

# **Tamaroa Grade School**

## **Teacher Performance Evaluation Plan Procedures**

### **Purpose:**

*The purpose of this teacher evaluation plan is to help teachers improve their teaching through a collaborative process of support and assistance with the ultimate goal of improving student achievement.*

### **Monitoring of the Teacher Evaluation Plan**

This Teacher Evaluation Plan will be continually monitored by the PERA Joint Committee, which will solicit periodic feedback from all teachers. The PERA Joint Committee will meet quarterly or as needed.

### **Notice**

At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected. The written notice shall include a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating; and a summary of the manner in which measures of student growth and professional practice relate to the ratings.

### **Evaluation Schedule**

Tenured teachers, those in contractual continued service, shall be evaluated at least once every two years. Beginning with the 2015-16 school year, only those tenured teachers notified will be evaluated. All other tenured teachers will be evaluated the following year thus creating a rotation for tenured teacher evaluations. However, a tenured teacher who has obtained a Needs improvement rating or an Unsatisfactory rating shall be evaluated the year following one of those ratings.

Non-tenured teachers shall be evaluated every year.

In the off-evaluation year, all teachers will administer all Type III assessments, review and analyze their assessment data. Teachers should modify any questions that may seem inapplicable to their positions as the protocol question requirement applies to all teachers. Reflective responses are independent of future evaluations.

### **Professional Practice**

Professional Practice will comprise 70% of a teacher's evaluation rating.

**Formal Observation:** A formal observation is a specific window of time scheduled to directly observe the professional practices of the teacher in his/her classroom for a minimum of 40 minutes at a time; or during a complete lesson; or during an entire class period. It shall be preceded by a conference between the evaluator and the teacher at which a discussion of the planned lesson takes place.

In advance of this conference, the teacher shall submit to the evaluator a written lesson or unit plan and other evidence of planning for the instruction and recommendations for areas in which the evaluator should focus. Following the observation, the evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice. The evaluator shall provide written feedback to the teacher about the individual's professional practice, including evidence specific to areas of focus designated during the

conference preceding the observation. The teacher shall consider (that is, reflect upon) his or her instruction and, if applicable, may provide to the evaluator additional information or explanations about the lesson presented.

**Informal Observation:** An informal observation is not announced in advance and not subject to a minimum time requirement. Following an informal observation, the evaluator shall provide feedback to the teacher either orally or in writing and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator. Evidence gathered during an informal observation may be considered in determining the performance evaluation rating, provided it is documented in writing.

### **Strengths and Weaknesses**

As required under Section 24A-5 of the School Code, the evaluation plan shall specify the teacher's strengths and weaknesses and the reasons for identifying the areas as such.

### **Number of Observations**

Tenured teachers rated "Excellent" or "Proficient" in the last evaluation, must receive a minimum of two observations, one of which must be formal.

Tenured teachers rated "Needs Improvement" or "Unsatisfactory" in the last evaluation, must receive a minimum of three observations, two of which must be formal.

**Non-tenured** teachers must receive a minimum of three observations, two of which must be formal.

### **Lack of Evidence for an Observable Component**

If an observation takes place and there is a component for which there is no evidence recorded, that component will remain open for evidence from a future observation. However, the teacher may submit artifacts, such as lesson plans, as evidence for that component. Special education teachers can write examples of exemplary teaching practices for Domains II & III.

### **Domains I and IV**

Since Domains I and IV do not lend themselves to observational evidence, artifacts and teacher reporting will be required. A list of examples of this evidence and artifacts is included in the Addendum.

### **Teacher Attendance**

A teacher's attendance will be reflected in Component 4f, Showing Professionalism.

## **Student Growth**

**Student growth** is a demonstrable change in a student's or group of students' knowledge or skills as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

**Type I**= Reliable assessments that measure students or a subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, administered either statewide or beyond. Examples: AIMS web, Discovery Education, STAR Reading, STAR Mathematics.

**Type II**= Assessments developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples: collaboratively developed grade level test or a publisher's textbook test, Discovery Education

**Type III**= Assessments that are rigorous and aligned to the course's curriculum and that the evaluator and teacher determine measures student learning in that course. Examples: student work samples, teacher-created assessments.

At least one assessment must be a Type I or Type II and one a Type III. If no Type I or Type II can be identified, then both can be Type IIIs. A Type I or a 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. Assessments used for each data point in a measurement model may be different provided that they address the same instructional content.

### **Part of Evaluation Devoted to Student Growth**

Student growth will comprise 30% of a teacher's evaluation rating. Final approval of the evaluations to be used will be upon the joint committee.

**Assessment #1:** All teachers will have 10% of their evaluation rating determined by the average district-wide grade level growth shown on either a Type I or Type II assessment whichever shows the most growth

**Assessment #2:** All teachers will have the remaining 20% of their evaluation rating determined by an individual Type III assessment.

### **Student Learning Objectives (SLO Template)**

The following template should be used by each teacher, along with an analysis of the expected growth scores for his or her students.

***Of all students who met the attendance requirement, at least 90\_ % of will meet their growth target.***

**Excellent** = 76% or more of students met targeted growth

**Proficient** = 51% to 75% of students met targeted growth

**Needs Improvement** = 25% to 50% of students met targeted growth

**Unsatisfactory** = Less than 25% of students met targeted growth

### **Assessment Inventory**

An inventory of each assessment, which shall include a copy of the assessment, a short description of the content or skills being assessed, and the approximate time an average student would take to complete it will be maintained by the individual teachers and have it available upon request of the evaluator or Joint Committee. This inventory will be updated as needed.

### **Creating Type III Assessments**

Since all students in a teacher's class will be taking the same assessment, questions should reflect a range of abilities. It is important for high ability students to be given an opportunity to show growth if their pre-test scores are already high. There should be questions exhibiting a range of difficulty, some questions that most students can answer and some only a few can answer. The pre-test and post-test can be the same document, however as PERA states, assessments used for each data point in a measurement model may be different provided that they address the same instructional content.

Type III assessments may be written by teacher teams. Assessments should be sent to the evaluator who will maintain or bank them to be available to other interested teachers in the district.

Type III assessments, instruments that measure a student's acquisition of specific knowledge and skills, shall be aligned to one or more instructional areas articulated in the new Illinois Learning Standards and shall align to the school's and district's school improvement goals.

Nothing prevents two or more teachers at a time from using the same assessment if appropriate to student performance level.

### **Students Being Assessed**

Student growth data for Type III assessments will come from students meeting the attendance and pre-test/post-test requirements in a teacher's selected student group.

### **Evaluation Cycle**

An evaluation cycle runs from the first day of school until deadline as determined by collective bargaining agreement .

**Interval of Instruction** is the period of time during which two or more assessments are analyzed for the purpose of identifying a change in a student's knowledge or skills.

### **Student Attendance**

Data used to determine a teacher's student growth score must be based on students who have taken the pre-test, post-test and who have been present for a minimum of 90% of the instructional lessons. Exceptions to this requirement must be appealed to the evaluator at the time of the concern.

### **Class/Group Sizes**

Although some classes may be unusually small, there is no minimum number of students needed to provide a student growth part of a teacher's rating.

### **Accommodations:**

Any student receiving special education services should receive the same accommodations as written in the student's IEP. Any modification should be the same for the pre-test and the post-test.

Accommodations for other students not receiving special education services may be permitted upon approval from the principal/evaluator. Teachers feeling the need for certain accommodations should write a summary expressing why the modification is needed and exactly what the modification will be.

### **Make-Up Exams**

Students absent from either a pre-test or post-test will be allowed five school days for each assessment to make up this assessment, to be administered by the respective teacher.

### **Midpoint Review of Student Growth**

Midpoint reviews by the teacher and evaluator are mandated by PERA to review progress toward professional practice and student growth and allows for an adjustment to instruction, as needed.

The data to be considered at the midpoint review shall not be the same data identified for use in the performance evaluation plan to rate the teacher's performance. The assessment used for collection of midpoint data cannot be the same assessment used for the pre/post tests. Midpoint data should be submitted to your principal/evaluator with a narrative description of how you plan to address the needs of any student not exhibiting adequate growth. Your principal may contact you for further information. Nothing prevents you from requesting a conference to discuss this data with your principal. Data from formative assessments such as classroom tests, student work samples, student attendance, discipline issues, grades, etc. may be reviewed.

### **Assessment Issues Needing Immediate Attention**

Any emergency issue that needs immediate resolution will be determined by the school's administrative team.

### **Students' Awareness of PERA**

It is very likely your students will inquire as to the significance of the PERA assessments. If any student asks, teachers should answer their questions honestly and forthrightly. Explain to them that for any assessment to be of value it must reflect students' 100% effort. Otherwise decisions may be made regarding a student's educational future based on errors and inaccurate data. The only way to get a true picture of each student's achievement is if each student tries his/her hardest on each assessment.

### **Storage and Security of Scored Assessments**

Scored assessments or copies must be maintained in a folder or available online in that teacher's classroom. A team of teacher reviewers and the principal/evaluator may have access to them as necessary.

### **Assessment Administration/Scoring Procedures**

The procedures used to administer and score both the pre-test and post-test need to be written by the teachers of each assessment. They can be written and revised during the pilot year. They should include such information as duration of the assessment, directions given to the students, points awarded for partial answers, etc.

The respective teacher of each class/section assessed should be responsible for the scoring all the Type III assessments. Post-tests can count for students' grades while the pre-tests can not. A summary of assessment results, including pre-test and post-test data, must be submitted to the evaluator upon completion of the scoring.

### **Teachers Receiving Final Rating of Either Needs Improvement or Unsatisfactory**

A tenured teacher receiving a Needs Improvement rating must create a Professional Development Plan within 30 days of receiving the rating. It must be directed to areas identified as needing improvement and any supports the district will provide.

A tenured teacher rated "Unsatisfactory" must develop and commence a remediation plan, within 30 days, provided the deficiencies are deemed remediable. This plan shall provide for 90 school days of remediation.

A teacher whom the evaluator deems that the evidence may result in a Needs Improvement or Unsatisfactory rating should receive notification as soon as the evaluator makes such a determination. Any professional development provided as part of a professional development or remediation plan shall align to Standards for Professional Learning (2011) published by Learning Forward.

### **Appeal and Review Issues**

Any teacher may submit an **Extenuating Circumstances Report** to his/her principal if the professional practice rating or student growth rating has been affected by certain unique occurrences. Some examples of extenuating circumstance may be a fire alarm or student disruption that occurred during a post-test, etc. An Extenuating Circumstances Report may also be filed in the case of a difficult teaching situation, i.e., something that conflicts with the current job description. A teacher dissatisfied with his/her rating should review it with the evaluator within five days of the final evaluation conference.

Evaluator/PERA Joint Committee will review any teacher evaluation resulting in a Needs Improvement rating and an Unsatisfactory rating prior to their becoming the final ratings.

## **Examples of Evidence and Artifacts**

*This list of artifacts is intended to provide examples of evidence and other unlisted items may serve the same purpose.*

### **Domain I Planning and Preparation**

#### **Examples of Evidence & Artifacts**

Lesson plans  
Unit plans  
Discipline plans  
Differentiation plans  
Assessment plan for student achievement  
Substitute folder  
Bulletin boards connected to units  
Student profiles  
Student work samples  
Student profiles  
Teaching artifacts, primary sources  
Student and parent surveys  
Notes from professional workshops, etc  
Curriculum night handouts  
Examples of informal time with students  
Student check-ins/conferences notations  
Charts with data from student files  
Examples of anecdotal records on students  
Examples of student interest inventories  
Examples of modified assessments SPED, ELL  
Rubric samples reflected in lesson plans  
Examples of differentiating assignments  
Notes on collaboration with grade level teams  
Logs of collaboration meetings  
Examples of collaboration with other teachers  
List of professional books used to plan  
Photographs of parents presenting in classroom  
Photocopies of resource lists  
Written abstracts of research articles  
Electronic bookmarks of educational sites used  
Google docs between teachers with lesson plans  
Examples of grouping based on pre-tests  
Examples of visual aids  
Examples of educational games for skills  
Examples of re-teaching with Google websites  
Examples of student designed rubrics  
Examples of varied assessment for large units  
Examples of small assessments for basic skills  
Examples of daily essential questions, goals

## **Addendum**

### **Domain IV Professional Responsibilities**

#### **Examples of Evidence & Artifacts**

Log of parent contacts  
Newsletters  
Published articles  
Parent surveys  
Voice mail and email logs  
Reflection sheets and journals  
Notes on lesson reflections, improvement ideas  
Parent letters and emails  
Teacher certification classes, workshops  
District and/or building committees  
Professional development documentation  
Coursework  
Community service  
National Board Accreditation  
List of conferences, workshops attended  
Presentations made  
Journals  
Observations  
Videotapes  
Transcripts  
Examples of specific report card comments  
Examples of progress monitoring data  
Examples of attendance, grades, portfolios, logs  
Examples of promptness in meeting deadlines  
Binders/folders of used materials  
Notes from committee meetings  
Handouts on continued professional development  
Examples of observations of other teachers  
List of useful websites  
Participation activities professional organizations  
Log of tutorials used for technology  
Notes from site visits to other institutions  
Notes from collaborative work with colleagues  
Examples of participation, after school activities  
Participation with education association  
Parent feedback based on student performance  
Examples of providing extra support to students  
Attendance at board meetings, PTA/PTO  
Attending student activities outside school day  
Teacher attendance summary

