

# Teacher Evaluation



**Eswood Community Consolidated Grade School 269**

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## **I. Teacher Evaluation Plan Introduction:**

This teacher this process ensures compliance with the Illinois Performance Evaluation Reform Act (PERA), which is Public Act 96-0861. PERA required significant changes to how teachers are evaluated and how evaluations are used.

## **II. The Teacher Evaluation Framework**

Charlotte Danielson's *A Framework for Teaching (2<sup>nd</sup> Edition)* is widely recognized as the premier model for leading the improvement of teaching practices. The Framework was brought to national prominence during *Race to the Top* reform under the leadership of former City of Chicago School Superintendent, Arne Duncan. The framework was also championed based on the findings of research on teacher evaluation entitled, *The Widget Effect*.

## **III. The Teacher Evaluation Objectives**

Teacher evaluation serves both the objectives of informing employment decisions and advancing skills and knowledge through specific professional development. For both objectives, the school district seeks to function at the highest levels by implementing a fair and disciplined system of precise performance feedback while also using information from evaluation to designed embedded training toward the improvement of instructional knowledge, skill, and application.

## **IV. Performance Evaluation Reform ACT (PERA)**

The Performance Evaluation Reform Act (PERA) (Senate Bill 315; Public Act 96-0861) was passed by the Illinois General Assembly and signed by the Governor in January 2010. In summary, PERA requires, among other things, that:

- Upon the implementation date applicable to a school district or other covered entity, performance evaluations of the principals/assistant principals and teachers of that school district or other covered entity must include data and indicators of student growth as a "significant factor." (Note: Assistant principals were included as a result of P.A. 97-217, effective July 28, 2011.)
- By September 1, 2012, principals, assistant principals, teachers in contractual continued service (i.e., tenured teachers) and probationary teachers (i.e., non-tenured teachers) be evaluated using a four category rating system ("Excellent," "Proficient," "Needs Improvement" and "Unsatisfactory").
- Anyone undertaking an evaluation after September 1, 2012, must first complete a pre-qualification program provided or approved by the Illinois State Board of Education (ISBE). Senate Bill 7 addresses, among other things:

A standard upon which the State Superintendent may initiate licensure action against an educator for incompetency; (• Requirements for the filling of new and vacant positions; • Acquisition of tenure; • Reductions in force/layoffs and recall rights; • The system for the dismissal of tenured teachers [see also 23 Ill Admin. Code 51]; • Required school board member training [see also 23 Ill. Adm. 1.210 ]; and • Processes related to collective bargaining and the right to strike.)

## **V. Goals of the Teacher Evaluation Plan**

The committee also developed five goals as work progressed on the Teacher Evaluation Plan. In no particular order, these goals are as follows:

- ✓ To develop an evaluation tool that ultimately improves teaching and learning.
- ✓ To provide a fair and consistent method of teacher evaluation across the school district that meets the diverse needs of the staff.
- ✓ To provide a common language that allows for clear expectations about effective instruction and professional dialogue.
- ✓ To allow teachers to play a direct, active role in the process of their own evaluation, including opportunities for self-reflection and professional growth.
- ✓ To develop a plan that is legally sound and in compliance with PERA.

## **VI. The Domains, Components and Elements**

Danielson's framework outlines four "Domains of Teaching Responsibility", as well as components under each domain. The Teacher Evaluation Plan Committee modified the components slightly to fit the needs of the District's teachers, while also allowing for exactly five components under each domain.

The Framework for Teaching Summary (Appendix A) provides more detailed elements under each component, and the Formative Evaluation Framework (Appendix K) includes descriptors for each performance level for the four domains and twenty components. The four domains, as well as the five components under each domain, are as follows:

### **Domain 1 Planning and Preparation**

- 1A Demonstrating Knowledge of Content, Pedagogy and Resources
- 1B Demonstrating Knowledge of Students
- 1C Setting Instructional Outcomes
- 1D Designing Coherent Instruction
- 1E Designing Student Assessments

### **Domain 2 The Classroom Environment**

- 2A Creating an Environment of Respect and Rapport
- 2B Establishing a Culture for Learning
- 2C Managing Classroom Procedures
- 2D Managing Student Behavior
- 2E Organizing Physical Space

### **Domain 3 Instruction**

- 3A Communicating with Students
- 3B Using Questioning and Discussion Techniques
- 3C Engaging Students in Learning
- 3D Using Assessment in Instruction
- 3E Demonstrating Flexibility and Responsiveness

### **Domain 4 Professional Responsibilities**

- 4A Reflecting on Teaching
- 4B Maintaining Accurate Records
- 4C Communicating with Families
- 4D Growing and Developing While Participating in a Professional Community
- 4E Showing Professionalism

## **VII. Levels of Performance and the Four Rating Categories**

In compliance with PERA, the Teacher Evaluation Plan includes four specific rating categories that correspond with Danielson's Levels of Performance. The four evaluation rating categories are: Excellent, Proficient, Needs Improvement and Unsatisfactory.

## **VIII. Domain Rating System**

Under each of the domains, individual teachers are rated according to the above levels for each of the twenty components. The five component ratings under each domain are then used to determine the overall rating for the corresponding domain as follows:

### **Excellent**

Excellent ratings in at least three of the components of the domain, with the remaining components rated as no lower than Proficient.

### **Proficient**

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

### **Needs Improvement**

One component rated as Unsatisfactory; OR more than one component rated as Needs Improvement, with the remaining components rated as Proficient or higher.

### **Unsatisfactory**

Any two or more components rated as Unsatisfactory.

## **IX. Professional Practice Rating Score (70 Percent)**

The overall Professional Practice Rating comprises 70 percent of the final summative rating calculation. Individual teachers are assigned a professional practice rating (with the Professional Practice score shown in parentheses) based on the four domain ratings as follows:

### **Excellent (4)**

Excellent ratings in three or more of the domains, with the remaining domain rated as Proficient.

### **Proficient (3)**

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

### **Needs Improvement (2)**

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

### **Unsatisfactory (1)**

Any domain rated as Unsatisfactory.

## **Professional Practice Rating Score Conversion**

The Professional Practice rating score is based on Danielson's Levels of Performance as explained in Section IX. The rating categories are then converted to a Professional Practice score of 4, 3, 2 or 1 and those scores are then multiplied by 0.7 to convert these to a Professional Practice Weighted Score as follows:

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<b>Professional Practice Rating Category</b>	<b>Professional Practice Score</b>	<b>70 Percent Weighting</b>	<b>Professional Practice Weighted Score</b>
Excellent	4	0.7	2.80
Proficient	3	0.7	2.10
Needs Improvement	2	0.7	1.40
Unsatisfactory	1	0.7	0.70

## X. Student Growth Rating Score (30 Percent)

The overall Student Growth rating is based on the two 15 percent student growth ratings, as agreed upon by the Teacher Evaluation Plan Committee, as well as the Joint PERA Committee. The 30 percent rating is comprised equally of a district-wide assessment (15 percent) and the utilization of Student Learning Objectives (15 percent). This table shows in a visual format the combined result of the Type I (district-wide assessment) and Type II or Type III assessments (SLOs).

<b>TYPE I ASSESSMENT (DISTRICT ASSESSMENT)</b>	<b>TYPE II OR TYPE III ASSESSMENT (SLOs)</b>				
		<b>EXCELLENT</b>	<b>PROFICIENT</b>	<b>NEEDS IMPROVEMENT</b>	<b>UNSATISFACTORY</b>
	<b>EXCELLENT</b>	EXCELLENT	EXCELLENT	PROFICIENT	PROFICIENT
	<b>PROFICIENT</b>	EXCELLENT	PROFICIENT	PROFICIENT	NEEDS IMPROVEMENT
	<b>NEEDS IMPROVEMENT</b>	PROFICIENT	PROFICIENT	NEEDS IMPROVEMENT	NEEDS IMPROVEMENT
	<b>UNSATISFACTORY</b>	PROFICIENT	NEEDS IMPROVEMENT	NEEDS IMPROVEMENT	UNSATISFACTORY

## Student Learning Objectives and SLO Roster and Scoring Template

The first section of the Student Learning Objective Template must be completed and approved by September 1<sup>st</sup> and prior to the teacher proceeding with administering the assessment. The teacher completes the student names and baseline scores and submits the SLO Roster and Scoring Template (Appendix D) to the evaluator by October 1<sup>st</sup>. After following the instructions on Appendix D, the completed SLO Roster and Scoring Template is submitted to the evaluator by February 1<sup>st</sup>.

The teacher records data for the final score and indicates in the far right column whether each student met or exceeded the established growth target. The total number of students who met or exceeded the projected growth target is entered at the bottom of the scoring template to find the percentage. The percentage is then converted to the corresponding rating as follows:

<b>Percentage</b>	<b>SLO Rating</b>
75.01-100	Excellent
50.01-75.00	Proficient
25.01-50.00	Needs Improvement
1.00-25.00	Unsatisfactory

## Student Growth Rating Score Conversion

The overall Student Growth rating is then converted to a Student Growth score of 4, 3, 2 or 1. The Student Growth Score is then multiplied by 0.3 to convert it to a Student Growth Weighted Score as follows:

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<b>Student Growth Rating Category</b>	<b>Student Growth Score</b>	<b>30 Percent Weighting</b>	<b>Student Growth Weighted Score</b>
Excellent	4	0.30	1.20
Proficient	3	0.30	0.90
Needs Improvement	2	0.30	0.60
Unsatisfactory	1	0.30	0.30

### **XI. Final Summative Score and Rating**

The calculation for the combined summative score and rating is made by combining the Professional Practice weighted score and the Student Growth weighted score (see Appendix L), resulting in the teacher receiving a Combined Summative Score and Final Summative Rating as follows:

<b>Combined Summative Score</b>	<b>Final Summative Rating</b>
3.70 - 4.00	Excellent
2.70 - 3.69	Proficient
2.00 - 2.69	Needs Improvement
1.00 - 1.99	Unsatisfactory

The following table shows in a different visual format the same results of the combined Professional Practice weighted score and the Student Growth weighted score to form the Final Summative Rating (see Appendix L):

<b>STUDENT GROWTH RATING (30 PERCENT)</b>	<b>PROFESSIONAL PRACTICE RATING (70 PERCENT)</b>				
		<b>EXCELLENT</b>	<b>PROFICIENT</b>	<b>NEEDS IMPROVEMENT</b>	<b>UNSATISFACTORY</b>
	<b>EXCELLENT</b>	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
	<b>PROFICIENT</b>	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
	<b>NEEDS IMPROVEMENT</b>	PROFICIENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
	<b>UNSATISFACTORY</b>	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY	UNSATISFACTORY

### **XII. Observation and Evaluation Timeframes and Schedule**

As stated in the core beliefs and goals of the Teacher Evaluation Plan, the teacher evaluation process is an ongoing effort focused on the professional growth of the teacher and should ultimately improve teaching and learning. It is also a legal process with specific requirements and necessary timelines that need to be followed. The Evaluation Plan Timeframes are summarized in Appendix B.

#### **Formal Observations**

A schedule with the planned week of dates of formal observations will be distributed by the evaluator to all affected teachers no later than the first student attendance day of the school year. Should circumstances arise that make it necessary to make changes to

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this schedule, the evaluator or teacher will notify the other a minimum of one week prior to the rescheduled date, unless an earlier time is mutually agreed upon by both parties. Probationary teachers shall be formally observed at least two (2) times each probationary year and tenured teachers a minimum of once every two years.

### **Pre-Conference Forms and Schedule**

The evaluator and teacher will establish the specific dates and times of the pre-observation conference and formal observations. Formal observations will not be conducted during the first week of school or in the last full week and remaining days before winter break. Each formal classroom observation shall be a minimum of thirty (30) consecutive minutes.

The teacher will provide the evaluator with the completed Pre-Observation Self- Evaluation form (Appendix E) at least one (1) day prior to the scheduled pre-observation conference. Prior to the pre-observation conference, both the teacher and the evaluator should also refer to the Pre-Observation Conference Guiding Questions (Appendix F). This includes potential guiding questions intended to open up conversations between the teacher and evaluator about the lesson to be formally observed. This form does not need to be completed in writing or submitted, but can be used for notes or discussion.

### **Post-Observation Reflection Conference Forms and Schedule**

The post-observation reflection conference must take place within ten (10) school days of the formal observation. The teacher will provide the evaluator with the completed Post-Observation Reflection Conference form (Appendix G) within two (2) days after the scheduled observation. Any other necessary post-observation conference documents will be provided by the evaluator to the teacher at least one (1) day prior to the scheduled post-observation reflection conference.

### **Informal Observations**

In addition to the number of formal observations described above for probationary and tenured teachers, at least one informal observation must be conducted during each evaluation cycle. Informal observations do not require any notifications or forms; however, if any information from the informal observations is used in the final summative rating, then this information must be shared in writing to the teacher within ten (10) days after the completion of the informal observation and the teacher must have an opportunity to discuss this with the evaluator following the observation.

### **Annual Professional Responsibilities Data Collection**

Any artifacts or evidence of professional responsibilities must be submitted by the teacher to the evaluator on or with the Annual Professional Responsibilities Data Collection form (Appendix H) form by February 1<sup>st</sup> of each school year.

### **Missed Timelines and Special Circumstances**

Any teacher who is not evaluated during their scheduled evaluation year due to timelines missed by the evaluator will have a letter placed in his/her personnel file with a copy to the teacher stating that the lack of an evaluation signifies that the teacher is performing at an "excellent" level.

In the event a teacher medical leave or other unforeseen, long-term absence prevents the issuance of a final summative evaluation rating, a rating will not be provided and the teacher will be placed on the evaluation cycle the following year.

### **XIII. Needs Improvement and Unsatisfactory Ratings**

An Individual Growth Plan (Appendix I) must be developed between the teacher and the evaluator within thirty (30) days after the completion of a summative evaluation rating in which a tenured teacher is rated as Needs Improvement in any one or more domains, or on the final summative evaluation rating. The plan should address any or all domains and/or components rated as Needs Improvement or Unsatisfactory.

In addition to the development of the Individual Growth Plan, a tenured teacher receiving a domain or summative rating of Needs Improvement shall be evaluated again for the next ensuing school term with a minimum of two (2) formal observations and one (1) informal observation during the new evaluation cycle. The same timelines are otherwise followed as outlined in Section XII. The Individual Growth Plan is not utilized for non-tenured teachers who receive a rating of Needs Improvement.

#### **Unsatisfactory Rating and Remediation**

In the event a tenured teacher receives an overall summative evaluation rating of Unsatisfactory, a remediation plan will be developed in accordance with current statute. The remediation process includes a number of specific requirements for the teacher under remediation, the evaluator(s) and the consulting teacher, and also includes specific timelines per the law.

If a tenured teacher exhibits evidence of Unsatisfactory practice at any time, the summative evaluation process may be commenced to determine the rating. Should the rating be determined to be Unsatisfactory, then a remediation plan will be developed as described above.

The teacher will be provided with the opportunity to provide any artifacts or evidence in response to an Unsatisfactory rating, with the understanding that the timeline will follow the schedule determined in the remediation plan, rather than any other references contained in the Teacher Evaluation Plan.

### **XIV. Summative Evaluation Rating and Written Response**

All formal observations, conferences and final summative evaluations must be completed by March 1<sup>st</sup> of the summative evaluation year. Teachers shall be provided with a copy of the Final Summative Evaluation Score and Rating Report (Appendix L) at least 24 hours prior to the meeting to review the final document with the evaluator. One final copy must be signed and dated at that meeting by both the teacher and the evaluator indicating receipt of the summative evaluation, and this original hard copy is to be placed in the teacher's personnel file.

Signing the summative evaluation by the teacher shall indicate receipt, but not agreement with, the contents of the evaluation. If the teacher disagrees with the summative evaluation and/or narrative, his/her written response to the evaluation must be submitted within ten (10) working days of its receipt. Any written response will be attached to the summative evaluation in the personnel file.

#### **Personnel File**

Each teacher's personnel file shall contain the following minimum items of information: signed copies of all summative teacher evaluations, required medical information, current transcripts and any other information which could be used as a basis for discipline, re-employment, assignment, termination, transfer or determining salary.



The teacher may attach a written statement to any complaint or disciplinary action that is placed in the teacher's personnel file. If the complaint or disciplinary action is to be placed in the teacher's file, the teacher will receive verbal notice prior to written notice of the substance of the documentation.

## **XV. Assignments, Representation, Training and Disclaimers**

It is understood that the evaluator will generally be the principal at the particular building to which a teacher is assigned. In the event a teacher has a dual assignment, it will be clarified to the teacher at the beginning of the school term to which evaluator he/she is assigned. In the unlikely event an evaluator other than the building principal needs to be assigned, this will also be indicated at the beginning of the school term, or at the time this becomes necessary.

### **Association Representation**

Upon request of the teacher, a representative of the teacher association will be present during post-observation and/or summative evaluation conferences.

### **Teacher Evaluation Plan Training**

Once the Teacher Evaluation Plan is enacted, formal training and development on the new plan will be provided to all teachers. From that point on, new teachers in the district will be provided training on the evaluation plan prior to the completion of any formal observations or summative evaluations. It is ultimately the responsibility of each individual teacher to be completely familiar with the teacher evaluation process, timelines, forms and teacher responsibilities. Questions or clarification should be directed to the evaluator or the superintendent. Prior to conducting any formal observations or summative evaluations, evaluators must complete required training that is in compliance with current state statute.

### **Teacher Evaluation Plan Disclaimers**

This Teacher Evaluation Plan is intended to be flexible and adaptable to all the various teaching positions within the district. Evaluators will consider the uniqueness of each teacher's assignment when making judgments about their effectiveness. Specific job variations such as the number of students taught and the instructional time available may impact such factors such as the ability to individualize and differentiate instruction, communicate individually with parents and devote large amounts of time doing assessments.

## Framework for Teaching Summary

### Domain 1 - Planning and Preparation

- 1A Demonstrating Knowledge of Content, Pedagogy and Resources
  - ✓ Knowledge of content and the structure of the discipline
  - ✓ Knowledge of prerequisite relationships
  - ✓ Knowledge of content-related pedagogy
- 1B Demonstrating Knowledge of Students
  - ✓ Knowledge of child and adolescent development
  - ✓ Knowledge of the learning process
  - ✓ Knowledge of students' skills, knowledge, and language proficiency
  - ✓ Knowledge of students' interests and cultural heritage
  - ✓ Knowledge of students' special needs
- 1C Setting Instructional Outcomes
  - ✓ Value, sequence, and alignment
  - ✓ Clarity
  - ✓ Balance
  - ✓ Suitability for diverse learners
- 1D Designing Coherent Instruction
  - ✓ Learning activities
  - ✓ Instructional materials and resources
  - ✓ Instructional groups
  - ✓ Lesson and unit structure
- 1E Designing Student Assessments
  - ✓ Congruence with instructional outcomes
  - ✓ Criteria and standards
  - ✓ Design of formative assessments
  - ✓ Use for planning

### Domain 2 - The Classroom Environment

- 2A Creating an Environment of Respect and Rapport
  - ✓ Teacher interaction with students
  - ✓ Student interactions with other students
- 2B Establishing a Culture for Learning
  - ✓ Importance of the content
  - ✓ Expectations for learning and achievement
  - ✓ Student pride in work
- 2C Managing Classroom Procedures
  - ✓ Management of instructional groups
  - ✓ Management of transitions
  - ✓ Management of materials and supplies
  - ✓ Performance of noninstructional duties
  - ✓ Supervision of volunteers and paraprofessionals
- 2D Managing Student Behavior
  - ✓ Expectations
  - ✓ Monitoring of student behavior
  - ✓ Response to student misbehavior
- 2E Organizing Physical Space
  - ✓ Safety and accessibility
  - ✓ Arrangement of furniture and use of physical resources

### Domain 3 - Instruction

- 3A Communicating with Students
  - ✓ Expectations for learning
  - ✓ Directions and procedures
  - ✓ Explanations of content
  - ✓ Use of oral and written language
- 3B Using Questioning and Discussion Techniques
  - ✓ Quality of questions
  - ✓ Discussion techniques
  - ✓ Student participation
- 3C Engaging Students in Learning
  - ✓ Activities and assignments
  - ✓ Instructional materials and resources
  - ✓ Grouping of students
  - ✓ Structure and pacing
- 3D Using Assessment in Instruction
  - ✓ Assessment criteria
  - ✓ Monitoring of student learning
  - ✓ Feedback to students
  - ✓ Student self-assessment and monitoring of progress
- 3E Demonstrating Flexibility and Responsiveness
  - ✓ Lesson adjustment
  - ✓ Response to students
  - ✓ Persistence

### Domain 4 - Professional Responsibilities

- 4A Reflecting on Teaching
  - ✓ Accuracy
  - ✓ Use in future teaching
- 4B Maintaining Accurate Records
  - ✓ Student completion of assignments
  - ✓ Student progress in learning
  - ✓ Noninstructional records
- 4C Communicating with Families
  - ✓ Information about the instructional program
  - ✓ Information about individual students
  - ✓ Engagement of families in the instructional program
- 4D Growing and Developing While Participating in a Professional Community
  - ✓ Enhancement of content knowledge and pedagogical skills
  - ✓ Receptivity to feedback from colleagues
  - ✓ Service to the profession
- 4E Showing Professionalism
  - ✓ Integrity and ethical conduct
  - ✓ Attendance and service to students
  - ✓ Advocacy
  - ✓ Decision making
  - ✓ Compliance with school and district regulations

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### Appendix B – Evaluation Plan Timeframes

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## Evaluation Plan Timeframes

The following timelines summarize the various timelines and deadlines referred to throughout the Teacher Evaluation Plan and also contained with the Appendices.

<b><i>Timeframe or Deadline</i></b>	<b><i>Process or Step</i></b>	<b><i>Forms Required (if any)</i></b>
Distributed by the first day of student attendance.	Evaluator distributes the formal observation schedule with the planned week of dates for the school year to all affected teachers.	Formal Observation Schedule
Evaluator or teacher will notify the other a minimum of one week prior to scheduled date.	In the event circumstances arise that make it necessary to make changes to the formal observation schedule.	None
Submitted by September 1 <sup>st</sup> of each school year.	Teacher completes the first section of the Student Learning Objective Template.	Student Learning Objective Template (Appendix C)
Submitted by October 1 <sup>st</sup> of each school year.	Teacher completes and submits the student names and baseline scores.	SLO Roster and Scoring Template (Appendix D)
Submitted at least one (1) day prior to the Pre-Observation Conference.	Teacher completes the Pre-Observation Self-Evaluation form and submits to the evaluator.	Pre-Observation Self-Evaluation (Appendix E)
Submitted within two (2) days after the scheduled observation.	Teacher completes Post-Observation Reflection Conference form and submits to the evaluator.	Post-Observation Reflection Conference (Appendix G)
Submitted at least one (1) day prior to the Post-Observation Reflection Conference.	Evaluator provides any necessary post-observation conference documents to the teacher.	If Necessary
Within ten (10) school days of the formal observation.	Evaluator and teacher conduct the post observation reflection conference.	Post-Observation Reflection Conference (Appendix G)
Submitted by February 1 <sup>st</sup> of each school year.	Teacher submits any artifacts or evidence to the evaluator on or with the Annual Professional Responsibilities Data Collection form.	Annual Professional Responsibilities Data Collection (Appendix H)
Submitted by February 1 <sup>st</sup> of each school year.	Teacher administers final assessment and completes and submits final scores to the evaluator.	SLO Roster and Scoring Template (Appendix D)
At least 24 hours prior to review of the Final Summative Evaluation Score and Rating Report	Evaluator provides teacher with a copy of the Final Summative Evaluation Score and Rating Report	Final Summative Evaluation Score and Rating Report (Appendix L)
Within ten (10) working days of receipt of this form Final Summative Evaluation Score and Rating Report	The teacher may attach written comments for inclusion in his/her personnel file (if necessary).	Final Summative Evaluation Score and Rating Report (Appendix L)
Within thirty (30) days after the completion of a summative evaluation rating in which a teacher is rated as Needs Improvement in any one or more domains, or on the summative evaluation rating.	Teacher and evaluator develop the Individual Growth Plan (if necessary).	Individual Growth Plan (Appendix I)
Completed by March 1 <sup>st</sup> of summative evaluation year.	All formal observations, post conferences and final summative evaluations are completed.	None

## Student Learning Objective Template

The first section of the Student Learning Objective Template must be completed and approved by September 1st and prior to the teacher proceeding with administering the assessment.

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Teacher

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School

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Evaluator

---

Grade Level/Position

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Content Area

1. Who is being assessed? Which group of students in general will be included in the growth target(s) below? (specific students will eventually be entered on Appendix D)

2. What is the Instructional Interval? (this is the amount of time between data points)

3. What is the Learning Goal? Explain the assessment objective and the alignment to standards. (a learning goal is a description of what students will be able to do at the end of the learning interval, is based on learning standard(s) and curriculum that are being taught and learned as close to the individual student as possible and allows for variation based on the current achievement levels of individual groups of students)

4. Describe the assessment tool. Name the assessment that will be used and explain why this tool was selected and how the assessment will measure student growth.

5. Student Baseline and Analysis: This includes the teacher's data analysis, thoughts, and reasoning through the process. What does the pre-test tell you? Where are students starting according to your baseline data? What type of assistance will these students need? What are student strengths and weaknesses? This section can be completed with a simple narrative, list or bullet points. *Record baseline data on the SLO Roster and Scoring Template.*

Following are additional guiding questions for discussion, reflection and completing the remainder of the SLO Roster and Scoring Template (Appendix D). These questions are for reflection and guidance and do not need to be recorded on this form, but the teacher should consider these questions and be prepared to discuss as needed with the evaluator or seek assistance as needed.

6. Growth Target: Based on whole class, individuals or student groups (tiers), how much should students improve during the instructional interval? Targets are used to effectively project levels of proficiency toward the Learning Goal. *Record the growth target on the teacher SLO data sheet.*
7. Midpoint Assessment: This will be blank in the first submission of the SLO and completed at mid-point in instructional interval. How are students progressing toward goals? *Record midpoint data on the SLO Roster and Scoring Template.*
8. Outcomes: At the end of the instructional period, administer the posttest. Did your students perform as you expected? Why or why not? Is there anything you would change in your instruction or approach? Record the final student scores on the SLO Roster and Scoring Template.

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

## SLO Roster and Scoring Template

The roster on the following page should be used to organize data for the Student Learning Objectives according to the following directions.

1. The SLO Roster and Scoring Template should be completed after the Student Learning Objective Template (Appendix C) has been completed by the teacher and approved by the evaluator.
2. Teacher enters the name of each student in the assessment population onto the scoring template on the following page. Use additional sheets as needed.
3. Administer the baseline assessment, record scores on the scoring template and submit to evaluator by October 1<sup>st</sup>.
4. After an analysis of baseline scores, historical data and other pertinent information with the evaluator, the teacher enters each student's established growth target. Growth targets should be rigorous, yet reasonable targets of student growth appropriate for that individual student.
5. After administration of the mirrored midpoint assessment (a comparable assessment aligned to the identified standards that measures two or more points in time), teacher enters student score onto the scoring template.
6. After administration of the mirrored final assessment, teacher records data on the scoring template for the final score and indicates in the far right column whether each student met or exceeded the established growth target.
7. The total number of students who met or exceeded the projected growth target is entered at the bottom of the scoring template and converted to the corresponding rating.
8. The completed SLO Roster and Scoring Template is submitted to the evaluator by February 1<sup>st</sup>.

## SLO Roster and Scoring Template

Teacher Name:		School:				
SLO Title:		Assessment Name:				
Student Number	Student Name	Baseline Score	Midpoint Score	Growth Target	Final Score	Meets or Exceeds Target?
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
<b>Number of students that meets or exceeds projected growth</b>						
<b>Total number of students</b>						

### Final Totals

Number of students that met or exceeded the projected growth

Total # of students

Percent of students that met or exceeded projected growth (# met/total # x 100)

**SLO Rating**

### Percentage

75.01-100.00

50.01-75.00

25.01-50.00

1.00-25.00

### SLO Rating

**Excellent**

**Proficient**

**Needs Improvement**

**Unsatisfactory**

Pre-Observation Self-Evaluation

This form is to be completed by the teacher and submitted to the evaluator at least one day prior to the Pre-Observation Conference. When completing this document, refer to Appendix A.

Teacher	School	Evaluator
Grade Level/Position	Years in Current Position	
Observation Date and Time	Pre-Conference Date and Time	

Domain 1 – Planning and Preparation
Successes:
Challenges/Concerns:
Future Focus:
Domain 2 – Classroom Environment
Successes:
Challenges/Concerns:
Future Focus:



Domain 3 – Instruction
Successes:
Challenges/Concerns:
Future Focus:
Domain 4 – Professional Responsibilities
Successes:
Challenges/Concerns:
Future Focus:

## Pre-Observation Conference Guiding Questions

Following are potential guiding questions intended to open up conversations between the teacher and administrator about the lesson to be formally observed. This form does not need to be completed in writing or submitted, but can be used for notes or discussion.

_____ Teacher	_____ School	_____ Evaluator
_____ Grade Level/Position	_____ Years in Current Position	
_____ Observation Date and Time	_____ Pre-Conference Date and Time	

### Potential Guiding Questions for Discussion between Teacher and Evaluator:

1. What have you learned about your students this year that has gone into planning for this lesson? (1b)
2. How will you communicate the learning objectives to the students? (3a)
3. How have you organized the overall structure, pacing, and materials within this lesson to engage students in the learning process? (1d, 3a, 3b)
4. How have you organized the classroom to promote a respectful learning environment? (2a, 2b)
5. How do your classroom procedures and/or the physical arrangement of the classroom help students be successful in your classroom? How have you changed your organizational procedures / arrangement based on previous feedback? If so, describe? (2c, 2d)
6. What adjustments to your lesson plan might you make if you see some students struggling with concepts during and/or after the lesson? (3d, 3e)
7. How do you plan to assess your students' progress towards mastery of the identified learning objectives? (1e, 3c)
8. How has this lesson been influenced by collaboration with other teachers or involvement in different professional activities? (4d, 4e, 4f)
9. Thinking beyond the classroom, how do you communicate and connect with the students' families to help build a link between home and school? (4c)
10. What would you like me to specifically observe during the lesson?
11. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

## Post-Observation Reflection Conference

This form is to be completed by the teacher and submitted to the evaluator within two days after the scheduled observation.

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Teacher

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School

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Evaluator

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Grade Level/Position

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Years in Current Position

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Observation Date and Time

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Conference Date and Time

### Questions for Discussion between Teacher and Evaluator:

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. Comment on your choice of instructional delivery method(s). To what extent were they effective and/or how did they contribute to student learning?

3. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? What did you learn from this lesson that will help you with your teaching in the future?

**Annual Professional Responsibilities Data Collection**

Any artifacts or evidence must be submitted from the teacher to the evaluator either included on or provided with this completed form by February 1<sup>st</sup> of each school year.

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Teacher

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School

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School Year

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Date of Submission

Building committees:	District committees:
Presenter of professional growth opportunity, course or seminar for teaching colleagues:	Participation in special building events:
Workshops attended outside the district:	Participation in community activities:
District training:	Memberships to professional organizations:
College classes/degrees earned this year:	Coaching/sponsoring responsibilities with students:
Supervisory duties in building:	Other (include mentoring):

**Individual Growth Plan (if necessary – tenured teachers only)**

This plan must be developed between the teacher and the evaluator within thirty (30) days after the completion of a summative evaluation rating in which a tenured teacher is rated as Needs Improvement in any one or more domains, or on the overall final summative evaluation rating. The plan should address any or all domains and/or components rated as Needs Improvement or Unsatisfactory. Based upon feedback and data from any administrator, mentor, teaching colleagues, and your own need for professional growth, reflect on the areas targeted for improvement under the appropriate domain(s) and component(s). Refer to Appendix A and Appendix I as needed. Additional pages may be supplied as needed.

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 Teacher

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 School

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 School Year

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 Date of Submission

Areas Targeted for Improvement	
Domain:	Component:
Domain:	Component:
Domain:	Component:

Strategies for Improving Areas Targeted	

Time Line	
Strategy:	Date of Completion:
Strategy:	Date of Completion:

I know I am improving because:

The teacher has successfully developed the Individual Growth Plan:

☐ Yes      ☐ No

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Evaluator

Date \_\_\_\_\_

Teacher

Date \_\_\_\_\_

## Teacher Job Description

Submitted 011122

**Qualifications** – Hold a valid Illinois Teaching Certificate as well as any other requirements set by law, as well as exhibit the characteristics of a highly motivated instructor who incorporates best practices and research-based strategies into instruction to meet the needs of each student, and such other qualifications as may be established for a particular position.

**Classification** – Certified Staff

**Work Days and Hours** – Per the Collective Bargaining Agreement

**Reports To** – Building Principal and/or Superintendent

**Evaluation** – Evaluation will be according to the Teacher Evaluations Plan for Peru Elementary School District 124 and in accordance with the *Illinois School Code*.

**Supervises** – Students assigned to his/her specific class(es), students with which he/she is in contact during the school day, and students with which he/she is in contact during times established by building administration outside of regular school hours

**Responsibilities** – Under each of the following domains, the teacher shall:

### Domain 1 – Planning and Preparation

1. Demonstrate knowledge of the content and current pedagogy in his/her assigned classes.
2. Demonstrate knowledge of student backgrounds, cultures, skills, and interests in his/her assigned classes.
3. Prepare class goals/objectives that represent authentic student learning and are aligned to the district curriculum and academic standards set by the state of Illinois.
4. Demonstrate an awareness of resources available for teaching and an understanding of how to gain access to them for his/her students.
5. Demonstrate coherent instruction with a clearly defined structure, which supports the stated goals and engages students in meaningful learning.
6. Align student assessment with instructional goals, appropriate to the needs of the student. Assessment results are used to plan future lessons.
7. Understand and use appropriate formative and summative assessments for determining students' needs and respond appropriately according to the data.
8. Develops lesson plans and instructional materials that are designed to provide individualized and small group instruction in order to best serve the needs of the students. Lesson plans clearly include identification of purpose, assessment and strategy.

### Domain 2 – The Classroom Environment

1. Demonstrate classroom interactions that are warm and caring, and are respectful of the cultural and developmental differences between groups of students.
2. Establish a classroom environment that represents a culture for learning with a commitment to the subject and with high expectations for student achievement.
3. Establish classroom schedules/routines and procedures that function smoothly and maximize effective, purposeful instructional time.

4. Establish clear standards of conduct and respond to student misbehavior appropriately and respectfully with an emphasis on the district standards; “be respectful, be responsible and be a role model”.
5. Establish a classroom that is safe with learning that is accessible to all students. Classroom furniture and equipment supports learning activities.

**Domain 3 – Instruction**

1. Communicate objectives, purpose and expectations clearly and accurately to students, both orally and in writing. Communication will be appropriate to students’ cultures and levels of development.
2. Uses multiple teaching strategies, including adjusted pacing and flexible grouping to engage students in active learning opportunities that promote the development of critical and creative thinking, problem solving and performance capabilities.
3. Varies his or her role in the instructional process as instructor, facilitator, coach or audience in relation to the content and purposes of instruction and the needs of students.
4. Uses technology to accomplish differentiated instructional objectives that enhance learning for each student.
5. Models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate and use information resources to support research and learning.
6. Integrate reading, writing and oral communication within the content area and recognize and address student needs in these areas to build content area knowledge.
7. Assess regularly in instruction through self-assessment by students, monitoring of progress of learning by the teacher or students, and through high quality feedback to students. Students are fully aware of the assessment criteria and used to evaluate their work.
8. Ensure the successful learning of all students by making adjustments as needed to instruction plans and by responding to student interests and questions.

**Domain 4 – Professional Responsibilities**

1. Reflect on the lesson, citing characteristics that were not fully successful, and determine improvements.
2. Maintain accurate academic and behavioral records in an efficient and detailed manner. (Grades are to be updated weekly)
3. Communicate frequently with families and successfully engage them in the instructional program. Convey information to families about individual students in a culturally appropriate manner.
4. Participate in school and district events and projects, and maintain positive and productive relationships with colleagues.
5. Seek opportunities for professional development based on an individual assessment of need and district strategic plan goals.
6. Maintain professional competence through in-service, professional development opportunities and research of relevant educational articles and journals
7. Make a genuine effort to ensure that all students are well served by the school.
8. Appropriately administer standardized assessments with honesty and integrity.
9. Assist as appropriate in curriculum development, mapping and student data analysis.



**Domain 1 – Planning and Preparation****Components 1A, 1B**

<b>Component 1A Demonstrating Knowledge of Content, Pedagogy and Resources</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher's plans and practice <b>display little knowledge</b> of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. The teacher <b>demonstrates little or no familiarity</b> with resources to enhance own knowledge, to use in teaching, or for students who need them.	The teacher's plans and practice <b>reflect some awareness</b> of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline. The teacher <b>demonstrates some familiarity</b> with resources available through the school or district to enhance own knowledge, to use in teaching or for students who need them.	The teacher's plans and practice <b>reflect solid knowledge</b> of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline. The teacher is <b>fully aware</b> of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher's plans and practice <b>reflect extensive knowledge</b> of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student understanding. The teacher <b>seeks out resources in and beyond the school or district</b> in professional organizations, on the internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

<b>Component 1B Demonstrating Knowledge of Students</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher demonstrates <b>little or no knowledge</b> of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and <b>does not seek</b> such understanding.	The teacher <b>indicates the importance</b> of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the <b>class as a whole</b> .	The teacher <b>actively seeks knowledge</b> of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for <b>groups of students</b> .	The teacher <b>actively seeks knowledge</b> of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for <b>individual students</b> .

**Domain 1 – Planning and Preparation****Components 1C, 1D**

<b>Component 1C Setting Instructional Outcomes</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
Instructional outcomes are <b>unsuitable for students</b> , represent trivial or low-level learning, or are stated only as activities. They <b>do not</b> permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are <b>suitable for some students</b> , but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect <b>more than one</b> type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are <b>stated as goals</b> reflecting high level learning and curriculum standards. They are suitable for <b>most</b> students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are <b>stated as goals that can be assessed</b> , reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of <b>individual</b> students.

<b>Component 1D Designing Coherent Instruction</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The series of learning experiences is <b>poorly aligned</b> with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only <b>some students</b> .	The series of learning experiences demonstrates <b>partial alignment</b> with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects <b>partial knowledge of students</b> and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences <b>aligned</b> to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in <b>significant learning</b> .	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences <b>aligned</b> to instructional outcomes, <b>differentiated</b> where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways <b>according to student needs</b> .

**Domain 1 – Planning and Preparation****Component 1E**

<b>Component 1E Designing Student Assessments</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher's plan for assessing student learning contains no clear criteria or standards, is <b>poorly aligned</b> with the instructional outcomes, or is inappropriate for many students. The results of assessment <b>have minimal impact</b> .	The teacher's plan for student assessment is <b>partially aligned</b> with the instructional outcomes, without clear criteria, and appropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the <b>class as a whole</b> .	The teacher's plan for student assessment is <b>aligned</b> with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for <b>groups of students</b> .	The teacher's plan for student assessment is <b>fully aligned</b> with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instructional for <b>individual students</b> .

**Evidence/Documentation:****Summary of Strengths and Areas Recommended for Growth:**

**Domain 2 – The Classroom Environment****Components 2A, 2B**

<b>Component 2A Creating an Environment of Respect and Rapport</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
Classroom interactions, both between the teacher and students and among students, are negative, <b>inappropriate</b> or insensitive to students' cultural backgrounds and are characterized by <b>sarcasm, put-downs or conflict</b> .	Classroom interactions, both between the teacher and students and among students, are <b>generally appropriate</b> and free from conflict but may be characterized by <b>occasional displays of insensitivity or lack of responsiveness</b> to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting <b>general warmth and caring</b> , and are <b>appropriate</b> to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are <b>highly respectful</b> , reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves <b>ensure high levels of civility</b> among members of the class.

<b>Component 2B Establishing a Culture for Learning</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The classroom environment conveys a <b>negative culture</b> for learning, characterized by <b>low teacher commitment</b> to the subject, <b>low expectations</b> for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is <b>partially successful</b> , with <b>little teacher commitment</b> to the subject, <b>modest expectations</b> for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by <b>high expectations</b> for most students and <b>genuine commitment</b> to the subject by both teacher and students, with students demonstrating pride in their work.	<b>High levels of student energy and teacher passion</b> for the subject create a culture for learning in which everyone <b>shares a belief</b> in the importance of the subject and all <b>students hold themselves to high standards</b> of performance – for example, by initiating improvements to their work.

**Domain 2 – The Classroom Environment****Components 2C, 2D**

<b>Component 2C Managing Classroom Procedures</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>Much instructional time is lost</b> because of inefficient classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties.	<b>Some instructional time is lost</b> because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	<b>Little instructional time is lost</b> because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	<b>Students contribute to the seamless operation</b> of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

<b>Component 2D Managing Student Behavior</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
There is <b>no evidence</b> that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or <b>disrespectful</b> of student dignity.	It appears that the teacher <b>has made an effort</b> to establish standards of conduct for students. The teacher tries, <b>with uneven results</b> , to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be <b>clear</b> to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is <b>appropriate and respects</b> the students' dignity.	Standards of conduct are <b>clear</b> , with evidence of <b>student participation</b> in setting them. The teacher's monitoring of student behavior is subtle and preventative, and the teacher's response to student misbehavior is <b>sensitive to individual student needs</b> . Students take an active role in monitoring the standards of behavior.

**Domain 2 – The Classroom Environment****Component 2E****Component 2E  
Organizing Physical Space****Current Component Rating:**


Unsatisfactory	Needs Improvement	Proficient	Excellent
The physical environment is <b>unsafe</b> , or some students <b>don't have access to learning</b> . Alignment between the physical arrangement and the lesson activities is poor.	The classroom is <b>safe</b> , and essential learning is accessible to <b>most students</b> ; the teacher's use of physical resources, including computer technology, is <b>moderately effective</b> . The teacher may attempt to modify the physical arrangements to suit learning activities, with partial success.	The classroom is <b>safe</b> , and learning is accessible to <b>all students</b> ; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes <b>effective</b> use of physical resources, including computer technology.	The classroom is <b>safe</b> , and the physical environment ensures the learning of <b>all students</b> , including those with special needs. <b>Students contribute</b> to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

**Evidence/Documentation:****Summary of Strengths and Areas Recommended for Growth:**

**Domain 3 – Instruction****Components 3A, 3B****Component 3A  
Communicating with Students****Current Component Rating:**

Unsatisfactory	Needs Improvement	Proficient	Excellent
Expectations for learning, directions and procedures, and explanations of content are <b>unclear or confusing</b> to students. The teacher's use of language <b>contains errors or is inappropriate</b> for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are <b>clarified after initial confusion</b> ; the teacher's use of language is correct but may <b>not</b> be completely <b>appropriate for students' cultures</b> or levels of development.	Expectations for learning, directions and procedures, and explanations of content are <b>clear</b> to students. Communications are <b>appropriate for students' cultures</b> and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's <b>oral and written communication is clear</b> and expressive, <b>appropriate for students' cultures</b> and levels of development, and <b>anticipates</b> possible student misconceptions.

**Component 3B  
Using Questioning and Discussion Techniques****Current Component Rating:**

Unsatisfactory	Needs Improvement	Proficient	Excellent
The teacher's questions are <b>low-level or inappropriate</b> , eliciting <b>limited</b> student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but <b>most are low-level</b> , posed in rapid succession. The teacher's <b>attempts to engage</b> all students in the discussion are only partially successful.	Most of the teacher's questions elicit a <b>thoughtful response</b> , and the teacher allows sufficient time for students to answer. <b>All students participate</b> in the discussion, with the teacher stepping aside when appropriate.	Questions reflect <b>high expectations</b> and are culturally and developmentally appropriate. <b>Students formulate</b> many of the high-level questions and ensure that all voices are heard.

**Domain 3 – Instruction****Components 3C, 3D**

<b>Component 3C Engaging Students in Learning</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
Activities and assignments, materials and groupings of students are <b>inappropriate</b> for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has <b>no structure</b> or is poorly paced.	Activities and assignments, materials, and groupings of students are <b>partially appropriate</b> for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that <b>structure is not fully maintained</b> .	Activities and assignments, materials, and groupings of students are <b>fully appropriate</b> for the instructional outcomes and students' culture and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's <b>structure is coherent</b> , with appropriate pace.	Students, throughout the lesson, are <b>highly intellectually engaged</b> in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the <b>structure and pacing allow for student reflection and closure</b> .

<b>Component 3D Using Assessment in Instruction</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
Assessment is <b>not used</b> in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are <b>unaware of the assessment criteria</b> used to evaluate their work.	Assessment is <b>occasionally used</b> in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are <b>aware of only some of the assessment criteria</b> used to evaluate their work.	Assessment is <b>regularly used</b> in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are <b>fully aware of the assessment criteria</b> used to evaluate their work.	Assessment is <b>used in sophisticated manner</b> in instruction, through <b>student involvement in establishing the assessment criteria</b> , self-assessment by students, monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.



**Domain 3 – Instruction****Components 3E**

<b>Component 3E Demonstrating Flexibility and Responsiveness</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher <b>adheres to the instruction plan</b> , even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher <b>attempts to modify the lesson</b> when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher <b>promotes the successful learning</b> of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	The teacher <b>seizes an opportunity to enhance learning</b> , building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

**Evidence/Documentation:****Summary of Strengths and Areas Recommended for Growth:**

**Domain 4 – Professional Responsibilities**

<b>Component 4A Reflecting on Teaching</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher <b>does not</b> accurately <b>assess</b> the effectiveness of the lesson and has <b>no ideas</b> about how the lesson could be improved.	The teacher provides a <b>partially accurate</b> and objective description of the lesson but does not cite specific evidence. The teacher makes only <b>general suggestions</b> as to how the lesson might be improved.	The teacher provides an <b>accurate</b> and objective description of the lesson, citing specific evidence. The teacher makes some <b>specific suggestions</b> as to how the lesson might be improved.	The teacher's reflections on the lesson are <b>thoughtful and accurate</b> , citing specific evidence. The teacher draws on an <b>extensive repertoire to suggest alternative strategies</b> and predicts the likely success of each.

<b>Component 4B Maintaining Accurate Records</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher's systems for maintaining both instructional and non-instructional records are either <b>nonexistent or in disarray</b> , resulting in errors and confusion.	The teacher's system for maintaining both instructional and non-instructional records are <b>rudimentary</b> and only <b>partially effective</b> .	The teacher's systems for maintaining both instructional and non-instructional records are <b>accurate, efficient and effective</b> .	The teacher's system for maintaining both instructional and non-instructional records are accurate, <b>efficient and effective and students contribute to its maintenance</b> .

<b>Component 4C Communicating with Families</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher's communication with families about the instructional program or about individual students is sporadic or culturally <b>inappropriate</b> . The teacher makes <b>no attempt</b> to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes <b>modest attempts</b> to engage families in the instructional program. But communications are <b>not always appropriate</b> to the cultures of those families.	The teacher communicates <b>frequently</b> with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a <b>culturally appropriate manner</b> .	The teacher's communication with families is <b>frequent and sensitive</b> to cultural traditions; students participate in the communication. The teacher <b>successfully engages</b> families in the instructional program, as appropriate.

**Domain 4 – Professional Responsibilities****Components 4D**
**Component 4D**  
**Growing and Developing Professionally**  
**While Participating in a Professional Community**

Current Component Rating:

Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>The teacher <b>does not participate</b> in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues. The teacher <b>avoids</b> participation in a professional community or in school and district events and projects; relationships with colleagues are <b>negative</b> or self-serving.</p>	<p>The teacher <b>participates</b> in professional development <b>activities that are convenient</b> or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues. The teacher becomes involved in the professional community and in school and district events and projects <b>when specifically asked</b>; relationships with colleagues are <b>cordial</b>.</p>	<p>The teacher <b>seeks out</b> opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues. The teacher <b>participates actively</b> in professional community and in school and district events and projects, and maintains <b>positive and productive</b> relationships with colleagues.</p>	<p>The teacher <b>actively pursues</b> professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from the supervisors and colleagues. The teacher makes a <b>substantial contribution</b> to the professional community and to school and district events and projects and assumes a <b>leadership role</b> among the faculty.</p>

**Domain 4 – Professional Responsibilities****Components 4E**

<b>Component 4E Showing Professionalism</b>		<b>Current Component Rating:</b> <input type="text"/>	
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
The teacher has <b>little sense of ethics and professionalism</b> and contributes to practices that are <b>self-serving</b> or harmful to students. The teacher <b>fails to comply</b> with school and district regulations and time lines.	The teacher is <b>honest and well intentioned</b> in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are <b>limited</b> . The teacher <b>complies minimally</b> with school and district regulations, doing just enough to get by.	The teacher displays a <b>high level of ethics and professionalism</b> in dealings with both students and colleagues and <b>complies fully</b> and voluntarily with school and district regulations.	The teacher displays the <b>highest standards of ethical conduct</b> and takes a leadership role in seeing that colleagues comply with school and district regulations. The teacher is <b>proactive and assumes a leadership role</b> in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved are honored in the school.

**Evidence/Documentation:****Summary of Strengths and Areas Recommended for Growth:**

## Final Summative Evaluation Score and Rating Report

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 Teacher

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 School

---

 School Year

---

 Evaluator

---

 Summative Evaluation Date

---

 Formal Observation Date(s) Included  
in the Basis of the Evaluation

---

 Informal Observation Date(s) Included  
in the Basis of the Evaluation

Following is the final rating for each domain, each component and also for the final summative evaluation. The calculation and determination of the ratings is found in Sections VII, VIII and IV of the Eswood CCSD 269 Teacher Evaluation Plan.

### **Professional Practice Ratings**

#### **Domain 1 – Planning and Preparation**

#### **Domain Rating**

1A: Demonstrating Knowledge of Content, Pedagogy and Resources

1B: Demonstrating Knowledge of Students

1C: Setting Instructional Outcomes

1D: Designing Coherent Instruction

1E: Designing Student Assessments

**Overall Domain Rating**

#### **Domain 2 – Classroom Environment**

#### **Domain Rating**

2A: Creating an Environment of Respect and Rapport

2B: Establishing a Culture for Learning

2C: Managing Classroom Procedures

2D: Managing Student Behavior

2E: Organizing Physical Space

**Overall Domain Rating**

#### **Domain 3 – Instruction**

#### **Domain Rating**

3A: Communicating with Students

3B: Using Questioning and Discussion Techniques

3C: Engaging Students in Learning

3D: Using Assessment in Instruction

3E: Demonstrating Flexibility and Responsiveness

**Overall Domain Rating**

**Domain 4 – Professional Responsibilities****Domain Rating**

4A: Reflecting on Teaching

4B: Maintaining Accurate Records

4C: Communicating with Families

4D: Growing and Developing While Participating  
in a Professional Community

4E: Showing Professionalism

**Overall Domain Rating****Professional Practice Ratings****Overall Professional Practice Rating****Overall Professional Practice Weighted Score (70%)****Student Growth Ratings****Type I (15%)****Type II or III (15%)****Overall Student Growth Rating****Overall Student Growth Weighted Score (30%)****FINAL SUMMATIVE SCORE AND RATING****Overall Professional Practice Weighted Score****Overall Student Growth Weighted Score****Combined Summative Score****Final Summative Rating**

Signature indicates that the teacher has read and understands the evaluation, and that a conversation was conducted between the teacher and the evaluator. The teacher has the right to attach written comments within ten (10) working days of receipt of this form for inclusion in his/her personnel file.

\_\_\_\_\_  
Teacher Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Evaluator Signature\_\_\_\_\_  
Date