SPEED S.E.J.A #802

Teacher Evaluation & Student Growth

Joint Committee Agreement

2016-2017

- All non-tenured teachers or on- cycle tenured teachers will write a total of two Student Learning Objectives at the beginning of the each school year and complete one SLO framework form per each SLO written.

- The summative performance evaluation rating uses data only from the start of each school year to Feb. 15th as the summative performance evaluations must be completed by March 1st.

- The teacher must choose a Type I or Type II assessment approved by the Joint Committee and a Type III assessment. In the case of DHH/VI itinerants and specials classes (PE, Art, and Music) or other teacher who does not have an accurate and reliable Type I or II assessment for the majority of their students, the teacher may use two Type III Assessments if mutually agreed upon by the teacher and evaluator.

- All Type III assessments must be approved using the Type III Assessment Checklist Form.

- Not all students will be included towards the student growth portion of a teacher's evaluation. There are not a minimum or maximum number of students required for the student growth portion of the teacher evaluation. There is an 80% in-seat attendance assumed. Pre-test and post-test data must be available for each student included on an SLO. Exceptions are allowed, based upon mutual agreement between the teacher and evaluator.

- Each SLO is assigned a performance rating. Each performance rating is weighted at 15 % (30% total) and combined with the 70% rating weight of the Danielson/Professional Practice Evaluation for to determine the final summative rating of the teacher evaluation.

- Each SLO will receive a score in one of four categories, "Unsatisfactory (1)," Needs Improvement (2)," "Proficient (3), or "Excellent" (4), based upon number of students meeting or exceeding the growth target. See attached form for rating ranges.

- Professional Practice will have weightings based on specific domains. Domains 1 and 4: Planning / Preparation and Professional Responsibilities will be weighted at 20% each. Domains 2 and 3: Classroom Environment and Instruction will be weighted at 30% each. The four domains will equal 70 % of the teacher's final summative rating and student growth will comprise the remaining 30%.

- Training will be provided through Professional Development. Teachers will be trained in the new system throughout each school year. All teachers participated in a no-stakes pilot during the 2015-2016 school year.

- The Joint Committee has agreed to meet at least quarterly during the first year of live implementation (2016-2017), and on bi-annual basis, if needed, thereafter to continue to refine this system. Feedback will be collected via surveys and school meetings to continually assess the implementation of the system, determine any supports needed, and potentially refine key parts of the model to ensure fidelity of implementation.

ASSESSMENTS

The following assessments may be used:

Teachers can select one from the following menu of options:

Type I:
- **AIMS Web**
- **PARCC/DLM**
- **My Reading Coach**
- **A+ Learning**

Type II
- **AIMS Web**
- **My Reading Coach**
- **Unique Learning**
- **Six Minute Solutions**
- **A+ Learning**
- **Power Vocabulary**
- **Transition Skills**
- **Fountas & Pinnell**
- **Brigance**

AND one from the following menu options.

Type III
- **Classroom-Based (Saxon Math, Treasures, Touch Math)**
- **Teacher Created Assessment with approval from evaluator based on Assessment Checklist**

Student Growth Process

Step 1

Assessments

| Approval of Type III Assessments | Baseline Assessment |

Step 2

Setting &

Approving SLO's

| Submit Draft of SLO's | Beginning of Year Conference / Approval of SLO | If Applicable, SLO Modifications | Resubmission – Revised Target Goals or Revised Student Population |

Step 3

SLO Revisions

| Mid-Cycle Data Review Mtg. | If Applicable, SLO Modifications |

Step 4

Final Scores

| Final Assessment of Students | Completed and Scored SLO Templates to Evaluator |

Timeframes

Step	Timeframe
Approval of Type III Assessments	Submit checklist and assessment within the first 10 student days
Baseline Assessment	1st four weeks of school
Submit Draft of SLO's	24 hours prior to beginning of year conf.
Beg of Year Conference/Approval of SLO	Within 6 weeks of start of year
If applicable, SLO modifications	5 working days following conference
Resubmission – Revised Target Goals or Revised Student Population	24 hours prior to mid-cycle review
Mid-Cycle Data Review Mtg	
If applicable, SLO Modifications	5 working days after mid-cycle review
Final Assessment of Students	Prior to February 15th
Completed and Scored SLO templates to evaluator	February 15th

If any deadlines fall on a weekend or holiday, the item is due the last school day prior.

SLO – Student Learning Objective

Target Goal – predicted final score

SPEED Teacher Evaluation

Professional Practice summary

I.	Planning and Preparation	_____ points /6 items = _____ X .20 = _____
II.	Classroom Environment	_____ points /5 items = _____ X .30 = _____
III.	Instruction	_____ points /5 items = _____ X .30 = _____
IV.	Professional Responsibilities	_____ points /6 items = _____ X .20 = _____

Total _____

Evaluation Summary

Professional Practice   _____ X .70 = _____

Student Growth   _____ X .15 = _____

Student Growth   _____ X .15 = _____

Total _____ = Rating _____

Range	Rating
3.3-4.0	Excellent (4)
2.5-3.29	Proficient (3)
1.7-2.49	Needs Improvement (2)
1.0-1.69	Unsatisfactory (1)

SPEED Type III Approval Guidelines

Accept	Revise	Not Applicable	
			All items in the assessment align to grade/subject standards within the written and taught curriculum
			Assessment measures intended learning objectives
			The assessment measures the full range of cognitive thinking required in the class
			Items/tasks are written clearly
			Clear Scoring Rubrics or guidance exists for open-ended questions or performance based assessments
			Essential standards/skills are assessed across multiple items/tasks
			The assessments/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures or genders
			Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year-either in the next level of the subject, in other academic disciplines or in career/life

_____

Evaluator Signature   **Date**

_____

Teacher Signature   **Date**

SPEED SLO Scoring Template DRAFT

Teacher Name:	School:
Assessment Name:	SLO:

Student ID#	Student Initials	Baseline Score	Target Goal	Mid-Term Assessment	Target Goal Revisions (if Applicable)	Final Score	Exceeds/ Meets Target (yes/no)

Numerical Rating

% of students exceeded/met growth	Descriptive Rating	Numerical Rating
85-100	Excellent	4
65-84	Proficient	3
25-64	Needs Improvement	2
0-24	Unsatisfactory	1

Notes

Final SLO Percentage

% Exceeding or Meeting Target (Divide # of yes by total # of students) = _____ %

* = < 80% attendance, excluded from roster

Target Goal = predicted final score

_____
Administrator Approval Signature / Date

8/19/15

Formal Joint Committee Meeting
C103
April 22, 2016
3:15-3:30pm

NAME (please print & sign)

Kristin Elliott	K Elliott	approve
Jessica Chen	Jessica C	approve
SUE JANACEK	Su M	Approved
Bridget Reece	Bridget Reece	Approved
Alison Boyd	Alison Boyd	Approved
Allison Cirone	Allison L. Cirone	Approved

Informal Joint Committee Meeting
C103
April 22, 2016
2:30-3:15pm

NAME (please print & sign)

Kathy Lilley	_signature_
Bridgit Reed	_signature_
Alison Boyd	Alison Boyd
Nicole Taylor	Nicole Taylor
Allison Cirone	Allison E. Cirone
Sue _____	Sue M_____
Linda Wilson	Linda Wilson
Julie Brullotte	_signature_
Kristin Elliott	K Elliott
Jeanne Fudacz	Jeanne Fudacz
April Brown	April Brown