



Minooka CCSD#201
Teacher Evaluation System

Approved by the PEAC Committee
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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 April 15. The summative performance evaluation conference must be held by **April 15**.

Job description for Teachers, Psychologists, Speech Language Pathologists, Social Workers, Case Manager, School Nurse, Occupational Therapist, Instructional Coach and Behavior Specialist.-[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', and 'Non-Tenured Year Three' 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 April 15th of each year. The summative performance evaluation conference must be held by **April 15**.

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 **April 15**.

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 - Framework for Teaching 2022](#)

[Link to Case Manager Evaluation Tool](#)

[Link to Instructional Coach Evaluation Tool](#)

[Link to Occupational Therapist Evaluation Tool](#)

[Link to Behavior Specialist Evaluation Tool](#)

Evaluation Notification Letter

Can be found digitally within Evaluwise and assigned for signature by the teacher's evaluator prior to the first day of student attendance.

Elements of Success - Organized by Domain

Domain 1: Planning and Preparation

1a. Applying and Preparation

- **Disciplinary Expertise**
 - Teachers have deep knowledge of disciplines they teach, including structures, central concepts and skills, prerequisite relationships and methods of inquiry.
- **Pedagogical Content Knowledge**
 - Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways and thoughtfully implementing the most effective pedagogical approaches
- **Knowledge of Interdisciplinary Relationships and Skills**
 - Teachers make interdisciplinary connections to scaffold learning, support engagement and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

1b. Knowing and Valuing Students

- **Respect for Students' Identities**
 - Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect and character.
- **Understanding of Students' Current Knowledge and Skills**
 - Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.
- **Knowledge of Whole Child Development**
 - Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote students' success and autonomy.
- **Knowledge of Learning Process and Learning Differences**
 - Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

1c. Setting Instructional Outcomes

- **Value and Relevance**
 - Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.
- **Alignment to Grade-Level Standards**
 - Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.
- **Clarity of Purpose**
 - Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.
- **Integration of Multiple Aspects of Student Development**
 - Instructional outcomes integrate academic and social-emotional development to complement and build on one another.

1d. Using Resources Effectively

- Instructional Materials
 - Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific students needs, furthering engagement and mastery
- Technology and Digital Resources
 - Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.
- Supports for Students
 - Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.

1e. Planning Coherent Instruction

- Tasks and Activities
 - Tasks/activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content
- Flexible Learning
 - Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.
- Student Collaboration
 - Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.
- Structure and Flow
 - Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

1f. Designing and Analyzing Assessments

- Congruence with Instructional Outcomes
 - Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.
- Criteria and Standards
 - Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.
- Planning Formative Assessments
 - Teachers plan formative assessments to monitor student progress toward instructional outcomes, make needed adjustments, and support students to monitor their own learning.
- Analysis and Application
 - Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.

Domain 2: The Classroom Environment

2a. Cultivating Respectful and Affirming Environments

- Positive Relationships
 - Teacher-student and student-student interactions demonstrate caring and respect and honor the dignity of each member of the community.

- Sense of Belonging
 - Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.
- Cultural Responsiveness
 - Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.
- Positive Conflict Resolution
 - A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2b. Fostering a Culture for Learning

- Purpose and Motivation
 - Teachers and students share an overarching dedication to both content mastery and personal growth
- Dispositions for Learning
 - Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.
- Student Agency and Pride in Work
 - Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
- Supportive and Perseverance
 - Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2c. Maintaining Purposeful Environments

- Productive Collaboration
 - Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.
- Student Autonomy and Responsibility
 - Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.
- Equitable Access to Resources and Supports
 - Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.
- Non-Instructional Tasks
 - Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2d. Supporting Positive Student Behavior

- Expectations for the Learning Community
 - Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

- Modeling and teaching Habits of Character
 - Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.
- Self-Monitoring and Collective Responsibility
 - Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

2e. Organizing Spaces for Learning

- Safety and Accessibility
 - The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.
- Design for Learning and Development
 - The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.
- Co-Creation and Shared Ownership
 - Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

Domain 3: Instruction

3a. Communicating about Purpose and Content

- Purpose for Learning and Criteria for Success
 - Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.
- Specific Expectations
 - Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.
- Explanations of Content
 - Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.
- Use of Academic Language
 - Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

3b. Using Questioning and Discussion Techniques

- Critical Thinking and Deeper Learning
 - Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.
- Reasoning and Reflection
 - Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.
- Student Participation
 - Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

3c. Engaging Students in Learning

- Rich Learning Experiences
 - Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.
- Collaboration and Teamwork
 - Student collaboration is a key engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.
- Use of instructional Materials and Resources
 - Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.
- Opportunities for Thinking and Reflection
 - Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

3d. Using Assessment for Learning

- Clear standards for Success
 - Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.
- Monitoring Student Understanding
 - Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.
- Timely, Constructive Feedback
 - High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

3e. Responding Flexibly to Student Needs

- Evidence-Based Adjustments
 - When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.
- Receptiveness and Responsiveness
 - Teachers are open to and capitalized upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.
- Determination and Persistence
 - Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

Domain 4: Professional Responsibilities

4a. Engaging in Reflective Practice

- Self-Assessment of Teaching
 - Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.

- Analysis and Discovery
 - Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas/beliefs, and learn new ways to further advance student learning.
- Application and Continuous Improvement
 - Teachers demonstrate commitment to the success of all students by planning, practicing, and trying new approaches to enhance teaching based on their assessment and analysis.

4b. Documenting Student Progress

- Student Progress Toward Mastery
 - The teacher documents student progress toward learning and development goals and shares information with students, parents, and educational collaborators.
- Shared Ownership
 - With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.
- Maintaining Reliable Records
 - The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.

4c. Engaging Families and Communities

- Respect and Cultural Competence
 - Teachers interact with families and the community in ways that respect their values and cultural backgrounds.
- Community Values
 - Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.
- Instructional Program
 - Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.
- Engagement in Learning Experiences
 - Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

4d. Contributing to School Community and Culture

- Relational Trust and Collaborative Spirit
 - Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual respect, and student success.
- Culture of Inquiry and Innovation
 - Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.
- Service to the School
 - Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.

4e. Growing and Developing Professionally

- Curiosity and Autonomy
 - Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.
- Developing Cultural Competence
 - Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.
- Enhancing Knowledge and Skills
 - Teachers work to deepen content and pedagogical knowledge and colleagues.
- Seeking and Acting on Feedback
 - Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.

4f. Acting in Service of Students

- Acting with Care, Honesty, and Integrity
 - Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.
- Ethical Decision-Making
 - Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.
- Advocacy
 - Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf.

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

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: _____

- *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 Principled Teaching (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.*

About Students and Context (1b):

1. How would you describe the students in your class, including their academic backgrounds, learning needs, and interests?
2. What cultural, linguistic, or social-emotional factors might influence student engagement and learning during this lesson?

Content and Instructional Design (1a, 1c, 1d):

3. How does this lesson fit into the broader unit or curriculum sequence?
4. What prior knowledge and skills are necessary for students to be successful in this lesson? How have you determined this?
5. What instructional materials, resources, or technology will you use, and why were they selected?

Instructional Outcomes and Differentiation (1c, 1d, 1e):

6. What are the learning objectives for this lesson? How will these outcomes be communicated to students?
7. How do you plan to differentiate instruction to meet the diverse needs of students in your classroom? - Specifically, how were the needs of Multilingual and Special Education students intentionally planned for and supported during the lesson, and what impact did this have on their engagement and understanding?

Engagement and Instructional Strategies (1e):

8. What instructional strategies will you use to engage students in meaningful learning?

9. What should I expect to see and hear students doing if they are deeply engaged in the learning?

Assessment and Measurement (1f):

10. How will you know if students have met the learning objectives?

11. What formative or summative assessment tools will be used during or after the lesson?

Final Notes:

12. Is there anything else you'd like to share about the lesson, your students, or specific elements you'd like feedback on?

Post-Observation/Planning Form

Teacher: _____ Building: _____

Observer: _____ Grade Level/Subject Area Observed: _____

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

- *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 Principled Teaching (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.*

Domain 4A: Engaging in Reflective Practice

1. Reflecting on the lesson overall, how successful was it in meeting your intended learning outcomes? How do you know?

Domain 3D: Using Assessment for Learning & Domain 3C: Engaging Students in Learning

2. What evidence do you have that students met the goals—both in terms of engagement and understanding?

Domain 3D: Using Assessment for Learning & Domain 1B: Knowing and Valuing Students

3. If you collected student work, what does it reveal about individual or group learning during the lesson - Include insights from specific subgroups such as MLs or students with IEPs?

Domain 1E: Planning Coherent Instruction & Domain 3C: Engaging Students in Learning

4. How effective were the instructional strategies, materials, and groupings you used?

Domain 3C: Engaging Students in Learning

5. In what ways were students meaningfully engaged, and how do you know?

Domain 1B: Knowing and Valuing Students & Domain 3D: Using Assessment for Learning

6. How did your differentiation strategies support the needs of specific subgroups, such as Multilingual and Special Education students? What evidence do you have of their learning?

Domain 3E: Responding Flexibly to Student Needs

7. Did you need to adjust your instructional plan during the lesson? If so, what led to those changes?

Domain 4A: Engaging in Reflective Practice

8. If you could teach this lesson again to the same students, what might you do differently and why?
9. How has this observation informed your thinking about your instruction, planning, or student needs going forward?

Summative Rating System for Certified Staff Members				
	Unsat	Needs Improvement	Proficient	Excellent
Excellent An Excellent rating in three or more of the Domains, with the remaining Domain rated as Proficient			Domain 1 Domains 1 and 4	Domains 1-4 3 Domains which include 2, 3, 4 Domains 2 and 3
Proficient No more than one Domain rated as Needs Improvement		Any Domains	Any Combination of Domains 1-4	
Needs Improvement More than one Domain rated as Needs Improvement		Any 2 Domains Any 3 Domains Any 4 Domains	Any Combination of remaining Domains Any Combination of remaining Domains	
Unsatisfactory Unsat in any Domains	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 Goals are Required

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

What- Define a Specific area of improvement;

Reflection — What component(s)/element(s) have you decided to strengthen?

Who- List of who will be involved;

Reflection — What resources (human and material) will you need to achieve your goal?

When- Provide the timeframe;

Reflection — When will this goal be achieved?

Evidence of Growth — How will you measure improvement in your goal area; include data when available.

Reflection — What will success on this goal look like?

Student Growth Objective Components

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

As part of the district's teacher evaluation framework, Student Growth Objectives (SGOs) serve as a measure of student academic progress and provide a critical lens through which instructional effectiveness is assessed.

Collective Schoolwide Model

Under this approach:

- SGOs are universal schoolwide goals rather than individually written by each teacher.
- All certified staff contribute to the achievement of the same goals, reflecting the principle that student learning is a shared responsibility.
- SGOs are based on standardized, reliable, and longitudinal data sources that allow for consistent measurement across the entire student population.

Data Source

The district uses **NWEA MAP Reading & NWEA MAP Math** assessments as the universal data source for K-8.

The district uses **the ELS data system as the universal data source for SGOs for PreK.**

- NWEA MAP assessments provide nationally normed, growth-based measures that allow for tracking individual and collective student progress from Fall to Winter.
 - Using one consistent assessment reduces variability across classrooms and ensures equity in how growth is defined and measured.
-

Goal Statements

Each school will annually adopt two SGOs:

1. **K-8 Reading SGO:** All students within the building will meet or exceed their individual NWEA projected growth goals from Fall to Winter on the NWEA MAP Reading assessment.
 2. **PreK Literacy SGO:** All MPC students will increase their ELS Literacy Goal score from Fall to Winter or will maintain their ELS Literacy Goal score of 3 or 5 from Fall to Winter as recorded within the Language/Literacy pillar of the ELS data system.
 3. **K-8 Math SGO:** All students within the building will meet or exceed their individual NWEA projected growth goals from Fall to Winter on the NWEA MAP Math assessment.
 4. **PreK Numeracy SGO:** All MPC students will increase their ELS Numeracy Goal score from Fall to Winter or will maintain their ELS Numeracy Goal score of 3 or 5 from Fall to Winter as recorded within the Math/Science pillar of the ELS data system.
-

Alignment to Teacher Evaluation

- All certified staff (unless specified otherwise within the Evaluation guiding documents) are accountable for the schoolwide SGOs as part of their evaluation.
 - Staff who work in more than one school will be assigned a home school by the administration.
 - The SGOs are embedded into the teacher evaluation system as the measure of **student growth**.
 - Staff contributions toward meeting SGOs will be reflected in collaborative practices such as participation in data teams, instructional planning, intervention supports, and the implementation of schoolwide improvement strategies.
-

Evaluation Weighting

Teacher evaluations in the district are composed of two primary components:

- **Professional Practice (85%)**
 - Evaluated using the PEAC approved **Danielson Framework for Teaching**.
 - Includes evidence from observations, artifacts, and professional responsibilities.
- **Student Growth Objectives (SGOs) (15%)**
 - Based on **schoolwide collective growth goals** using NWEA MAP Reading and NWEA MAP Math assessments for K-8 and using the ELS data collection system for targeted Literacy and Numeracy goals for PreK.
 - Reflects student achievement and progress as a shared responsibility across the building.

- **NWEA MAP Matrix to determine overall Student Growth Outcome Rating**

Percentage of students who met or exceeded their individual growth goals

Excellent	55% or greater
Proficient	40%-54.9%
Needs Improvement	30%-39.9%
Unsatisfactory	<30%

- **PreK Assessment Matrix to determine overall Student Growth Outcome Rating**

(Percentage of students who met or exceeded the school's growth target)

Excellent	55% or greater
Proficient	40%-54.9%
Needs Improvement	30%-39.9%
Unsatisfactory	<30%

Rationale for the Collective Model

- **Consistency:** Moves away from varied, individually written SGOs.
- **Equity:** Ensures all teachers are evaluated against the same measures of student growth.
- **Collaboration:** Reinforces a culture of shared responsibility for the achievement of all students.
- **Focus:** Centers evaluation on **high-level goals** that address the needs of the entire school population.

Additional Information

- Nurses, Speech and Language Pathologists, Social Workers, Psychologists, OTs, Instructional Coaches, Behavior Specialists 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 staff including but not limited to general education licensed staff, special education licensed staff, support personnel, and MLL licensed staff.
- The specialized evaluation rubrics Nurses, Speech and Language Pathologists, Social Workers, Psychologists, OTs, Instructional Coaches, Behavior Specialists, 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, Occupational Therapist, Behavior Specialist, and School Social Worker) would not be required at any time to incorporate student growth as a significant factor.