Rossville-Alvin Evaluation Plan

Teacher Evaluation Plan

Teacher Evaluation Plan
Part I: Professional Practice

The Rossville-Alvin Teacher Evaluation System currently focuses on evidence collected on the four domains of teaching as set forth in Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, by Charlotte Danielson (see description below).

The Teacher Evaluation Committee recognizes the role student growth can play in the evaluation process. The Committee reviewed recent legislation enacted in the State of Illinois calling for student growth to be included in Teacher evaluation by 2016, according to current legislation. The evaluation plan will abide by the 2016 date, unless legislation states otherwise.

Purposes of Evaluation

- Promote student learning through the highest quality of teaching, which includes a commitment to continuous professional development, shared understanding of learning (professional growth) and collective inquiry.
- Develop each individual's capacity for professional contribution to the team, building and district levels.
- Support Rossville-Alvin's culture, vision, and mission.
- Support growth through a formative process that clearly defines expectations and promotes collective inquiry and examination of practices.
- Build and foster collaborative relationships among Teachers and Administrators.

Charlotte Danielson's Framework for Teaching

Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, by Charlotte Danielson is the basis for the Rossville-Alvin Teacher Evaluation System. This framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

The framework will serve as the foundation of Rossville-Alvin's recruitment and hiring, professional development, and Teacher evaluation processes, thus linking all these activities together and helping Teachers become more thoughtful practitioners.

The actions Teachers can take to improve student learning are clearly identified and full under four domains of teaching responsibility: Planning and Preparation, the Classroom Environment, Instruction and Professional Responsibilities. Within the domains are twenty-two components and seventy-six descriptive elements that further refine our understanding of what teaching is all about, with four levels of performance for each element.

The Framework for Teaching is based on the Praxis III: Classroom Performance Assessment criteria developed by Educational Testing Service, National Board for Professional Teaching Standards (NBPTS).

Section 1: Evaluation Process Common Themes, Beliefs, and Commitments

Common Themes in the Framework for Teaching

Equity:

Creating a positive and respectful environment where ALL students feel valued will encourage open participation. This includes creating enhanced opportunities for those who have been traditionally underserved to access stimulating academic achievement. Teachers will not accept lower standards because of background or gender.

Cultural Competence:

A culture for learning is one in which the teacher has high exceptions for students, believes all students have the ability to learn and demonstrates confidence in them. Students internalize the Teacher's belief in them and develop respect and rapport where they can feel safe to take risks. Students' cultural background impacts their readiness to learn, patterns of interaction and their behavior in school. Awareness of and respect for these cultural differences is essential.

High Expectations:

Each student is capable of achieving high levels of learning based on his or her unique characteristics. Teachers are committed to ensuring that each student will reach his or her full individual potential. Commitment, hard work, dedication and perseverance are embedded in this concept for both students and Teachers.

Developmental Appropriateness:

Student's cognitive, social and emotional development affects how they engage in learning. The teacher differentiates questions, strategies, and expected outcomes to address each individual student's level of development.

Attention to Individual Students Including Those with Special Needs:

Teachers design learning experiences that challenge all students simultaneously at their individual levels. Embedded in these experiences is sensitivity to the student with special needs; whether the special need be intellectual, physical or emotional. Attention is given to modifications and interventions to accommodate all students.

Appropriate Use of Technology:

Technology is a tool to support and enhance learning. It does not replace learning or learning concepts, but is vital in our efforts to engage students and staff in the development of new skills.

Student Assumption of Responsibility:

Effective learning requires both the Teacher and student to be highly engaged and invested in the endeavor. A highly effective learning environment can shift from being completely managed by the Teacher to one in which Teachers and students share the responsibility for learning. Students are encouraged to suggest instructional outcomes and evaluative criteria.

Section 2: Standards for Teachers

Domain 1: Demonstrates effective planning and preparation for instruction through: a. Knowledge of Content and Pedagogy b. Demonstrating Knowledge of Students c. Setting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing Students Assessments	Domain 2: Creates an environment conducive for learning by: a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior e. Organizing Physical Space
Domain 4: Demonstrations professionalism by: a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with families d. Participating in a Professional Community e. Growing and Developing Professionally f. Showing Professionalism	Domain 3: Demonstrates effective instruction by: a. Communicating with Students b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Using Assessment in Instruction e. Demonstrating Flexibility and Responsiveness

Under this evaluation plan, the professional teaching standards to which each Teacher is expected to conform are set forth in Charlotte Danielson's Framework for Teaching. All of Danielson Frameworks are organized around levels of performance that represent an educator's growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as educators work to meet the needs of each student learner, this model addresses the needs of each individual Teacher.

Section 3: Professional Levels of Performance

These levels of performance are included in this plan to support Teacher self-reflection, inform and structure professional conversations between Teachers and Evaluators, and suggest areas for further learning. These levels contribute to a Teacher's summative rating system found in *Section 4*.

EXCELLENT (Distinguished)	Professional practice at the *Excellent* Level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Practice is at the highest level of expertise and commitment to student learning. Excellent teachers engage in extensive, reflective personal and collaborative professional development.
PROFICIENT	Professional practice at the *Proficient* Level shows evidence of thorough knowledge of all aspects of the profession. Teachers at this level thoroughly know their content; they know their students, how their students learn best and how to engage them. They know and follow the standards and establish a class environment that functions smoothly with little or no waste of instruction time. Expectations for student learning are high. They reflect on their instruction and use assessment to drive planning.
NEEDS IMPROVEMENT (Basic)	Professional practice at the Needs Improvement Level shows evidence of knowledge and skills required to practice, but performance is inconsistent, which may be due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for Teachers early in their careers. This level requires specific support in tenured years.
UNSATISFACTORY	Professional practice at the *Unsatisfactory* Level shows evidence of inadequately apply or not understanding the concepts underlying the component of the *Framework for Teaching*. Performance may represent practice that is harmful, and requires intervention.

Section 4: Evaluation Domain and Summative Rating System

Operating Principles

The following information is provided as a resource for explanations of what is expected with regard to the evaluation process. Please take the time to read over each section; and feel free to talk with administration regarding any questions.

Teacher Evaluation Cycle Requirements:

Tenured teachers shall be formally evaluated at least once every two years.

Non-tenured teachers shall be formally evaluated at least twice each year.

Professional Develop Plan (PDP) or a Remediation Plan

Professional Development Plan:

Required for any teacher that receives a Needs Improvement rating

- Minimum of three (3) observations shall be required each evaluation cycle; of which two (2) must be a formal observation (formal observations include both a pre-and-post observation conference).
- Professional Development Plan must be developed within thirty (30) school days after a Summative Rating of "needs improvement"
- The PDP is developed by the Evaluator in consultation with the Teacher and takes into account the Teacher's ongoing professional responsibilities including his/her regular assignments.
- The PDP includes evidence of progress/achievement of goal as well as supports that the district will provide to address the performance areas needing improvement.
- If the Teacher has corrected the performance areas and receives a rating of "proficient" or "excellent", he or she is returned to the regular evaluation cycle (PERA 2010).

Remediation Plan:

Required for any teacher that receives an Unsatisfactory rating

- Minimum of three (3) observations shall be required each evaluation cycle; of which two (2) must be a formal observation (formal observations include both a pre-and-post observation conference).
- Remediation Plan must be developed within thirty (30) days after a summative rating of "unsatisfactory" to correct deficiencies cited provided the deficiencies are deemed remediable.
- A consulting teacher is selected by the evaluator who has 5 years of experience, familiarity with assignment, and an "excellent" rating on last evaluation.

- A remediation period of ninety (90) school days is provided with a midpoint and final evaluation during and at the end of the evaluation period.
- If the Teacher has corrected the performance areas and receives a rating of "proficient" or "excellent", he or she is returned to the regular evaluation cycle (PERA 2010).
- If, at the conclusion of the remediation period, the teacher has not corrected the performance deficiencies, the Teacher is subject to dismissal.

Evaluation Rating System:

DOMAIN Ratings:

Excellent (Distinguished):

Excellent ratings three or more of the components of the domain, with the remaining components rated no lower than *Proficient*.

Proficient:

No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or *Excellent*.

Needs Improvement (Basic):

Two or more components rated *Needs Improvement*, with the remaining components rated as *Proficient* or *Excellent*.

Unsatisfactory:

Any component rated as *Unsatisfactory*.

OVERALL Ratings

Excellent (Distinguished):

Excellent rating in two or more of the domains, with the remaining domains rated as *Proficient*.

Proficient:

No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or *Excellent*.

Needs Improvement (Basic):

Two or more domains rated *Needs Improvement*, with the remaining domains rated as *Proficient* or *Excellent*.

Unsatisfactory:

Any domain rated *Unsatisfactory*.

Person Not in Continued Contractual Service:
Each non-tenured teacher will receive a final Summative rating each year and a recommendation for renewal or non-renewal of his/her contract.

Person in Continued Contractual Service:
Tenured Teachers are expected to maintain an overall Summative Rating of *Proficient* or *Excellent*

- If a Tenured Teacher receives an overall Summative Rating of *Needs Improvement*, a Professional Development Plan will be developed. *See Section 5*
- If a tenured Teacher exhibits evidence of unsatisfactory practice, an overall Summative Evaluation may ne conducted at any time during the contractual school year. An overall Summative Rating of *Unsatisfactory* will result in the development of a Remediation Plan in accordance with the law. *See Section 6*

Examples of Domain and Final Summative Ratings

On the next page is an example of how domain and summative ratings are determined:

Examples of Ratings:

DOMAIN Ratings:

Excellent *(Distinguished): Excellent* ratings ~~three or more~~ in a majority of the components of the domain, with the remaining components rated no lower than *Proficient*.

Proficient- No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or *Excellent*.

Needs Improvement *(Basic*): Two or more components rated *Needs Improvement*, with the remaining components rated as *Proficient* or *Excellent*.

Unsatisfactory- Any component rated as *Unsatisfactory*.

Domain 2 for Teachers- Classroom Environment				
Component	Excellent	Proficient	Needs Improvement	Unsatisfactory
2a		X		
2b			X	
2c	X			
2d		X		
2e			X	
Final Domain Rating			X	

OVERALL Ratings

Excellent *(Distinguished): Excellent* rating in a majority ~~two or more~~ of the domains, with the remaining domains rated as *Proficient*.

Proficient- No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or *Excellent*.

Needs Improvement *(Basic):* Two or more domains rated *Needs Improvement*, with the remaining domains rated as *Proficient* or *Excellent*.

Unsatisfactory- Any domain rated *Unsatisfactory*.

Final Summative Rating				
Domain	Excellent	Proficient	Needs Improvement	Unsatisfactory
Domain 1		X		
Domain 2			X	
Domain 3		X		
Domain 4				X
Final Domain Rating				X

Section 5: Evaluation Plan Definitions

Best Practices:

Research based methods that are effective in improving student achievement. (See resource document: examples of Sources of Evidence for FfT Domains)

Components:

Distinct aspects of a domain as defined by the framework for Teaching.

Consulting Teacher:

A Consulting Teacher is an educational employee as defined in the Educational Labor Relations Act, has at least five years Teacher experience, a reasonable familiarity with the assignment of the Teacher being evaluated and who received an "Excellent" rating on his or her most recent evaluation. The Consulting Teacher is selected by the Evaluator and is used for the purpose of supporting the Teacher during the Remediation Plan.

Documentation:

Evidence/information that supports or explains a position/point of view.

Domains of Teaching:

Four main areas of effective teaching.) planning and preparation, classroom environment, instruction, and professional responsibilities).

Effective Teaching:

Instructional practices that result in increased student growth, as defined in the practices outlined at the *Proficient* and *Excellent* levels of the Rossville-Alvin Framework for Teaching.

Evaluator:

An administrator who participates in an in-service training in the evaluation of certified personnel provided or approved by ISBE prior to undertaking any evaluation and at least once during each certification renewal cycle. NOTE: The new Reform Act requires Evaluators to complete and pass a pre-qualification Evaluator program that involves rigorous training and an independent observer's determination of the Evaluator's skill.

Formative:

An ongoing, reflective process of observation, data collection, feedback and conversation between Teachers and Evaluators for the purpose of improving teaching and student learning. No rating of Teacher performance is recorded during the formative phase.

Framework for Teaching:

The Framework consists of three components; 1.) The Four Domains, Components & Elements 2.) The Seven common Themes 3.) The Four Levels of Performance.

Observation (Formal):

Observing classroom instruction is one of the most powerful practices in which evaluators engage to improve teaching and learning. Formal observations provide valuable opportunities for the teacher and evaluator to discuss the planning process, collect evidence on the Teacher's instruction and classroom environment, and dialog with the Teacher after the observation is complete.

- Formal observations shall be at least 40 minutes or one class period in length. Formal observations shall be preceded by a pre-observation conference and followed by a reflective conversation to be held within twenty school days of the formal observation. Non-tenured Teaches will be formally observed at least 2 times during the school year.

- Tenured certified staff that receives an overall rating of *Proficient* or *Excellent* will be formally observed at least once within a two year cycle. Tenured certified staff with an overall rating of *Needs Improvement* will be formally observed at least once within a one year Professional Development Plan Cycle, with additional formal observations at the discretion of the Evaluator.

Observation (Informal):

Informal observation provides the opportunity to reflect on the entire professional performance of a teacher both inside and outside of the classroom. Informal observations may include professional behavior in a variety of settings and/or between a variety of individuals: students, colleagues, parents, administrators or other school staff, as well as involvement in extracurricular functions for community sponsored activities.

Ongoing:

A continuous process

Performance Ratings (Domain):

Judgment of Teacher job performance on each of the four domains based upon component ratings determined by evidence collected during informal and formal observations. According to state requirements, Teacher performance shall be rated as: Excellent, Proficient, Needs Improvement or Unsatisfactory.

Performance Ratings (Summative):

Overall judgment of Teacher job performance based on the ratings earned on each of the four domains. According to state requirements, Teacher performance shall be rated as: Excellent, Proficient, Needs Improvement, or Unsatisfactory.

Professional Development Plan:

The Performance and evaluation Reform Act includes the language regarding the creation of a Professional Development Plan for a Teacher in contractual continued service (tenured) who is rated "Needs Improvement." This Professional Development Plan (PDP):

- Is to be created within 30 days after the completion of an evaluation resulting in the "Needs Improvement" rating.
- Is to be developed by the Evaluator in consultation with the Teacher and take into account the tenured Teacher's on-going professional responsibilities including his/her regular teaching assignments.
- Is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement.
- Does not have a required minimum or maximum length of time (the plan can last until the Teacher is evaluated in the next school year).

Reflective Conversations:

A professional, nonjudgmental conversation involving two or more participants that are interactive and thought provoking in nature.

Remediation Plan:

The Performance and evaluation reform act includes the language regarding the development of a remediation Plan for a Teacher in contractual continued service (tenured) who is rated "Unsatisfactory" in order to correct deficiencies cited, provided the deficiencies can be remediated. The Remediation Plan (RP):

- Is to be created within 30 days after the completion of an evaluation resulting in an "Unsatisfactory" rating.
- Provides for 90 school days of remediation within the classroom.
- Provides a consulting Teacher (see definition) selected by the evaluator who participates in developing the remediation plan.
- Provides at least a mid-point and final evaluation during the remediation period with the final evaluation including a rating and any deficiencies in performance and recommendation for correction being identified.
- Provides a decision within 10 days after the conclusion of the respective remediation plan (although a district does not lose jurisdiction to discharge a Teacher in the event of the evaluation not being issued within 10 days); Teacher must receive a rating of Proficient or Excellent to be reinstated to the evaluation schedule at the end of the remediation plan. If the Teacher does not receive a rating of Proficient or Excellent, the Teacher will be subject to dismissal.
- Provides that the evaluation process for remediation is separate and distinct form required annual evaluation and the forms may be different from district Evaluation plan forms.

Summative:

Annual or biennial written evaluation of Teacher job performance based on the ratings earned on each of the four domains. According to state requirements, Teacher performance shall be rated as: Excellent, Proficient, Needs Improvement or Unsatisfactory.

Teacher:

Any and all school district employees regularly required to be certified under laws relating to teacher certification. Each school district develops, in cooperation with its Teachers and exclusive bargaining representatives of its Teachers, an evaluation plan for all members of the bargaining agreement.

Section 6: Needs Improvement Tenured Evaluation Process Chart

EVALUTATION TIMELINE FOR TENURED-NEEDSIMPROVEMENT		
TIME OF YEAR	**PROCESS**	**FORMS** *(See Evaluation Plan APPENDIX)*
Within 30 school days of teacher receiving an Overall Rating of Needs Improvement	• Review the formative Conversation/Summative Conference Form to confirm Areas of Strength and Growth Opportunities • Evaluator creates the Professional Development Plan (PDP) in consultation with the Teacher.	• Framework for Teaching • Evaluation/Rubric Document • Professional Development Plan
By September 1st of School Year	• Confirm implantation of Professional Development Plan with Teacher, Evaluator, and any Certified Staff that will be providing support for the plan; adjust Professional Plan as needed	• Evaluation/Rubric Document Professional Development Plan
By the end of the 2nd quarter	• Informal Observations with reflective conversations • One Formal Observation (per Plan) • Formative Evaluation Conversation: Review Professional Progress; preview remainder of school year.	• Pre-observation Conversation Form • Post-Observation Reflection Form • Evaluation/Rubric Document • Evidence/Data Guide and Tag
By the end of the 3rd quarter	• Informal Observations and reflective conversations • One Formal Observation (per Plan)	• Pre-Observation Conversation Form • Post-Observation Reflection Form • Evaluation/Rubric Document

By May 15th of the calendar year	• Summative Evaluation in accordance with the Teacher evaluation Plan
	• Next Steps:
	  ○ Overall Rating of Proficient or Excellent-Individual Growth Plan
	  ○ Overall Rating of Needs Improvement-Remediation Plan
	  ○ Overall Rating of Unsatisfactory-Remediation Plan
		• Evaluation/Rubric Document
		• Final Summative Evaluation
		• Evidence/Data Guide and Tag

Section 7: Unsatisfactory Tenured Evaluation Process Chart

(Remediation Plan Guidelines)

In Accordance with Chapter 105s 5/24A-5, of the Illinois School Code

EVALUTATION TIMELINE FOR TENURED-UNSATISFATORY		
TIME OF YEAR	**PROCESS**	**FORMS** *(See Evaluation Plan APPENDIX)*
Within 30 school days of teacher receiving an Overall Rating of Unsatisfactory	• Review the formative Conversation/Summative Conference Form to confirm the Area of Unsatisfactory Teaching Practice. • Develop Remediation Plan with Teacher/Specialist to address deficiencies cited, provided that the deficiencies are remediable. • Evaluator assigns a Consulting Teacher to support Remediation Plan.	• Framework for Teaching • Evaluation/Rubric Document
At the beginning of the 90 day Remediation Plan	• Confirm implantation of Remediation Plan between Teacher, Evaluator, and Consulting Teacher	• Evaluation/Rubric Document
Before and After the midpoint of the Remediation Plan	• Informal Observations and reflective conversations • Optional-One or more Formal Observations (pre-observation, observation on Domain 2 & 3, post-observation conference).	• Pre-observation Conversation Form • Post-Observation Reflection Form • Evaluation/Rubric Document
At 45 days of the Remediation Plan	• Summative Evaluation is conducted and reviewed with the Teacher.	• Evaluation/Rubric Document

At the conclusion of the 90 day Remediation Plan	• Summative Evaluation per the Remediation Plan
	• Tenured Certified Next Steps:
	  ○ Overall Rating of Proficient or Excellent- Individual Growth Plan through reinstatement of the district's evaluation schedule.
	  ○ Overall Rating of Needs Improvement or Unsatisfactory- Recommendation for Dismissal
		• Evaluation/Rubric Document
		• Final Summative Evaluation

Section I: Professional Practice Forms and Resource Guide

Observation Documentation and Conference Steps

Informal Observation Steps

Formal Observation Steps**:**

Pre-Observation Conversation, Observation, and Post-Observation Reflection

Pre-Observation Steps

- Pre-Observation Conversation form completed prior to meeting.
- Review the Pre-Observation Conversation form and be prepared to answer/discuss the questions and briefly respond to each section.
- Remember to bring a copy of the form with you to the Pre-Observation Conversation along with any materials being used during the lesson.

Observation Steps:

- Evaluator will document the observation of teaching.
- The Post-Observation Conversation will be held within twenty school days of the completed observation.

Post-Observation

- A formative conversation will be held after each formal observation.
- Review the Post-Observation Reflective Conversation Form and be prepared to answer/discuss the questions and briefly respond to each section.
- The Post-Observation Reflective Conversation Form will be used during the formative conversation. Completed by the Evaluator/Teacher during formative post-conference.

Professional Practice Checklist

Section I: Prior to Pre-Conference

Teacher Completed (Initial)	Description	Administrative Reviewed (Initial)
	Review Professional Practice Portion of Evaluation Binder (Section I)	
	Begin Collecting Items for Evidence Binder	
	Use Evidence Tags for Reflection and Explanation *(Found under: Professional Practice: Evaluation Rubric/Documents/Forms)*	
	Complete Pre-Conference Form *(Found under: Professional Practice: Evaluation Rubric/Documents/Forms)*	

Section II: Pre-Conference Meeting

Teacher Completed (Initial)	Items Needed for Pre-Conference	Administrative Reviewed (Initial)
	Schedule Time to Meet (At Least 24 Hours Prior to Evaluation)	
	Completed Evidence Binder	
	Completed Pre-Conference Form	
	Lesson Plan and Materials	
	Professional Practice Form (This Form)	

Section III: Post Evaluation

Teacher Completed (Initial)	Items Needed for Pre-Conference	Administrative Reviewed (Initial)
	Turn-in Post Observation Form (within 24 hours of observation).	

If non-tenured see Sections IV, V, VI. If tenured, you are finished.

Section IV: Prior to Pre-Conference (Evaluation #2)

Teacher Completed (Initial)	Description	Administrative Reviewed (Initial)
	Review Professional Practice Portion of Evaluation Binder (Section I)	
	Begin Collecting Items for Evidence Binder	
	Use Evidence Tags for Reflection and Explanation *(Found under: Professional Practice: Evaluation Rubric/Documents/Forms)*	
	Complete Pre-Conference Form *(Found under: Professional Practice: Evaluation Rubric/Documents/Forms)*	

Section V: Pre-Conference Meeting (Evaluation #2)

Teacher Completed (Initial)	Items Needed for Pre-Conference	Administrative Reviewed (Initial)
	Schedule Time to Meet (At Least 24 Hours Prior to Evaluation)	
	Completed Evidence Binder	
	Completed Pre-Conference Form	
	Lesson Plan and Materials	
	Professional Practice Form (This Form)	

Section VI: Post-Evaluation

Teacher Initials to Indicate Completion	Documents Needed	Administrative Reviewed (Initials)
	Turn-in completed post-conference form within 24 hours of observation.	

Rossville-Alvin Evaluation Plan
Pre-Observation Form

Teacher:
Class/Grade: **Pre-Observation Date:**
Subject: **Observer:**

Conversation Components		**Observable Components**	
Domain 1 **Planning and Preparation**	**Domain 4** **Professional Responsibilities**	**Domain 2** **Classroom Environment**	**Domain 3:** **Instruction**
1a: Knowledge of Content and Pedagogy **1b:** Demonstrating Knowledge of Students **1c:** Setting Instructional Outcomes **1d:** Demonstrating Knowledge of Resources **1e:** Designing Coherent Instruction **1f:** Designing Students Assessments	**4a:** Reflecting on Teaching **4b:** Maintaining Accurate Records **4c:** Communicating with families **4d:** Participating in a Professional Community **4e:** Growing and Developing Professionally **4f:** Showing Professionalism	**2a:** Creating an Environment of Respect and Rapport **2b:** Establishing a Culture for Learning **2c:** Managing Classroom Procedures **2d:** Managing Student Behavior **2e:** Organizing Physical Space	**3a:** Communicating with Students **3b:** Using Questioning and Discussion Techniques **3c:** Engaging Students in Learning **3d:** Using Assessment in Instruction **3e:** Demonstrating Flexibility and Responsiveness

Demonstrating Knowledge of Students (1b)

- Briefly describe your students, including those with special needs. How do you plan to teach to each student's level of understanding?

Demonstrating Knowledge of Resources (1d)

- When preparing this lesson, what resources did you use (materials, collaboration, etc.)?

Designing Coherent Instruction (1e)

- How does this learning "fit" into the sequence for this class? (Example. Introducing the topic, mastering, etc.)

Assessment (Domain 1 and 3)

- How will you know whether the students have learned what you intend (formal/informal).

Student Learning (Domains 2 and 3)

- How will you engage students in learning? Is objective clear to students? What will you do? What will the students be doing? Will the students work in groups/individually/large group? Bring any materials to the pre-observation conference.

List any particular teaching behavior(s) or classroom management techniques you would like the evaluator to focus on during this observation.

The signature of the teacher denotes that the pre-conference was held, reviewed, and understood. Signatures do not acknowledge agreement.

_____	_____
Name of Evaluator	Name of Teacher
_____	_____
Signature of Evaluator	Signature of Teacher
_____	_____
Date	Date

Rossville-Alvin Evaluation Plan
Post-Observation Reflection Form

Teacher:
Class/Grade: **Pre-Observation Date:**
Subject: **Observer:**

Conversation Components		**Observable Components**	
Domain 1 **Planning and Preparation**	**Domain 4** **Professional Responsibilities**	**Domain 2** **Classroom Environment**	**Domain 3:** **Instruction**
1a: Knowledge of Content and Pedagogy **1b:** Demonstrating Knowledge of Students **1c:** Setting Instructional Outcomes **1d:** Demonstrating Knowledge of Resources **1e:** Designing Coherent Instruction **1f:** Designing Students Assessments	**4a:** Reflecting on Teaching **4b:** Maintaining g Accurate Records **4c:** Communicating with families **4d:** Participating in a Professional Development Community **4e:** Growing and Developing Professionally **4f:** Showing Professionalism	**2a:** Creating an Environment of Respect and Rapport **2b:** Establishing a Culture for Learning **2c:** Managing Classroom Procedures **2d:** Managing Student Behavior **2e:** Organizing Physical Space	**3a:** Communicating with Students **3b:** Using Questioning and Discussion Techniques **3c:** Engaging Students in Learning **3d:** Using Assessment in Instruction **3e:** Demonstrating Flexibility and Responsiveness

After reflecting upon the lesson, the Teacher will respond to the following questions and bring this form to the Post-Observation Conference between the teacher and the Evaluator.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

Rossville-Alvin Evaluation Plan
Post-Observation Reflection Form

3. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

4. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Professional Practice:

Evaluation Rubric/Document/Forms

Rossville-Alvin Evaluation Rubric

Planning/ Preparation	Excellent (Distinguished)	Proficient	Needs Improvement	Unsatisfactory
Component 1a: ***Demonstrating Knowledge of Content and Pedagogy***	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
Component 1b: ***Demonstrating Knowledge of Students***	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.

Component 1c: ***Setting Instructional Outcomes***	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.
Component 1d: ***Demonstrating Knowledge of Resources***	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.
Component 1e:	The Teacher coordinates knowledge of	The Teacher coordinates	There series of learning	The series of learning

Designing Coherent Instruction	content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and like to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to needs.	knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	experiences is poorly aligned with tine instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.
Component 1f: ***Designing Student Assessments***	The Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individuals, and the Teacher intends to use assessment results to plan future instruction for individual students.	The Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The Teacher intends to use assessment results to plan for future instruction for groups of students.	The Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The Teacher intends to use assessment results to plan for future instruction for the class as a whole.	The Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.
2: Instruction	**Excellent (Distinguished)**	**Proficient**	**Needs Improvement**	**Unsatisfactory**

Component 2a: ***Creating an Environment of Respect and Rapport***	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity of students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.
Component 2b: ***Establishing a Culture for Learning***	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

Component 2c: ***Managing Classroom Procedures***	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.
Component 2d: ***Managing Student Behavior***	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects student dignity.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. The teacher's response to student misbehavior is consistent, appropriate and respectful to students, and effective.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to student misbehavior is repressive, or disrespectful of student dignity.
Component 2e: ***Organizing Physical Space***	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.

3:	Excellent (Distinguished)	Proficient	Needs Improvement	Unsatisfactory
Component 3a: ***Communicating with Students***	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with student interests. Students contribute to extending the content and explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend student's vocabularies.	The instructional purpose of the lesson is clearly communicated to student including where it is situated within broader learning; directions and procedures are explained clearly. The teacher's explanation of content is well scaffolded, clear, and accurate and connects with student knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' ages and interests.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear while other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. The teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to students' ages or backgrounds.	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.
Component 3b: ***Using Questioning/Prompts and Discussion Techniques***	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for student to respond and stepping aside when appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher's questions lead students along a single path of inquiry, with answers seemingly determined in advance. Or, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	The teacher's questions are of low cognitive challenge, with single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

Component 3c: ***Engaging Students in Learning***	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.	The leaning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, or require only rote responses. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.
Component 3d: ***Using Assessment in Instruction***	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate and specific and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings.	Assessment is regularly used during instruction through teacher and/or student monitoring of progress of learning, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/ prompts/ assessments are used to diagnose learning, and adjustment to instruction is made to address student misunderstandings.	Assessment is sporadically used to support instruction through some teacher and/or student monitoring of progress of learning. Feedback to students is general, and students are only partially aware of the assessment criteria; few assess their own work. Questions/ prompts/ assessments are rarely used to diagnose evidence of learning. Adjustment of the lesson in response to the assessment is minimal or ineffective.	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. There is no attempt to adjust the lesson as a result of assessment.

Component 3e: ***Demonstrating Flexibility and Responsiveness***	The Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.	The Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The Teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The Teacher brushes aside student questions; when students experience difficulty, the Teacher blames the students or their home environment.

Domain 4	Excellent (Distinguished)	Proficient	Needs Improvement	Unsatisfactory
Component 4a: ***Reflecting on Teaching***	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.
Component 4b: ***Maintaining Adequate Records***	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.
Component 4c: ***Communicating with Families***	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.
Component 4d: ***Participating in a Professional Learning Community***	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.

Component 4e: ***Growing and Developing Professionally***	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.
Component 4f: ***Showing Professionalism***	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.

Domain 1: Planning and Preparation				
Component	Excellent	Proficient	Needs Improvement	Unsatisfactory
1a				
1b				
1c				
1d				
1e				
1f				
Final Domain Rating				

Domain 4: Professional Responsibilities				
Component	Excellent	Proficient	Needs Improvement	Unsatisfactory
4a				
4b				
4c				
4d				
4e				
4f				
Final Domain Rating				

Strengths:

Areas of Focus:

Strengths:

Areas of Focus:

Domain 2: Classroom Environment				
Component	Excellent	Proficient	Needs Improvement	Unsatisfactory
2a				
2b				
2c				
2d				
2e				
Final Domain Rating				

Domain 3: Instruction				
Component	Excellent	Proficient	Needs Improvement	Unsatisfactory
3a				
3b				
3c				
3d				
3e				
Final Domain Rating				

Strengths: **Areas of Focus:**	**Strengths:** **Areas of Focus:**

Rossville-Alvin
Framework for Teaching

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1b: Demonstrating Knowledge of Students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of student's skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

1c: Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d: Demonstrating Knowledge of Resources
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

1e: Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f: Designing Student Assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 2: Classroom Environment

2a: Creating an Environment of resect and Rapport
- Teacher interaction with students
- Student interactions with other students

2b: Establishing a Culture for Learning
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

2c: Managing Classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e: Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching
- Accuracy
- Use in future teaching

4b: Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c: Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d: Participating in a Professional Community
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skills
- Receptivity to feedback from colleagues
- Service to the profession

4f: Showing Professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

Domain 3: Instruction

3a: Communicating with Students
- Exceptions for learning
- Direction and ;procedures
- Explanations of content
- Use of oral and written language

3b: Using Questioning and Discussion Techniques
- Quality of questions
- Discussion techniques
- Student participation

3c: Engaging Students in Learning
- Activities and assignments
- Instructional materials and resources
- Grouping of students
- Structure and pacing

3d: Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e: Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

Evidence Examples

Domains	Sample Evidence/Data
Domain 1: Planning and Preparation	• Lesson Plans/Units in alignment with Common Core and Essential Skills • Assessment plan and assessments • Projects/Reports • Student Achievement Data • Grading Plan and Grade Book • Classroom Expectations • Substitute Plans • Back to School Night Handouts • Pre-Observation conversation preparedness • And/others, if appropriate
Domain 2: Learning Environment	• Physical layout of room/area • Seating arrangements • Classroom rules and routines • Rubrics • Bulletin Boards (interactive,instructional) • Student projects • And/or others, if appropriate
Domain 3: Instruction	• Units • Extension/enrichment activities • Review/reinforcement activities • Modifications for special needs • Differentiated plan • Flexible grouping plans • Student work samples • Homework assignments and guides • Curriculum integration plans • Videotape of instructor (audio tapes, pictures) • Assessments • Projects/Reports • Student achievement data • And/or others, if appropriate
Domain 4: Professional Responsibilities	• Professional involvement (ex: building committees, district committees, professional organizations) • Participation in courses, conferences, workshops (in-district, out-of-district) • Presentations at meetings • Professional readings • Group planning notes (team, grade level, subject area) • Parent Communications (notes, letters, phone call logs, surveys, forms, etc.) • Journals/Logs • Yearly Attendance • And/or others, if appropriate

Evidence/ Data Tag

Purpose:
The purpose of the tag is to document your reflection of evidence or data chosen to show samples of work within each domain.

Directions:
Create and attach a tag for each evidence or data collections.

Teacher:

Name of Evidence:

Date Collected:

Domain:

Why I selected this…OR What I learned from this…

Professional Development Plan (PDP) Information

Guide for Creating a Professional Development Plan for a tenured Teacher Rated "Needs Improvement"

The Performance and evaluation Reform Act includes the language regarding the creation of a Professional Development Plan for a Teacher in contractual continued service (Tenured) who is rated "Needs Improvement."

This Professional Development Plan (PDP):

- Is to be created within 30 days after the completion of an evaluation resulting in the "Needs Improvement" rating.
- Is to be developed by the Evaluator in consultation with the Teacher and will take into account the tenured Teacher's on-going professional responsibilities including his/her regular teaching assignments.
- Is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement.
- After development of the PDP, the Teacher and Evaluator will collaborate to determine the target completion date.

Tenure teachers must be evaluated at least once in the school year following the Professional Development Plan. Teachers who are rated "Proficient" or "Excellent" at that time will be reinstated to the Tenured Teacher Evaluation Process.

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

PDP Components

- *Areas of Improvement:*
  List one domain rated needs improvement on a separate form.
- *Rationale for Area of Improvement:*
  Evidence from observations that show an area needing improvement.
- *Domain/Component:*
  List the domain and/or component rated needs improvement.
- *Indicators for Effective Teaching:*
  Find examples in the Source of Evidence for Fft packet of domain/component rated needs improvement that will show or produce evidence of effective teaching.
- *Improvement Strategies:*
  Provide strategies the teacher can use to show improvement in needed domain/component.
- *Tasks to Complete:*
  Specific tasks the teacher will complete that will improve the domain/component.
- *Support and Resources:*
  List of appropriate supports and resources the Teacher can use to improve, e.g., workshops, observe colleagues, ask a specialist, books/journals.
- *Indicators of Progress:*
  How the teacher will show progress towards Proficient or Excellent in the domain/component through informal observation, data, evidence, etc.

Rossville-Alvin Professional Development Plan

(Required if Receives a Needs Improvement Rating)

Name: _____ Evaluator: _____

Date* of PDP: _____

**to be completed within 30 days of summative evaluation*

Use a separate sheet for each domain identified as an Area of Improvement.

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Indicators for Effective Teaching (refer to Sources of Evidence for Framework for Teaching):			
Improvement Strategies	Tasks to Complete:	Supports and Resources:	Target Completion Date:	Date of Completion:

Domain/Component	Indicators of Progress:

Evaluator Comments:	

Evaluator:		Evaluator:	
Date:		Date:	

*Signatures above indicate the plan was developed by the evaluator in consultation with the Teacher.

Rossville-Alvin Professional Development Plan Summary

(Required if Receives a Needs Improvement Rating)

Name: _____ Evaluator: _____ Date of PDP: _____

Improvement Area 1	Domain ____ Component _____
Completed? Yes ___ No ___	
Improvement Area 2 (if indicated)	Domain ____ Component _____
Completed? Yes ___ No ___	
Improvement Area 3 (if indicated)	Domain ____ Component _____
Completed? Yes ___ No ___	

Next Steps:

Teacher Completion of Professional Development Plan: YES ___ NO ___

Evaluator:		Evaluator:	
Date:		Date:	

*The Teacher's signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that the Teacher received a copy of this Professional Development Plan Summary.

Teacher Evaluation Plan
Part II: Student Growth

Student Growth Key Terms

Assessment – means any instrument that measures a student's acquisition of specific knowledge and skills.

Attainment –a "point in time" measure of student proficiency which compares the measured proficiency rate with a pre-defined goal.

Depth of Knowledge (DOK) – the level of rigor of assessment questions, categorized into four levels of increasing rigor: Recall, Skill/Content, Strategic Thinking, and Extended Thinking.

Design Committee – a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

Learning Objective – a targeted long-term goal for advancing student learning.

Performance Evaluation Rating – the final rating of a teacher's performance, using the rating levels of "Unsatisfactory," "Needs Improvement," "Proficient," and "Excellent" that includes consideration of both data and indicators of student growth, when applicable under Section 24A-25 of the School Code.

Revising SLOs – the window that includes the review and revision of the SLO, specifically revision of growth targets and the student population

Scoring SLOs – the window that includes the scoring of the assessment, the final submission of the SLO, and the scoring of the SLO against performance thresholds

Setting/Approving SLOs – the window that includes the creation and approval of the SLO and its component parts, including learning objective, growth target, and assessment

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

Student Growth Exemption – The law provides exemptions from the student growth requirement for various specialized disciplines, including but not limited to; school counselor, school psychologist, nonteaching school speech and language pathologist, non-teaching school nurse, or school social worker.

Student Learning Objective (SLO) - targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after collaboration and consultation with colleagues and administrators.

Summative Student Growth Rating – the final student growth rating, after combining the scores of multiple SLOs

Type I Assessment – a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

Type II Assessment – any 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. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

Type III Assessment – any 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. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

Introduction to Student Growth (Process)

Student Learning Objectives (SLOs) are the process of *setting targets* and *measuring* to the extent to which they have been achieved. Targets must be measureable and evaluators must be able to do something with those measurements. SLOs are a long-term goal for advancing student learning. It is a data-informed process that involves diagnosing and improving specific student learning needs.

Performance Evaluation Rating
Student growth will represent 30% of the teacher's performance evaluation rating. The other portion of the evaluation comes from the professional practice piece.

SLO Guidelines
Each teacher needs to use at least 2 assessments. Only one assessment can be used for a single SLO. Thus, every teacher will be required to write at least ***two*** SLOs.

The SLO cycle for a teacher depends upon 1) the length of the evaluation cycle (e.g. two years for tenured teachers with "Excellent" or "Proficient" ratings) and 2) the length of the courses/classes taught. There are three possible processes, and each teacher will fit into one of these processes.

OPTION 1: Tenured Teachers (Proficient and Excellent) with Yearlong Class
Proficient and Excellent tenured teachers will have the option to complete a minimum of two (2) SLOs, using two (2) different assessments, over the two (2) year evaluation cycle. These teachers will have the choice of when to complete the SLOs. It is recommended that these teachers write both SLOs in the first year of the cycle, except in the case of extenuating circumstances. See Processes One and Two in the next section.

Year 1	Year 2
Student Growth	**Professional Practice**
September to June	Complete Formal Observation
Complete SLO Process	Review Summative Evaluation

This process is typical for **elementary teachers** where classes do not change mid-year or at the semester. There will be ***at least two (2)*** **SLOs total.** The two SLOs submitted must also be different since there will be different assessments, potentially different student populations, different learning objectives, and subject/class/course-specific baseline data. These teachers may also write more than 2 SLOs, if they choose.

OPTION 2: Tenure Teachers (Proficient and Excellent) Semester Classes

Year 1	Year 2
Student Growth	**Professional Practice**
September to June	Complete Formal Observation
Complete SLO Process	Review Summative Evaluation

There will be ***at least two (2)*** **SLOs total**. For these teachers with semester courses, one SLO may be written in Fall semester and the second SLO may be written in the Spring semester. The two SLOs submitted must also be different since there will be different assessments, potentially different student populations, different learning objectives, and subject/class/course-specific baseline data. These teachers may also write more than 2 SLOs, if they choose.

OPTION 3: Non-Tenure Teachers or Tenure Teachers (Needs Improvement and Unsatisfactory)
Teachers using Process 3 will write a total of two SLOs, all occurring at the beginning of the year. The summative performance evaluation rating uses data only from the first semester since summative performance evaluations must be submitted before the March board meeting.

Annually
September to February 1st
Complete SLO Process

SLO PROCESS

SLOs involve a basic three step process. The overall process for SLOs is as follows:

- Setting and Approving
- Revising
- Scoring

Step One: Setting and Approving

- Teachers assess students within 4 weeks of school or semester start date.

(*Students entering class between 5th and 6th weeks must be included on a revised SLO.*)

- Teachers submit SLOs by the 6th week of school.

Step Two: Revising SLOs

- SLO Resubmission Deadline: Teachers can submit revised growth targets and student population by the last day of the second quarter.

Step Three: Scoring SLOs

- SLO will be scored based on the following rubric.

Performance Ratings	Thresholds
Unsatisfactory	• Did not use approved assessment • Did not correctly score assessment • Did not accurately administer assessment • Did not use approved SLO • Less than 50% met target growth
Needs Improvement	• Use approved SLO • 50-64% of students met targeted growth
Proficient	• Use approved SLO • 65-79% of students met targeted growth
Excellent	• Use approved SLO • At least 80% of students met targeted growth

SLO AND STUDENT GROWTH

The Student Learning Objectives themselves do not measure student growth but rather outline a process in which growth can be measured through various tools. By setting SLOs, using approved assessments, and regularly progress monitoring students' development, an accurate picture of the student's growth (and a teacher's contribution to student growth) may be developed.

Student Growth is defined as a demonstrable change in a student's or group of students' knowledge or skills, as evidenced two or more assessments between two or more points in time. Student growth is not the same thing as attainment. Attainment is a measure only at a single point in time, such as proficiency on the ISAT, College Readiness Scores on EXPLORE or PLAN, or ability to run a 7:00 mile. Therefore, attainment is not as beneficial as using growth, which measures average change over one point in time to another. Now, we are looking to see if a student improved from the EXPLORE to the PLAN test, or whether a student cuts 30 seconds from his time on the mile. Since growth measures average change in student scores from one point in time to the next, it actually benefits teachers with students who start further behind or at lower levels since they have more room to grow.

REQUIREMENTS AND GUILDELINES

SLO Framework and Approval Tool

The SLO Framework is the process of setting targets and measuring the extent to which they are achieved. All teachers must submit one SLO Framework Form for each SLO written. The framework is composed of *seven* categories, as outlined in the Forms Section (***See Student Learning Objective Framework Form*** *(Special Education and Regular Education Forms*) and ***Student Growth Selection Form***).

General Assessment Descriptions

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series, EXPLORE, PLAN, SAT (EPAS)	*Examples: Collaboratively developed common assessments, curriculum tests, Benchmark assessments*	*Examples: teacher-created assessments, assessments of student performance*

Assessment Type Combinations

K-8 Assessment Options	Junior High	PE and Music
Type I or II and Type III*	Type I or II and Type III*	Type I (1) and Type III* (1) OR Type III* (2)
One assessment must cover math while the other assessment covers ELA.	*Non-ELA/Math teachers are allowed to use an appropriate ELA/Math Benchmark or Type I assessments.*	*Non-ELA/Math teachers are allowed to use an appropriate ELA/Math Benchmark or Type I assessments.*

**Must be approved using the Assessment Approval Form, found in the Appendix.*

Identifying an Assessment

Identifying an Assessment
AIMS Web Math (CAP in Gr. 2-6) AIMS Web – Fluency, LSF for Kindergarten, CBM for 1st grade Pre- and Post-Formative/Benchmark, or other KIDS Assessment MAP Assessment Other Type III Assessment
One assessment must cover math while the other assessment covers ELA.

Assessment Quality: All Type III assessments must be approved using the Assessment Approval Form, found in the Appendix. Teachers must complete the first four pages of the form and provide it to evaluators with the assessment, prior to administration. Evaluators will use the last page of the form, with the rubric, to approve Type III assessments.

Process: If an assessment has been approved and questions are raised as to whether it meets the approval requirements, the assessment must be reviewed by the Joint Committee. The Joint Committee must decide if the assessment meets the approval requirements. The committee will reach an agreement by consensus. Consensus shall be defined as a simple majority. If there is a tie, the conversation must continue until consensus id reached or the changes will not be made.

If a Type III assessment has not been approved and a teacher believes it meets the assessment requirements, the assessment must be reviewed by the Joint Committee. The Joint Committee must decide if the assessment meets the approval requirements. The committee will reach an agreement by consensus. Consensus shall be defined as a simple majority. If there is a tie, the conversation must continue until consensus id reached or the changes will not be made.

STEPS TO SLO WRITING

There are **seven steps** in writing SLOs, as follows:

STEP 1: BASELINE

Collect baseline data on students in order to better understand students' strengths and weaknesses when setting growth targets. Knowing where students start the year at, and knowing what they already have mastered and have yet to master, can help inform your instruction. If students already know how to write a five paragraph essay but struggle with using evidence, you can target your instruction throughout the year.

Teachers can use the following data at the beginning of the year to help assist in assessing students strengths and weaknesses:

- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)

Teachers can start building portfolios of student data to start grouping students who start at similar places. Formative assessment data and previous achievement data might indicate that a student has actually mastered a certain concept, in which he or she did not indicate mastery on the pre-test. Conversely, a student may correctly answered certain items on a pre-test, but previous achievement data and formative assessments indicate the student struggles with those concepts when multiple-choice answers are not provided. Attendance, too, can have an impact on how much a student might learn in a school year. If a student has a history of attendance problems, then he or she might not have as ambitious a growth target as someone who has more regular attendance. Previous achievement data, such as previous standardized test scores, too, can indicate how well a student performs on standardized tests over time. If a student has gaps lasting over several years, his or her growth targets might look much different than someone who has a stellar academic history.

Teachers will use baseline data to answer the following questions:

- How did students perform on the pre-assessment?
- What student needs are identified using the baseline data?
- How will you use this baseline data to inform growth targets and grouping of students?

Data needs to be disaggregated, or pulled apart, in multiple ways. Teachers must have an idea of how the class performed overall, how groups of students performed, and what concepts or skills students need help with.

Baseline Data and Analysis Six-Step Process

1. **Analyze the baseline data, including the pre-assessment.**
   Teachers will examine all allowable data, such as previous achievement data or previous grades. The teacher is required to use the pre-assessment, as well. If the pre-test is not yet administered, teachers can begin collecting all allowable data to get a better sense of students' needs.

2. **Determine how the class performed overall (e.g. Behind or above grade level).**
   Teachers can look at the pre-test and any relevant formative assessments and observational data to determine what students already know and what students struggle with. You might just have idea of students' overall reading levels or how students perform on certain strands (e.g. Number Sense, Algebra, Non-fiction Reading, Fiction Reading, etc.) compared to other strands.

3. **Identify specific skills students have not mastered or are struggling with.**
   Teachers analyze assessment data to determine specifically what skills and concepts students struggle with. Go back to the assessment itself, if available, to try to determine where students made mistakes. Develop

a list of standards, skills, or concepts that need to be targeted within the classroom. This might mean you may have to analyze the data in different ways, or disaggregate the data, so you can look at how students performed on particular items or on particular concepts.

4. **Determine specific students or may need help or are excelling.**
   Determine which students may need additional help or students who may be far above grade level. Think about how you might need to differentiate instruction and how you might group students when setting growth targets. Which students struggle with similar concepts? Which students need more challenging material?

5. **Write a succinct statement summarizing student needs, based upon the data.**
   Write a short 1-3 sentence statement in the first column of the SLO Framework – Teacher's Guide, explaining the class's performance overall on pre-test (or other assessments) and specific student needs. ***At least one specific student need MUST be identified.*** *Example:* Students are, on average, behind grade-level since 10 out of 28 students hit the target on AIMSWeb. 5 students are far below average and struggle with basic number operations skills and geometric concepts. 4 students were far above average and need less support with numbers and operations and more challenging work with algebraic concepts.

6. **Check your answer against all the criteria.**
   Refer back to the criteria listed above to ensure that you have analyzed allowable data and identified students' needs. Make sure you have analyzed the data to determine strengths, weaknesses, specific concepts or skills that have yet to be mastered, and to identify specific students who may be struggling or excelling.

STEP 2: POPULATION

All teachers must **identify students** to be included on their Student Learning Objective (SLO) roster. This is the second column of the SLO Approval Tool.

The **Student Population** included in a SLO will be a roster of those identified students whose growth throughout the year will be used for evaluative purposes

Not all students' growth scores will "count" towards a teacher's success on a SLO. While teachers will set goals for all students and monitor all students' progress towards those goals throughout the year, only certain students' score will be used for evaluative purposes.

When developing SLOs to be used for evaluations, any data should be reflective of the instruction that takes place inside the classroom. Thus, students with low attendance or who miss class often may not have growth targets that "count" towards a teacher's evaluation, and the ***teacher's final SLO roster*** may be different than the teacher's actual in-class roster.

Rossville-Alvin CUSD #7 criteria for Student Population portion of SLO:

1. **Attendance is at least 90%.**
   Only students with 90% attendance or higher will be included on a final SLO roster at the end of the evaluation cycle. Teachers will include ***all*** students with pre-test data at the beginning of the year, but those students who do not meet the attendance minimum must be excluded from the teacher's summative student growth rating. The teacher will record the students' pre-test and post-test data, but then indicate which students' growth scores will not be used for evaluative purposes.

2. **Pre-test data available for each student included.**
   Students must be present for the pre-test and must be continuously enrolled after that date. All students must be tested within the first four weeks of school or the semester. *Thus, any students who arrive after the sixth week will not be included on a teacher's SLO roster.*

3. **Exceptions are allowed, based upon evaluator approval**.

At the end of the evaluation, teachers can request exceptions for certain students who they feel should not be included on their final SLO rosters. Exceptions can be allowed on a student-by-student basis and must be approved by an evaluator. Sub-groups (e.g. SPED, ELL) **cannot** be excluded. Teachers must appeal for any exceptions and must present evidence to the evaluator to justify any exceptions. Examples of data for exceptions include:

- Additional work samples (e.g. a portfolio, previous assessments that are standards-aligned, with comparative data and work samples from other students)
- Attendance/attribution data (e.g. student was pulled from class **x** amount)
- Miscellaneous student information

The teacher submits additional data to evaluator, and evaluator makes the decision. Any request for exceptions are the responsibility of the teacher.

Teachers must track data on students who may miss class for medical reasons, truancies (will still being counted in "attendance" but are present for that teacher's class), absences for sports, etc. For example, a student may still be in attendance but may miss a certain number of days in your Biology 1 course to attend an In-School Suspension or Physical Therapy. The student is still counted as present, and therefore meets the 90% attendance requirement, but if the amount of time for ISS or PT was counted, the student was not in attendance *in your class* for 90% of the time. Thus, that student's performance is not reflective of the instruction taking place inside the classroom, and that student must be removed from the final SLO roster. Attendance is considered to be "in seat" attendance, and teachers must track "in seat" attendance to remove any students. If the teacher does NOT track in-seat attendance, then attendance is determined by the district attendance program (e.g. Teacherease).

Teachers should remove students with less than 90% attendance at the end of the evaluation cycle. However, a teacher may request a student (with less than 90% attendance) be added back onto the final SLO roster. The teacher must provide evidence using allowable baseline data and the gradebook. Teachers need to be able to access and track attendance using the district attendance program.

Teacher may present evidence if she feels the assessment data does not accurately reflect the student's performance or growth and if that student's score should be changed from "not meeting" the growth target to "meeting" the growth target (e.g. the student had a "bad" test day). The teacher can present additional work samples that are aligned with the pre- and post-assessment, to show that the student did master the concepts on the approved assessment, thus warranting the score of "meeting" the growth target. The teacher must also submit data from other students to indicate how that student in question performed in comparison to other classmates who did or did not meet their growth targets.

Low Student Populations:

The evaluator has the right to reject an SLO if the student population is below 8 AND the teacher has the option to develop an SLO for another course/class with a larger student population.

If the final SLO roster falls below 6 students, the teacher has the option to use the Professional Practice as the SLO score. If the teacher elects to use the Professional Practice rating as the score for that SLO, the teacher must notify the evaluator prior to the post-test administration.

Directions: To begin identifying the Student Population:

1. Pre-test all students by the end of fourth week after the start of school or the semester.
2. Identify all students who were present for the pre-assessment and are still enrolled in your class by the end of the sixth week after the start of school or the semester. This becomes your SLO roster.

3. In the **second column** of the SLO Framework – Teacher's Form, indicate the **number** of students who took the pre-test, **describe the class**, and **attach the roster** for evaluators to review (e.g. 25 students in 4th hour English 1. See attached roster.). If you are using the Data Tool, you can submit the Data Tool with student names, rather than a roster.
4. Keep data on student attendance in your class.
5. At the end of the evaluation cycle, you will determine which students remain on your roster. Any student who has less than 90% attendance or whose exception has been approved will have data recorded but will NOT have data included towards determining the success of the SLO.

STEP 3: OBJECTIVE

All teachers must write an Objective (SMART**)** within their Student Learning Objective (SLO). This is the third column of the SLO Framework.

An Objective is a long-term goal for advancing student learning. In terms of a Student Learning Objective (SLO), the objective is a broad statement of what students will be expected to know or do by the end of a course. It should be aligned to standards in which students will be assessed.

Rossville-Alvin CUSD 7 has identified the following criteria for objectives:

- Rigorous (Standards should be included)
- Targets specific academic concepts, skills, and behaviors based on the CCSS or district curriculum, where available
- Use baseline data to guide selection and instruction
- Targets year-long or semester-long concepts, skills, or behaviors
- Measureable
- Collaboration with other grade levels required.

STEP 4: RATIONALE

After examining Baseline data and writing an Objective, teachers will need to develop a Rationale for their Objective. This is the fourth column of the SLO Framework. Essentially, teachers explain why they have determined to cover this content, using an analysis of students' strengths and needs as evidence, or a rationale, for that content. Teachers will answer the question: Why did you choose this Objective?

Rossville-Alvin CUSD 7 has identified three criteria for approving the Rationale:

1. Align with school and district improvement plans. Rationale should reference any school or district goals, set out in the improvement plan. If literacy is an identified area for student improvement in the school improvement plan, the teacher's Objective and Rationale should align with that goal. Make sure that what you are doing in your classroom aligns with any district or school-wide initiatives, so that everyone is working towards those same goals.

2. Align with teaching strategies and learning content. Ensure that your Rationale supports the Objective and that the Strategies you identified earlier match this Rationale. If your Objective mentions that students will improve their ability to add, subtract, multiply, and divide fractions, your Rationale should state the reason *why* your students are learning those skills (e.g. it prepares them for the next math course and builds off their existing conceptual knowledge of fractions). Plus, your Strategies section should be able to help you implement that instruction (e.g. use of small and large group instruction to target specific student needs, learning centers with different fractions activities, use of manipulatives to help students develop a conceptual understanding of using fractions,

differentiated instruction since some students already have a stronger conceptual understanding of representing fractions).

3. Classroom data is reviewed for areas of strengths and needs by student group, subject area, concepts, skills, and behavior. Ensure you are mentioning BOTH students' strengths and needs. You will not need to target instruction to those skills students already have learned, but you will need to target instruction towards students' needs. Additionally, you might have slightly different content or rigor for certain groups of students, based upon the Baseline analysis. Make sure you have examined data in multiple ways (whole group, student group, specific skills or concepts), and cite that analysis here.

Examples of Rationale:

- Students struggle with motive, inference, making predictions, and drawing conclusions from text, according to the pre-assessment, so I will focus on these specific reading comprehension skills. Most (19 out of 22 students) have already mastered identifying character traits, summarizing the main idea, and identifying cause-and-effect, so that will not be the focus of instruction.
- Most students (23 out of 25) cannot classify organisms, identify the procedures for controlled experiments, identify the main branches of Biology, or identify basic Biology vocabulary to describe scientific processes. Some students (12 out of 25) can identify the basic components of a lab report and lab safety techniques. Most students (20 out of 25) can identify the steps of the scientific inquiry process. Therefore, the Objective targets the underlying tenets of Biology, including the organization of the field, vocabulary, procedures for experiments, and classification of organisms, but we only need to briefly review the scientific inquiry process.
- 11 out of 27 students scored on "Average" or "Above Average" on 5th grade AIMSWeb Math. Most of these students (9 out of 11) have mastered addition, subtraction, multiplication, and division of whole numbers and fractions. Few of these students (2 out 11) can use proportional reasoning to solve mathematical problems. 9 out of 27 students are "Well Below Average." These students struggle with basic number and operations skills, including multiple digit subtraction, multiplication and division of whole numbers and fractions. According to CCSS, the class overall performed best on Data and Analysis questions on AIMSWeb but lowest on Algebra questions.

By the end of this step, you will have a succinct 1-3 sentence statement in the fourth column of the SLO Framework – Teacher's Form, explaining why you have chosen your Objective, while referencing Baseline data and students' strengths and needs. Think of this as explaining to your evaluator your thought process when establishing your content and strategies.

STEP 5: STRATEGIES

All teachers must write Strategies within their Student Learning Objective (SLO). This is the fifth column of the SLO Framework.

Strategies help connect the professional practice work of teacher evaluations with the student growth work. These strategies can be implemented in the classroom to help you achieve both your Professional Growth and student growth goals. Strategies also show the evaluator that you have a plan in place to help you achieve these goals.

Strategies are best developed after reviewing baseline data, but, teachers can identify a few strategies before the baseline data is available (but after the assessment and objective are identified). Teachers must identify *at least one* strategy to be implemented in the classroom.

Rossville-Alvin CUSD 7 has identified the strategies must:

1. **Identify the model of instruction or key strategies to be used.** Teachers must identify at least one strategy to be implemented in the classroom.
2. **Be appropriate for learning content and skill level observed in assessment data provided throughout the year.** Strategies should be related to the curriculum. Strategies should be appropriate for that group of students, using data from formative and summative assessments to determine student needs.
3. **Follow research-based best practices.** Strategies should be based upon research. Teachers can use previous PD to inform their strategies. Examples from the 2011 Danielson Framework also offer excellent research-based practices (e.g. regular circulation during small group activities, students write their own rubrics and use them to inform their individual progress).

Examples of Strategies include:

- Small- and whole-group work on a daily basis
- Learning centers
- Regular circulation
- Use of higher-order thinking questions
- Differentiated instruction
- Weekly newsletters home to families, with opportunities for family feedback

STEP 6: ASSESSMENT

To begin, teachers identify the assessment they will be using to measure student growth. This is the second to last column from the right on the SLO Framework.

High quality assessments generate high quality data that can be used to inform instruction and ensure accurate measures of student growth. Teachers can create standards-aligned items using the "Standards-Aligned Assessment Tool."

Each teacher will need to use at least two assessments. This assessment can be teacher-created or a Type I (national) or Type II (district-wide) assessment, such as the AIMSWeb test or the Formative Benchmark tests. If the teacher creates his or her own assessment, the evaluator MUST approve the assessment before administering it.

Remember, assessments must be given at least twice per school year to measure growth (not attainment), according to the state law. Thus, teachers should administer a test at the beginning of the semester (within the first four weeks) and then give the same (or very similar) assessment at the end of the semester/year.

For any teacher-created assessment, the assessment must meet the following criteria:

1. **Administered in a consistent manner and data is secure.** An assessment must be administered in a similar manner on both the pre- and post-test. So, if you allow calculators or other materials on the post-test, students must be allowed the same access to those resources on the pre-test. Data must be secure, so that a student is not able to view the test or answers ahead of time. Be careful when making copies – you probably do not want to send them to the printer in the main office.
2. **Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop.** A test must be applicable to the class and items must reflect the skills students have the opportunity to learn throughout the school year or semester, based upon your growth targets and instructional time with those students. Thus, a student in a 5^{th} grade reading class should be given an assessment measuring those 5^{th} grade skills, not 4^{th} or 6^{th} grade skills. If a test does not adequately assess those skills a student should learn, the evaluator may ask the teacher to create another assessment.

3. **Produces timely and useful data.** All assessments should produce timely and relevant data. Therefore, ensure that each item is standards-aligned, so you can use that data to determine which skills are most important to teach or which skills students have already mastered. Make sure that the assessment does not take an unusually long period of time – that might not produce the timely and manageable data you need to inform instruction.
4. **Standardized; have the same content, administration, and results reporting for all students.** Make sure that each administration of the assessment (e.g. pre- and post-test) tests for the same content or skills. The pre-test should look almost identical to the post-test. (However, a math teacher might change around some numbers; a reading teacher might use the same reading passage but use different questions, as long as the post-assessment tests the same skills as the pre-test.)
5. **Aligned with state or district standards.** Make sure you can justify each assessment item by being able to refer to a standard to which it is aligned. Use Common Core Standards, where available.

When identifying the assessment, state the name of the assessment in the SLO Framework Teacher's Form, in the appropriate space (second to last column, third row). If you are using a teacher-created assessment, briefly describe the assessment (e.g. 40 question multiple-choice Science test with one open-response). If you are using a teacher-created assessment, attach the assessment and note "see attached" in the appropriate space in the SLO Framework Teacher's Form. If you are using a Type I assessment, such as AIMSWeb or DIBELS, note the test and subject you are using (e.g. AIMSWeb 4th Grade Math - Comp), just to clarify your process to the evaluator.

Example responses:

- 5th grade AIMSWeb Reading
- 20 multiple-choice Business test. See attached. (Teacher attaches the test)
- 5 open-response questions using a four-point writing rubric, aligned with CCSS Writing Standards for 10th grade. See attached. (Teacher attached the test)
- One-mile run and strength test (sit-ups or push-ups). Students are timed in the mile run. Then, students must complete as many sit-ups or push-ups in one minute.

STEP 7: TARGETED GROWTH

Once teachers have an understanding of where students start, teachers can determine how much students will grow by the end of the evaluation cycle or course. Teachers can refer to the 7th (last) column of the SLO Framework.

Growth targets are the most crucial pieces of a high quality SLO, so knowing the criteria the district has provided, along with some additional best practices, can help teachers create ambitious yet feasible growth targets for their students. Teachers should have high expectations of their students, yet these growth targets should also be reasonable and can be achieved.

A. Growth Target Criteria:

1. **Maximum of 5 tiers.** Teachers can create a target with up to five tiers/groups of students. Multiple tiers are best when students have much different starting points. Multiple tiers would be best in the case in which you have a few students scoring in "Well below" on AIMSWeb, a few students starting in the "Below" and a few students in the "Average" or "Above Average" categories. So, a teacher must create between 1-5 tiers/groups of students. Each tier/group will have the same growth target. Teachers should make this decision based upon how much students' scores vary on the pre-assessment. If students' scores are spread out, 3-5 tiers/groups are best, but if students' scores are very similar, maybe only 1 or 2 tiers/groups are necessary. If all students start at a very similar place, the teacher does NOT need to create tiers/groups and can have one growth target for the whole class (e.g. all students will improve by at least 25 points). Try to group students who start out at similar places together. These are NOT RtI tiers!

2. **Expressed in whole numbers**. Teachers should use whole numbers for consistency. So, a teacher might say that students will grow by 10 percentage points (e.g. go from 50% on the pre-test to 60% on the post-test), or a student will grow by at least 12 points on AIMSWeb. If all teachers use the same format, it will be easier for evaluators to analyze and verify the data.
3. **Encourage collaboration**, but teachers can set distinct targets.
    - Teachers should collaborate when setting these growth targets. Collaboration helps create consistency across the school, so a teacher shouldn't be accused of creating too easy or hard a growth target. Teachers should look at similar students to determine how much students might be expected to grow. So, say Teacher A had a few students who scored 13 on the AIMSWeb Reading, she might ask another teacher who had students who scored 12 or 14 to see how many points of growth they should expect for those students. If a common assessment is given, similar students should have similar growth targets, even if they are not in the same class. Even if the students' scores look different across classes, the growth targets can be based upon one another. Example: Teacher B has many of the low performing Biology students in Biology 1. Teacher B spoke with Teacher C, and Teacher B now expects his students to grow by at least 15 points from the pre-assessment to the post-assessment. Meanwhile, Teacher C who had more of the higher performing students will expect her students to grow by at least 10 points, since we would expect less growth from students who are already near the top and have less to room to grow.
    - Teachers can create growth targets that are distinct or different from other teachers', if the data supports those growth targets. So, if a teacher has students who perform much differently than all the other students in that course across the school, that teacher should have growth targets that are based upon the needs of her students. Still, that teacher should try to collaborate with other teachers to see how they set their growth targets, if at all possible.
    - Note: When collaborating, a best practice is to examine available tools and data. This means examining the AIMSWeb growth targets already provided, or examining how students performed previously on the pre- and post-tests. The district is encouraging teachers to use these tools and resources. Teachers should utilize these tools and resources to make informed decisions about how much students should be expected to grow.
4. **Covers 75% of population Growth Targets cover at least 75% of students**. This means that not all students will have to hit their growth targets for a teacher to achieve his or her SLO goal. Think about NCLB. If we require 100% of students to make their SLO growth targets, teachers will set low growth targets that all students can achieve. However, if we allow teachers to set growth targets that at least 75% of students can achieve, we can expect much more ambitious targets. And, this doesn't even count the 90% attendance requirement. So, essentially teachers can set a growth target of "80% of students who attend 90% of the time or higher will improve by at least 15 points on AIMSWeb." When setting a growth target, 90% attendance is already assumed, so a teacher just needs to make sure that the growth targets cover **75% of students in each tier/group.**
5. **Based upon pre-assessments data.** Based upon pre-assessments data. Growth targets are the amount of points students are expected to improve from the pre-test to the post-test. Teachers must use that pre-test data on which to base growth targets. Example: If you are using AIMSWeb math, you cannot "switch" to another assessment for growth targets. Whatever assessment you use as your pre-test should inform your Baseline analysis, Objective, and Rationale.
6. **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria**.** Teachers can use the following data to inform growth target setting: assessment tools, formative assessments, previous student

grades, previous achievement data, attendance data, student criteria. Remember, a multitude of sources can help you as the teacher to get a better understanding of how much a student might be expected to grow and how to group students into tiers. Two or more data points provide you more data than one pre-test. However, not all these data sources are required to be used; a teacher can pick and choose which data sources might be most relevant to setting the growth target or tiers/groups. Still, teachers should examine all this data, before determining which data sources are most relevant for each particular student or groups of students and how to group students into tiers. Assessment tools, such as the AIMSWeb growth targets, can help you get a better picture of what reasonable growth might look like, since those are based on national targets. Also, student criteria, such as SPED or ELL status, might cause you to group certain students together or to think about how much growth is feasible for those students.

7. **Students can uphold high achievement.** Growth targets can uphold high achievement. This means that students who perform exceptionally well on the pre-test can be expected simply to maintain their high achievement.
   Example: Tier/Group 5: Students who score above 90% on the pre-test will maintain 90% or better on the post-test, or Students who score in the "Far Above Average" on AIMSWeb Reading will remain in the "Far Above Average" on the post-test. These students have little room to grow, so a teacher will ensure that these students maintain high achievement on this one assessment. These students might be expected to show growth on other assessments.
8. **Quantifiable goals.** Make sure you are using numerical targets to set growth targets. An evaluator will need to make sure your students hit their growth targets at the end of the evaluation cycle, so you want these goals to be as clear as possible.

B. Growth Target 5-Step Process:

1. **Examine Baseline Data**. You should already have completed this step, but now is a good time to go back and review how students performed on the pre-test.
2. **Begin collaboration with other teachers.** Together, reference previous data and any available tools. See if students share similar scores across classrooms. Where are there similarities? Where are the differences?
   - Get in the room with teachers in your department or teachers teaching the same students. You want as much as consistency across teachers as possible, for fairness. Be ready to utilize the strengths of other teachers as you create tiers or targets or when setting growth targets.
3. **Collaborate to determine number of tiers/groups.** In collaboration with other teachers, determine how to group students into tiers/groups, if appropriate. If students' scores are spread apart on the pre-test, you will probably want to choose 3-5 tiers/groups. If students' scores are clustered together, only 1 tier/group may be necessary.
   - When setting tier/groups, you can divide students between 1 and 5 groups. These groups can be based upon the color category in AIMSWeb or clusters of scores. You can group the highest performing "Red" students with the lowest performing "Yellow" students. Or, if you are using a Final Exam, you might create 3 tiers/groups: students who scored below 30%, students who scored between 30% and 50%, and students who scored above 50%. Use the data to see where cut-off points might be for different tiers/groups. No one cut-off point is "best" since it depends on your classroom's data. Also, be sure to set no more than five tiers/groups!
   - If student scores are not widely spread out, then only one tier might be necessary. This might be true for AP courses, in which similar students are selected, or the first course in that

subject, such as Mechanics 101, Physics, or Economics, since all students will enter with very limited knowledge about that subject. Then, if students score similarly on the pre-test, you might want one tier/group for the whole class.

- Collaborate with other teachers to see if and how they are creating multiple tiers/groups. See if you can group similar students together.

4. **Collaborate to set growth targets**. You still should be working with other teachers to determine growth targets for consistency and fairness. Remember to reference any tools (e.g. AIMSWeb tools) or previous data to see how much students should be expected to grow.
   - You want to set common growth targets for each tier/group of students.
   - **Example 1**: 8 out of 10 students in the "Well Below" will grow by at least 8 points. 8 out of 10 students in the "Below" will grow by at least 7 points. 4 out of 5 students in the "Average" or "Above Average" will grow by at least 6 points.
   - **Example 2:** Students who scored below 30% will grow by at least 20 percentage points. Students who scored between 30% and 50% will grow by at least 15 percentage points. Students who scored above 50% will grow by at least 10 percentage points.

   Similar students should have similar growth targets across teachers, so compare your students and groupings to other teachers. If you have the same student as other teachers, collaborate to see how you are grouping that student and how much growth you expect, especially if you will be using the same assessment. There should not be tremendous discrepancies across classrooms with the same students or same subject, with ample data to support this growth targets.

5. **Check the criteria.** Remember, you must have between 75% of your classroom covered by the growth targets, and all growth targets should be expressed in whole numbers. By examining baseline data, collaborating with other teachers to set similar growth targets across classrooms, and using up to three tiers/groups, you have already ensured that you have met several criteria.

Be sure to write your tiers/groups and the growth targets for each tier/group in the last column in the SLO Framework Teacher's Form.

Summative Student Growth Rating

The summative student growth rating will be determined by multiple SLO scores.

The teacher scores each SLO and determines the summative student growth rating. The teacher submits these scores to the evaluator, along with all student growth data, to the evaluator prior to the final evaluation conference.

SLO SCORING

Student Growth Rating	Thresholds (for Meeting SLO's)	Numerical Score (from threshold)	Final Growth Rating (from average of numerical score)
Excellent	80% or >	4	3.75 or >
Proficient	65-79%	3	2.45 to 3.74
Needs Improvement	50-64%	2	1.5 to 2.44
Unsatisfactory	49% or <	1	1.49 or <

The process for determining the summative student growth rating is as follows:

1. The teacher assigns a numerical score to each of the SLOs, according the SLO thresholds (see section "SLO Scoring" above).

2. This average score (of the numerical score) becomes the summative student growth rating. Note: this number will likely be a decimal and NOT a whole number, and this decimal number will be used to calculate your summative performance evaluation rating.

3. If the teacher only has two SLOs and one SLO is rated "Unsatisfactory" and the other is rated "Excellent," the teacher must submit further evidence to receive a rating.

Example #1:

A teacher has the following SLOs:
SLO 1: 64% of students met growth targets
SLO 2: 75% of students met growth targets
SLO 3: 61% of students met growth targets
SLO 4: 82% of students met growth targets
SLO 5: 52% of students met growth targets
SLO 6: 66% of students met growth targets

Step 1: Score each of the SLOs, according to the performance thresholds (see "SLO Scoring" above)
SLO 1: Needs Improvement
SLO 2: Proficient
SLO 3: Needs Improvement
SLO 4: Excellent
SLO 5: Needs Improvement
SLO 6: Proficient

Step 2: Assign each SLO score a numerical score
SLO 1: Needs Improvement = 2
SLO 2: Proficient = 3
SLO 3: Needs Improvement =2
SLO 4: Excellent = 4
SLO 5: Needs Improvement = 2
SLO 6: Proficient = 3

Step 3: Average the SLO scores
(2+3+2+4+2+3)/6 =2.67
2.67, which is "Proficient"

Example #2

A teacher has the SLOs:
SLO 1: 48% of students met growth targets
SLO 2: 75% of students met growth targets
SLO 3: 55% of students met growth targets
SLO 4: 66% of students met growth targets

Step 1: Score each of the SLOs, according to the performance thresholds (see "SLO Scoring" above)
SLO 1: Unsatisfactory
SLO 2: Proficient
SLO 3: Needs Improvement
SLO 4: Proficient

Step 2: Assign each SLO score a numerical score
SLO 1: Unsatisfactory = 1
SLO 2: Proficient = 3
SLO 3: Needs Improvement = 2
SLO 4: Proficient = 3

Step 3: Average the SLO scores
(1+3+2+3)/4 =2.25 is "Needs Improvement"

Note: The summative student growth rating is NOT rounded. Use the complete rational number.

Summative Performance Evaluation Rating

At the end of the evaluation cycle, the summative student growth rating will be combined with the professional practice rating for each teacher to determine the summative performance evaluation rating. Note that the student growth rating is determined by multiple (at least two) SLO scores.

Student growth represents 30% of the summative performance evaluation rating. The following formula will be used to determine the summative performance evaluation rating:

30% x (summative student growth rating) + 70% x (summative professional practice rating) = summative performance evaluation rating

The summative professional practice rating is a whole number, 1 – 4, assigned based upon:

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

The summative student growth rating is the average of all SLO scores and will likely NOT be a whole number.

Summative Performance Evaluation Rating	Thresholds
Excellent	3.75 or higher
Proficient	2.5 up to 3.74
Needs Improvement	1.5 up to 2.49
Unsatisfactory	Less than 1.49

Summative Professional Practice Rating	Thresholds
Excellent	4
Proficient	3
Needs Improvement	2
Unsatisfactory	1

Example 1:

Teacher would use the number 2.67 for the summative student growth rating. If the teacher also received a "Needs Improvement" rating on the professional practice, the teacher would use the number 2 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.67 + 70% x 2 = 2.2, which would result in a "Needs Improvement" for the summative performance evaluation rating.

Example 2: Teacher would use the number 2.25 for the summative student growth rating. If the teacher also received a "Proficient" rating on the professional practice, the teacher would use the number 3 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.25 + 70% x 3 = 2.775, which would result in a "Proficient" for the summative performance evaluation rating.

Special Education

Due to the different needs of special education students and the class structure for these students, Special Education teachers will have increased flexibility when writing SLOs. These modifications are intended to more accurately measure student growth, by increasing student population numbers, using authentic assessments, and accommodating the diverse needs of these students. These teachers will also use a different SLO Framework.

Specifically, the following modifications to the SLO criteria have been made for these teachers:

Student Population:
Allow multiple assessments to cover as many students as possible
Allow students from multiple functioning levels/course/class/grade levels within one SLO

Objective:
Multiple objectives allowed within one SLO, as long as aligned with the assessment(s)

Rationale:
Allow multiple rationales based upon the assessment and student populations

Strategies:
Allow multiple sets of strategies based upon the assessment and student population

Assessment:
Recommend use of two Type III assessments but allow Type I and II assessments, with teacher choice
Allow assessments to be based upon functional level of students
Allow multiple levels of students (using one or multiple assessments) within the same content area
Allow formative assessments with a flexible administration window, with evaluator approval and portfolio/documentation
Allow an administration window of one week

Growth Target:
Allow individualized goals

SLO EXAMPLES

EXAMPLES

Example 1 SLO – High School Earth Science

Baseline *What does the data show you about students' starting points?*	**Population** *Who are you going to include in this objective?*	**Objective** *What will students learn?*	**Rationale** *Why did you choose this objective?*	**Strategies** *What methods will you use to accomplish this objective?*	**Assessment** *How will you measure the outcome of the objective?*	**Targeted Growth** *What is your goal for student achievement?*
15 out of 35 students scored below 25% on the assessment. 3 students scored above 50% on the pre-test. Students struggle most with identifying processes by which organisms change over time and explaining how external and internal energy sources drive Earth processes. Most students (13 out of 25) student read below grade level. Many students (18 out of 25) can describe interactions between solid earth, oceans, atmosphere, and organisms.	35 students in 9th grade Earth Science course.	Students will increase their ability to 1) identify and apply concepts that describe the features and processes of the Earth and its resources, 2) identify and apply concepts that explain the composition and structure of the universe and Earth's place in it, and 3) read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently (CCSS.ELA-Literacy.RST.9-10.10).	Students need to improve their identify processes by which organisms change and explain how energy sources drive Earth processes, which are Illinois Science standards (12.E.4a, 12.E.4b, 12.F.4a, 12,F.4b) and concepts struggled with on the pre-test. Additionally, students are reading below grade level and need be able to read grade level science texts proficiently.	Higher order thinking questions, exit tickets at least 2 times per week, daily independent reading with science texts, regular progress reports sent home, small, medium, and large group work with heterogeneous and homogenous grouping based upon reading level, hands-on experiments.	30 question teacher-created test (Type III); 25 multiple choice recall and content/skill questions; 3 short response questions based upon text (Strategic Thinking level), and 2 open response questions on 5-level rubric (Extended Thinking Level).	75% of students who scored below 25% will improve by at least 40 percentage points. 75% of students who scored between 25% and 40% will improve by at least 35 percentage points. 75% of students who scored between 40% and 50% will improve by at least 30 percentage points. 75% of students who scored above 50% will improve by at least 20 points.

EXAMPLES

Example 2 SLO – Junior High Music

Baseline *What does the data show you about students' starting points?*	**Population** *Who are you going to include in this objective?*	**Objective** *What will students learn?*	**Rationale** *Why did you choose this objective?*	**Strategies** *What methods will you use to accomplish this objective?*	**Assessment** *How will you measure the outcome of the objective?*	**Targeted Growth** *What is your goal for student achievement?*
15 out of 20 students can perform musical instruments demonstrating technical skill. 18 out 20 students can read and interpret the traditional music notation of note values and letter names.6 out of 20 students can perform at least 6 of the major scales from memory within 1 minute. Few students (5 out of 20) can perform with expression and accuracy. 10 students scored below 40% on the pre-test; 5 students scored between 40% and 50%; 5 students scored above 50%.	20 students in 7th grade Band	Students will increase their ability to perform musical pieces with accuracy and expression, play scales by memory, and read and interpret traditional music notation in a varied repertoire.	Students need to improve their ability to perform with expression since most students have mastered technical skills. Students need to learn to play scales to improve their ability to perform with technical accuracy. Students cannot read some varied notation of more complex musical pieces, so new musical notation needs to be introduced.	Scale assignments; regular formative assessments (2 x a month), small groupings based upon instrument type (brass, flutes and clarinets, large woodwinds, percussion); "Notation of the week," solo performances, quartet performances, whole band performances.	Teacher-created with musical piece performance, performance of 12 major scales, and written identification of musical notations; 50 total points (30 for musical piece, using 5 level rubric, 12 points for musical scales, 8 points for notation identification).	75% of students scoring below 40% will improve by at least 30 percentage points. 75% of students scoring between 40% and 50% will improve by at least 25 percentage points. 75% of students scoring above 50% will improve by at least 20 percentage points.

EXAMPLES

Example 3 SLO – 3rd Grade ELA

Baseline *What does the data show you about students' starting points?*	**Population** *Who are you going to include in this objective?*	**Objective** *What will students learn?*	**Rationale** *Why did you choose this objective?*	**Strategies** *What methods will you use to accomplish this objective?*	**Assessment** *How will you measure the outcome of the objective?*	**Targeted Growth** *What is your goal for student achievement?*
6 students scored below 20% on the pre-test. 8 students scored between 20% and 30%. 7 students scored between 30% and 40%. 4 students scored above 40%. Students struggle most with writing informative text to clearly convey information, especially grouping related information together, developing the topic using facts and details, and providing a concluding statement. Most students (14 out of 25) also struggle with reading grade-level text with purpose and understanding. Almost all students (22 out of 25) can identify the meaning of common prefixes and derivational suffices and decoding multi-syllable words. 60% of students read below grade level.	25 students in 3rd grade ELA	Students will improve their ability to apply grade-level phonics and word analysis skills in decoding words (CCSS.ELA-Literacy.RF.3.3), read with sufficient accuracy and fluency to support comprehension (CCSS.ELA-Literacy.RF.3.4), and write informative/ explanatory texts to examine a topic and convey ideas and information clearly (CCSS.ELA-Literacy.W.3.2).	Students need to improve their ability to writing informational texts by grouping related content together, using facts and details, and providing a concluding statement since this is a Common Core Standard and students struggle most with this topic, according to the pre-test. Many students also struggle with reading on grade-level, and students will need to read grade-level texts with purpose and understanding. These skills will be crucial for foundational reading and preparation for the 4th grade.	Small, medium, and large group instruction using heterogeneous and homogenous grouping, leveled readers across subjects, 15 minutes free writing every day, weekly progress sent home to parents aligned with specific skills and the CCSS, use of higher-order thinking questions, daily differentiated instruction and activities based upon student reading level, daily use of text-based questioning, student choice in tasks, Basal reading, regular use of complex texts, co-observing and -	Teacher-created (Type III) test. 20 multiple choice questions identifying common prefixes and derivational suffixes, read irregularly spelled words, (Level 1: Recall), decoding words with common Latin suffixes, decoding multisyllable words, and comprehending grade-level texts (Level 2: Content/Skill). 2 written informational responses to a grade-level text, based upon 5-level rubric assessing: 1) introduction of a topic and group related content, 2) development of the topic with facts, definitions, and details, 3), use of linking words, and 4) use of a	75% of students scoring below 20% will improve by at least 45 percentage points. 75% of students scoring between 20% and 30% will improve by at least 40 percentage points. 75% of students scoring between 30 and 40% will improve by at least 35 points. 75% of students scoring above 40% will improve by at least 25 percentage points.

				planning with other ELA teachers	concluding statement or section (Level 3: Strategic Thinking).	

STUDENT GROWTH FORMS

GUIDING QUESTIONS
FOR COMPLETING
STUDENT LEARNING OBJECTIVE FRAMEWORK FORM

Baseline:

- How did students perform on the pre-assessment?
- What allowable data have you considered?
- What student needs are identified using the baseline data?

Population:

- What student groups are targeted?
- What are the students' social and cultural strengths and/or needs?

Objective:

- What general content areas are targeted?
- Is the content scaffolded and rigorous?
- How is the content connected to the CCSS or district curriculum?
- How is the baseline data used to inform instruction?

Rationale:

- What strengths and needs were identified?
- Based upon what data?

Strategies:

- How will you differentiate instruction?
- What key strategies will be used?

Assessment:

- What assessment will be used to measure whether students met the objective?
- What type of assessment (Type I, II, and III)?
- How do you know the assessments are consistently administered?

Targeted Growth:

- What is the growth target?
- How was the target determined?
- What is the percentage of students who will perform at the target level?
- Are you using any tiers? If so, what data supports this?

Student Learning Objective Framework Approval Form– (Teacher's Form-Not for SPED Teacher Use)

Teacher Name: _____ Class/Course: _____ Date: _____

	Baseline *(What does the data show you about students' starting points?)*	**Population** *(Who are you going to include in this objective?)*	**Objective** *(What will students learn?)*	**Rationale** *(Why did you choose this objective)*	**Strategies** *(What methods will you use to accomplish this objective?)*	**Assessment** *(How will you measure the outcome of the objective?)*	**Targeted Growth** *(What is your goal for student achievement?)*
Criteria	☐Uses **allowable data** to drive instruction and set growth targets ☐Is **measureable** ☐Targets **specific academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs	☐ **90% attendance** is assumed ☐ **Pre-test data** available for each student included ☐ **Exceptions** are allowed, based upon evaluator approval	☐**Rigorous** ☐Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available ☐Use **baseline data** to guide selection and instruction ☐Targets **year-long, semester-long, or quarter-long c**oncepts, skills, or behaviors ☐Is **measureable** ☐**Collaboration** required	☐Aligns with **school and district improvement plans** ☐Aligns with **teaching strategies** and **learning content** ☐Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior	☐Identifies the **model of instruction** or **key strategies** to be used ☐Is **appropriate for learning content and skill level** observed in assessment data provided throughout the year ☐Follows **research-based best practices**	☐Administered in a **consistent manner** and **data is secure** ☐**Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop ☐Produces **timely and useful data** ☐**Standardized**; has the same content, administration, and results reporting for all students ☐**Aligned with state or district standards**	☐Maximum of **5 tiers** ☐Expressed in **whole numbers** ☐**Encourage collaboration**, but teachers can set distinct targets ☐**Covers 75% of population** ☐ Based upon **pre-assessments** data ☐**Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria ☐Students can **uphold high achievement** ☐**Quantifiable** goals

Teacher Responses							

Teacher Name: _____ Class/Course: _____Date: _____
___ Approved ___ Not approved Evaluator Signature: _____ Date: _____

See comments if not approved.

Criteria not met and reason(s) why:

Suggestions for Improvement:

Student Learning Objective Framework – Special Education Teacher's Approval Form

Teacher Name: _____ Class/Course: _____Date: _____

	Baseline *(What does the data show you about students' starting points?)*	**Population** *(Who are you going to include in this objective?)*	**Objective** *(What will students learn?)*	**Rationale** *(Why did you choose this objective?)*	**Strategies** *(What methods will you use to accomplish this objective?)*	**Assessment** *(How will you measure the outcome of the objective?)*	**Targeted Growth** *(What is your goal for student achievement?)*
Criteria	□ Uses **allowable data** to drive instruction and set growth targets □ Is **measureable** □ Targets **specific academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs □ Allow **multiple assessments** to cover as many students as possible □ Allow students from multiple functioning levels/course/class/grade levels within one SLO	□ **90% attendance** is assumed □ **Pre-test data** available for each student included □ **Exceptions** are allowed, based upon evaluator approval □ **Multiple objectives** allowed within one SLO, as long as aligned with the assessment(s)	□ **Rigorous** □ Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available □ Use **baseline data** to guide selection and instruction □ Targets **year-long, semester-long, or quarter-long c**oncepts, skills, or behaviors □ Is **measureable** □ **Collaboration** required □ Allow **multiple rationales** based upon the assessment and student populations	□ Aligns with **school and district improvement plans** □ Aligns with **teaching strategies** and **learning content** □ Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior □ Allow **multiple rationales** based upon the assessment and student populations	□ Identifies the **model of instruction** or **key strategies** to be used □ Is **appropriate for learning content and skill level** observed in assessment data provided throughout the year □ Follows **research-based best practices** □ Allow **multiple sets of strategies** based upon the assessment and student population	□ Administered in a **consistent manner** and **data is secure** □ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop □ Produces **timely and useful data** □ **Standardized**; has the same content, administration, and results reporting for all students □ **Aligned with state or district standards** □ Allow assessments to be based upon **functional leve**l of students □ Allow **multiple levels of students** (using one or multiple assessments) within the same content area □ Allow **formative assessments** with a flexible administration window, with evaluator approval and portfolio/documentation □ Allow an **dministration window** of one week	□ Maximum of **5 tiers** □ Expressed in **whole numbers** □ **Encourage collaboration**, but teachers can set distinct targets □ **Covers 75% of population** □ Based upon **pre-assessments** data □ **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria □ Students can **uphold high achievement** □ **Quantifiable** goals □ Allow individualized goals

Teacher Responses							

___ Approved ___ Not approved Evaluator Signature: _____ Date: _____

Criteria not met and reason(s) why:
Suggestions for Improvement:

Student Learning Objective Framework Fillable Form

Teacher Name: _____ Class/Course: _____Date: _____ SLO #_____

	Baseline *(What does the data show you about students' starting points?)*	**Population** *(Who are you going to include in this objective?)*	**Objective** *(What will students learn?)*	**Rationale** *(Why did you choose this objective?)*	**Strategies** *(What methods will you use to accomplish this objective?)*	**Assessment** *(How will you measure the outcome of the objective?)*	**Targeted Growth** *(What is your goal for student achievement?)*
Teacher SLO Information							

Approval Tool for Type III (Teacher-Created) Assessments

Teacher: _____ **Course/Class:** _____

Directions: For any Type III assessment used for SLOs, it is required that teachers complete the steps below, using the *Standards Alignment and Coverage Check Chart*, *Rigor Analysis Chart*, and *Assessment Approval Rubric*.

1) Using the assessment and any applicable scoring guide/rubric, identify which standards align to which items or tasks on your assessment. Use National Common Core State Standards, if applicable. Type standards next to assessment questions. Then, use the *Standards Alignment and Coverage Check Chart* to note which questions are aligned to which standards and to ensure that each standard is covered by sufficient number of items or tasks. Attach this chart to the assessment. **Note:** Not all performance-based assessments may need several tasks for each standard, but all tasks should be aligned to standards. Thus, even teachers using performance-based assessments must align any tasks to standards using the *Standards Alignment and Coverage Check Chart*.

2) Use the *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting at least three levels of rigor. Attach this chart to the assessment.

3) Review the format of the assessment questions. Check for the following:
    - Are questions/tasks written clearly?
    - Are there a variety of types of questions/tasks?
    - Are the questions/tasks free of bias?
    - Are the questions appropriate for the subject/grade level?

4) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:

5) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Learning Objective for this course?

Please return this form to your primary evaluator, along with a copy of the assessment(s), *Standards Alignment and Coverage Check Chart*, *Assessment Rigor Analysis Chart*, and any additional supporting materials (rubrics, scoring guides, etc).

Adapted from: Indiana Department of Education RISE Evaluation and Development System. *Student Learning Objectives Handbook Version 2.0.* 30 January 2013. Accessed at http://www.riseindiana.org/sites/default/files/files/Student%20Learning%20Objectives%20Handbook%202%200%20final%284%29.pdf

Standards Alignment and Coverage Check

Teacher(s): _____ **Course/Class**: _____

Directions: After aligning assessment items or tasks to any available standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Only fill in the total number of standards that apply.

Standard:	Standard Description	Question Numbers/Tasks

Assessment Rigor Analysis – Depth of Knowledge (DOK)

Teacher: _____ **Course/Class**: _____

Directions: Use the chart below to categorize assessment questions, if applicable. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of at least three levels of rigor.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat, Indicate, Show	How many...? Label parts of the…. Find the meaning of...? Which is true or false...? Point to … Show me (the time signature/the piece of Renaissance art). Identify (which instrument is playing/the art form/home plate/the end zone)	
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify, Describe, Perform a Technical Skill, Perform a Skill with Accuracy	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will…. Shoot 10 lay-ups in a minute, 5 free throws (out of 10 shots), and remain in control of dribbling the ball for 1 minute. Memorize and perform a theatrical scene with at least 85% accuracy in terms of line memorization, cues, and staging. Perform a piece of music with technical accuracy. Demonstrate knowledge and skills to create works of visual art using sketching and constructing.	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, problem-solving, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare, Argue, Perform a task using Problem-solving, Writing with Textual Analysis and Support	Construct a defense of…. Can you illustrate the concept of…? Apply the method used to determine...? What might happen if….? Use evidence to support…. Sing or play with expression and accuracy a variety of music representing diverse cultures and styles. Use problem-solving to perform an appropriate basketball/football/baseball play in a given scenario (e.g. complete a double play, set up a basketball screen, run the spread offense for a first down). Demonstrate knowledge and skills to create 2- and 3-dimensional works	

			and time arts.	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, thinking, designing, creating, and evaluating, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains. Student may use or perform a variety of methods or mediums to convey complex ideas or solve problems.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Evaluate, Design, Create and Perform Complex Performance- or Project-Based Assessment Tasks	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that…. Evaluate which tools or creative processes are best for x theatre or musical production. Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making. Perform a complex musical piece with a high level of expression and accuracy. Design and perform a complex basketball or football play appropriate for a given situation. Evaluate and perform various offensive plays or movements in a basketball/football/baseball game, based upon the defensive scenario. Evaluate the use of various mediums to communicate ideas and construct 2 and 3 dimension works of art using these mediums.	

Adapted from: *Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. http://www.wcer.wisc.edu/WAT/index.aspx and UW Teaching Academy http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm*

Assessment Approval Rubric for Type III (Teacher-Created) Assessments

Teacher: _____ **Grade Level/Subject**: _____

	Excellent	**Proficient**	**Needs Improvement**	**Unsatisfactory**
Assessment	Contains all items from Proficient category AND: • Items represent all 4 DOK levels/tasks • Extends and deepens understanding of each student's level of achievement • Uses a collaborative scoring process • Uses a variety of item types to accurately gauge student growth	• Items represent at least 3 DOK levels/tasks • Grade level appropriate for class/course • Scoring is objective (includes scoring guides/rubrics) • Item type and length of assessment is appropriate for the grade-level /subject • Sufficient number of standards, based upon course or subject and grade-level, with at least 5 standards covered (excluding any applicable performance-based assessment) • 3-5 items or tasks for each standard/skill to be assessed for content-area subjects • Question stem and answer choices are clear, free from bias, and do not cue the correct answer	• Items represent only 2 DOK levels/tasks • Grade level appropriate for class/course • Scoring may be subjective, and the scoring guide/rubric does not adequately describe the critical elements of the task for each performance level • Either the item type or length of assessment is insufficient for the grade-level/subject • Question stem or answer choices indicate bias • Question stem or answer choices cue the correct answer • Question stem or answer responses are either too broad or too narrow to elicit the intended response.	• Items represent only 1 DOK level/task • Inappropriate for the grade level for the class/course • No scoring guide/rubric is provided • Both item type or length of assessment is insufficient for the grade-level/subject • Question stem or answer choices indicate bias • Question stem or answer choices cue the correct answer • Question stem or answer choices are unclear and invite a wide range of responses.

☐ I approve of this assessment/task and any accompanying rubrics without further change.

☐ Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics:

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Section III: Summative Evaluation Forms

Summative Evaluation Form
Rossville Alvin CUSD 7

Teacher's Name: Enter Name
Evaluator's Name: Select Name

STUDENT GROWTH COMPONENT

Assessment	Assessment Type	SLO #	% of Students Meeting Target	Student Growth Rating
Assessment #1	Select	1	Click here to enter text.	Select
Assessment #2	Select	2	Click here to enter text.	Select
		3	Click here to enter text.	Select
		4	Click here to enter text.	Select
		5	Click here to enter text.	Select
		6	Click here to enter text.	Select
Average SGR:				

Evaluation Rating Thresholds
Excellent: 3.75 or >/ 80% or >
Proficient: 2.5-3.64/ 65%-79%
Needs Improvement: 1.5-2.49/ 50%-64%
Unsatisfactory: <1.5/ 49% or <

PROFESSIONAL PRACTICE

Domain 1	Rating	Domain 4	Rating
1A Demonstrating Knowledge of Content and Pedagogy	__	4A Reflecting on Teaching	__
1B Demonstrating Knowledge of Students	__	4B Maintaining Accurate Records	__
1C Setting Instructional Outcomes	__	4C Communicating with Families	__
1D Demonstrating Knowledge of Resources	__	4D Participating in a Professional Community	__
1E Designing Coherent Instruction	__	4E Growing and Developing Professionally	__
1F Designing Student Assessment	__	4F Showing Professionalism	__
Domain 2	**Rating**	**Domain 3**	**Rating**
2A Creating an Environment of Respect and Support	__	3A Communicating with Students	__
2B Establishing a Culture for Learning	__	3B Using Questioning and Discussion Techniques	__
2C Managing Classroom Procedures	__	3C Engaging Students in Learning	__
2D Managing Student Behavior	__	3D Using Assessment in Instruction	__
2E Organizing Physical Space	__	3E Demonstrating Flexibility and Responsiveness	__

Overall Professional Practice Rating: __+__+__+__= __/4= __X .70=___

SGR: __ + PPR: __ =__ **FINAL SUMMATIVE RATING:** Rating

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Student Growth Selection Form and Checklist

Section I: Assessment Type Selection

Choose Assessment Types (*You will have two.)*	
#1 __ Type I Assessment (example, PARCC, AIMSWEB) __ Type II Assessment (District Level/Created) __ Type III Assessment (Teacher Created and Approved)	#2 __ Type I Assessment (example, PARCC, AIMSWEB) __ Type II Assessment (District Level/Created) __ Type III Assessment (Teacher Created and Approved)

**Note: You may only use one Type III assessment unless a Type I or II is not available (typically only applies to specialized areas).*

Section II: Type III Determination and Direction

Check Correct Box	**Type III Options**	**Directions**
	No, I am not using a Type III.	Move to Section V of this form.
	Yes, I am using one Type III	Complete Section III of this form then move to Section V.
	Yes, I am using two Type III (*Type I or Type II is not available*).	Complete Section III and IV of this form then Section V.

Section III: First Type Three Approval

Teacher Completed (Initial)	**Description**	**Administrative Reviewed (Initial)**
	Complete Approval Tool for Type III (Teacher-Created) Assessments Form	
	Standards Alignment and Coverage Check Form	
	Assessment Rigor Analysis-Depth of Knowledge (DOK) Form	
	Assessment Approval Rubric for Type III (Teacher-Created) Assessments Form	

Section IV: Second Type Three Approval

Teacher Completed (Initial)	**Description**	**Administrative Reviewed (Initial)**
	Complete Approval Tool for Type III (Teacher-Created) Assessments Form	
	Standards Alignment and Coverage Check Form	
	Assessment Rigor Analysis-Depth of Knowledge (DOK) Form	
	Assessment Approval Rubric for Type III (Teacher-Created) Assessments Form	

Section V: Student Learning Objectives

Teacher Initials to Indicate Completion		Administrative Reviewed (Initials)
	Review Steps to SLO Writing (Found in Student Growth Portion of Evaluation Plan)	
	Review SLO Examples (Found in Student Growth Portion of Evaluation Plan)	
	Complete Student Learning Objective Framework Fillable Form *(Found in Student Growth Portion of Evaluation Plan under Forms)*	
	Complete Check-Off Student Learning Objective Framework Approval Form *(Found in Student Growth Portion of Evaluation Plan under Forms)*	

Section IV: Turn-In SLO Paperwork

Teacher Initials to Indicate Completion	Bring the Following Items to Turn-In (Due Date is Listed on Evaluation Schedule)	Administrative Reviewed (Initials)
	Approval Tool for Type III (Teacher-Created) Assessments Form (Type III Only)	
	Standards Alignment and Coverage Check Form (Type III Only)	
	Assessment Rigor Analysis-Depth of Knowledge (DOK) Form (Type III Only)	
	Assessment Approval Rubric for Type III (Teacher-Created) Assessments Form (Type III Only)	
	Student Learning Objective Framework Fillable Form	
	Completed Check-Off Student Learning Objective Framework Approval Form	
	Student Growth Selection Form and Checklist (This Form)	

Section VII: SLO Completion Turn-in *(By Date Listed on Evaluation Schedule)*

Teacher Initials to Indicate Completion	Bring the Following Items to Turn-In (Due Date is Listed on Evaluation Schedule)	Administrative Reviewed (Initials)
	Revised Final Student Learning Objective Fillable Form for each SLO (Only if changes were made and approved at the mid-point).	
	Student Data (Pre and Post put into an Excel or Word Form) for each SLO. You may bring samples of student data, but they will not be turned in.	
	Summative Evaluation Form with Student Growth Portion Completed *(Found under Summative Evaluation Forms).*	
	Student Growth Selection Form and Checklist (This Form)	