Winfield School District #34 Teacher Performance Evaluation

The procedures for the evaluation of teachers can be found in the indicated section of the attached PERA (Performance Education Reform Act) document:
TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER 1: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL
PART 50
EVALUATION OF EDUCATOR LICENSED EMPLOYEES
UNDER ARTICLES 24A AND 34 OF THE SCHOOL CODE

Winfield School District 34 Joint PERA Committee

Dr. Matthew Rich, Superintendent
Dawn Reinke, Principal
Liz Lee, District 34 Board of Education Member
Donna Bartlett, District 34 Board of Education Member
LouAnne Ooton, Speech/Language Pathologist
Cori Nelson, Middle School Science Teacher
Becca Garretson, Learning Behavior Specialist
David Brach, 4th Grade Teacher
Melissa Doucet, Instructional Coordinator

Yearly Evaluation Timeline

Unless otherwise indicated, each procedure is required of every certified staff member being evaluated that year.

August   Certified Staff Evaluation Meeting with Principal

September   Goal Setting Meeting with Principal: ~~Develop Student Learning Objectives (SLOs) using SLO Template~~

                          Requirements:

                          ~~Each teacher will choose a total of three Type 3 assessments, with Principal approval, to measure student growth. They will be combined to represent 20% of the Student Growth component of the Performance Evaluation.~~
                          ➢ ~~PreK-5 Classroom Teachers: 1 math SLO, 1 reading SLO, and 1 SLO of their choice~~
                          ➢ ~~Middle School Teachers: 1 SLO for each of the three grade levels they teach~~
                          ➢ ~~Special Area Teachers: 1 SLO for 3 different grade levels they teach~~
                          ➢ ~~Other Certified Staff: To be determined on an individual basis depending on position and PERA requirements~~

October   Pre-observation Conference #1 for Non-tenured Teachers
                          Formal Observation #1 for Non-tenured Teachers
                          Post-observation Conference #1 for Non-tenured Teachers

                          Tenured Teachers may choose to have their formal observation November - March

November   Pre-observation Conference for Tenured Teachers
                          Formal Observation for Tenured Teachers
                          Post-observation Conference for Tenured Teachers

                          Midpoint Check-in Meeting with Principal to review progress on ~~SLOs~~

December	Pre-observation Conference for Tenured Teachers Formal Observation for Tenured Teachers Post-observation Conference for Tenured Teachers
January	Pre-observation Conference #2 for Non-tenured Teachers Formal Observation#2 for Non-tenured Teachers Post-observation Conference #2 for Non-tenured Teachers Pre-observation Conference for Tenured Teachers Formal Observation for Tenured Teachers Post-observation Conference for Tenured Teachers ~~Midyear SLOs Scored and SLO Templates completed and submitted to Principal~~
February	Evidence to support the 4 Domains of Professional Practice submitted to Principal Pre-observation Conference for Tenured Teachers Formal Observation for Tenured Teachers Post-observation Conference for Tenured Teachers Summative Evaluation Conference for Non-tenured Teachers
March	Pre-observation Conference for Tenured Teachers Formal Observation for Tenured Teachers Post-observation Conference for Tenured Teachers Summative Evaluation Conference for Tenured Teachers

Pre-Observation Conference Form

Evaluatee: _____ **Evaluator:** _____

Pre-Observation Conference:

 Date: _____   Time:_____

Formal Observation:

Date: _____   Time:_____

Subject: _____   Grade: _____

Post-Observation Conference:

 Date: _____   Time:_____

1. Learning Context: Describe the relationship of this lesson to the unit, or area of study, to the curriculum.

2. Learner Characteristics: Describe this group of students. What range of differentiation is needed to meet the needs of all students?

3. Learning Standard/s Targeted:

Process: What will the students be doing during this lesson?

4. Assessment:

Pre-Assessment: How will you determine the level of student readiness for this lesson?

Post-Assessment: How will you evaluate student learning as a result of this lesson?

5. Instructional Strategies to Be Used in This Lesson:

6. Observer Focus: Major focus of data collection

_____   _____
Date   Evaluatee Signature

_____   _____
Date   Evaluator Signature

Post-Observation Conference Notes

Evaluatee: _____   **Evaluator:** _____

Formal Observation:

Date: _____   Time:_____

Subject: _____   Grade:_____

Post-Observation Conference:

 Date: _____   Time:_____

_____   _____
Date   Evaluatee Signature

_____   _____
Date   Evaluator Signature

Summative Evaluation Report

Evaluator Comments:

Evaluatee Comments (Optional)**:**

_____
Date

_____
Evaluatee Signature
Signature does not denote agreement or disagreement with the evaluation. It acknowledges receipt of the completed evaluation report.

_____
Date

_____
Evaluator Signature

Professional Practice - Inclusive Student Learning Statement for Teacher Evaluation

Embedded and reflected within all 4 domains and components of the Winfield School District #34 Teacher Performance Rubric & Evaluation

The teacher demonstrates a deep commitment to the learning and growth of all students by designing and delivering instruction that is accessible, engaging, and rigorous for every learner, including those with **Individualized Education Plans (IEPs), 504 plans, Behavior Intervention Plans (BIPs), and Student Health Plans**. Through thoughtful planning, differentiated practices, culturally responsive strategies, and proactive classroom management, the teacher ensures that every student is supported academically, socially, and emotionally and achieves growth and success in a respectful and inclusive learning environment. The teacher actively engages in professional development and growth to enhance inclusive practices, demonstrating a sustained commitment to meeting the evolving needs of all learners.

Domain 1: Planning and Preparation: The teacher designs instruction with intentionality to meet the diverse academic, linguistic, and behavioral needs of all students. Lessons incorporate accommodations, modifications, and scaffolds that support students with IEPs, 504s, BIPs, and ELs, ensuring equitable access to rigorous learning opportunities.

Domain 2: The Classroom Environment: The teacher fosters a respectful, inclusive, and supportive classroom climate in which all students feel safe and valued, promoting academic and social-emotional growth and success. Structures and routines are responsive to individual needs, promoting positive behavior, active engagement, and a sense of belonging for every learner.

Domain 3: Instruction: The teacher delivers differentiated instruction that engages all students in meaningful learning. Strategies are adapted to ensure that all students can fully participate and demonstrate understanding. Formative assessment drives instruction, allowing for timely adjustments to meet individual learning needs.

Domain 4: Professional Responsibilities: The teacher demonstrates a commitment to equity and access by collaborating with families, colleagues, and specialists to support all learners. Professional reflection and continuous learning focus on improving practices for inclusion, differentiation, and culturally responsive teaching that meet the needs of every student.

PROFESSIONAL PRACTICE RUBRIC

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Demonstrating Knowledge of Content and Pedagogy	Plans display little knowledge of the content; Teacher makes content errors.	Plans reflect some awareness.	Plans are adequately developed and reflect solid knowledge of the content.	Plans and practice reflect extensive knowledge of the content.
1b. Demonstrating Knowledge of Students	Teacher places little value in understanding students' backgrounds.	Teacher demonstrates little understanding of students' backgrounds.	Teacher demonstrates knowledge of students' backgrounds.	Teacher demonstrates and actively seeks knowledge of students' backgrounds.
1c. Setting instructional outcomes	Outcomes lack rigor.	Outcomes represent a mixture of low expectations and rigor.	Outcomes represent high expectations and rigor.	Outcomes are stated as goals that can be assessed.
1d. Demonstrating knowledge of Resources	Teacher uses only district-provided materials.	Teacher uses district-provided materials and seeks out other school resources.	Teacher provides a variety of appropriately challenging materials and resources; in addition provides supplementary resources from outside the school.	Facilitates student contact with resources outside the classroom.
1e. Designing Coherent Instruction	Materials are not engaging and do not assist to meet instructional outcomes.	Some attention given to using appropriate learning activities, instructional materials, and evaluative techniques. Some attention given to adjusting and modifying lessons to meet student needs Learning activities are moderately challenging with limited variety.	Uses curriculum information to adjust and modify lessons to meet student needs. Selects appropriate learning activities, instructional materials, and evaluative techniques. Is familiar with exit objectives of preceding grade level, current grade level, and following grade level.	Integrates areas of knowledge. Teacher provides a variety of appropriately challenging materials and resources with differentiation strategies included.
1f. Designing Student Assessment	Assessments do not match instructional outcomes.	Some of the instructional outcomes are addressed in the planned assessments.	All learning outcomes have a method for assessment; plans indicate modified assessments for some students as needed.	Assessments provide opportunities for student choice.

Domain 2: Classroom Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. Creating an Environment of Respect and Rapport	Classroom interactions between teacher, students, and each other are negative, disrespectful, and inappropriate.	Classroom interactions between teacher, students, and each other are generally appropriate and free from conflict; teacher ignores occasional conflict.	Classroom interactions between teacher, students, and each other are polite and respectful reflecting general warmth and caring; teacher responds to disrespectful behavior among students.	Classroom interactions between teacher, students, and each other are highly respectful; students monitor the degree of respect.
2b. Establishing a Culture for Learning	Teacher conveys a negative culture for learning, a low commitment to the subject, and low expectations for student achievement.	Teacher attempts to create a culture of learning with partial success; high expectations for only some students.	Teacher creates a classroom culture of high expectations for most students and shows a genuine commitment to the subject matter.	Teacher creates a culture of learning characterized by high levels of student engagement and teacher passion for the subject.
2c. Managing Classroom Procedures	Much instructional time is lost because of inefficient or nonexistent classroom routines and procedures. Instruction begins with little focus of students' attention.	Some instructional time is lost because classroom routines and procedures are ineffective.	Minimal instructional time is lost because classroom routines and procedures occur smoothly.	No loss of instructional time; students contribute to the operation of classroom routines and procedures.
2d. Managing Student Behavior	No evidence that standards of conduct have been established; little or no teacher monitoring of student behavior; response to student behavior is absent or disrespectful. Allows students to make many errors without intervening.	Teacher tries, with inconsistent results, to monitor and respond to student behavior; standards of conduct are not evident.	Standards of conduct appear to be clear to students; teacher frequently monitors student behavior against those standards; teacher response is effective and respectful.	Standards of conduct are clear to students; teacher response to behavior is sensitive to individual needs; little or no evidence of student misbehavior.
2e. Organizing Physical Space	Physical environment is unsafe; No attention to physical arrangement.	Physical environment is safe; Minimal attention to physical arrangement of the classroom, but the arrangement does not enhance learning.	Physical environment is safe; Classroom is arranged to support instructional goals and learning activities.	Physical environment is safe; Classroom is arranged to support instructional goals and learning activities; including those with special needs.

Domain 3: Instruction

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a. Communicating with Students	Expectations for learning, directions and procedures are unclear or confusing; language contains errors or is inappropriate for students' level.	Expectations for learning, directions and procedures are clarified after initial confusion; language is correct but inappropriate for students' level.	Expectations for learning, directions and procedures are clear; language is appropriate for students' level.	Expectations for learning, directions and procedures are clear; language contains rich vocabulary.
3b. Using Questioning and Discussion Techniques	Teacher's questions are not challenging, eliciting limited student participation/thinking and eliciting recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are not challenging, posed in rapid succession; discussions are only partially successful.	Most of the teacher's questions elicit a thoughtful response, teacher allows for wait time; discussions are successful.	Questions reflect high expectations and are culturally and developmentally appropriate; students extend the discussion.
3c. Engaging Students in Learning	Few students are intellectually engaged in the lesson.	Some students are intellectually engaged in the lesson.	Most students are intellectually engaged in the lesson.	All students are highly intellectually engaged in the lesson; lesson is adapted to individual needs.
3d. Using Assessment in Instruction	Assessment is not used in instruction.	Assessment is occasionally used in instruction; students are only aware of some assessment criteria.	Assessment is regularly used in instruction; some self-assessment; students fully aware of assessment criteria.	In addition to the characteristics of "proficient," there is evidence that students have helped establish evaluation criteria.
3e. Demonstrating Flexibility and Responsiveness	Teacher ignores indications of student boredom or lack of understanding; ignores student questions.	Teacher attempts to modify the lesson in response to student questions with only partial success.	Teacher promotes the successful learning of all students making adjustments as needed; accommodates students' questions, needs, and interests.	In addition to the characteristics of "proficient," there is evidence that the teacher utilizes the teachable moment to enhance learning.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. Reflecting on Teaching	Considers the lesson but draws incorrect conclusions about its effectiveness; makes no suggestions for improvement.	Has a vague sense of whether or not the lesson was effective; Offers some general modifications for future instruction.	Accurately assesses the effectiveness of instructional activities used; Makes some specific suggestions as to how the lesson might be improved.	In addition to the characteristics of "proficient" teacher's assessment of the lesson is thoughtful and accurate, and includes specific indicator of effectiveness. Suggestions for improvement draw on an extensive repertoire.
4b. Maintaining Accurate Records	Teacher's system for maintaining both instructional and non-instructional records are either nonexistent or in disarray.	Teacher's system for maintaining both instructional and non-instructional records are basic and only partially effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient, and effective.	Teacher's system for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.
4c. Communicating with Families	Little or no information regarding instructional program or individual students' progress is available to parents; and/or communication is culturally inappropriate.	Teacher follows the school's procedures for communicating with families and students about the instructional program; communication is sometimes culturally inappropriate.	Teacher communicates frequently with families and students about the instructional program; communication is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and appropriate to cultural traditions; students participate in the communication.
4d. Participating in a Professional Community	Teacher avoids participating in school and district events and projects; no evidence of professional collaboration with colleagues.	Teacher is involved in school and district events, and projects when asked; teacher minimally collaborates with colleagues.	Teacher actively participates in school and district events and projects; teacher maintains consistent collaboration with colleagues.	Teacher makes a substantial contribution to school and district events and projects; and assumes a leadership role among the faculty.
**4e. Growing and Developing Professionally	Teacher does not participate in professional development activities; ignores invitations to join professional organizations or attend conferences.	Teacher participates in professional development activities when required or when provided by the school district; contributes in a limited fashion to professional organizations	Teacher seeks regular opportunities for continued professional development; actively participates in professional organizations.	Teacher actively pursues professional development opportunities and initiates activities to contribute to the profession.
4f. Showing Professionalism	Teacher has little sense of ethics and professionalism and fails to comply with school and district regulations and time lines.	The teacher is honest and somewhat professional in behavior; teacher minimally complies with school and district regulations and time lines.	Teacher is honest and displays a high level of ethics; complies completely with school district regulations.	The teacher displays the highest standards of ethical conduct and complies with school and district regulations.

**Guidance to Domain 4 – 4e: Participating in a Professional Community- To more clearly reflect professional expectations around learning and collaboration, a new Professional Learning Attendance Rubric has been added to Domain 4:

Guidance for Component 4E: Growing and Developing Professionally
Professional Learning Opportunities for District 34:
(18 Required Professional Learning Opportunities in Total):

- Institute Days (4)

- School Improvement Days (5)

- Staff Meetings (9)

Rating	Days Attended	Attendance %	Descriptor
Excellent	17–18 days	94–100%	Fully committed to professional growth; rare absences.
Proficient	15–16 days	83–89%	Consistently attends; occasional absence with valid reason.
Needs Improvement	12–14 days	67–78%	Attendance impacts learning and collaboration.
Unsatisfactory	0–11 days	≤ 61%	Frequent absences significantly limit professional growth.

*Any absences from scheduled professional development must be approved by the building leader or superintendent. In the event of an approved absence, the staff member will be responsible for completing a make-up plan, as designated by the building leader or superintendent, to cover the material presented during the professional development session.

Guidelines to Determine Each **Domain Rating**:

Excellent – Excellent rating in at least half of the components of the domain, with the remaining components rated no lower than Proficient
Proficient – No more than one component rated Needs Improvement, with the remaining components rated Proficient or Excellent
Needs Improvement – More than one component rated Needs Improvement, without any components rated Unsatisfactory
Unsatisfactory – Any component rated as Unsatisfactory

	DOMAIN 1 – PLANNING AND PREPARATION	Rating
1a	Demonstrating Knowledge of Content and Pedagogy	
1b	Demonstrating Knowledge of Students	
1c	Setting Instructional Outcomes	
1d	Demonstrating Knowledge of Resources	
1e	Designing Coherent Instruction	
1f	Designing Student Assessments	
	DOMAIN 1 RATING	

	DOMAIN 2 – CLASSROOM ENVIRONMENT	Rating
2a	Creating an Environment of Respect and Rapport	
2b	Establishing a Culture of Learning	
2c	Managing Classroom Procedures	
2d	Managing Student Behavior	
2e	Organizing Physical Space	
	DOMAIN 2 RATING	

	DOMAIN 3 - INSTRUCTION	Rating
3a	Communicating with Students	
3b	Using Questioning and Discussion Techniques	
3c	Engaging Students in Learning	
3d	Using Assessment in Instruction	
3e	Demonstrating Flexibility and Responsiveness	
	DOMAIN 3 RATING	

	DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES	Rating
4a	Reflecting on Teaching	
4b	Maintaining Accurate Records	
4c	Communicating with Families	
4d	Participating in a Professional Community	
4e	Growing and Developing Professionally	
4f	Showing Professionalism	
	DOMAIN 4 RATING	

Professional Practice Rating:

(70% of Summative Rating)

Excellent – Excellent rating in at least **2 of the 4 DOMAINS**, with the remaining domains rated no lower than Proficient
Proficient – No more than **1 DOMAIN** rated Needs Improvement, with the remaining domains rated Proficient or Excellent
Needs Improvement – **More than 1 DOMAIN** rated Needs Improvement, without any domains rated Unsatisfactory
Unsatisfactory – **ANY DOMAIN** rated as Unsatisfactory

Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
1	2	3	4

Professional Practice Rating _____

Student Growth Rating for Type 1 Assessments: NWEA Measures of Academic Progress (MAP) for Grades K-8

(10% of Summative Rating)

4	Excellent	60% and Above: Students Met the Indicated Growth Targets
3	Proficient	50% 59% of Students Met the Indicated Growth Targets
2	Needs Improvement	25% 49% of Students Met the Indicated Growth Targets
1	Unsatisfactory	0% 24% of Students Met the Indicated Growth Targets

_____% of Students in Grades K-8 Met the Indicated Growth Targets on the Winter **Reading** MAP Assessment.

_____% of Students in Grades K-8 Met the Indicated Growth Targets on the Winter **Math** MAP Assessment.

Student Growth Rating for Type 3 Assessments: SLOs

(20% of Summative Rating)

4	Excellent	76%-100% of Students Met the Indicated Growth Targets
3	Proficient	51%-75% of Students Met the Indicated Growth Targets
2	Needs Improvement	26%-50% of Students Met the Indicated Growth Targets
1	Unsatisfactory	0%-25% of Students Met the Indicated Growth Targets

SLO #1 _____% of Students Met the Indicated Growth Targets on the Winter Type 3 Assessment.

SLO #2 _____% of Students Met the Indicated Growth Targets on the Winter Type 3 Assessment.

SLO #3 _____% of Students Met the Indicated Growth Targets on the Winter Type 3 Assessment.

Calculating the Final Summative Evaluation Rating

Professional Practice Rating _____x .70 = _____

~~Type 1 Student Growth Rating MAP Reading _____x .05 = _____~~

~~Type 1 Student Growth Rating MAP Math _____x .05 = _____~~

~~Type 3 Student Growth Rating SLO #1 _____x .067 = _____~~

~~Type 3 Student Growth Rating SLO #2 _____x .067 = _____~~

~~Type 3 Student Growth Rating SLO #3 _____x .067 = _____~~

~~TOTAL POINTS _____~~
~~(Sum of Professional Practice & Student Growth Ratings)~~

~~**Total Points Rounded to the Nearest Tenth** _____~~

Summative Evaluation Rating Scale Points:

Unsatisfactory	Needs Improvement	Proficient	Excellent
1.0-1.4	1.5-2.4	2.5-3.4	3.5-4.0

SUMMATIVE EVALUATION RATING: _____

Unsatisfactory = Limited knowledge, unacceptable, substandard, inappropriate, low expectations, disorganized, negative, inflexible, ineffective, non-participatory
Needs Improvement = Basic knowledge, needs to refine certain skills, inconsistent, does not meets all students' needs
Proficient = Effective, meets most students' needs, strong content knowledge and instructional skills, flexible, active student engagement
Excellent = Expert, routinely surpasses ordinary standards, contributes leadership, enthusiastic, adaptable, persistent, superior/distinguished