Joliet Township High School
District #204

JTHS
District 204

Certified Staff

Performance Evaluation Agreement

2025-2026

Mission Statement

The mission of Joliet Township High School, a historically rich, inclusive, and innovative learning community that values and embraces diversity, is to maximize every student's potential to positively impact our community and thrive in a global society by providing an equitable, personalized, and rigorous education.

Strategic Plan Belief Statements

We Believe:
- High quality schools are essential to the quality of life for the whole community.
- Each individual possesses inherent worth and equal value.
- A safe environment is essential for every individual.
- Every individual deserves to be supported.
- Diversity strengthens and enriches society.
- An inclusive school community acknowledges, celebrates, and respects all cultures.
- Empathy, honesty, integrity, respect, and mutual trust are essential in building and maintaining a strong community.
- Life-long learning is necessary to thrive in a continuously changing world.
- Individuals learn at different rates, in different ways, and in a variety of settings.
- High expectations positively influence individual growth.
- Individuals are accountable for their own choices.
- Motivation, perseverance, determination, and a growth mindset strengthen the ability of an individual to reach potential.
- The family environment has a strong influence on the development of each of its members.
- Education is a collaborative responsibility among students, family, staff, and the community.
- An educated and informed public enriches our democracy.
- All people can learn.

Strategic Plan Objectives

1) Each student will achieve their growth targets as measured by district and standardized assessments.
2) The achievement gap among all subgroups will decrease annually as measured by district and standardized assessments.
3) The graduation rate among all subgroups will be 90% or higher.
4) By 2027, each senior will complete a post-secondary plan.
5) The average chronic absenteeism rate will decrease on an annual basis among all subgroups.

Strategic Plan Parameters

- We will always leverage the benefits of our diversity to enrich and strengthen our programs.
- We will always maintain a safe, secure, and supportive environment.
- We will always use data, effective instruction, and a continuum of academic and social/emotional support to improve student success.
- We will always work in collaboration with our sender school districts to provide cohesive and rigorous educational programs.
- School and District Improvement Plans must always be consistent with the Strategic Plan.
- We will not tolerate behavior which demeans the self-worth or dignity of any individual or group.

- We will never accept or retain a program or service unless it is consistent with the strategic plan, its benefits clearly justify the cost, and provisions are made for staff development with sufficient time for effective implementation and program evaluation.
- We will always focus on developing college and career readiness in each student while considering their individual goals.
- We will always ensure District practices, policies, and procedures are equitable and inclusive.

Strategic Plan Strategies

1) We will, in partnership with families and community, implement a systemic approach to culturally sustaining experiences and restorative justice to deliver an equitable educational experience while expanding the diversity of our faculty and administration in order to remove systemic educational barriers.

2) We will establish a culture and organizational structure that will foster a positive, safe, inclusive, and supportive climate that engages all stakeholders.

3) We will implement a holistic approach to supporting students through family, community, and student engagement, targeted supports, and flexible learning opportunities to improve student attendance and academic performance.

4) We will maximize the district's resources to update facilities, improve collaborative and functional spaces, and develop creative programming and scheduling to meet the ever-changing needs of our students and community.

Joint Committee 2/7/2025

History

In 1986, a teacher evaluation plan was developed and revised through the cooperative efforts of the teachers and administrators.

Members of the committee were:
- Robert Beach, Director of Personnel and Community Services
- James Benson, Teacher
- Sandra Cookas, Teacher
- Karen Freeman, Teacher
- Matt Kochevar, Humanities Division Chairperson
- Harold A. Miller, Assistant Superintendent for Educational Services
- David Warner, Science & Mathematics Division Chairperson

In 2003, the classroom teacher evaluation instrument was revised after studying Charlotte Danielson's Enhancing Professional Practice – A Framework for Teaching. The committee studied the framework for teaching and after two and a half years reached consensus on the new document. The teachers' union overwhelmingly approved the instrument through a district wide vote, sponsored by the teacher's union. The Board of Education approved the plan May 20, 2003. All evaluators participated in a three-day *Framework for Teaching* training in the use of the instrument.

Members of the committee were:
- Edna Brass, Special Education Division Chairperson
- Jessie Cambic, English Teacher
- Beth Feucht, English Teacher
- Kathy Kachel, Special Education Teacher
- Cheryl McCarthy, Principal
- Don Prola, Applied Life Teacher
- Craig Spiers, Principal
- Florence Dittle, Assistant Superintendent for Educational Services

In 2011, an Evaluation Review Committee was formed to study the changes required by legislation, specifically, SB 7 and SB 315.

The committee was charged with the task to review the current evaluation instruments and make recommendations so that our instruments meet the following criteria:
- Utilization of an instructional framework based on research regarding effective instruction that includes planning, instructional delivery, and classroom management
- Aligned to Illinois Professional Teaching Standards
- Include a description of the four rating categories and how the categories are aligned to the required rating levels (unsatisfactory, needs improvement, proficient, and excellent)
- Define the relative importance of each portion of the framework to the final teacher practice rating.

Members of the committee were:
- Karla Barker, Special Education Teacher (Teacher Document)
- Jenine Barnes, PPS Coordinator (Non-Classroom Documents)
- Lynn Benson, Academy Coordinator (Teacher Document)
- Edna Brass, District Director (Non-Classroom Documents)
- Deb Burroughs, SAP (Non-Classroom Documents)
- Jeff Clinton, Assistant Principal (Teacher Document)
- Alexshea Conn, Guidance Counselor (Non-Classroom Documents)
- Stacy Eighner, Special Education Teacher (Teacher Document)
- Marcia Ferlin-Hutnik, Nurse (Non-Classroom Documents)
- Alberto Filipponi, District Curriculum Director (Teacher Document)
- Teresa Gibson, Principal (Teacher Document)
- Shad Hallihan, Assistant Principal (Non-Classroom Documents)
- Jason Hermann, Applied Life (Teacher Document)
- Terry Houchens, Science Teacher/Content Specialist (Teacher Document)
- Kristen Koppers, English Teacher (Teacher Document)
- Susan Kulevich, CTE Teacher (Teacher Document)
- Amy Lingafelter, Library/Media (Non-Classroom Documents)
- Kelly Manning-Smith, Dean (Non-Classroom Documents)
- Tara McNeal, Psychologist (Non-Classroom Documents)
- Luis Medina, ESL teacher (Teacher Document)
- Chris Olson, District Athletic Director (Non-Classroom Documents)
- Mark Peterson, SAP (Non-Classroom Documents)
- John Randich, Principal (Teacher Document)
- Jennifer Rea, Assistant Principal (Non-Classroom Documents)
- Patty Sewing, Special Education Coordinator (Non-Classroom Documents)
- Brian Shaw, Assistant Principal (Non-Classroom Documents)
- Vicky Soliman, Special Education Coordinator (Non-Classroom Documents)
- Tracy Spesia, School Board Member (Teacher Document)
- Chris Triebel, Math Teacher (Teacher Document)
- Jackie Tyler, Speech Pathologist (Non-Classroom Documents)
- Tracy Ward, Psychologist (Non-Classroom Documents)
- Eric Wendt, Science Teacher (Teacher Document)
- John Wietlispach, Social Studies Teacher (Teacher Document)
- Jo Wooten, PPS Coordinator (Non-Classroom Documents)
- Marcene Staley, Literacy and Special Education Teacher, Co-Facilitator (Teacher Document)
- Karla Guseman, Assistant Superintendent for Educational Services, Co-Facilitator (Teacher Document)
- LaTanya Harris, Alternate School Director (Non-Classroom Documents)
- Phillip Staley, Dean, Co-facilitator (Non-Classroom Documents)

Decisions Made By the 2011-2012 Committee

- Updated language on the teacher instrument to reflect best current practices.
- Updated category levels to <u>unsatisfactory</u>, <u>needs improvement</u>, <u>proficient</u>, and <u>excellent</u> for each component of the teacher instrument and utilized the same levels for the non-classroom instruments.
- Changed the evidence section to be included after each component.
- Updated the cover sheet to reflect the new overall ratings.
- Developed new evaluation instruments for Deans, Guidance Counselors, Library/Media, Social Workers, Psychologists, Nurse, and IEP Manager to reflect a framework that is consistent with the job responsibilities of the respective positions.
- Changed the non-tenured evaluation process from three formal cycles per year to two formal cycles per year for years 1 and 2.
- Changed all formal evaluation cycles to be uniform for years 1 through 4.
- Starting with the 2013-2014 school year, changed the evaluation cycle to begin March 1st and end February 28th for all staff except year 1.
- Defined the terms <u>unsatisfactory</u>, <u>needs improvement</u>, <u>proficient</u>, and <u>excellent</u> TBD.
- Guidelines for determining overall rating TBD.

Changes Based on Legal Requirements

- Updated the overall evaluation ratings of <u>unsatisfactory</u>, <u>needs improvement</u>, <u>proficient</u>, and <u>excellent</u> on all evaluation instruments.
- Added the language with regards to the Professional Development Plan for tenured teachers who receive an overall rating of <u>needs improvement</u>.
- Added the language with regards to the remediation plan for tenured teachers who receive an overall rating of <u>unsatisfactory</u>.
- Added that the post conference must occur within ten school days of the final observation.
- Added that the teacher must be presented with the cover sheet and final document within ten school days of the evaluation (ten school days after the last post conference).
- Defined the terms <u>unsatisfactory</u>, <u>needs improvement</u>, <u>proficient</u>, and <u>excellent</u>.
- Guidelines for determining overall rating.

In 2013, an Evaluation Review Committee was formed to study the changes required by legislation, specifically, SB 7 and SB 315.

The committee was charged with making recommendations for the incorporation of student growth into the teacher performance evaluation in accordance with legislation.

Members of the committee were:
- Nigel Anderson, Psychologist
- Mary Balsie, District Curriculum Director - Math
- John Barber, CTE Teacher
- Linda Bowers, English Teacher
- Edna Brass, Director of Special Services (retired 2014)
- Jessica Burns, Special Education Teacher
- Brian Conant, District Curriculum Director – English and Fine Arts
- Iman Ellis-Bowen, Director of Special Services (joined 2014)
- Al Filipponi, District Curriculum Director – Social Science, World Language, ESL
- Doug Fowler, Special Education Teacher
- Teresa Gibson, Principal
- Mary Guirguis, English Teacher
- Angel Hauert, Academy Coordinator/Applied Life (joined 2014)
- Timi Hensel, Math Teacher
- Jason Herrmann, Applied Life Teacher
- Tammy Hunsaker, World Language Teacher
- Jeff Jakob, Social Science Teacher
- Erik Jurgens, Science Teacher (resigned 2014)
- Becky Kemp, AVAC/Transition Center Coordinator
- Melissa Magnuson, Math Teacher
- Dianne McDonald, District Curriculum Director – Science and Applied Life
- Matthew Narducci, Academy Coordinator/Applied Life (joined 2014)
- Greg Peterson, Math Teacher
- Jeff Riley, CTE Teacher
- Terri Schrishuhn, Academy Coordinator (new position 2014)
- Karen Stiehr, Science Teacher
- John Randich, Principal
- John Wietlispach, Social Science Teacher
- Dede Woodard, District Curriculum Director - CTE
- Marcene Staley, Literacy and Special Education Teacher, Co- Facilitator
- Karla Guseman, Assistant Superintendent for Educational Services, Co-Facilitator

The Joint Committee was established October 30, 2014 and included the following members:
- Ronald Fonck, Science Teacher, Union President
- Marcene Staley, Literacy and Special Education Teacher, Union Board Representative
- Cheryl McCarthy, Superintendent
- Karla Guseman, Assistant Superintendent for Educational Services

In 2022, the Evaluation Review Committee met to address changes required by legislation, specifically HB 18. The committee was charged with making recommendations to shift the tenured cycle from 2 years to 3 years.

Members of the committee were:

- Jennifer Baxter, Instructional Coach
- Debrah Clark, Infant Childcare Center Director
- Melissa Cady, Special Education Teacher
- Iman Ellis-Bowen, Director of Special Services
- Teresa Gibson, Principal
- Jessica-Christine Gunia, CTE Teacher
- Shad Hallihan, Principal
- Sean Hackney, District Curriculum Director-English
- Angel Hauert, Academy Coordinator
- Kathryn Hunt, Special Education Teacher
- Brett Marcum, District Director of Student Support Services
- Christopher McGuffey, District Curriculum Director-CTE
- Nicole McMorris, District Curriculum Director-Math
- Patrick O'Neill, Academy Coordinator
- Paul Oswald, District Curriculum Director, Social Science, World Languages, ESL
- Greg Peterson, Math Teacher
- Jennifer Pryor, CTE Teacher
- Don Stinson, Fine Arts Teacher
- Kristine Webster, English Teacher
- Eric Wendt, Science Teacher
- Corinne Zimmerman, District Curriculum Director-Applied Life and Science
- Timi Hensel, Math Teacher, Co-Facilitator
- Dianne McDonald, Assistant Superintendent for Educational Services, Co-Facilitator

In 2023-2024, the Evaluation Review Committee met to address changes required by legislation, specifically Public Act 103-0500. The committee was charged with adjusting the tenure timeline for full-time teachers hired before 7/1/2023 and after 7/1/2023.

Members of the committee were:

- Antoinette Bernard, Special Education Teacher
- Susan Cailteux, Health Teacher
- Catherine Cerri, Special Education Teacher
- BobbieSue Chavez, Math Teacher
- Deb Clark, Infant Childcare Center Director

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- Kristen Cooke, Social Worker
- Maribel Diaz, Instructional Coach
- Robin English, Special Education Teacher
- Arianne Farias, Science Teacher
- Jessica-Christine Gunia, CTE Teacher
- Sean Hackney, District Curriculum Director-English
- Matthew Hall, Math Teacher
- Shad Hallihan, Principal
- Angel Hauert, Academy Coordinator
- Timi Hensel, Math Teacher
- Lauren Kline, Science Teacher
- Mike Kuziel, Academy Coordinator
- Dan Markun, Academy Coordinator
- Katie Markun, Instructional Coach
- Jamie McGrath, Special Education Teacher
- Christopher McGuffey, District Curriculum Director-CTE
- Nicole McMorris, District Curriculum Director-Math
- Chad Mirus, English Teacher
- Susana Montano, Instructional Coach
- Misty Mullin, Math Teacher
- Patrick O'Neill, District Curriculum Director-Applied Life and Science
- Paul Oswald, District Curriculum Director-Social Science, WL, ELL
- Tecara Parker, Principal
- Gandhi Schlote, Instructional Coach
- Christina Vercelote, English Teacher
- Eric Wendt, Science Teacher
- Steven Zeko, Science Teacher

The current Joint Committee includes the following members:
- Yvette Justice, Counselor, Union President
- Annie Monninger, Social Science Teacher, Union Board Representative
- Karla Guseman, Superintendent
- Dianne McDonald, Assistant Superintendent for Educational Services

Joint Committee 2/7/2025

Purposes of the Certified Staff Evaluation Plan:

The purpose of the Certified Staff Evaluation Plan is to …
- Promote student learning through the highest quality of teaching, which includes a commitment to continual professional growth and development, professional dialogue and reflection, and collective inquiry.
- Develop each individual's capacity for professional contribution to the team, academy, building and district.
- Support Joliet Township High school district initiatives, culture, vision, and mission.
- Support non-tenured staff growth through a formative process with clearly defined expectations for non-tenured staff and Instructional Coaches.
- Support tenured staff growth through a formative process that promotes collective inquiry and examination of practice.
- Build and foster collaborative relationships among all staff.
- Validate the hiring/selection/retention process.

Job Descriptions:

Job descriptions will be reviewed annually and any changes in job qualifications must be completed and communicated by May 10th to be in effect the following school year. All job descriptions will be posted on JTWeb under Human Resources: https://tinyurl.com/bdz4x6es

Professional Practice Levels of Performance

Excellent	**Professional practice shows evidence of the highest level of expertise and commitment to student learning. Staff members are experts in content, assessment, and student engagement. They build and support a community of learners by engaging in extensive, reflective personal and collaborative professional development.**
Proficient	**Professional practice shows evidence of thorough knowledge of all aspects of the profession. Staff members at this level know their content and how to engage their students. Expectations for students are high. Staff know and follow the standards, establish an environment that functions effectively and efficiently, and reflect and use assessment to plan.**
Needs Improvement	**Professional practice shows evidence of basic knowledge and skills required to practice, but performance is ineffective and/or inconsistent.**
Unsatisfactory	**Professional practice shows evidence of inadequately applying or not understanding the concepts underlying the components of the JTHS evaluation instruments. Performance may represent practice that is or may be deemed harmful.**

Joint Committee 2/7/2025

Procedures for Non-Tenured (Probationary) Teachers

Definition:
Before 7/1/2023, a regular full-time first, second, third-, and possibly fourth-year staff member is considered to be a <u>non-tenured</u> probationary teacher.

After 7/1/2023, a regular full-time first, second, and possibly third-year staff member is considered to be a <u>non-tenured</u> probationary teacher.

Any regular full-time teacher hired after the 2023-2024 school year that does not have a Professional Educator License (PEL), an Educator License with stipulations with a career and technical educator endorsement, or an Educator License with stipulations with a provisional career and technical educator endorsement, will not be eligible for tenure according to Public Act 103-0617. This teacher will be evaluated yearly following the year 3 schedule.

The primary purpose of evaluation is the improvement of instruction. The process allows for ongoing conversations based upon evidence gathered by both staff members and evaluator and identification of areas of strength and improvement based upon formative feedback, planning, reflective conversations, and summative appraisal.

Probationary teachers shall be evaluated annually using the same evaluation instrument as tenured teachers. The schedule for each school year will be posted at the beginning of each school year on SharePoint via https://studentjths.sharepoint.com/sites/jtweb. Non-tenured (probationary) teachers are not entitled to a remediation plan in the event of an "unsatisfactory" evaluation or a professional development plan in the event of a rating of "needs improvement." The evaluation cycle will begin on March 1st and be completed by February 20th for all non-tenured teachers.

Vocabulary Related to Evaluations

Definitions:
- **Formal Observation**
    - Previously known as an announced observation
    - Date and class period are announced by the evaluator.
    - Pre-Conference
        - Lesson plans and other request materials are provided to evaluator.
    - Reflection
    - Post Conference
- **Informal Observation**
    - Previously known as unannounced observation
    - Date and class period are not announced by the evaluator.
    - Reflection
    - Post Conference
- **Goals Check/Midcycle Observation**
    - No Reflection
    - Pre-planned date and time between teacher and evaluator
    - Evidence will not be included in the teacher's summative evaluation.
    - Observation duration will be dependent on the teachers' individual goals.

Non-Tenured Teacher Evaluation Guidelines: 2025-2026		
Years 1 and 2		

Professional Practice Portion (70%)	***1st – Due by November 7, 2025***
	• Evaluator A
	• A minimum of 2 visits,
	    1 formal, 1 informal
	• A pre-conference must occur prior to every formal observation.
	• A post-conference must occur after each observation (within 10 school days of the observation).
	• Conduct an evaluation conference within 10 school days of the final post-conference when the completed formative professional practice portion is reviewed and discussed.
		2nd – Due by February 20, 2026
		• Evaluator B
		• A minimum of 2 visits,
		    1 formal, 1 informal
		• A pre-conference must occur prior to every formal observation.
		• A post-conference must occur after each observation (within 10 school days of the observation).
		• Conduct a final professional practice evaluation conference within 10 school days of the final post-conference where the final rating for professional practice is reviewed and discussed.
		• Write-up and final rating on professional practice will be determined collaboratively between Administrator A and Administrator B.

Student Growth Portion (30%)	***Due by February 20, 2026*** • Evaluator A • A pre-conference must occur to discuss and reach consensus on the assessments that will be used for the student growth portion of the evaluation. • During the evaluation cycle, the evaluator and evaluatee must reach agreement of student growth targets for Type 1, Type 2 and/or Type 3 assessments and maintain communication regarding the collection and use of student data. • Evaluator and evaluatee must review data specific to the agreed upon student outcome(s) at the midpoint of the student growth cycle. • A post-conference must occur to review student growth data when the final rating for student growth is discussed.	
Conclusion to Non-Tenured Teacher Evaluation	***Due by February 20, 2026*** Evaluator B • Conduct a final evaluation conference before the evaluation deadline to review and discuss the final summative rating. • Sign evaluation document electronically in Evaluwise.	

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Non-Tenured Teacher Evaluation Guidelines: 2025-2026	
Year 3, 4 and Non-tenured track	
Professional Practice Portion (70%)	• A minimum of 3 visits, 2 formal, 1 informal • A pre-conference must occur prior to every formal observation. • A post-conference must occur after each observation (within 10 school days of the observation). • Conduct a final professional practice evaluation conference within 10 school days of the final post-conference when the final rating for professional practice is reviewed and discussed.
Student Growth Portion (30%)	*Due by February 20, 2026* • A pre-conference must occur to discuss and reach consensus on the assessments that will be used for the student growth portion of the evaluation. • During the evaluation cycle, the evaluator and evaluatee must reach agreement of student growth targets for Type 1, Type 2 and/or Type 3 assessments and maintain communication regarding the collection and use of student data. • Evaluator and evaluatee must review data specific to the agreed upon student outcome(s) at the midpoint of the student growth cycle. • A post-conference must occur to review student growth data when the final rating for student growth is discussed.
Conclusion to Non-Tenured Teacher Evaluation	*Due by February 20, 2026* • Conduct a final evaluation conference before the evaluation deadline to review and discuss the final summative rating. • Sign evaluation document electronically in Evaluwise.

Procedures to Meet Tenure

Hire date before 7/1/2023: Accelerated Tenure	Teachers complete three consecutive school terms of service if they receive two overall annual evaluation ratings of Excellent in the three consecutive school term period.
Hire date after 7/1/2023: Accelerated Tenure	Teachers complete two consecutive terms of full-time service in which the teacher holds a PEL, Educator License with stipulations with a career and technical educator endorsement, or an Educator License with stipulations with a provisional career and technical educator endorsement and receives two Excellent ratings.
Hire date before 7/1/2023: Tenure	Teachers complete four consecutive school terms of service with ratings of at least Proficient in the third and fourth school terms.
Hire date after 7/1/2023: Tenure	Teachers complete three consecutive school terms of services in which the teacher holds a PEL, Educator License with stipulations with a career and technical educator endorsement, or an Educator License with stipulations with a provisional career and technical educator endorsement and receives overall annual evaluation ratings of at least Proficient in the second and third school terms.

Joint Committee 2/7/2025

Tenured teachers must be evaluated every three years. The schedule will be posted on SharePoint via JT Web.

The evaluation cycle will begin on March 1st and be completed by February 20th. Additionally, tenured teachers who receive either a "needs improvement" or "unsatisfactory" overall rating and successfully complete noted area(s) of concern must be evaluated in the year following the rating. A tenured teacher who changes job responsibility (i.e., teacher to guidance counselor) will be evaluated in the first year of the new position, regardless of their placement on the evaluation cycle.

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Tenured Teacher Evaluation Guidelines 3-year Cycle: 2025-2026

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Timeline for the Tenured 3-year Evaluation Cycle (HB 18)

Example		2024-2025	2025-2026	2026-2027	2027-2028
1		Begin 3-year cycle -Off year 1	Year 2 Goals Check	Year 3 On-Cycle	Year 1 Off Cycle
2		Year 2 Goals Check	Year 3 On-Cycle	Off Cycle	Year 2 Goals Check
3		Year 3 On-Cycle	Year 1 Off Cycle	Year 2 Goals Check	Year 3 On-Cycle

Off Cycle	• Teacher may contribute evidence. • No formal observation	Year 1 OFF Cycle
Goals Check/Midcycle	• Evaluator • 1 Goals Check Observation • A post-conference must occur after each observation (within 10 school days of the observation). • Current and future goal setting • * Teachers coming off a PDP will skip the goals check	Year 2 Mid Cycle
Professional Practice Portion (70%)	• Evaluator • A minimum of 2 visits, 1 formal, 1 informal • A pre-conference must occur prior to every formal observation. • A post-conference must occur after each observation (within 10 school days of the observation). • Conduct a final professional practice evaluation conference within 10 school days of the final post-conference when the	Year 3 On Cycle

	final rating for professional practice is reviewed and discussed.	
Student Growth Portion (30%)	• A pre-conference must occur to discuss and reach consensus on the assessments that will be used for the student growth portion of the evaluation. • During the evaluation cycle, the evaluator and evaluatee must reach agreement of student growth targets for Type 1, Type 2 and/or Type 3 assessments and maintain communication regarding the collection and use of student data. • Evaluator and evaluatee must review data specific to the agreed upon student outcome(s) at the midpoint of the student growth cycle. • A post-conference must occur to review student growth data when the final rating for student growth is discussed.	
Conclusion to Tenured Teacher Evaluation	• Conduct a final evaluation conference before the evaluation deadline to review and discuss the final summative rating. • Sign evaluation document electronically in Evaluwise.	
**No Alternative Evaluation Plans will be approved for the 2025-2026 evaluation cycles.		

Tenured – Professional Development Plan

All tenured teachers rated with an <u>overall</u> rating of "Needs Improvement" will receive a Professional Development Plan within thirty school days of the completion of the evaluation. The evaluator, in consultation with the teacher, will create a professional development plan that is directed to the areas of needed improvement. The plan must take into account the teacher's ongoing professional responsibilities, including his or her regular teaching assignments. The plan must describe any support the district will provide to address any areas identified as needing improvement. Tenured Staff must be evaluated at least once in the school year following the Professional Development Plan. Staff members who are rated "Proficient" or "Excellent" at that time will be reinstated to the Tenured Staff Evaluation Process for Proficient and Excellent Individual Growth Plan.

For tenured Staff who are evaluated less than "Proficient" at the completion of the PDP, the school district will start a remediation plan under the provisions of Illinois School Code 105 ILCS 5/24A-5.

Joint Committee 2/7/2025

Tenured – Remediation Plan

All tenured teachers rated with an <u>overall</u> rating of "Unsatisfactory" will receive a Remediation Plan within thirty school days of the completion of the evaluation. The development and commencement of the Remediation Plan is designed to correct deficiencies stated in the evaluation, provided the deficiencies are remediable. The Remediation Plan shall provide for ninety school days of remediation in the classroom. The tenured teacher's performance must be evaluated midway through, and at the conclusion of, the remediation period. Each evaluation shall assess the teacher's performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within ten school days after the date of the evaluation. Evaluations at the conclusion of the remediation process may be separate and distinct from the required annual evaluations of teachers and may not be subject to the guidelines and procedures relating to these annual evaluations. The evaluator may, but is not required to, use forms provided for the annual evaluation of teachers in the district evaluation plan.

A consulting teacher shall provide advice to the tenured teacher rated "unsatisfactory" on how to improve teaching skills to successfully complete the Remediation Plan, but the final decision as to the content of the evaluation shall be left solely to the evaluator.

If, at the end of the remediation period, the staff member has not corrected the performance deficiencies, they are dismissed in accordance with Section 24-12 of the School Code. Tenured teachers who receive an "unsatisfactory" overall rating must be evaluated in the year following the rating.

Nothing in this plan should be construed as preventing immediate dismissal of a tenured staff member for deficiencies deemed irremediable or for actions that injury or endanger the health or person of students in the classroom or school.

Tenured Teacher-Appeal Process

Appeals Process Timeline
Teacher must submit written notification of the appeal with the documented concerns that are aligned to the "Criteria for an Appeal" that the teacher is grieving to the Union President and Superintendent within 3 school days after receiving the summative teacher evaluation resulting in an "Unsatisfactory" rating at the final evaluation conference. Only tenured teachers who receive an Unsatisfactory on their summative evaluation may submit an appeal.

Evaluation Appeals Committee Composition
The Evaluation Appeals Committee (EAC) will be comprised of 6 individuals formed with equal representation of Union members and Administrators approved by the Joint Committee. All EAC members must be qualified evaluators as determined by the Illinois State Board of Education (ISBE). The evaluator cannot serve as an EAC member. A union executive board member and either the Superintendent or Assistant Superintendent would be expected to be present to hear the proceedings but would not be on the panel and their role would be to ensure the process is followed.

Criteria for an Appeal
1. Significant Bias
2. Inaccurate evidence or lack of evidence entered by the evaluator.
3. Failure to calculate the rubric correctly or evidence used does not match rubric scoring.

Panel Procedures
1. The panel will organize a meeting with the teacher within five school days of the appeal being submitted where the teacher presents the concerns to the panel and answers all questions pertaining to the appeal. The teacher cannot add or present additional evidence or artifacts that were not uploaded during the evaluation process.
2. The panel will discuss the concerns and determine questions and information needed from the evaluator. The teacher is not present.
3. The evaluator may be asked to meet with the panel to answer the determined questions.
4. The panel will convene to seek to reach consensus. If consensus is not reached, the team would hold a vote where each EAC member will have one (1) vote as to whether to uphold the appeal. This decision would be determined through voting majority. If there is a tie, the Superintendent will make the final determination.
5. The panel will provide the teacher and evaluator a written statement of their findings within three school days.
    a. If the appeal is upheld, the teacher rating will be changed to "needs improvement" and the teacher will receive a professional development plan within thirty days of the of the appeal decision. The professional development plan will be created by the original evaluator with input from administrators on the panel. The teacher will be given a different evaluator for the next evaluation. The teacher must be evaluated in the year following the appeal.
    b. If the appeal is denied, the district will follow remediation procedures.

Evaluation Instruments All Instruments are available in Evaluwise:

- Alternative Services Facilitator
- Classroom Teacher (Gateway to Graduation 2.0, Bravo Pathways, River Valley)
- Dean of Students
- School Counselors
- IEP Manager
- Freshman Academy Consult Teacher (FAC)
- Library Media Specialists
- School Nurse
- School Psychologist
- Social Worker (Catalyst Coordinator, Cool Down Room Coordinator, Substance Abuse Clinician)
- Speech Pathologist
- District Transition Coordinator
- Professional Growth Plan
- Math Interventionist

Joint Committee 2/7/2025

Professional Practice Summative Rating

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent — An *Excellent* rating in two or more of the Domains, with the remaining Domains rated as *Proficient*.				xxxx
			x	xxx
			xx	xx
Proficient — No more than one Domain rated *Needs Improvement*, with the remaining Domains rated as *Proficient* or higher.			xxx	x
			xxxx	
		x	xx	x
		x	x	xx
		x		xxx
		x	xxx	
Needs Improvement — More than one Domain rated *Needs Improvement*, with the remaining Domains rated as *Proficient* or higher.		xx		xx
		xx	x	x
		xx	xx	
		xxx	x	
		xxx		x
		xxxx		
Unsatisfactory — *Unsatisfactory* in any Domain.	xxxx			
	xxx	x		
	xxx		x	
	xxx			x
	xx	xx		
	xx	x	x	
	xx		x	x
	xx		xx	
	xx			xx
	x		xxx	
	x		xx	x
	x		x	xx
	x			xxx
	x	x	xx	
	x	x	x	x
	x	x		xx

The guidelines on the following page show how each domain rating is determined so that the overall summative rating can be determined using the chart above.

Summative Rating System for Classroom Teachers: Domain Guidelines

Domain 1 & 4

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 3
Proficient	None	No more than 1 NI	Remainder are Proficient and/or Excellent	
Needs Improvement	Combination of 2 NI & U with no more than 1 being U		Remainder are Proficient and/or Excellent	
Unsatisfactory	More than 1 U or any combination of NI & U totaling 3 or more		Any Combination	

Domain 2 & 3

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 2
Proficient	None	No more than 1 NI	Remainder are Proficient and/or Excellent	
Needs Improvement	Combination of 2 NI & U with no more than 1 being U		Remainder are Proficient and/or Excellent	
Unsatisfactory	More than 1 U or any combination of NI & U totaling 3 or more		Any Combination	

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Rubric Guidelines: Alternative Services Facilitator Evaluation Tool

Alternative Services Facilitator Evaluation Tool: 30 Elements

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 15
Proficient	None	1-3	Remainder are Proficient and/or Excellent	
Needs Improvement	1	4	Remainder are Proficient and/or Excellent	
Unsatisfactory	Any Unsatisfactory or more than 4 Needs Improvement		Any Combination	

Rubric Guidelines: Dean Evaluation Tool

Dean Evaluation Tool: 24 Elements

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 11
Proficient	None	1-2	Remainder are Proficient and/or Excellent	
Needs Improvement	None	3	Remainder are Proficient and/or Excellent	
Unsatisfactory	Any Unsatisfactory or more than 3 Needs Improvement		Any Combination	

Rubric Guidelines: School Counselor Evaluation Tool

School Counselor Evaluation Tool: 44 Elements

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 10
Proficient	None	1-5	Remainder are Proficient and/or Excellent	
Needs Improvement	Combination of 6-8 Needs Improvement or Unsatisfactory, with no more than 3 being Unsatisfactory		Remainder are Proficient and/or Excellent	
Unsatisfactory	4 or more Unsatisfactory or a combination of Needs Improvement & Unsatisfactory totaling more than 9		Any Combination	

Rubric Guidelines: IEP Manager Evaluation Tool

IEP Manager Tool: 24 Elements

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 11
Proficient	None	1-2	Remainder are Proficient and/or Excellent	
Needs Improvement	None	3	Remainder are Proficient and/or Excellent	
Unsatisfactory	Any Unsatisfactory or more than 3 Needs Improvement		Any Combination	

Rubric Guidelines: F.A.C. Teacher

F.A.C Teacher Evaluation Tool: 64 Elements

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 10
Proficient	None	1-5	Remainder are Proficient and/or Excellent	
Needs Improvement	Combination of 6-8 Needs Improvement or Unsatisfactory, with no more than 3 being Unsatisfactory		Remainder are Proficient and/or Excellent	
Unsatisfactory	4 or more Unsatisfactory or a combination of Needs Improvement & Unsatisfactory totaling more than 9		Any Combination	

Rubric Guidelines: Math Interventionist

Math Interventionist Evaluation Tool: 67 Elements

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 15
Proficient	None	1-5	Remainder are Proficient and/or Excellent	
Needs Improvement	Combination of 6-8 Needs Improvement or Unsatisfactory, with no more than 3 being Unsatisfactory		Remainder are Proficient and/or Excellent	
Unsatisfactory	4 or more Unsatisfactory or a combination of Needs Improvement & Unsatisfactory totaling more than 9		Any Combination	

Rubric Guidelines: Library Media Specialist Evaluation Tool

Library Media Specialist Evaluation Tool: 22 Elements

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 10
Proficient	None	1-2	Remainder are Proficient and/or Excellent	
Needs Improvement	None	3	Remainder are Proficient and/or Excellent	
Unsatisfactory	Any Unsatisfactory or more than 3 Needs Improvement		Any Combination	

Rubric Guidelines: School Nurse Evaluation Tool

School Nurse Evaluation Tool: 22 Elements

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 5
Proficient	None	1-3	Remainder are Proficient and/or Excellent	
Needs Improvement	None	4	Remainder are Proficient and/or Excellent	
Unsatisfactory	Any Unsatisfactory or more than 4 Needs Improvement		Any Combination	

Rubric Guidelines: School Psychologist Evaluation Tool

School Psychologist Evaluation Tool: 17 Elements

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 8
Proficient	None	1-2	Remainder are Proficient and/or Excellent	
Needs Improvement	None	3	Remainder are Proficient and/or Excellent	
Unsatisfactory	Any Unsatisfactory or more than 3 Needs Improvement		Any Combination	

Rubric Guidelines: Social Worker Evaluation Tool

Social Worker Evaluation Tool: 21 Elements

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 10
Proficient	None	1-2	Remainder are Proficient and/or Excellent	
Needs Improvement	None	3	Remainder are Proficient and/or Excellent	
Unsatisfactory	Any Unsatisfactory or more than 3 Needs Improvement		Any Combination	

Rubric Guidelines: Speech Pathologist Evaluation Tool

Speech Pathologist Evaluation Tool: 21 Elements

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 10
Proficient	None	1-3	Remainder are Proficient and/or Excellent	
Needs Improvement	1	1-4	Remainder are Proficient and/or Excellent	
Unsatisfactory	More than 1 Unsatisfactory or more than 4 Needs Improvement		Any Combination	

Rubric Guidelines: District Transition Coordinator Evaluation Tool

Speech Pathologist Evaluation Tool: 21 Elements

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 10
Proficient	None	1-3	Remainder are Proficient and/or Excellent	
Needs Improvement	1	1-4	Remainder are Proficient and/or Excellent	
Unsatisfactory	More than 1 Unsatisfactory or more than 4 Needs Improvement		Any Combination	

Student Growth Component

Definition of Terms:

Student Growth	Student growth is a demonstrable change in a student's learning between two data points.
Teacher	Full-time or part-time professional employees of the school district who are required to hold a teaching certificate. Positions exempt from the incorporation of student growth include: Alternative Services Facilitator, CIBS, Dean of Students, School Counselor, College and Career Specialist, IEP Manager, Library Media Specialists, River Valley Staff, School Nurse, School Psychologist, Social Worker, Speech Pathologist, District Transition Coordinator, Academic Consult, DHH, VI, and Math Interventionist.
Type 1 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.
Type 2 Assessment	An assessment 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.
Type 3 Assessment	An assessment that is rigorous, that is aligned to the course's curriculum and that the qualified evaluator and teacher determine measures student learning in that course.
N-number	Number of students with data for a specific course and a specific teacher. Only students that have the two required data points are included in this number.

General Performance Evaluation Rules for Student Growth Component:
- If Type 1 data exists, that data could be incorporated as 15% of the overall teacher evaluation rating and a Type 3 assessment will also be incorporated as 15% of the overall teacher evaluation rating.
- If Type 2 data exists, that data will be incorporated as 15% of the overall teacher evaluation rating and a Type 3 assessment will also be incorporated as 15% of the overall teacher evaluation rating.
- If Type 1 nor Type 2 data is available for a teacher, two Type 3 assessments will be incorporated into the overall teacher evaluation rating at 15% for each assessment.
- When a special or extenuating circumstance arises that is not expressly covered in this agreement or when the evaluator/evaluatee cannot reach consensus, the matter will be addressed by the Evaluation Joint Committee.

Performance Evaluation Rules for the incorporation of Type 1 Assessments:

 STAR assessments may be used for a teacher's student growth, when appropriate and determined by the Instructional Leadership Team. The fall benchmark will be used as the pre-assessment and the winter benchmark will be used as the post-assessment. Teachers should use the suggested typical growth goal provided by the fall data, with a range of 35-65 SGP.

- Type1 assessments will utilize a [Student Learning Objective (SLO) model](#) to set targets and evaluate student growth.
- The following rating scale will be used to determine overall rating for Type 1 assessments:

Unsatisfactory	Needs Improvement	Proficient	Excellent
0-39% of students meet growth target.	40-59% of students meet growth target.	60-79% of students meet growth target.	80-100% of students meet growth target.

When Type 1 data is used, the evaluator and evaluatee will review data specific to the agreed upon student outcome(s) at the midpoint of the student growth cycle. The midpoint data shall not be used to rate the teacher's performance. The data the teacher collects should be used to assess the teacher's progress and adjust instruction, if necessary.

Performance Evaluation Rules for the incorporation of Type 2 assessments:

- Type 2 assessments that have been identified for each content area are located in the following appendices:
    - Applied Life
    - Career and Technical Education
    - English
    - ESL
    - Fine Arts
    - Mathematics
    - Science
    - Social Science
    - World Languages
- If multiple Type 2 assessments exist for a teacher due to multiple preps, the Type 2 assessment for the student growth for evaluation must be from the largest assigned prep and all students within the prep will be counted as part of the evaluation component.
- Type 2 assessments will utilize a Student Learning Objective (SLO) model to set targets and evaluate student growth.
- The following rating scale will be used to determine overall rating for Type 2 assessments:

Unsatisfactory	Needs Improvement	Proficient	Excellent
0-39% of students meet growth target.	40-59% of students meet growth target.	60-79% of students meet growth target.	80-100% of students meet growth target.

When Type 2 data is used, the evaluator and evaluatee will review data specific to the agreed upon student outcome(s) at the midpoint of the student growth cycle. The midpoint data shall not be used to rate the teacher's performance. The data the teacher collects should be used to assess the teacher's progress and adjust instruction, if necessary.

Performance Evaluation Rules for the incorporation of Type 3 assessments:

- Type 3 assessment data will be incorporated for all teachers.
- If a Type 2 assessment is available, one Type 3 assessment will be incorporated into the evaluation, with each counting for 15% of the overall evaluation.
- If a Type 2 assessment is not available, two Type 3 assessments will be incorporated into the evaluation, with each counting for 15% of the overall evaluation.
- It has been determined that certain Type 2 assessments can be used as a Type 3 assessment. When a Type 2 assessment is used as a Type 3 assessment, it follows the parameters set for Type 3 assessments.
- A Type 3 assessment can be from any prep that a teacher chooses and does not require that all assigned sections be incorporated into the student growth component. Evaluator and Evaluatee will determine the section(s) that will be incorporated into the evaluation component.
- Type 3 assessments or Type 3 assessment parameters that have been identified for each content area are located in the following appendices:
    - Applied Life
    - Career and Technical Education
    - English
    - ESL
    - Fine Arts
    - Mathematics
    - Science
    - Social Science
    - World Languages
- Type 3 assessments will utilize a Student Learning Objective (SLO) model to set targets and evaluate student growth.
- The following rating scale will be used to determine overall rating for Type 3 assessments:

Unsatisfactory	Needs Improvement	Proficient	Excellent
0-39% of students meet growth target.	40-59% of students meet growth target.	60-79% of students meet growth target.	80-100% of students meet growth target.

When Type 3 data is used, the evaluator and evaluatee will review data specific to the agreed upon student outcome(s) at the midpoint of the student growth cycle. The midpoint data shall not be used to rate the teacher's performance. The data the teacher collects should be used to assess the teacher's progress and adjust instruction, if necessary.

The following page includes the district Student Learning Objective (SLO) template that is recommended to track Type 2 and Type 3 data and associated growth targets. Alternative forms/documents/spreadsheets can be used as long as they contain the same minimum information.

JTHS Student Learning Objective (SLO) Template

Teacher Name	
Subject	
Assessment Name	

Assessment Points Possible	

Student Name	Pretest Score	Growth Target	Final Score	Meets/Exceeds Target (yes/no)
Student Name 1				
Student Name 2				
Student Name 3				
Student Name 4				
Student Name 5				
Student Name 6				
Student Name 7				
Student Name 8				
Student Name 9				
Student Name 10				
Student Name 11				
Student Name 12				
Student Name 13				
Student Name 14				
Student Name 15				
Student Name 16				
Student Name 17				
Student Name 18				
Student Name 19				
Student Name 20				
Student Name 21				
Student Name 22				
Student Name 23				
Student Name 24				
Student Name 25				
Student Name 26				
Student Name 27				
Student Name 28				
Student Name 29				
Student Name 30				

Number of Students Meeting/Exceeding Goal	
Number of Students Below Target	
Percentage of Students Meeting/Exceeding Goal	

Rating:	

Excellent	80-100
Proficient	79-60
Needs Improvement	59-40
Unsatifactory	39-below

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Overall Summative Rating

The overall summative performance rating is determined by the following measures:

Professional Practice Rating: 70%
Student Growth: 30%

The following examples are the three possible scenarios for the computation of the overall summative rating:

Example 1: **Teacher with student growth component comprised of a Type 1 and Type 3 Assessment**

(.70*Professional Practice) + (.15*Type 1) + (.15*Type 3) = Overall Summative Rating

Example 2: **Teacher with student growth component comprised of a Type 2 and Type 3 Assessment**

(.70*Professional Practice) + (.15*Type 2) + (.15*Type 3) = Overall Summative Rating

Example 3: **Teacher with student growth component comprised of two Type 3 Assessments**

(.70*Professional Practice) + (.15*Type 3) + (.15*Type 3) = Overall Summative Rating

The following table provides the numerical value that has been assigned to each student growth rating:

Student Growth Rating	Numerical Assigned Value
Excellent	4
Proficient	3
Needs Improvement	2
Unsatisfactory	1

The following table shows the ranges for the Overall Summative Rating:

Rating	Range
Excellent	3.31 – 4.00
Proficient	2.75 – 3.30
Needs Improvement	2.00 – 2.74
Unsatisfactory	1.00 – 1.99

Examples for Computing Overall Summative Rating

Example 1 Teacher: Excellent for Professional Practice = 4
Proficient for Type 2 Assessment = 3
Proficient for Type 3 Assessment = 3

(.70*4) + (.15*3) + (.15*3) = 3.70 = Excellent for Overall Summative Rating

Example 2 Teacher: Proficient for Professional Practice = 3
Excellent for Type 2 Assessment = 4
Excellent Type 3 Assessment = 4

(.70*3) + (.15*4) + (.15*4) = 3.30 = Proficient for Overall Summative Rating

Example 2 Teacher: Proficient for Professional Practice = 3
Excellent for Type 2 Assessment = 4
Unsatisfactory Type 3 Assessment = 1

(.70*3) + (.15*4) + (.15*1) = 2.85 = Proficient for Overall Summative Rating

Example 3 Teacher: Unsatisfactory for Professional Practice = 1
Excellent for Type 3 Assessment = 4
Excellent for Type 3 Assessment = 4

(.70*1) + (.15*4) + (.15*4) = 1.9 = Unsatisfactory for Overall Summative Rating

Applied Life Appendix

Health

- All Health teachers will be using a district pre/post assessment as their Type 2 assessment growth data.
- All Health teachers will be given a choice for their Type 3 assessment growth data. A Type 2 assessment can be used as a Type 3.

Course	Type 2	Type 3
Health	Teacher choice of a district pre/post assessment.	Teacher choice that is agreed upon with the evaluator.
Health Bilingual	Teacher choice of a district pre/post assessment.	Teacher choice that is agreed upon with the evaluator.

Physical Education

- All Physical Education Teachers will be using a district pre/post fitness and/or written assessment for their Type 2 and Type 3 assessment growth data.

Course	Type 2	Type 3
PE 1	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.
PE 2	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.
Competitive Education	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.
Dance Education	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.
Adventure Education	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.
Recreational Education	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.
Walking for Wellness	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.
PE Lead Training	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.
Adapted Physical Education	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.
Athletic Performance	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.
Conditioning	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.
PE Leadership Training	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.
Strength Training	Teacher choice of a district pre/post fitness or written assessment.	Teacher choice of a district pre/post fitness or written assessment.

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Career and Technical Education Appendix

CTE Courses that have a Type 2 Assessment available:
- If a teacher has a Type 2 assessment available, it must be used as part of the student growth component of the evaluation.
- If a teacher has multiple Type 2 assessments available due to multiple preps, the Type 2 assessment with the largest N number would be utilized as the Type 2 assessment and will count for 15% of the overall evaluation.
- The following table lists the CTE courses with Type 2 assessments as well as the assessment that will be utilized:

Course	Type 2	Type 3
3D Animation	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Accounting 1	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
AMPED on Algebra	STAR Math Assessment	Semester 1 Pre/Post Assessment
Animation	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
AP Computer Science Principles	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
AP Computer Science A	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Apparel Merchandising and Design	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Auto Technology	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Computer Maintenance and Repair	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Child Development	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Consumer Economics	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Culinary Arts I	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Culinary Arts II	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Early Childhood Education	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Electronics and Robotics 1	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Electronics and Robotics 2	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.

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Course	Type 2	Type 3
Engineering & Architecture 1	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Engineering & Architecture 2	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Engineering & Architecture 3	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Exploring Entrepreneurship	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Exploring the Teaching Profession	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Fashion Construction	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Food Fundamentals	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Game Design	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Geometry In Construction	STAR Math Assessment	Semester 1 Pre/Post Assessment
Graphic Design	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Health Information Technology	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Health Science	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Interior Design	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
JTHS CEO	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Marketing	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Medical Law and Ethics	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Metals Technology	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Orientation to Business	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Orientation to Human & Public Services	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum
Orientation to Technology	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum
Photographic Communications 1	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Photographic Communications 2	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.

Course	Type 2	Type 3
PLTW Introduction to Engineering Design	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
PLTW Principles of Engineering	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
PLTW Engineering Design & Development	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Teaching in a Diverse Environment	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Technology for Teaching & Learning	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Video Editing	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Vocational Auto Mechanics 1	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Vocational Auto Mechanics 2	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Web Design	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Welding Technology 1	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Welding Technology 2	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Woods & Construction 1	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Woods & Construction 2	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Woods & Construction 3	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.

English Appendix

Guidance for English courses:

- If a teacher has a Type 1 assessment available, it may be used as part of the student growth component of the evaluation. For multiple preps, the largest N number would be utilized.
  - A teacher should run the growth report in Renaissance STAR after the winter benchmark for their classes utilizing Type 1 data and identifying the median score for the cohort.
  - The rubric to determine the rating for Type 1 is depicted below:

Category	Unsatisfactory	Needs Improvement	Proficient	Excellent
Growth Percentile (SGP)	SGP **is below 25**, indicating minimal or no growth between fall and winter benchmarks.	SGP **is between 25 and 34**, indicating growth below expectations but showing some progress.	SGP **is between 35-65**, indicating growth meeting expectations for the student's level.	SGP is **66 and above**, indicating exceptional growth exceeding expectations for the student's level.

- If a teacher has a Type 2 assessment available, it may be used as part of the student growth component of the evaluation.
- If a teacher has multiple Type 2 assessments available due to multiple preps, the Type 2 assessment with the largest N number would be utilized as the Type 2 assessment and will count for 15% of the overall evaluation.
- The following table lists the English courses with Type 2 assessments as well as the assessment that will be utilized:

Course	Type 1	Type 2	Type 3
Pre-AP English 1	Teachers will use the STAR Reading assessment using the fall assessment as the pre-assessment and the winter assessment as the post-assessment. Growth goals should reflect typical growth with a range of 35-65 SGP.	The teacher and evaluator will collaborate on the selection of a required performance task identified in the curriculum. Overall score of the performance may be used as the pre and post-assessment, or the score may focus on specific skills identified in the rubric (e.g. 2 priority skills). Pre-assessment data may be collected from a first draft or teacher-generated diagnostic assessment. Post-assessment data will be collected from the performance task.	The teacher may choose to use a Type 2 assessment or a pre and post-assessment created by teachers to measure growth on specific skills identified on a performance task's rubric (e.g. 2 priority skills).
Pre-AP English 2	Teachers will use the STAR Reading assessment using the fall assessment as the pre-assessment and the winter assessment as the post-assessment. Growth goals should	The teacher and evaluator will collaborate on the selection of a required performance task identified in the curriculum. Overall score of the performance may be used as the pre and post-assessment, or the score	The teacher may choose to use a Type 2 assessment or a pre and post-assessment created by teachers to measure growth on specific skills identified on a

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Course	Type 1	Type 2	Type 3
	reflect typical growth with a range of 35-65 SGP.	may focus on specific skills identified in the rubric (e.g. 2 priority skills). Pre-assessment data may be collected from a first draft or teacher-generated diagnostic assessment. Post-assessment data will be collected from the performance task.	performance task's rubric (e.g. 2 priority skills).
English 3	Teachers will use the STAR Reading assessment using the fall assessment as the pre-assessment and the winter assessment as the post-assessment. Growth goals should reflect typical growth with a range of 35-65 SGP..	The teacher and evaluator will collaborate on the selection of a required performance task identified in the curriculum. Overall score of the performance may be used as the pre and post-assessment, or the score may focus on specific skills identified in the rubric (e.g. 2 priority skills). Pre-assessment data may be collected from a first draft or teacher-generated diagnostic assessment. Post-assessment data will be collected from the performance task.	The teacher may choose to use a Type 2 assessment or a pre and post-assessment created by teachers to measure growth on specific skills identified on a performance task's rubric (e.g. 2 priority skills).
English 3: Power, Privilege, and Justice in America	Teachers will use the STAR Reading assessment using the fall assessment as the pre-assessment and the winter assessment as the post-assessment. Growth goals should reflect typical growth with a range of 35-65 SGP..	The teacher and evaluator will collaborate on the selection of a required performance task identified in the curriculum. Overall score of the performance may be used as the pre and post-assessment, or the score may focus on specific skills identified in the rubric (e.g. 2 priority skills). Pre-assessment data may be collected from a first draft or teacher-generated diagnostic assessment. Post-assessment data will be collected from the performance task.	The teacher may choose to use a Type 2 assessment or a pre and post-assessment created by teachers to measure growth on specific skills identified on a performance task's rubric (e.g. 2 priority skills).
Pre-AP English 1 Honors	Teachers will use the STAR Reading assessment using the	The teacher and evaluator will collaborate on the selection of a required	The teacher may choose to use a Type 2 assessment or a pre and

Course	Type 1	Type 2	Type 3
	fall assessment as the pre-assessment and the winter assessment as the post-assessment. Growth goals should reflect typical growth with a range of 35-65 SGP..	performance task identified in the curriculum. Overall score of the performance may be used as the pre and post-assessment, or the score may focus on specific skills identified in the rubric (e.g. 2 priority skills). Pre-assessment data may be collected from a first draft or teacher-generated diagnostic assessment. Post-assessment data will be collected from the performance task.	post-assessment created by teachers to measure growth on specific skills identified on a performance task's rubric (e.g. 2 priority skills).
AP Seminar	Teachers will use the STAR Reading assessment using the fall assessment as the pre-assessment and the winter assessment as the post-assessment. Growth goals should reflect typical growth with a range of 35-65 SGP..	The teacher and evaluator will collaborate on the selection of a required performance task identified in the curriculum. Overall score of the performance may be used as the pre and post-assessment, or the score may focus on specific skills identified in the rubric (e.g. 2 priority skills). Pre-assessment data may be collected from a first draft or teacher-generated diagnostic assessment. Post-assessment data will be collected from the performance task.	The teacher may choose to use a Type 2 assessment or a pre and post-assessment created by teachers to measure growth on specific skills identified on a performance task's rubric (e.g. 2 priority skills).
Literacy	Teachers may use the STAR Reading or Gates-MacGinitie assessment using the fall assessment as the pre-assessment and the winter assessment as the post-assessment. Growth goals should reflect typical growth with a range of 35-65 SGP.		The teacher may choose to use a Type 1 assessment or a pre and post-assessment created by teachers to measure growth on specific skills.

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Course	Type 1	Type 2	Type 3
English 4: Introduction to Rhetoric	Teachers will use the STAR Reading assessment using the fall assessment as the pre-assessment and the winter assessment as the post-assessment. Growth goals should reflect typical growth with a range of 35-65 SGP..	The teacher and evaluator will collaborate on the selection of a required performance task identified in the curriculum. Overall score of the performance may be used as the pre and post-assessment, or the score may focus on specific skills identified in the rubric (e.g. 2 priority skills). Pre-assessment data may be collected from a first draft or teacher-generated diagnostic assessment. Post-assessment data will be collected from the performance task.	The teacher may choose to use a Type 2 assessment or a pre and post-assessment created by teachers to measure growth on specific skills identified on a performance task's rubric (e.g. 2 priority skills).
Rhetoric	Teachers will use the STAR Reading assessment using the fall assessment as the pre-assessment and the winter assessment as the post-assessment. Growth goals should reflect typical growth with a range of 35-65 SGP..	The teacher and evaluator will collaborate on the selection of a required performance task identified in the curriculum. Overall score of the performance may be used as the pre and post-assessment, or the score may focus on specific skills identified in the rubric (e.g. 2 priority skills). Pre-assessment data may be collected from a first draft or teacher-generated diagnostic assessment. Post-assessment data will be collected from the performance task.	The teacher may choose to use a Type 2 assessment or a pre and post-assessment created by teachers to measure growth on specific skills identified on a performance task's rubric (e.g. 2 priority skills).

The following table includes courses that do not have common summative assessments:

Course	Type 3 Guidance
English 3 AP Language	The teacher and evaluator will collaborate to choose two appropriate student essays as the Type 3 assessments. The first draft will be the pre-assessment. The final draft will be the post-assessment.
English 4 AP Literature	The teacher and evaluator will collaborate to choose two appropriate student essays as the Type 3 assessments. The first draft will be the pre-assessment. The final draft will be the post-assessment.

Course	Type 3 Guidance
Drama	The teacher and the evaluator will collaborate to choose two Type 3 assessments that are aligned to the curriculum.

At this time, student assessment data from the Multimedia Journalism & Writing and Advanced Multimedia Journalism & Production will not be used to determine teacher performance.

Fine Arts Appendix

There are no Type 1 or Type 2 assessments available in the Fine Arts curriculum.

Music teachers will collaborate with their evaluator to choose two Type 3 assessments aligned with their course content.

Course	Type 2	Type 3
AP Studio Art 1, 2, and 3	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Introduction to Studio Art	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Drawing and Painting Studio	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Advanced Drawing and Painting Studio	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Sculpture Studio	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Advanced Sculpture Studio	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.
Concert Band, Symphonic Winds, Symphonic Band, Jazz Ensemble, String Orchestra, Chamber Orchestra, Mixed Chorus, Ensemble, Concert Choir, Music Appreciation, Music Appreciation 2, AP Music Theory	None Currently Available	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
AP Studio Art - Photo	Common District Assessment	Select Type 3 assessment aligned to Stage 2 of the curriculum.

Mathematics Appendix

Guidance for Math courses:
- If a teacher has a Type 1 assessment available, it may be used as part of the student growth component of the evaluation. For multiple preps, the largest N number would be utilized.
  - A teacher should run the growth report in Renaissance STAR after the winter benchmark for their classes utilizing Type 1 data and identifying the median score for the cohort.
  - The rubric to determine the rating for Type 1 is depicted below:

Category	Unsatisfactory	Needs Improvement	Proficient	Excellent
Growth Percentile (SGP)	SGP **is below 25**, indicating minimal or no growth between fall and winter benchmarks.	SGP **is between 25 and 34**, indicating growth below expectations but showing some progress.	SGP **is between 35-65**, indicating growth meeting expectations for the student's level.	SGP is **66 and above**, indicating exceptional growth exceeding expectations for the student's level.

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- When common summative assessments are identified for a course, they will be used as the Type 2 and Type 3 assessment for that course.
- If a teacher has multiple Type 2 assessments available due to multiple preps, the Type 2 assessment with the largest N number would be utilized as the Type 2 assessment and will count for 15% of the overall evaluation.

Course	Type 1	Type 2	Type 3
Algebra 1	STAR Math Assessment	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose a Type 3 assessment.
AMPED on Algebra	STAR Math Assessment	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose a Type 3 assessment.
Honors Algebra 1	STAR Math Assessment	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose a Type 3 assessment.
Geometry	STAR Math Assessment	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose a Type 3 assessment.
Geometry in Construction	STAR Math Assessment	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose a Type 3 assessment.
Honors Geometry	STAR Math Assessment	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose a Type 3 assessment.

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Course	Type 1	Type 2	Type 3
Advanced Algebra	STAR Math Assessment	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose a Type 3 assessment.
Honors Advanced Algebra	STAR Math Assessment	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose a Type 3 assessment.
Pre-Calculus	N/A	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose an additional Type 3 assessment.
Probability and Statistics	N/A	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose an additional Type 3 assessment.
Honors Pre-Calculus	N/A	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose an additional Type 3 assessment.
AP Statistics	N/A	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose an additional Type 3 assessment.
AP Calculus AB	N/A	Semester 1 Pre/JJC Post Assessment	The teacher and the evaluator will collaborate to choose a Type 3 assessment.
Transition to College Math	N/A	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate to choose a Type 3 assessment.

Science Appendix

Guidance for Science courses:
- If a teacher has a Type 2 assessment available, it must be used as part of the student growth component of the evaluation.
- If a teacher has multiple Type 2 assessments available due to multiple preps, the Type 2 assessment with the largest N number would be utilized as the Type 2 assessment and will count for 15% of the overall evaluation.
- A Type 2 assessment can be used as a Type 3 assessment.

Course	Type 2	Type 3
Pre-AP Biology	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to content within the district curriculum as well as a science practice. The teacher and evaluator must agree on the Type 3 assessment.
Honors Biology	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to content within the district curriculum as well as a science practice. The teacher and evaluator must agree on the Type 3 assessment.
Physics	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to content within the district curriculum as well as a science practice. The teacher and evaluator must agree on the Type 3 assessment.
Honors Physics	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to content within the district curriculum as well as a science practice. The teacher and evaluator must agree on the Type 3 assessment.
Chemistry	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to content within the district curriculum as well as a science practice. The teacher and evaluator must agree on the Type 3 assessment.
Honors Chemistry	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to content within the district curriculum as well as a science practice. The teacher and evaluator must agree on the Type 3 assessment.

Course	Type 2	Type 3
AP Biology	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to the approved AP Syllabus. The teacher and evaluator must agree on the Type 3 assessment.
AP Physics 1	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to the approved AP Syllabus. The teacher and evaluator must agree on the Type 3 assessment.
AP Physics 2	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to the approved AP Syllabus. The teacher and evaluator must agree on the Type 3 assessment.
AP Chemistry	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to the approved AP Syllabus. The teacher and evaluator must agree on the Type 3 assessment.
AP Environmental Science	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to the approved AP Syllabus. The teacher and evaluator must agree on the Type 3 assessment.
Environmental Science: Issues and Innovations	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to content within the district curriculum as well as a science practice. The teacher and evaluator must agree on the Type 3 assessment.
Forensics 1 and 2	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to content within the district curriculum as well as a science practice. The teacher and evaluator must agree on the Type 3 assessment.
Medical Terminology	District Unit exams	Teacher created pre- and post-assessment wherein each question must be aligned to content within the district curriculum as well as a science practice. The teacher and evaluator must agree on the Type 3 assessment.

Course	Type 2	Type 3
PLTW Principles of Biomedical Science	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to PLTW curriculum. The teacher and evaluator must agree on the Type 3 assessment.
PLTW Human Body Systems	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to PLTW curriculum. The teacher and evaluator must agree on the Type 3 assessment.
PLTW Medical Interventions	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to PLTW curriculum. The teacher and evaluator must agree on the Type 3 assessment.
PLTW Biomedical Innovations	Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to PLTW curriculum. The teacher and evaluator must agree on the Type 3 assessment.

Social Science Appendix

Guidance for Social Science courses:
- Teachers may use a Type 1 assessment by using STAR Reading data. They will be able to pair that with a Type 3 assessment.
- When common summative assessments are identified for a course, they will be used as the Type 2 assessment for that course.

Course	Type 1	Type 2	Type 3
Pre-AP World History/Geography	Teachers can use the STAR Reading assessment as the pre-assessment and the winter assessment as the post-assessment. Growth goals should reflect moderate growth.	Common District assessment for Units 1 and 2	Teacher and the Evaluator will collaborate to choose an additional Type 3 assessment.
AP Human Geography	Teachers can use the STAR Reading assessment as the pre-assessment and the winter assessment as the post-assessment.	Common District Assessment/Rubric	Teacher and the Evaluator will collaborate to choose an additional Type 3 assessment.
US History	Teachers can use the STAR Reading assessment as the pre-assessment and the winter assessment as the post-assessment.	Common District Assessment/Rubric	Teacher and the Evaluator will collaborate to choose an additional Type 3 assessment.
AP US History	Teachers will can the STAR Reading assessment as the pre-assessment and the winter assessment as the post-assessment.	Common District Assessment/Rubric	Teacher and the Evaluator will collaborate to choose an additional Type 3 assessment.
AP European History	Teachers can use the STAR Reading assessment as the pre-assessment and the winter assessment as the post-assessment.	Common District Assessment/Rubric	Teacher and the Evaluator will collaborate to choose an additional Type 3 assessment.
American Government	Teachers can use the STAR Reading assessment as the pre-assessment and the	Common District Assessment/Rubric	Teacher and the Evaluator will collaborate to choose an

Course	Type 1	Type 2	Type 3
	winter assessment as the post-assessment.		additional Type 3 assessment.
AP Government & Politics	Teachers can use the STAR Reading assessment as the pre-assessment and the winter assessment as the post-assessment.	Common District Assessment/Rubric	Teacher and the Evaluator will collaborate to choose an additional Type 3 assessment.
Economics	Teachers can use the STAR Reading assessment as the pre-assessment and the winter assessment as the post-assessment.	Common District Assessment	Teacher and the Evaluator will collaborate to choose an additional Type 3 assessment
AP Microeconomics	Teachers can use the STAR Reading assessment as the pre-assessment and the winter assessment as the post-assessment.	Common District Assessment/Rubric	Unit Assessment to be determined by Evaluator and Teacher.
Psychology	Teachers can use the STAR Reading assessment as the pre-assessment and the winter assessment as the post-assessment.	Common District Assessment/Rubric	Teacher and the Evaluator will collaborate to choose an additional Type 3 assessment.
AP Psychology	Teachers can use the STAR Reading assessment as the pre-assessment and the winter assessment as the post-assessment.	Common District Assessment/Rubric	Teacher and the Evaluator will collaborate to choose an additional Type 3 assessment.
Sociology	Teachers can use the STAR Reading assessment as the pre-assessment and the winter assessment as the post-assessment.	Common District Assessment/Rubric	Teacher and the Evaluator will collaborate to choose an additional Type 3 assessment
Law	Teachers can use the STAR Reading	Common District Assessment/Rubric	

Course	Type 1	Type 2	Type 3
	assessment as the pre-assessment and the winter assessment as the post-assessment.		Teacher and the Evaluator will collaborate to choose an additional Type 3 assessment
African & Latin American Experience	Teachers can use the STAR Reading assessment as the pre-assessment and the winter assessment as the post-assessment.	Common District Assessment/Rubric	Teacher and the Evaluator will collaborate to choose an additional Type 3 assessment.

World Language Appendix

Guidance World Language courses:

- When common summative assessments are identified for a course, they will be used as the Type 2 assessment for that course.

Course	Type 2	Type 3
American Sign Language 1, 2, and 3	Expressive Language Rubrics	Culture Test Pre/Post
Spanish 1-2	Listening Pre/Post	Reading Pre/Post
Spanish 3-4	Writing Pre/Post (Interpersonal)	Speaking Pre/Post
French 1-4	Listening Pre/Post	Reading Pre/Post
AP Spanish Language	AP Semester 1 Final Exam Pre/Post	Unit Assessment to be determined by Evaluator and Teacher.
AP Spanish Literature	AP Semester 1 Final Exam Pre/Post	Unit Assessment to be determined by Evaluator and Teacher.
Heritage I	Speaking Interpersonal Pre/Post	Reading Pre/Post
Heritage II	Writing Interpersonal Pre/Post	Reading Pre/Post

Special Programs Appendix

Guidance for JTHS special programs, such as Gateway to Graduation 2.0 and Pathways BRAVO:

- Teachers may use a Type 1 assessment, STAR Reading or Math data.

Program	Type 1	Type 2	Type 3
Gateway to Graduation 2.0	STAR math or reading where the fall benchmark is the pre-test and the winter benchmark is the post-test.	A common assessment from the JTHS course or APEX course.	The teacher and evaluator will collaborate in the selection of an assessment that is aligned to the course curriculum.
Pathways BRAVO	STAR math or reading where the fall benchmark is the pre-test and the winter benchmark is the post-test.	A common assessment from the JTHS course or APEX course.	The teacher and evaluator will collaborate in the selection of an assessment that is aligned to the course curriculum.

Special Education Appendix

<u>Co-Taught Classes</u>
Please refer to the content area for available Type 1, 2 and Type 3 assessments.
Evaluators and teachers will discuss and agree upon which assessments will be used to assess student growth for those students who receive services and may require modifications to any Type 2 or Type 3 assessments for the assigned content area.

Guidance for Instructional Special Education Courses:
- Optional Data Source for Student Growth: If a teacher has a Type 1 assessment available, it may be used as a part of the student growth component of the evaluation if agreed upon by evaluator and teacher.
- If a teacher has a Type 2 assessment available, it must be used as part of the student growth component of the evaluation.
- If a teacher has multiple Type 2 assessments available due to multiple preps, the Type 2 assessment with the largest N number would be utilized as the Type 2 assessment and will count for 15% of the overall evaluation.
- The following table lists the Instructional Special Education courses with Type 2 assessments as well as the assessment that will be utilized:

Content Area	Course Name	Type 2	Type 3
Applied Life	Health IN	Teacher choice of a district pre/post assessment.	Teacher choice that is agreed upon with the evaluator.
Family and Consumer Sciences	Consumer Economics IN	Common District Assessment	. Select Type 3 assessment aligned to Stage 2 of the curriculum.

Content Area	Course Name	Type 1	Type 2	Type 3
Math	Algebra 1 IN	STAR Math Assessment	- Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum.
Math	Advanced Algebra IN	STAR Math Assessment	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum.

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Math	Geometry IN	STAR Math Assessment	Semester 1 Pre/Post Assessment	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum.
Math	Applied Math	STAR Math Assessment	Pre Test/Post Test by unit	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum.
Reading	Reading	STAR Reading Assessment	-	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum.
Reading	Reading for Everyday Living	STAR Reading Assessment		The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum.
Science	Biology IN	N/A	- Pre- and post-assessment aligned with one or more components of the District Scientific Writing Rubric.	Teacher created pre- and post-assessment wherein each question must be aligned to content within the district curriculum as well as a science practice. The teacher and evaluator must agree on the Type 3 assessment.
Science	Physical Science IN	N/A	- Pre- and post-assessment aligned with one or more components of the	Teacher created pre- and post-assessment wherein each question must be aligned to content

			District Scientific Writing Rubric.	within the district curriculum as well as a science practice. The teacher and evaluator must agree on the Type 3 assessment.
Social Science	American Government IN	STAR Reading Assessment	Common District Assessment/Rubric	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum
Social Science	US History IN	STAR Reading Assessment	Common District Assessment/Rubric	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum
Social Science	World Affairs IN	STAR Reading Assessment	Common District Assessment/Rubric	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum

Content Area	Course	Type 1	Type 2	Type 3 Guidance
English	English 1 IN	Teachers will use the STAR Reading assessment using the fall assessment as the pre-assessment and the winter assessment as the post-assessment..	The teacher and evaluator will collaborate on the selection of a required performance task identified in the curriculum. Overall score of the performance may be used as the pre and post-assessment, or	The teacher may choose to use a Type 2 assessment or a pre- and post-assessment created by teachers to measure growth on specific skills identified on a performance task's rubric (e.g. 2 priority skills).

Content Area	Course	Type 1	Type 2	Type 3 Guidance
			the score may focus on specific skills identified in the rubric (e.g. 2 priority skills). Pre-assessment data may be collected from a first draft or teacher-generated diagnostic assessment. Post-assessment data will be collected from the performance task.	
English	English 2 IN	Teachers will use the STAR Reading assessment using the fall assessment as the pre-assessment and the winter assessment as the post-assessment.	The teacher and evaluator will collaborate on the selection of a required performance task identified in the curriculum. Overall score of the performance may be used as the pre and post-assessment, or the score may focus on specific skills identified in the rubric (e.g. 2 priority skills). Pre-assessment data may be collected from a first draft or teacher-generated	The teacher may choose to use a Type 2 assessment or a pre- and post-assessment created by teachers to measure growth on specific skills identified on a performance task's rubric (e.g. 2 priority skills).

Content Area	Course	Type 1	Type 2	Type 3 Guidance
			diagnostic assessment. Post-assessment data will be collected from the performance task.	
English	English 3 IN	Teachers will use the STAR Reading assessment using the fall assessment as the pre-assessment and the winter assessment as the post-assessment.	The teacher and evaluator will collaborate on the selection of a required performance task identified in the curriculum. Overall score of the performance may be used as the pre and post-assessment, or the score may focus on specific skills identified in the rubric (e.g. 2 priority skills). Pre-assessment data may be collected from a first draft or teacher-generated diagnostic assessment. Post-assessment data will be collected from the performance task.	The teacher may choose to use a Type 2 assessment or a pre- and post-assessment created by teachers to measure growth on specific skills identified on a performance task's rubric (e.g. 2 priority skills).
English	English 4 IN	Teachers will use the STAR Reading	The teacher and evaluator will collaborate on the selection of a required	The teacher may choose to use a Type 2 assessment or a pre- and post-assessment created by teachers to measure growth on specific

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Content Area	Course	Type 1	Type 2	Type 3 Guidance
		assessment using the fall assessment as the pre-assessment and the winter assessment as the post-assessment.	performance task identified in the curriculum. Overall score of the performance may be used as the pre and post-assessment, or the score may focus on specific skills identified in the rubric (e.g. 2 priority skills). Pre-assessment data may be collected from a first draft or teacher-generated diagnostic assessment. Post-assessment data will be collected from the performance task.	skills identified on a performance task's rubric (e.g. 2 priority skills).

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The following table lists the Instructional Special Education courses that will use two Type 3 assessments and the guidance for the selection of the Type 3 assessments that will be utilized as part of the student growth component.

Content Area	Course	Course
Family and Consumer Science	Adult Living IN	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Technology and Engineering	IRO Coop IN	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Technology and Engineering	Introduction to Technology	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Technology and Engineering	OVE IN	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Independent Living	Self- Improvement IN	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.

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AVAC CLASSES

Guidance for AVAC Special Education Courses:
- If a teacher has a Type 2 assessment available, it must be used as part of the student growth component of the evaluation.
- If a teacher has multiple Type 2 assessments available due to multiple preps, the Type 2 assessment with the largest N number would be utilized as the Type 2 assessment and will count for 15% of the overall evaluation.
- The following table lists the AVAC Special Education courses with Type 2 assessments as well as the assessment that will be utilized:

Content Area	Course	Type 2	Type 3
English	English Practical/Transitional	Teacher choice of the following assessments: • STAR • IXL	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum.
English	English Functional/Life Skills	Pre/Post Test/Final Exam	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum.
Math	Math Practical/Transitional	Teacher choice of the following assessments: • STAR • • IXL	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum.
Math	Math Functional/Life Skills	Pre/Post Test	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum.

The following table lists the AVAC Special Education courses that will use two Type 3 assessments and the guidance for the selection of the Type 3 assessments that will be utilized as part of the student growth component:

Content Area	Course	Type 3 Guidance
AVAC-Vocational	Pre Vocation Education	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
AVAC-Vocational	Orientation to Vocational Education	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
AVAC-Vocational	Interrelated Occupations	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
AVAC-Independent Skills	Self & Home Maintenance	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
AVAC-Independent Skills	Adult Living	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
AVAC-Independent Skills	Home Economics	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Applied Life	Adaptive PE	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Elective	PI Resource	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Elective	VI Resource	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Elective	Artistic Discovery	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Elective	AVAC Photography	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Applied Life	AVAC Health	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Science	AVAC Biology 1	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Science	AVAC Biology 2	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.

Elective	Contemporary Social and World Issues	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Social Science	AVAC World Affairs	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Social Science	AVAC US History	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
Social Science	AVAC Government	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.
CTE	AVAC Computer Apps	The teacher and the evaluator will collaborate in the selection of two Type 3 assessments that are aligned to the curriculum.

Transition Center

Guidance for Transition Center Courses:
- If a teacher has a Type 2 assessment available, it must be used as part of the student growth component of the evaluation.
- If a teacher has multiple Type 2 assessments available due to multiple preps, the Type 2 assessment with the largest N number would be utilized as the Type 2 assessment and will count for 15% of the overall evaluation.
- The following table lists the Transition Center courses with Type 2 assessments as well as the assessment that will be utilized:

Content Area	Course	Type 2 Assessment	Type 3 Assessment
Trans-Vocational	Vocational Skills	SSSQ	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum.
Trans-Vocational	Vocational Training	SSSQ	Teacher choice of the following assessments: • Project Discovery • Task Assessments
Trans-Social	Social &Community Living	SSSQ	The teacher and the evaluator will collaborate in the selection of a Type 3 assessment that is aligned to the curriculum.
Trans-Independent Living Skills	Adult Living	SSSQ	Teacher choice of the following assessments: • AGS