growth once available.

Type 1 Assessment (Students Obtaining a SGP of 50 or greater for Star Reading, Math, and/or Early Literacy from Fall to Winter Benchmarks)- 9.5 points possible

60% of students or more receive an SGP of 50 or greater= Excellent = 9.5

Less than 60%- 40% = Proficient = 7.5

Less than 40% to 20%= Needs Improvement= 4.5

Less than 20% = Unsatisfactory= 1.5

Type II or III Assessment- 19 points possible

100- 75% met goal = Excellent = 19

50%-74% = Proficient = 15

25%- 49% = Needs Improvement = 10

Below 24%= Unsatisfactory = 5

Training

The district PERA committee was trained on the Danielson Framework and Assessment during the 20/21 school year. In addition, an overview was provided for staff from the Illinois Association of School Administrators. The Intermediate Service Center 4 provided training and discussion regarding assessment and its use in the evaluation process. Building level PERA committee staff members, in collaboration with administrators, provided training to licensed staff members during professional learning community learning sessions throughout the school year. Further training will occur for all teachers during the first days of staff attendance during the 2021/2022 school year.

Training on teacher evaluation will be provided to staff through the district's professional development model. The training will focus on the following categories:

1. Teacher Performance Evaluation Plan
2. Type III assessment scoring for teachers
3. Type III data for teachers

Continuous Model Refinement

The Joint Committee has agreed to meet at least two times per year during the first school year of implementation and at least once annually to continue to refine the Teacher Performance Evaluation Plan. Feedback will be collected via survey and/or school PLC meetings to assess the implementation of the plan and determine any modifications or changes needed or recommended.

Type II assessments will be developed in the future as part of the District's Curriculum Process and will be reviewed by the district's PERA Assessment Subcommittee