

Mid-State Special Education Evaluation Plan for Teachers



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Summative Performance Evaluation Plan

Special Education Teachers employed by the Region of Mid-State Special Education, through the Legal and Fiscal Agent Mid-State Special Education Joint Agreement, will be evaluated according to this "Evaluation Plan for Special Education Teachers" by an administrator who is qualified and is responsible for the evaluation of the certified employees assigned to the Region. Additional input and observation may be made by member district and joint agreement administrators who are qualified to evaluate. Evaluations are based upon the cumulative evidence of the certified employee's performance gathered from the date of the previous evaluation through the date of the current evaluation.

Philosophy of the Plan

This evaluation process utilizes Charlotte Danielson's A Framework for Teaching (2007) and Danielson's Special Education Scenarios: Extended Examples of Levels of Performance in Special Education (2015). This plan refers to the "Framework for Teaching" to define effective practice, encourages conversations about instruction, and identifies areas for professional growth. Charlotte Danielson writes in her book, *Talk About Teaching! Leading Professional Conversations*, "...in order to sustain, and indeed improve, learning conditions for students, it's essential that every member of the staff make a commitment to joint effort and improvement of practice....the reason for such an effort is that teaching is extremely complex work, which because it is by definition never perfect, can always be improved." This plan also addresses the requirement that student growth be included as a significant factor in the summative rating for each teacher.

Statement of Purpose

Mid-State Special Education and its member districts will conduct continuous evaluation of the professional performance of all teachers. The primary goals of the evaluation process are to:

1. improve the quality instruction and performance of staff to enhance student learning as defined in the professional competencies;
2. enrich instruction by identifying certified employees' strengths and weaknesses and to provide assistance for improvement;
3. encourage staff to reflect upon their teaching and continually improve their performance;
4. create positive attitudes toward the purposes and value of appraisal and professional development;
5. include the use of data and indicators of student growth as a significant factor in rating performance;
6. collect reliable and varied data for making employment decisions.

Identification of Evaluators

The Mid-State Special Education Assistant Directors and Program Coordinators are qualified and are responsible for the evaluation of special education teachers assigned to the Region. Other qualified member district and joint agreement evaluators may be contributors to evaluations.

Description/Standards of Performance

Mid-State Special Education presently employs licensed teachers for the following job classification: Special Education Teacher and Teaching Speech/Language Pathologist. Each special education teacher is expected to achieve a "proficient" or "excellent" summative rating (see appendix). The procedures set forth in the Illinois School Code (105 ILCS 24A-5) will be followed for a tenured certified employee receiving a rating of "needs improvement" or "unsatisfactory."

Evaluation Schedule

Tenured Teachers: The performance of tenured licensed region employees in contractual continued service will be evaluated at least once in the course of every two school years. For tenured teachers who received an "excellent" or "proficient" on his or her last summative performance evaluation, each professional practice rating will be based upon a minimum of two observations during the cycle, one of which must be a formal observation. Each tenured teacher who received a "needs improvement" or "unsatisfactory" rating in his or her last summative performance evaluation must be evaluated at least once in the school year following the receipt of such rating. A minimum of three observations shall be required, two of which must be formal observations.

Non-Tenured Teachers: The performance of each teacher not in contractual continued service will be evaluated at least once every school year. A minimum of three observations shall be required two of which must be formal.

Part-Time Teachers: Teachers who work less than full-time and who have received a proficient or excellent rating on their two most recent evaluations will follow the evaluation schedule for tenured teachers completing a minimum of one SLO.

The administration reserves the right to evaluate any licensed employee at any time.

Evaluation Process

The evaluation of certified staff performance will be conducted in accordance with state law, board policy, and professional agreement. At the start of the school term, each teacher will be provided specific, written notice regarding the performance evaluation. This notice will reference this Mid-State Special Education Evaluation Plan for Teachers as it contains the required information. Before any formal evaluation takes place, an administrator will acquaint the licensed staff members with evaluation procedures and instrument. The professional practice component will include additional information compiled from informal and/or unannounced observations by administrator(s) since the last summative evaluation. Evidence gathered during informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing and the teacher is provided the opportunity to have an in-person discussion with the evaluator. Any evidence collected during an observation shall be consistent with the evaluation rubric. The Summative Performance Evaluation will include consideration of the certified employee's attendance, planning, instructional methods, classroom management, and competency in the subject matter taught, as well as specify the employee's strengths and weaknesses (105 ILCS 5/24A-5). The overall Summative Performance Evaluation rating will include student growth as a significant factor. Conferences/meetings may be conducted electronically or in person.

Professional Practice Performance Areas

The primary focus of evaluation is the continual improvement of the quality of instruction to improve student learning. This evaluation process requires teachers to meet or exceed expectations in the following areas of professional practice:

Domain 1: Planning and Preparation

The components in Domain 1 describe how a teacher organizes the content that the students are to learn—how the teacher *designs* instruction. All elements of the instructional design—learning activities, materials, strategies, and assessments—should be appropriate to both the content and the students, and aligned with larger instructional goals. The components of Domain 1 are demonstrated through the plans that teachers prepare to guide their teaching.

Domain 2: Classroom Environment

The components of Domain 2 establish a comfortable and respectful classroom environment that cultivates a culture for learning and creates a safe place for risk taking. It consists of the non-instructional routines and procedures being handled efficiently, student behavior that is cooperative and non-disruptive, and a physical environment that supports instruction. The components of Domain 2 are demonstrated through classroom interaction and are observable.

Domain 3: Instruction

The components contained in Domain 3 are those that actually engage students in the content which enhances student learning. Teachers demonstrate, through their instructional skills, that they can successfully implement their plans. Their students are engaged in meaningful work. The instructor's work in the classroom is fluid and flexible. The instructor's questions probe student thinking and extend understanding, and s/he carefully monitors student understanding. The components of Domain 3 are demonstrated through classroom interaction and are observable.

Domain 4: Professional Responsibilities

The components in Domain 4 encompass the professional educator's roles outside of and in addition to those in the classroom. These professional responsibilities include self-reflection and professional growth, interactions with families and the community, maintenance of records and accuracy of paperwork, and advocacy for students. It is through the skills of Domain 4 that highly professional educators distinguish themselves. The components of Domain 4 are demonstrated through observations of interactions with colleagues, families, other professionals, and the larger community as well as artifacts.

(Excerpts and summaries taken from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson.)

Professional Practice

Pre-observation conference

A pre-observation conference will be conducted prior to each formal observation. In advance of this conference, the teacher shall submit to the evaluator a written lesson or unit plan and/or other evidence of planning for the instruction that will be conducted during the window of time when the formal observation may occur and make recommendations for areas on which the evaluator should focus during the observation. The purpose of this conference will be to:

- discuss the lesson or unit plan and any areas the evaluator should focus on during the observation, if applicable.
- discuss evaluative criteria listed on the evaluation form and share evidence related to the evaluative criteria;
- discuss the teaching assignment(s) and the make-up of the class;
- discuss the pre-observation worksheet;
- discuss other pertinent information, including artifact collection;
- confirm the formal observation date and time.

Formal Observation

A formal observation allows the evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills. It involves one of the following activities: observation of the teacher for at least 45 minutes at a time; or an observation during a complete lesson; or an observation during an entire class period. Formal observations will be conducted after the first two weeks of student attendance at the start of the school year.

Post-Observation Conference(s)

A post-observation conference will be held following at least one formal observation. The purpose of this conference will be to:

- discuss the post-observation reflection worksheet in which the teacher reflects upon instruction and, if applicable, may provide additional information of explanations about the lesson presented;
- discuss the evidence collected following the observation and judgements made about the evidence;
- identify instructional and classroom management behaviors that promoted engaged learning and to discuss why they were effective;
- discuss alternatives to behaviors which did not produce the desired instructional and/or behavioral outcomes;
- notify the teacher if the evaluator determines that evidence collected to date may result in either a "needs improvement" or "unsatisfactory" performance evaluation rating;
- discuss goal setting and continued professional growth.

Professional Practice Rating Categories

Excellent: The certified employee's professional performance clearly exceeds the normal expectations and is noticeably distinguished. The employee is able to take on extra projects and tasks, anticipate problems and take appropriate actions, requires minimal direction, and seeks continual improvement. The special education teacher is rated "excellent" in the majority of the elements on the components with no "needs improvement" or "unsatisfactory" ratings.

Proficient: The certified employee's performance is successful and professional teaching or therapy is consistently at a high level, clearly meeting the expectations of the position. It would be expected that most experienced teachers would frequently perform at this level. The special education teacher is rated "proficient" in most components with no more than three "needs improvement" and no "unsatisfactory" ratings.

Needs Improvement: The certified employee's performance is at a basic level and below professional expectations. Enhancement of skills and/or consistent performance is necessary. The special education teacher has met some components but has a total of four or more "needs improvement" and no more than four "unsatisfactory" ratings.

Unsatisfactory: The certified employee's performance does not meet the job expectations for professional staff. Improvement is required. The special education teacher has five or more components rated as "unsatisfactory."

Student Growth

Data and indicators for Student Growth are required as a significant factor in the Summative Performance rating. The Joint Committee has determined Professional Practice will be weighted at 70% and Student Growth will be weighted 30%. Because the Joint Committee determined that a Type I or Type II common assessment could not be selected for our special education teachers, at least two Type III assessments will be used. As provided by law, the second Type III assessment will be delayed until the second year of implementation which will be the 2017-18 school year. Student growth will consist of implementing two Student Learning Objectives (SLO's) which will be weighted equally beginning in the 2017-18 school year. Type III assessments may include but are not limited to teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-levels experts that are administered commonly across a given grade or subject level in a school, Type I assessments, or Type II assessments. The teacher will complete the necessary forms to be approved by the evaluator. It was determined by the Joint Committee that no student or group of students should be arbitrarily excluded from being included in the student growth for a teacher. Therefore, student characteristics will be considered by the teacher and evaluator as part of the SLO development process.

For each SLO, the teacher will collect and record mid-point assessment data on the data form. It is appropriate for the teacher to continue with instruction or adjust instruction, if necessary. After review, the teacher will contact the evaluator only if the teacher wants to discuss a mid-point adjustment. Student growth expectations will be measured using simple growth as set during the SLO process.

See Appendix for additional information an applicable forms. SLOs must be approved by the evaluator to ensure they are rigorous and comparable across teachers.

Student Growth Rating Table

		SLO 1 Rated at 50%			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
SLO 2 Rated at 50%		1x.5	2x.5	3x.5	4x.5
Unsatisfactory:	1x.5	1.0	1.5	2.0	2.5
Needs Improvement:	2x.5	1.5	2.0	2.5	3.0
Proficient:	3x.5	2.0	2.5	3.0	3.5
Excellent:	4x.5	2.5	3.0	3.5	4.0

Numerical Value of Combined Student Learning Objectives Rating	Student Growth Rating
0.5-1.4	Unsatisfactory
1.5-2.4	Needs Improvement
2.5-3.4	Proficient
3.5-4.0	Excellent

Summative Performance Evaluation

The Summative Performance Evaluation form will be completed after the requirements are met to obtain a Professional Practice rating and a Student Growth rating. The Summative Performance Evaluation Report (see Appendix) will be completed by the evaluator and will include the cumulative evidence of the certified employee's performance gathered from the date of the previous summative performance evaluation through the date of the current evaluation. It may also include observations, evidence, and recommendations provided by other member district and joint agreement administrator(s) who are qualified evaluators. The Summative Performance Rating Table will be used to combine the Professional Practice and the Student Growth ratings to determine an overall Summative Performance Evaluation Rating. Both the evaluator and employee will sign the evaluation report. The employee's signature indicates only that the evaluation has been reviewed and discussed. An employee may submit additional comments to the written evaluation if he or she so desires. A copy of the Summative Evaluation Report will be provided to the certified employee and placed in the personnel file.

If a Needs Improvement or Unsatisfactory Summative Performance Evaluation Rating is the resulting rating for any teacher, the Illinois Administrative Code 105 ILCS 5/24A-5 and 105 ILCS 5/34-85 will be followed. Professional development will be provided as determined in the Professional Development Plan or Remediation Plan.

Note: The failure by the employer to strictly adhere to the procedures or procedural timelines contained in this Plan shall not invalidate or have a negative effect on the substantive evaluation received by the employee.

Summative Performance Evaluation Rating Table

		Professional Practice 70%			
		Unsatisfactory 1x.7	Needs Improvement 2x.7	Proficient 3x.7	Excellent 4x.7
Student Growth weight 30%					
Unsatisfactory:	1x.3	1.0	1.7	2.4	3.1
Needs Improvement:	2x.3	1.3	2.0	2.7	3.4
Proficient:	3x.3	1.6	2.3	3.0	3.7
Excellent:	4x.3	1.9	2.6	3.3	4.0

Numerical Value of Combined Performance and Growth Rating	Then final Summative Rating
0.5-1.4	Unsatisfactory
1.5-2.4	Needs Improvement
2.5-3.4	Proficient
3.5-4.0	Excellent

Appendix A

EVALUATION RUBRIC Special Education Teacher

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

Unsatisfactory

In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

Needs Improvement

Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.

Proficient

Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.

Distinguished

Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

1b: Demonstrating Knowledge of Students

Unsatisfactory

Teacher displays little or no knowledge of the developmental characteristics of the age group. Teacher sees no value in understanding how students learn and does not seek such information. Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.

Needs Improvement

Teacher displays partial knowledge of the developmental characteristics of the age group. Teacher displays partial knowledge of the developmental characteristics of the age group. Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.

Proficient

Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. Teacher is aware of students' special learning and medical needs.

Distinguished

In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. Teacher displays

extensive and subtle understanding of how students learn and applies this knowledge to individual students. Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

1c: Setting Instructional Outcomes

Unsatisfactory

Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. Teacher does not write goals and objectives that are clear and measurable, and/or they are not directly tied to identified deficit areas. Outcomes reflect only one type of learning and only one discipline or strand. Outcomes are not suitable for the class or are not based on any assessment of student needs.

Needs Improvement

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. Teacher usually writes goals and objectives that are clear and measurable, but not always directly tied to identified deficit areas. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.

Proficient

Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. Teacher writes goals and objectives that are clear, measurable, and directly tied to identified deficit areas. Outcomes reflect several different types of learning and opportunities for coordination. Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.

Distinguished

All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Teacher always writes goals and objectives that are clear, measurable, and directly tied to identified deficit areas. Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

1d: Demonstrating Knowledge of Resources

Unsatisfactory

Teacher is unaware of resources for classroom use available through the school or district. Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. Teacher is unaware of resources for students available through the school or district.

Needs Improvement

Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.

Proficient

Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.

Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.

Distinguished

Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

1e: Designing Coherent Instruction

Unsatisfactory

Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. Instructional groups do not support the instructional outcomes and offer no variety. The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.

Needs Improvement

Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.

Proficient

All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. Instructional groups are varied as appropriate to the students and the different instructional outcomes. The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.

Distinguished

Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

1f: Designing Student Assessments

Unsatisfactory

Assessment procedures are not congruent with instructional outcomes. Proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit. Teacher has no plans to use assessment results in designing future instruction.

Needs Improvement

Some of the instructional outcomes are assessed through the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher plans to use assessment results to plan for future instruction for the class as a whole.

Proficient

All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted

for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. Teacher plans to use assessment results to plan for future instruction for groups of students.

Distinguished

Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. Assessment criteria and standards are clear; there is evidence that the students contributed to their development. Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher plans to use assessment results to plan future instruction for individual students.

Domain 2: The Environment

2a: Creating an Environment of Respect and Rapport

Unsatisfactory

Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.

Needs Improvement

Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. Students do not demonstrate disrespect for one another.

Proficient

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.

Distinguished

Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

2b: Establishing a Culture for Learning

Unsatisfactory

Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.

Needs Improvement

Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. Students minimally accept the responsibility to do good work but invest little of their energy into its quality.

Proficient

Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.

Distinguished

Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

2c: Managing Classroom Procedures

Unsatisfactory

Students not working with the teacher are not productively engaged in learning. Transitions are chaotic, with much time lost between activities or lesson segments. Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. Considerable instructional time is lost in performing noninstructional duties. Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.

Needs Improvement

Students in only some groups are productively engaged in learning while unsupervised by the teacher. Only some transitions are efficient, resulting in some loss of instructional time. Routines for handling materials and supplies function moderately well, but with some loss of instructional time. Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time. Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.

Proficient

Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. Transitions occur smoothly, with little loss of instructional time. Routines for handling materials and supplies occur smoothly, with little loss of instructional time. Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time. Volunteers and paraprofessionals are productively and independently engaged during the entire class.

Distinguished

Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation. Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

2d: Managing Student Behavior

Unsatisfactory

No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.

Needs Improvement

Standards of conduct appear to have been established, and most students seem to understand them. Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.

Proficient

Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.

Distinguished

Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

2e: Organizing Physical Space

Unsatisfactory

The classroom is unsafe, or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.

Needs Improvement

The classroom is safe, and at least essential learning is accessible to most students. Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.

Proficient

The classroom is safe, and learning is equally accessible to all students. Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.

Distinguished

The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Domain 3: Delivery of Service

3a: Communicating with Students

Unsatisfactory

Teacher's purpose in a lesson or unit is unclear to students. Teacher's directions and procedures are confusing to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language. Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.

Needs Improvement

Teacher attempts to explain the instructional purpose, with limited success. Teacher's directions and procedures are clarified after initial student confusion. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.

Proficient

Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's directions and procedures are clear to students. Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.

Distinguished

Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

3b: Using Questioning and Discussion Techniques

Unsatisfactory

Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

Needs Improvement

Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. Teacher attempts to engage all students in the discussion, but with only limited success.

Proficient

Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages all students in the discussion.

Distinguished

Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

3c: Engaging Students in Learning

Unsatisfactory

Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. Instructional groups are inappropriate to the students or to the instructional outcomes. Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.

Needs Improvement

Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.

Proficient

Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.

Distinguished

All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

3d: Using Assessment in Instruction

Unsatisfactory

Students are not aware of the criteria and performance standards by which their work will be evaluated. Teacher does not monitor student learning in the curriculum. Case manager fails to monitor and/or follow procedures for reporting on the progress toward IEP goals and objectives for each student utilizing data within established timelines. Teacher's feedback to students is of poor quality and not provided in a timely manner. Students do not engage in self-assessment or monitoring of progress.

Needs Improvement

Students know some of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of the class as a whole but elicits no diagnostic information. Case manager monitors and/or follow procedures for reporting on the progress toward IEP goals and objectives for each student utilizing data within established timelines; however, data is lacking. Teacher's feedback to students is uneven, and its timeliness is inconsistent. Students occasionally assess the quality of their own work against the assessment criteria and performance standards.

Proficient

Students are fully aware of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. Case manager monitors and/or follow procedures for reporting on the progress toward IEP goals and objectives for each student utilizing data within established timelines. Teacher's feedback to students is timely and of consistently high quality. Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.

Distinguished

Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. Case manager monitors and/or follow procedures for reporting on the progress toward IEP goals and objectives for each student utilizing data within established timelines and makes appropriate

programming adjustments. Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

3e: Demonstrating Flexibility and Responsiveness

Unsatisfactory

Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. Teacher ignores or brushes aside students' questions or interests. When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.

Needs Improvement

Teacher attempts to adjust a lesson when needed, with only partially successful results. Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.

Proficient

Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. Teacher successfully accommodates students' questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.

Distinguished

Teacher successfully makes a major adjustment to a lesson when needed. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching

Unsatisfactory

Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.

Needs Improvement

Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.

Proficient

Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

Distinguished

Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

4b: Maintaining Accurate Records

Unsatisfactory

Teacher's system for maintaining information on student completion of assignments is in disarray. Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion. Teacher often fails to complete and submit required documents (IEP, class lists, and other requested information) within established timelines, and/or often fails to provide accurate information. Teacher fails to develop the IEP in its entirety with accuracy for each student within legally mandated timelines, and/or requires continuous direction and/or correction.

Needs Improvement

Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.

Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors. Teacher completes and submits required documents (IEP, class lists, and other requested information) but not consistently within established timelines, and/or sometimes fails to provide accurate information. Teacher usually develops the IEP in its entirety with accuracy for each student within the legally mandated timelines, but requires continuous direction and/or correction.

Proficient

Teacher's system for maintaining information on student completion of assignments is fully effective. Teacher's system for maintaining information on student progress in learning is fully effective. Teacher's system for maintaining information on noninstructional activities is fully effective. Teacher usually completes and submits accurate documents (IEP, class lists, and other requested information) within established timelines. Teacher completes the IEP in its entirety with accuracy for each student within the legally mandated timelines maintaining a system to monitor the process requiring only minimal direction and/or correction.

Distinguished

Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records. Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance. Teacher consistently completes and submits accurate documents (IEP, class lists, and other requested information) within established timelines. Teacher consistently and independently completes the IEP in its entirety with accuracy for each student within the legally mandated timelines and maintains a highly effective, organized, and systematic procedure to monitor the process.

4c: Communicating with Families

Unsatisfactory

Teacher provides little or no information about the instructional program to families. Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.

Needs Improvement

Teacher participates in the school's activities for family communication but offers little additional information. Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. Teacher makes modest and partially successful attempts to engage families in the instructional program.

Proficient

Teacher provides frequent information to families, as appropriate, about the instructional program. Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. Teacher's efforts to engage families in the instructional program are frequent and successful.

Distinguished

Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

4d: Participating in a Professional Community

Unsatisfactory

Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. Teacher avoids

becoming involved in school events. Teacher avoids becoming involved in school and district projects.

Needs Improvement

Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of inquiry when invited to do so. Teacher participates in school events when specifically asked. Teacher participates in school and district projects when specifically asked.

Proficient

Relationships with colleagues are characterized by mutual support and cooperation. Teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events, making a substantial contribution. Teacher volunteers to participate in school and district projects, making a substantial contribution.

Distinguished

Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

4e: Growing and Developing Professionally

Unsatisfactory

Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.

Needs Improvement

Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.

Proficient

Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.

Distinguished

Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

4f: Showing Professionalism

Unsatisfactory

Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs. Teacher fails to manage the implementation of IEPs and/or does not ensure appropriate staff are aware of and complying with the provisions of the IEPs. Teacher contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations. Case manager does not complete the re-evaluation process as requested to allow for completion with legally mandated timelines. Case manager fails to send the Notification of Conference and the DRAFT IEP and/or does not ensure the ten day notice for annual reviews on multiple occasions.

Needs Improvement

Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent. Teacher manages the implementation of IEPs but inconsistently ensures appropriate staff are aware of and complying with the provisions of the IEPs. Teacher does not knowingly contribute to some students being ill served by the school. Teacher's decisions

and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. Case manager usually completes the re-evaluation process as requested to allow for completion with legally mandated timelines. Case manager usually sends the Notification of Conference and the DRAFT IEP but does not ensure the ten day notice for annual reviews.

Proficient

Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students. Teacher effectively manages the implementation of all IEPs and ensures appropriate staff are aware of and usually complying with the provisions of the IEPs. Teacher works to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind and participates in team or departmental decision making. Teacher complies fully with school and district regulations. Case manager completes the re-evaluation process as requested to allow for completion with legally mandated timelines. Case manager sends the Notification of Conference and the DRAFT IEP ensuring ten day notice for annual reviews.

Distinguished

Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher effectively manages the implementation of all IEPs and consistently ensures appropriate staff are aware of and complying with the provisions of the IEPs or follows procedures to report and correct non-compliance. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues. Case manager completes the re-evaluation process as requested to allow for completion with legally mandated timelines and maintains a highly effective, organized, and systematic procedure to monitor the process. Case manager consistently sends the Notification of Conference and the DRAFT IEP ensuring ten day notice for annual reviews.

Appendix B: Student Growth Definitions

Type I Assessment- A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (MAP), AIMSweb, AutoSkills, Star Reading Enterprise, Study Island.

Type II Assessment- Any assessment developed or adopted and approved for use by the school district used on a district-wide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests, grade-level assessments and assessments designed by textbook publishers.

Type III Assessment – Any assessment that is rigorous, that is aligned to the course curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Type III assessments may include but are not limited to; teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-levels experts that are administered commonly across a given grade or subject level in a school. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

Student Growth – A demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two points in time.

Measurement Model – The process in which two or more assessments scores are analyzed to identify a change in a student’s knowledge or skills over time.

Student Learning Objectives (SLOs) – An SLO process creates a measurement model that enables an evaluator to analyze scores from a Type III assessment (e.g., pretest and posttest) and identify whether a pre-established goal(s) has been met through a demonstrated change in a student’s knowledge and skills over time.

Midpoint – Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect data specific to student learning. The data to be considered shall not be used to determine the Summative Performance Evaluation.

Aggregate – The combined SLO rating.

Appendix C : Student Growth Timeline

Non-Tenured Timeline

Non-Tenured (2016-17 ONLY)	Non-Tenure (New Hire 17/18 & Beyond)
<p>Year 1 (Student Growth and Professional Practice)</p> <p><input type="checkbox"/> SLO 1 must be approved by Sept. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 1 completed by the end of the 1st semester (schedule meeting by Nov. 15th)</p> <p><input type="checkbox"/> SLO 2 must be approved by Jan. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 2 completed by the end of the 2nd semester (schedule meeting by Apr. 15th)</p>	<p>Year 1 (Student Growth and Professional Practice)</p> <p><input type="checkbox"/> SLO 1 and 2 must be approved by Sept. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 1 and 2 completed by the end of the 1st semester (schedule meeting by Nov. 15th)</p> <p><input type="checkbox"/> SLO 3 must be approved by Jan. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 3 completed by the end of the 2nd semester (schedule meeting by Apr. 15th)</p>
<p>Year 2 (Student Growth and Professional Practice)</p> <p><input type="checkbox"/> SLO 3 must be approved by Sept. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 3 completed by the end of the 1st semester (schedule meeting by Nov. 15th)</p> <p><input type="checkbox"/> SLO 4 must be approved by Jan. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 4 completed by the end of the 2nd semester (schedule meeting by Apr. 15th)</p>	<p>Year 2 (Student Growth and Professional Practice)</p> <p><input type="checkbox"/> SLO 4 must be approved by Sept. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 4 completed by the end of the 1st semester (schedule meeting by Nov. 15th)</p> <p><input type="checkbox"/> SLO 5 must be approved by Jan. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 5 completed by the end of the 2nd semester (schedule meeting by Apr. 15th)</p>
<p>Year 3 (Student Growth and Professional Practice)</p> <p><input type="checkbox"/> SLO 5 must be approved by Sept. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 5 completed by the end of the 1st semester (schedule meeting by Nov. 15th)</p> <p><input type="checkbox"/> SLO 6 must be approved by Jan. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 6 completed by the end of the 2nd semester (schedule meeting by Apr. 15th)</p>	<p>Year 3 (Student Growth and Professional Practice)</p> <p><input type="checkbox"/> SLO 6 must be approved by Sept. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 6 completed by the end of the 1st semester (schedule meeting by Nov. 15th)</p> <p><input type="checkbox"/> SLO 7 must be approved by Jan. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 7 completed by the end of the 2nd semester (schedule meeting by Apr. 15th)</p>
<p>Year 4 (Student Growth and Professional Practice)</p> <p><input type="checkbox"/> SLO 7 must be approved by Sept. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 7 completed by the end of the 1st semester (schedule meeting by Nov. 15th)</p>	<p>Year 4(Student Growth and Professional Practice)</p> <p><input type="checkbox"/> SLO 8 must be approved by Sept. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 8 completed by the end of the 1st semester (schedule meeting by Nov. 15th)</p>

Tenured Timeline

Tenured (Excellent/Proficient)	Tenure (Needs Improvement)	Tenure (Unsatisfactory)
<p><u>Year 1 Summative Performance Evaluation for staff Due 2016-17 ONLY</u></p> <p>(Student Growth and Professional Practice)</p> <p><input type="checkbox"/> SLO 1 must be approved by Sept. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 1 completed by the end of the 1st semester (schedule meeting by Nov. 15th)</p>	<p><u>Year 1 Summative Performance Evaluation Due 2016-17 and beyond</u></p> <p>(Student Growth and Professional Practice)</p> <p><input type="checkbox"/> SLO 1 must be approved by Sept. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 1 completed by the end of the 1st semester (schedule meeting by Nov. 15th)</p> <p><input type="checkbox"/> SLO 2 must be approved by Jan. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 2 completed by the end of the 2nd semester (schedule meeting by Apr. 15th)</p>	<p><u>Year 1 Summative Performance Evaluation Due 2016-17 and beyond</u></p> <p>(Student Growth and Professional Practice)</p> <p><input type="checkbox"/> SLO 1 and 2 must be approved by Sept. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 1 and 2 completed by the end of the 1st semester (schedule meeting by Nov. 15th)</p>
<p><u>Year 2 Summative Performance Evaluation Not Due 2016-17 and beyond</u> (Student Growth)</p> <p><input type="checkbox"/> SLO 1 must be approved by Sept. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 1 completed by the end of the 1st semester (schedule meeting by Nov. 15th)</p> <p><input type="checkbox"/> SLO 2 must be approved by Jan. 15 (unless teacher is on approved leave, a mid-year hire; or as agreed upon with evaluator); SLO 2 completed by the end of the 2nd semester (schedule meeting by Apr. 15th)</p>		
<p><u>Year 3 Summative Performance Evaluation Due 2017-18 and beyond</u></p> <p>(Professional Practice)</p>		
<p><u>Year 4 Summative Performance Evaluation Not Due</u></p> <p>Loop back to "Year 2", then "Year 3"</p>		

Mid-State Special Education Type III Assessment Rubric

Teacher: _____ Evaluator: _____

Yes	No	Components of Quality Standards-Aligned Assessments
		<input type="checkbox"/> Assessment items are largely (70%) constructed response or extended written response
		<input type="checkbox"/> Many assessments items are highly engaging performance tasks
		<input type="checkbox"/> New IL learning Standards (NILS) are listed by number on the assessment (multiple standards can be covered on one assessment).
		<input type="checkbox"/> All assessment items are directly related to the standard(s) being covered.
		<input type="checkbox"/> Assessment rigor meets 2 of the Depth of Knowledge (DOK) Skills/Tasks; <ul style="list-style-type: none"> • 1 from level 1 or 2 and 1 from level 3 or 4 (See DOK Chart on reverse side) • Follow the guidelines of the Assessment Rigor Analysis and Depth of Knowledge Chart
		<input type="checkbox"/> Assessment items provide an answer key for selected response questions and a scoring guide or rubric for constructed response items.
		<input type="checkbox"/> All assessments items have questions and answers that are free from bias and do not cue the correct answer.
		<input type="checkbox"/> All assessment items aligned to the same standard provide evidence that students are proficient in the intended skill or content area.

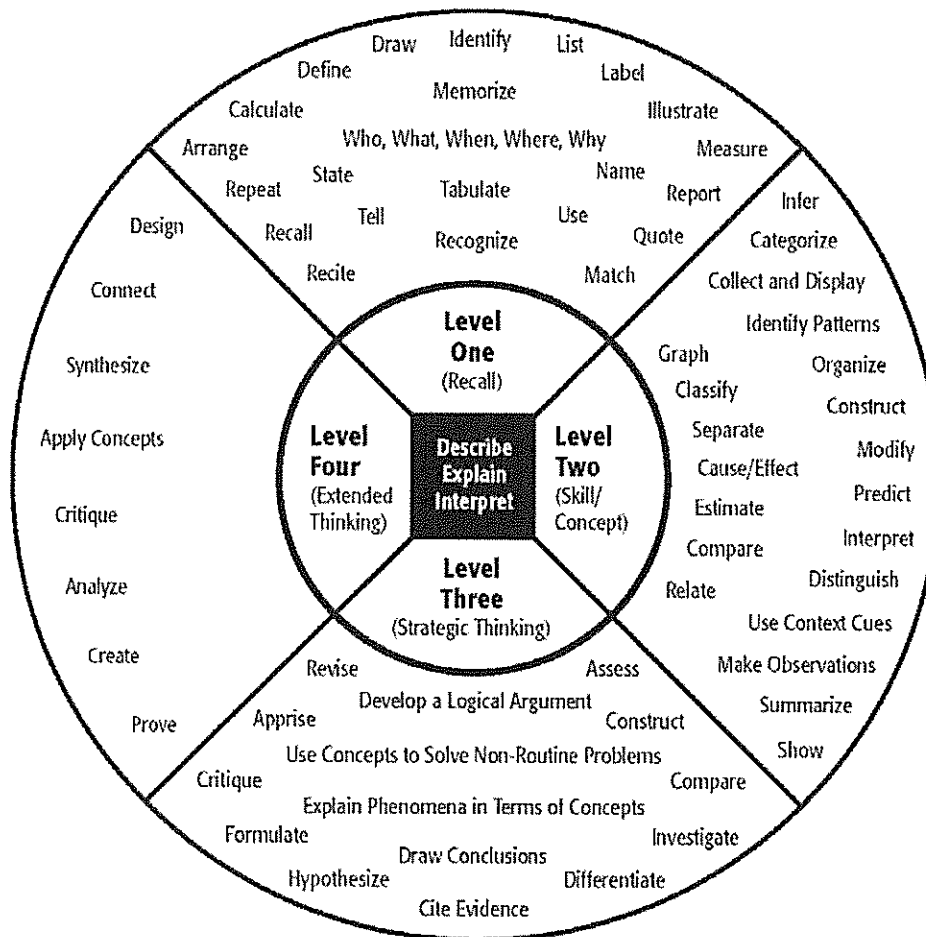
Comments:

Teacher Signature: _____ Date: _____

Evaluator Signature _____ Date: _____

Appendix E : Depth of Knowledge (DOK) Chart

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

Student Learning Objectives

Teacher Name: Teacher Mid-State

Class/Course:

Date: 12/31/1969

Please complete the following:

Baseline - What does the data show you about student's starting points? -Uses allowable data to drive instruction and set growth targets - Is measurable -targets specific academic concepts, skills, or behaviors based upon approved assessment objectives and student needs

Population - Who are you going to include in this objective? -Describe student characteristics -Pre-test data available for each student included -Exceptions are allowed, based upon evaluator approval. If not including student(s), indicate who and why.

Objective - What will students learn? - Rigorous -Targets specific academic concepts, skills, and behaviors based on the district curriculum -Use baseline data to guide selection and instruction

Rationale - Why did you choose this objective? -Align with school and district improvement plans -Aligns with teaching strategies and learning content -Classroom data is reviewed for areas of strengths and needs by student group, subject area, concepts, skills, and behavior

Strategies - What methods will you use to accomplish this objective? -Identifies the model of instruction or key strategies to be used -Is appropriate for learning content and skill level observed in assessment data provided throughout the year -Follow research-based best practices

Assessment - How will you measure the outcome of the objective? -Administered in a consistent manner and data is secure -Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop -Produces timely and useful data

Targeted Growth - What is your goal for student achievement? -Explain the targeted growth for tiers of students or individual students and how you set the targets -Expressed in whole numbers

Student	Baseline Score	Baseline Score Date	Goal Score	Progress Monitor Score #1	Progress Monitor Score #2	Progress Monitor Score #3	Mid-Point Adjustment	Post Score	Post Score Date	Do Not Count(Ignore Student)	Goal Met
										<input type="checkbox"/>	

Total Met: of
Percentage Met: %

Appendix G

Mid-State Special Education Student Growth Data and Rating Form for SLO # _____

#	Student Name:	Pre-Test	Mid-Point Assessment	Post-Test	Growth Target	Student met Growth Target (yes or no)
1						
2						
3						
4						
5						
6						
7						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
					Total %=	

Prefer to criteria. Enter student data in Powerail.

Student Growth for SLO		Proficient	Needs Improvement	Unsatisfactory
Excellent	76% or More of Students Met the Growth Target	51%-75% of Students Met the Growth Target	25%-50% of Students Met the Growth Target	Less than 25% of Students Met the Growth Target
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Appendix H : Student Growth and Performance Evaluation Agreement

Mid-State Special Education Christian Region and Montgomery County/Carlinville Region Joint Committees

Joint Committee Decisions:	Agreement
Professional Practice weight (%)	70%
Student growth weight (%)	30%
Assessment 1 (Type III/weight 50%)	Student Learning Objective #1
Learning Goal	Student Learning Objective Template
Measurement Model 1	Simple Growth
Student characteristics 1	Consider during SLO development by Teacher and Evaluator
Growth expectations 1	SLO process
Assessment 2 (Type III/weight 50%)	Student Learning Objective #2
Learning Goal	Student Learning Objective Template
Measurement Model 2	Simple Growth
Student characteristics 2	Consider during SLO development by Teacher and Evaluator
Growth expectations 2	SLO process
Student Growth Based on SLO	Excellent = 76% or more Proficient= 51%-75% Needs Improvement= 25%-50% Unsatisfactory=less than 25%
Aggregate Student Growth Rating	Numerical value of combined SLO rating
Performance Evaluation Rating	MSSE Evaluation Plan for Special Education Teachers; Also refer to section 50.230 in Part 50 Administration Rules