



Licensed Staff Evaluation Plan

May, 2016

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Licensed Educator Evaluation Plan

Introduction

The Professional Educator Reform Act (PERA) that was enacted in July, 2011 necessitated changes to the evaluation plan, including the requirement to include student growth measures in the licensed evaluation plan by the fall of 2016. The plan in this manual is one that is designed to meet the needs of the educators of MVSEC and meets the requirements of PERA.

A committee was formed in the fall of 2015 to review the required changes and to customize the evaluation plan to the needs of MVSEC. The work continues to be based on Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson. Our goal is excellence in the educational environment.

We are pleased to present the revisions of the evaluation system to you. Highlights include:

- Clarification of teacher/evaluator expectations and timelines
- A Professional Growth Plan required of each educator that allows for student growth measurements
- A calculation of the percentage of student growth measures that contributes to the summative evaluation for select staff
- A revision to the pre-post observation requirements
- Small revisions throughout to bring the document up to date

The entire evaluation plan, including the forms, can be located on Mid-Valley's website: mvse.org.

Thanks to the following committee members who dedicated many hours to these revisions:

Meg Bingham	Sharon Jenkins	Sandy Gearhart
Maura Burns	Melissa Jackson	Carla Cumblad

May, 2016

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Licensed Educator Evaluation Plan

Expectations and Timelines

Probationary and Part-Time Licensed Staff

Probationary Years 1-4; Part-Time Licensed Staff	
By September 15	<ul style="list-style-type: none"> • Agreement with your evaluator regarding assessment tools • If doing an SLO, notify your evaluator that you are conducting an SLO
By September 30	<ul style="list-style-type: none"> • Baseline data collected and a meeting with your evaluator as a part of the student growth plan • For SLOs, complete Steps 1 and 2 prior to meeting with your evaluator • Submit data or draft SLO two work days prior to the meeting with your evaluator
By November 1	<ul style="list-style-type: none"> • First formal observation cycle completed
By February 15	<ul style="list-style-type: none"> • Collect second set of data
No later than March 1	<ul style="list-style-type: none"> • Second formal observation cycle completed • At least one informal observation(s) • Meet with your evaluator to review student growth data • Submit data two work days prior to the meeting
No later than March 15	<ul style="list-style-type: none"> • Summative evaluation
	11+ contacts with your evaluator per year with each staff member.

1. All probationary and part-time licensed staff at Mid-Valley, regardless of previous experience will need to proceed through the probationary process as described in this manual.
2. All probationary and part-time licensed staff will meet with their evaluator to develop a Student Growth Plan in the Fall and review it in the Spring. (See Professional/Student Growth Plan Section for more information.)
3. All probationary and part-time licensed staff will collect student growth baseline data baseline student growth data by September 15 and submit it to their evaluator two work days prior to a meeting to be scheduled no later than September 30. (See Professional/Student Growth Section.)
4. Probationary and part-time licensed staff will have at least two formal and one informal observations per year. Some staff may have at least three formal observations per year. Formal observations will be scheduled at a mutually agreeable date and time, including pre- and post-conferences. (See Observation Section for more information.)
5. Informal observations may be conducted at any time without notice.
6. Probationary and part-time licensed educators will have a Summative Evaluation in each of the probationary years. The summative ratings will be in one of the following four categories: Excellent,

Proficient, Needs Improvement, Unsatisfactory. (See Summative Evaluation section for more information.)

7. Probationary educators who receive three summative ratings of Excellent will be recommended for tenure after three years, rather than four years.

Tenured Licensed Staff

	Tenured Year One (Alternating Years-Odd Years)	Tenured Year Two (Alternating Years—Even Years)
By September 15	<ul style="list-style-type: none"> • Agreement with your evaluator regarding assessment tools • If doing an SLO, notify your evaluator that you are conducting an SLO 	<ul style="list-style-type: none"> • Agreement with your evaluator regarding assessment tools • If doing an SLO, notify your evaluator that you are conducting an SLO
By September 30	<ul style="list-style-type: none"> • Baseline data collected and a meeting with your evaluator as a part of the student growth plan • For SLOs, complete Steps 1 and 2 prior to meeting with your evaluator • Submit data or draft SLO two work days prior to the meeting with your evaluator the meeting 	<ul style="list-style-type: none"> • Baseline data collected and a meeting with your evaluator as a part of the student growth plan • For SLOs, complete Steps 1 and 2 prior to meeting with your evaluator • Submit data or draft SLO two work days prior to the meeting with your evaluator
No later than May 1st	<ul style="list-style-type: none"> • Formal observation cycle completed • Meeting with your evaluator to review student growth data • Submit data two work days prior to the meeting 	<ul style="list-style-type: none"> • Informal Observation(s) • Meeting with your evaluator to review student growth data • Submit data two work days prior to the meeting
No later than May 15 th	<ul style="list-style-type: none"> • Summative Evaluation 	
	8+ contacts with your evaluator per year with each staff member	5+ contacts with your evaluator per year with each staff member

1. Tenured staff typically proceed through the evaluation process in a two-year process as described in this manual.

2. All tenured, licensed staff will meet with their evaluator to develop a Student Growth Plan in the Fall and review it in the Spring. (See Professional/Student Growth Plan Section for more information.)

3. All tenured staff will collect student growth baseline data baseline student growth data by September 15 and submit it to their evaluator two work days prior to a meeting to be scheduled no later than September 30. (See Professional/Student Growth Section.)

4. Tenured staff will have at least one formal and one informal observations per two-year cycle. Some staff may have more formal observations per year. Formal observations will be scheduled at a mutually agreeable date and time, including pre- and post-conferences. (See Observation Section for more information.)

5. Informal observations may be conducted at any time without notice.
6. Tenured staff will have a Summative Evaluation in one year of each two-year cycle. The summative ratings will be in one of the following four categories: Excellent, Proficient, Needs Improvement, Unsatisfactory. (See Summative Evaluation section for more information.)
7. If a tenured staff member receives a previous summative rating of NI or U, the summative evaluation will be completed the following year, regardless of the cycle.
8. If a tenured staff member is to receive an NI or U as a summative rating, the entire timeline must be accelerated with the summative completed by March 15 of that current year.
9. If a tenured staff member is in any phase of the Professional Development Plan (Awareness, Assistance or Remediation), the information gathered in the process may be included as a part of the summative evaluation.
10. If the tenured staff member is participating in the any phase of the Professional Development Plan in a non-summative year, a summative may be written.

Tenured Staff with Previous Year NI or U

	Tenured with Previous Year NI or U
By September 15	<ul style="list-style-type: none"> • Agreement with your evaluator regarding assessment tools • If doing an SLO, notify your evaluator that you are conducting an SLO
By September 30	<ul style="list-style-type: none"> • Baseline data collected and a meeting with your evaluator as a part of the student growth plan • For SLOs, complete Steps 1 and 2 prior to meeting with your evaluator • Submit data or draft SLO two work days prior to the meeting with your evaluator the meeting
By November 1	<ul style="list-style-type: none"> • First formal observation cycle completed
By February 15	<ul style="list-style-type: none"> • Collect second set of data
No later than March 1	<ul style="list-style-type: none"> • Second formal observation cycle completed • At least one informal observation(s) • Meeting with your evaluator to review student growth data • Submit data two work days prior to the meeting
No later than March 15	<ul style="list-style-type: none"> • Summative evaluation
	11+ contacts with your evaluator per year with each staff member.

1. Tenured staff with a rating of NI or U in the previous year, complete a highly supervised evaluation cycle.
2. In addition to the expectations of a Professional/Student Growth and Evidence Plan, three observations will be completed. At least two of them will be formal observations. Formal observations will be

scheduled at a mutually agreeable date and time, including pre- and post-conferences. (See Professional/Student Growth Plan Section and Observation sections for more information.)

3. If a tenured staff member receives a summative rating of NI in the previous year, a summative evaluation will be completed, regardless of year in the cycle. In addition, if tenured staff received an NI as a summative rating, the entire timeline must be accelerated with the summative completed by March 15.
4. If the tenured staff member has received an NI as a summative rating, the Professional Development Plan will be initiated in the Assistance phase within 30 days from the rating. (See the Professional Development Plan section of this manual for more information.)
5. If the tenured staff member has received a U as a summative rating, the Illinois Remediation Phase of the Professional Development Plan will begin within 30 days from the rating. (See the Professional Development Plan section of this manual for more information.)
6. After any of the phases of the Professional Development Plan are complete and the Summative Evaluation results in an Excellent or Proficient rating, the staff member may resume the Tenured Evaluation Cycle the following year.

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Licensed Educator Evaluation Plan
Annual Professional/Student Growth Plan

What is the Annual Professional/Student Growth Plan?

The Mid-Valley Licensed Educator Professional/Student Growth Plan process asks educators to develop a plan based on student growth. Discussions with your evaluator will occur at the beginning and end of every school year. The educator and evaluator should mutually agree on the assessments and plan.

Who is to be included?

The committee believes that measuring student growth is not only an important part of a professional staff member's responsibility, but it is also important for the organization as a whole. Annual student growth assessments that are included in educator evaluation plans are required of all teaching positions. However, we recognize that there may be issues associated with select positions where there may be difficulties with measuring student growth. Therefore, the committee makes the following recommendations for certain groups of staff:

1. Social workers and all non-teaching speech-language pathologists will include student growth planning using one (not two) student growth measure as a part of the evaluation process which is similar to the current practice. (The teaching SLP will follow the guidelines for all educators.)
 - a. SWs and SLPs may choose a program-based tool (Type II) or, they may choose a Type III, Student Learning Objectives process (SLO).
 - b. The results of these assessments will be included in the pertinent domains, but not as a part of the percentages that contribute to the overall educator rating.
2. The school psychologist and certified school nurse will be expected to measure growth in collaboration with their respective evaluators. The results of these measurements will be included in the evaluation of pertinent domains, but not in the percentages that contribute to the overall educator rating.
3. The Instructional Facilitator will use data from staff who access coaching and assistance. These decisions will be made in collaboration with her respective evaluator.
4. The evaluation plans for OTs and PTs need to be considered separately in joint committee, now that the OTs and PTs have joined the union.

Instructions: *(For all staff with teaching licenses and with limitation for SWs and SLPs.)*

Staff may select: (a) two Type II Assessments, (b) two Type III Assessments, or (c) one Type II and one Type III.

Type II

1. Type II Assessments are assessments that have been adopted or approved by the cooperative and are used on a program-wide, subject-wide, or grade level basis. Programs have made these decisions in collaboration with their colleagues and respective evaluator. These assessment tools have been piloted and are available for use by any staff member in the program or department.

Once approved, the Type II Assessments are added to the Type II Assessment Menu. If a department or program wishes to add an assessment to the menu, they will be given the option of piloting the assessment for a year in order to determine if the tool is appropriate for use. During that pilot year, if a department or program chooses to pilot, some exceptions will be made to overall educator ratings.

2. From the menu of Type II Assessments for your program area, select two assessments to be used for the school year. The selection of the assessment may be self-directed or may be directed by your evaluator.

If Type II assessments are to be used, the following forms should be completed:

- a. Student Growth Class/Caseload Data Form
- b. Scoring or Banding Guidelines (per department/program/tool)
- c. Student Growth Summary

Type III

1. If a staff member determines that one or both Type II assessments are not appropriate for the students to be assessed, then the staff member may choose one or two Type III assessments.
2. Type III assessments are assessments that are rigorous, aligned with the course's curriculum, and determined by the evaluator and educator to measure student learning.
3. If Type III assessments are to be used, then the modified Student Learning Objectives (SLO) process and forms should be used. The SLO process requires justification about the choices made because the assessment procedures chosen by individuals will not have been vetted by the program or department. The SLO required forms include:
 - a. Step One: Learning Goal
 - b. Step Two: Assessments and Scoring (include Student Growth and Caseload Data Form and Scoring/Banding Guidelines)

- c. Step Three: Actual Outcomes (Data Sheets)
 - d. Step Four: Educator Rating (Student Growth Summary)
4. In 2016-17, if the staff member has determined that Type II assessments are not appropriate, staff members may use one Type III assessment during this year.

Timeline

1. No later than September 15, staff members should send an email to their respective evaluators regarding their plans for data collection. If there are issues or concerns, either party can schedule a meeting.
2. By September 30 of each fall, the staff member and their respective evaluator will meet to review the student growth plan for the year. Staff should collect baseline data and record it on the Student Growth Class/Caseload Data Form. This form should be emailed to evaluator two work days prior to the conference. Staff should bring student data and the scoring guidelines or bands to the conference.
3. By March 1, for probationary educators and educators who are on awareness/assistance plans, a post-conference will be held with the staff member and their respective evaluator. By February 15, the second set of data should be collected and recorded on the Student Growth Class/Caseload Data Form and the Student Growth Summary. Staff should email the completed forms to evaluator at least two work days prior to the conference and bring student data and the scoring guidelines or bands to the conference.
4. By May 1, for tenured educators, a post-conference will be held with the staff member and their respective evaluator. By April 15, the second set of data should be collected and recorded on the Student Growth Class/Caseload Data Form and the Student Growth Summary. Staff should email the completed forms to evaluator at least two work days prior to the conference and bring student data and the scoring guidelines or bands to the conference.
5. After a review of the data and discussion, the evaluator will determine the student growth rating which is to be recorded on the Summative Evaluation Form in the appropriate evaluation year. In 2016-17, the higher score of the two assessments will be used to determine the student growth rating. In subsequent years, the Evaluation Committee will determine further guidelines.

The student growth rating will be 30% of the summative rating. If the educator is on a two-year summative cycle, the better 2 of the 4 assessment scores will be considered for student growth rating.

6. Copies of the completed student growth forms will be retained by the educator and evaluator, but will not be placed in the educator's personnel file. Actual copies of student data should be available at the post-conference, but will be kept in the educator's working/personal files.

7. A copy of the Student Growth Summary Form will be attached to the Educator Summative Evaluation Form.

Frequently Asked Questions

1. *Should we consider any exceptional student characteristics?*

All of our students are exceptional. See below for exceptions to including in the overall rating.

2. *The law states that there should be a mid-point assessment. What is that?*

We believe that assessing more frequently than two times a year is better for instruction, but that is all that is technically required. The law also states that there should be a mid-point assessment, evaluating the same goal as the one that is being assessed, but it can't be the same tool. So, if your goal is to improve reading and you are using Aimsweb to measure, then you might want to do a running record to see if the student is on track. If you are measuring skills using a rubric or checklist, you may want to spot-check a few or all of those skills by observation. No documentation for the mid-point assessment is required.

3. *Will all students be assessed or will some staff be able to select a sample group? Is there a minimum number?*

A classroom teacher should assess all students. Itinerant educators and related service staff may select a group of students for assessment in collaboration with your evaluator.

4. *Who makes the final decision about the groups to be assessed?*

It is a joint decision between the evaluator and the educator.

5. *What happens if you think an assessment needs review? Or if you would like an additional/another assessment?*

Bring the concern to your evaluator and work within your department to make improvements.

6. *What decision-making rules should we have for determining the appropriateness of the scoring bands or scoring guidelines?*

If at the end of the year conference, the bands don't capture growth, the factors for that situation will be discussed with the evaluator. Examples of discussion topics may include the students, instruction, interventions, assessment, and scoring guidelines.

7. *What other flexibility considerations should there be?*

Consideration will be given for extenuating circumstances based on conversations with your evaluator.

8. *Are students required to be present a certain number of days to be included in the S.G. scores?*

Yes. The students need to be present enough to be able to obtain educational benefit from the program or service.

9. *What about students who start in a program or service mid-year?*

Same as above.

10. *What about students who may be transferred to another's caseload or classroom?*

The students need to be present enough in your setting to be able to obtain educational benefit from the program or service.

11. *What happens if a teacher goes on leave or is hired late in the year?*

Data collection should continue at the required periods. If the results do not show the kind of growth that is expected, a conversation with your evaluator should occur. One result of the conversation may be that this portion of student growth will be excluded from your overall evaluation.

12. *What happens if a teacher is transferred during the year?*

Data collection should continue at the required periods. If the results do not show the kind of growth that is expected, a conversation with your evaluator should occur. One result of the conversation may be that this portion of student growth will be excluded from your overall evaluation.

13. *What happens if students have more than one teacher or teachers co-teach?*

You are both responsible for the student growth data that are collected.

14. *What happens when a teacher has a student teacher for some or all of the year?*

Data collection should continue at the required periods. If the results do not show the kind of growth that is expected, a conversation with your evaluator should occur. As the supervising teacher, you still have a responsibility for student growth.

15. *Must staff members use the department Type II assessments?*

No, but it is recommended.

16. *What happens if our class or caseload is really small and not all of the students make progress?*

Consideration will be given for extenuating circumstances based on conversations with your evaluator.

17. What happens if I run out of time to collect baseline?

Collecting data is one of your important professional responsibilities.

18. What happens if the department wants to pilot another assessment tool?

This should be a collaborative decision among the department members and the evaluator.

TYPE II ASSESSMENT MENU

PROGRAM NAME	PROGRAM LEVEL	ASSESSMENT TOOL	TYPE
ABLE	K-12	Participation in Literacy	SLO
		Functional Life Skills	SLO
CLASS	K - 3	AIMSWEB Reading and Math	II
ECHI	Early Childhood	Teaching Strategies GOLD Social Emotional Development and Language	II
		Preschool Checklist	II
ELS	K-12	Time Concepts	II
		Vocabulary Sight Words	II
Hearing Itinerant	PreK - age 21	Classroom Functioning Checklist	II
		Specialized Skills Curriculum Assessment	II
Vision Itinerant	PreK - age 21	Specialized Skills for VI Rubric	II
		TSBVI Independent Living Curriculum	II
		Building on Patterns Braille Assessment	II
		Visual Discrimination Skills	II
New Pathways	PreK - 8	Functional Routines Assessment	II
		Vocabulary/Functional Sight Words	II
		Individual Growth and Development Indicators (IGDI)	II
		Primary Early Literacy Indicators (PELI)	II
New Directions	K-12	AIMSWEB Reading and Math	II
	High School	Jamestown Readers	II
	High School	i Ready (reading and math)	II
Vocational		Work Site Evaluations	II
		Job Application Rubric	II

SAIL	Adult	Functional Life Skills Transition Assessment and Goal Generator (TAGG)	II
12+	Adult	Goal Setting and Attainment Community Awareness Rubric Transition Assessment and Goal Generator (TAGG)	II II II
RELATED SERVICE:			
Instructional Facilitator	PreK - age 21	AIMSWEB	
Social Work	PreK - age 21	Social Skills Behavior and Emotional Rating Scale (BERS)	II II
Speech Language	PreK - age 21	Joint Attention Play Schemes	II II
SPECIAL:			
Art		Skill Development Rubric	SLO
PE		Skill Development Rubric I Skill Development Rubric II	SLO SLO
Adapted PE		Skill Development	

UPDATED 4-20-16

TYPE II FORMS

MID-VALLEY SPECIAL EDUCATION COOPERATIVE

Licensed Educator Evaluation Plan

Annual Professional/Student Growth Plan

**To be completed by staff member and discussed with program evaluator by September 30
and March 15 or May 1 of each school year.**

Educator:		Fall Planning Date:	
School(s):		Spring Discussion Date:	
Assignment:		Assessment Tool	

Beginning of the Year	End of the Year
Educator Signature:	Educator Signature:
Date:	Date:
Evaluator Signature:	Evaluator Signature:
Date:	Date:
Educator and evaluator retain copies.	Educator and evaluator retain copies.

**Mid-Valley Special Education Cooperative
Student Growth Summary**

Educator: _____

Evaluator: _____

Assessment Tool: _____

Record the student growth data below. Record just the number of students who showed growth. Do not assign additional weights to the ratings.

	Number	Comments/Reflections
Number of students decreasing -2 bands/levels		
Number of students decreasing -1 bands/levels		
Number of students showing 0 band/level growth		
Number of students increasing +1 bands/levels		
Number of students increasing +2 bands/levels		
Number of students increasing +3 bands/levels		
Number of students increasing +4 bands/levels		
Number of students decreasing +5 bands/levels		

Comments/Reflections:

Calculate:
 Number of students who made growth/number of possible students = % growth

Student Growth Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
<25% of students showed growth	25-50% of students showed growth	51-75% of students showed growth	76-100% of students showed growth

Educator Signature/Date: _____

Evaluator Signature/Date: _____

To be attached to the Summative Evaluation Form.

**TYPE III
STUDENT LEARNING OBJECTIVES
(SLO)**

Mid-Valley Special Education Cooperative Student Learning Objective (SLO) Template

A Student learning Objective (SLO) is a detailed process used to organize evidence of student growth over a specified period of time. The SLO process is appropriate for use in all grade levels and content areas and establishes meaningful goals aligning curriculum, instruction and assessment. This template guides teachers and evaluators through a collaborative SLO process.

Staff should use this form and process when they are NOT using a Type II assessment that has been discussed and approved in your department or program. It is a means to explain your rationale for the decisions you have made regarding the assessment of your students.

Educator Information

Academic Year	
Educator Name	
School/Program	

Planning Information

Course/Subject Or Content Area	
Brief Course Description	
Grade Level(s)	
Interval of Instruction	
Number of Students	

Evaluator Approval (After completion of Steps One and Two)

Evaluator Signature	
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Step One: Learning Goal

Staff Name: _____

Date: _____

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning Goal provides a solid foundation for meaningful, goal-directed instruction and assessment. The learning goal encompasses a big idea that integrates multiple content standards.

Describe the learning goal; big idea.	
Which content standards are associated with this big idea? (2-3 most essential)	
Briefly describe the student population; anything unusual or unexpected.	
Briefly describe the instruction and strategies you will use to teach this learning goal.	
Identify the time span for this goal and describe how it is sufficient for teaching the goal.	

Questions to guide discussion:

- Why is this learning goal important and meaningful for students to learn?
- In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big ideas being measured?

Step Two: Assessments and Scoring

Staff Name: _____

Date: _____

Assessments and scoring procedures should be used to support and measure the learning goal. Consider how the assessment and scoring procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.

Attach the assessments used to measure the learning goal (e.g., performance tasks, rubrics, teacher-created tests, etc.). Briefly describe the rationale.	
Attach scoring guides and banding/levels.	
Attach student baseline data with associated bands/levels. (Use the <u>Student Growth Class/Caseload Data Form</u> .)	
Describe how often you will collect data to monitor student progress toward this learning goal.	

Guiding Questions:

- Describe how the assessments and scoring procedures may be differentiated to meet the needs of all students described in the student population.
- How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?

Step Three: Actual Outcomes

1. Attach student data that you have collected in the spring with associated bands/levels.
(Use the Student Growth Class/Caseload Data Form.)

Step Four: Educator Rating

1. Use the Student Growth Summary Form to record the number of students and their growth for the year.
2. Reflect and comment.
3. Divide the number of students who grew by the number of students in your class/caseload group.

4. Assign a rating.

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Licensed Staff Evaluation Plan
Observations

1. Observations are in two forms: Informal and Formal.
2. Informal observations are those times when staff members are observed conducting their professional responsibilities in the classrooms or any other place in the professional environment. Feedback may be given to you regarding these times either verbally or in writing. You should have the opportunity to discuss this feedback at some time with your evaluator. In order for this information to be included in the summative evaluation, you should have feedback in writing. This written feedback may be in many forms, including the Dialogue Form.
3. Formal observations are conducted in three phases: Pre-Observation, Observation and Post-Observation.

Preparation for the Pre-Observation Meeting and Observation

- a. The staff member and evaluator should agree on a time and date for the pre-conference meeting and observation. Observation dates are set generally when the pre-observation conference dates are set. Staff and/or evaluator may change these dates if the situation changes.
- b. Prior to the pre-observation meeting, complete the Pre-Post Observation Form. The form should be submitted prior to or during the pre-observation meeting. Any changes can be noted prior to the observation.
- b. After the pre-observation meeting, the evaluator and staff member should have a copy of the Pre-Post Observation Form.

Observation

- a. Formal observations are to be at least 30-45 minutes in length, an entire class period or an entire lesson (if shorter than 30 minutes).
- b. A post-observation conference will be scheduled within 10 days of the observation.

Post-Observation

- a. Between the observation and the post-conference, the staff member should reflect on the same post-observation questions and complete that section of the Pre-Post Observation Form. Submit it to the evaluator prior to the post-observation meeting.

- b. The Dialogue Form may be used as a means for the evaluator to record comments and thoughts during the observation. After signing to indicate that the content has been shared and discussed, both staff members retain copies.

- c. The staff member and the evaluator will keep copies of the Pre-Post Observation Form and the Dialogue Form. These forms will not be included in the staff members' personnel file. Information from these forms, from the conversations, and from the observations may be included in the staff member's summative evaluation.

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Licensed Educator Evaluation Plan

Pre-Post Observation Form

Staff Name _____ Evaluator Name _____

Date of Observation _____ Number of Students _____ Number of Staff _____

Lesson Topic/Subject _____

Materials Used _____ Length of Lesson _____

Pre-Observation Questions

1. What information did you use to design this lesson or activity?
2. What outcomes do you expect?
3. What information will you use to assess the students' mastery of the material in the lesson or activity?
4. What is the goal of this lesson or activity?
5. How will you ensure the engagement of the learner(s) in this lesson or activity?
6. Which aspects of the observation do you want feedback?
7. Other thoughts/information you'd like to share regarding this observation:

Post-Observation Questions

1. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution?
2. Were all students sufficiently engaged? If yes, why? If no, why not? What should be done differently?
3. Using the data obtained from this lesson, what have you determined to be the next steps for your students' both in relation to the curriculum and instruction?
4. Has any of your recent professional learning contributed to the success of this lesson and/or activity? If so, how?

5. Is there anything else you would like to add or share about this lesson or activity?

Other Comments/Information

1. In reflecting on your professional practice, how have you contributed to Mid-Valley and grown professionally?

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Licensed Educator Evaluation Plan
Staff Dialogue Form

Name: _____

Assignment: _____

School (s): _____

Meeting or Observation Date: _____

<p>DOMAIN I – Planning and Preparation</p> <ul style="list-style-type: none"> a. Demonstrates knowledge of content and pedagogy b. Demonstrates knowledge of students c. Selects appropriate instructional goals d. Demonstrates knowledge of resources e. Designs coherent instruction f. Assesses student learning 	<p><i>Comments:</i></p>
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<p>DOMAIN II – Environment</p> <ul style="list-style-type: none"> a. Creates an environment of respect and rapport b. Establishes a culture for learning c. Manages classroom procedures d. Manages student behavior e. Organizes physical space 	<p><i>Comments:</i></p>
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DOMAIN III – Instruction/Delivery of Services a. Communicates clearly and accurately b. Uses questions/discussion techniques c. Engages students in learning d. Provides feedback to students e. Demonstrates flexibility and responsiveness	<i>Comments:</i>
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DOMAIN IV – Professional Responsibilities a. Reflects on professional practices b. Maintains accurate records c. Communicates with families d. Contributes to school and district e. Grows and develops professionally f. Shows professionalism	<i>Comments:</i>
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Additional Comments from Staff Member or Evaluator:

Follow-up Date and Activities:

Signature of Staff Member*

Signature of Evaluator

Date: _____

*Indicates that content has been seen and discussed. Copies of this form to: Staff Member, Evaluator

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Licensed Educator Evaluation Plan

Summative Evaluations

1. Every licensed staff member is to be evaluated by a qualified evaluator. Recent legislation has defined a qualified evaluator as one who has successfully completed the state-required evaluator trainings.
2. Probationary staff are to have a summative evaluation every year of the three- or four-year probationary period.
3. Part-time licensed staff are to have a summative evaluation each year their assignment is part-time.
4. Tenured staff are to have a summative evaluation once in a two-year cycle, unless in the previous year, they received a summative rating of Needs Improvement or Unsatisfactory or if they are in the Professional Development (support phases) of the evaluation plan. At which time, the evaluation occurs annually. Subsequently, if the staff member obtains an Excellent or Proficient rating, the two-year cycle resumes the following year.
5. The Professional Practice portion of the Summative Evaluation is based on the four domains of the Danielson model: Planning/Preparation, Educational Environment, Instruction/Delivery of Services and Professional Responsibilities. (See Rubric Section for more information.)
6. For educators, 30% of the Summative Evaluation will be based on student growth data.
7. The summative rating scale is a four-point scale (Excellent, Proficient, Needs Improvement, Unsatisfactory). These summative ratings are applied to both Probationary and Tenured Staff.
8. For Probationary Staff, the following criteria are applied in order to receive a rating for Professional Practice. This rating will comprise 70% of the Summative Evaluation rating.

Excellent: 3 of the 4 domains need to have a rating of E; Domains 3 and 4 must have a rating of E; no NI/Us

Proficient: Three domains must have a rating of P or better; one domain may have one NI; no Us

Needs Improvement: Any domain with 2 NIs; or any domain with 1 U

Unsatisfactory: Any domain either a combination of 3-4 NIs or Us; or 2 Us in any domain

9. Student growth ratings are also on a four-point scale and comprise 30% of the Summative Evaluation. The percentages are:

Excellent	76-100%
Proficient	51-75%
Needs Improvement	25-50%
Unsatisfactory	<25%

10. The summative evaluation is calculated by the following table:

Ratings	Professional Practice	Student Growth	Summative Rating PP + SG = Summative rating Range
Excellent	4 X .7 = 2.8	4 X .3 = 1.2	E = 3.5-4
Proficient	3 X .7 = 2.1	3 X .3 = .9	P = 2.5-3.4
Needs Improvement	2 X .7 = 1.4	2 X .3 = .6	NI = 1.5-2.4
Unsatisfactory	1 X .7 = .7	1 X .3 = .3	U = <1.4

11. Two of the last three years in the probationary cycle must have an Excellent or Proficient summative rating to be recommended for rehire.
12. Probationary Educators with a summative rating of Excellent for three years may be recommended for tenure.
13. 4th Year Probationary educators must be rated Excellent or Proficient in all domains in order to be recommended for tenure.
14. For Tenured Staff, the following criteria are applied in order to receive an Overall Summative Rating:
- Excellent:** 3 of the 4 domains need to have a rating of E; Domains 3 and 4 must have a rating of E; no NI/Us
- Proficient:** All domains must have a rating of P or better
- Needs Improvement:** Any domain with 1-2 NIs
- Unsatisfactory:** Any domain either a combination of 3-4 NIs; or 1 U in any domain
15. A tenured staff member who receives an NI must participate in the Assistance Phase of the Professional Development Plan within 30 days from receiving the Summative Rating. (See Professional Development Plan section of this manual for more information.)
16. If the staff member has received a U as a summative rating, the Illinois Remediation Phase of the Professional Development Plan will begin within 30 days from the rating. (See the Professional Development Plan section of this manual for more information.)

17. If there is a Reduction in Force (RIF), any staff member who receives an NI or U as a Summative Rating will be subject to RIF regardless of seniority or tenured status.
18. The Summative Evaluation is placed in the staff member's personnel file.
19. If a staff member disagrees with a Summative Evaluation, he/she may write a response that will also be filed in the staff member's personnel file.

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Licensed Educator Evaluation
Probationary or Part-Time Educator Summative Evaluation

1st Year 2nd Year 3rd Year 4th Year School Year: Other:

Name:	
Assignment:	

DOMAIN I - Planning and Preparation	<i>Comments:</i>			
a. Demonstrates knowledge of content and pedagogy b. Demonstrates knowledge of students c. Selects appropriate instructional goals d. Demonstrates knowledge of resources e. Designs coherent instruction f. Assesses student learning				
Domain I Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

DOMAIN II - Environment	<i>Comments:</i>			
a. Creates an environment of respect and rapport b. Establishes a culture for learning c. Manages classroom procedures d. Manages student behavior e. Organizes physical space				
Domain II Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

DOMAIN III - Instruction/Delivery of Services	<i>Comments:</i>			
a. Communicates clearly and accurately b. Uses questions/discussion techniques c. Engages students in learning d. Provides feedback to students e. Demonstrates flexibility and responsiveness				
Domain III Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

DOMAIN IV – Professional Responsibilities	<i>Comments:</i>			
a. Reflects on professional practices b. Maintains accurate records c. Communicates with families d. Contributes to school and district e. Grows and develops professionally f. Shows professionalism g. Attendance				
Domain IV Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

Professional Practice Rating:

_____ *Unsatisfactory* _____ *Needs Improvement* _____ *Proficient* _____ *Excellent*

Excellent: 3 of the 4 domains need to have a rating of E; Domains 3 and 4 must have a rating of E; no NI/Us

Proficient: Three domains must have a rating of P or better; one domain may have one NI; no Us

Needs Improvement: Any domain with 2 NIs; or any domain with 1 U

Unsatisfactory: Any domain either a combination of 3-4 NIs or Us; or 2 Us in any domain

Two of the last three years in the probationary cycle must be Excellent or Proficient to be recommended for rehire.

****Probationary Educators with a rating of Excellent for three years may be recommended for tenure.**

*****4th Year Probationary must be rated Excellent or Proficient in all domains in order to be recommended for tenure.**

Student Growth Rating: (Attach Student Growth Summary Form[s])

_____ *Unsatisfactory* _____ *Needs Improvement* _____ *Proficient* _____ *Excellent*

Summative Rating: (Professional Practice 70%; Student Growth 30%)

_____ *Unsatisfactory* _____ *Needs Improvement* _____ *Proficient* _____ *Excellent*

*Signature of Educator**

Signature of Evaluator

Date _____

Date _____

** Indicates that content has been seen and discussed.*

Copies of this form to:

- Educator*
- Direct Evaluator*
- Personnel file*

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Licensed Educator Evaluation
Tenured Educator Summative Evaluation

School Year: _____

Name:	
Assignment:	

DOMAIN I - Planning and Preparation	<i>Comments:</i>			
a. Demonstrates knowledge of content and pedagogy b. Demonstrates knowledge of students c. Selects appropriate instructional goals d. Demonstrates knowledge of resources e. Designs coherent instruction f. Assesses student learning				
Domain I Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

DOMAIN II - Environment	<i>Comments:</i>			
a. Creates an environment of respect and rapport b. Establishes a culture for learning c. Manages classroom procedures d. Manages student behavior e. Organizes physical space				
Domain II Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

DOMAIN III - Instruction/Delivery of Services	<i>Comments:</i>			
a. Communicates clearly and accurately b. Uses questions/discussion techniques c. Engages students in learning d. Provides feedback to students e. Demonstrates flexibility and responsiveness				
Domain III Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

DOMAIN IV – Professional Responsibilities	<i>Comments:</i>			
e. Reflects on professional practices f. Maintains accurate records g. Communicates with families h. Contributes to school and district e. Grows and develops professionally f. Shows professionalism g. Attendance				
Domain IV Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

Professional Practice Rating:

_____ *Unsatisfactory* _____ *Needs Improvement* _____ *Proficient* _____ *Excellent*

Excellent: 3 of the 4 domains need to have a rating of E; Domains 3 and 4 must have a rating of E; no NI/Us\

Proficient: All domains must have a rating of P or better

Needs Improvement: Any domain with 1-2 NIs

Unsatisfactory: Any domain either a combination of 3-4 NIs; or 1 U in any domain

Student Growth Rating: (Attach Student Growth Summary Form[s])

_____ *Unsatisfactory* _____ *Needs Improvement* _____ *Proficient* _____ *Excellent*

Summative Rating: (Professional Practice 70%; Student Growth 30%)

_____ *Unsatisfactory* _____ *Needs Improvement* _____ *Proficient* _____ *Excellent*

*Signature of Educator**

Signature of Evaluator

Date _____

Date _____

** Indicates that content has been seen and discussed.*

Copies of this form to:

- Educator*
- Direct Supervisor*
- Personnel file*

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Licensed Educator Evaluation Plan
Tenured Educator

Professional Development Plan

The Professional Development Plan provides guidance and support to tenured educators to assist them in meeting the cooperative's expectations for professional responsibilities and practice.

The purpose of the Professional Development Plan is:

1. To enable a tenured educator the opportunity to seek assistance in any area(s), or
2. To enable administrators to assist a tenured educator, who may benefit from more support, to improve in his/her responsibilities and practice, or
3. To assist tenured educators who have received a summative rating of Needs Improvement or Unsatisfactory.

The initiation of a Professional Development Plan is generally directed by administration. The development of the plan is intended to be collaborative and is intended to improve professional practice. Professional courtesy is expected of all participants.

During any phase of the Professional Development Plan process, a Summative Evaluation may be initiated, regardless of the original cycle of evaluation for the tenured educator.

The Professional Development Plan consists of three possible phases:

1. Awareness Phase
2. Assistance Phase
3. Illinois Remediation Plan.

For tenured educators who received an Overall Summative Rating of Needs Improvement, the Assistance Phase must be initiated within 30 days. For tenured educators who received an Overall Summative Rating of Unsatisfactory, the Illinois Remediation Plan must be initiated within 30 days.

Professional Development Plan: Awareness Phase

The purpose of the Awareness Phase is to bring individuals together to identify and discuss areas of professional concern. The tenured educator will identify the action plan necessary to resolve the concern(s) identified. In collaboration with the evaluator or direct supervisor, he/she will identify necessary supports to successfully address the concern(s).

1. After repeated conversations regarding a pattern of incidents or concern(s), the evaluator or direct supervisor invites the staff member to a meeting to begin the Awareness Phase and formally discuss the concern(s). The staff member will be notified via email of the initiation of the Awareness Phase and the domain(s) and/or area(s) of concern.
2. After notification, the initial meeting will be held within ten working days.
3. Staff members may request to have union representation at the Awareness meeting (and throughout the process), if they so desire.
4. At the initial meeting, the evaluator or direct supervisor identifies, in writing on the Awareness Phase Form, the general concern, the associated Domain(s), and examples of the concern.
5. The Awareness Phase will not last longer than 40 working days, exclusive of school holidays or breaks. Meetings may be scheduled at mutually-agreeable times within this time period to monitor progress and/or adjust the plan.
6. At the meetings, the evaluator or direct supervisor and educator will review the progress. After a reasonable period of time, the evaluator or direct supervisor will make one of the following recommendations:
 - a. Concerns resolved, no further action necessary; or
 - b. Progress noted, continuation of agreed procedures and/or mutually agreed upon extended timeline; or
 - c. Concerns remain unresolved, movement to Assistance Phase.
7. If the Awareness Phase is concluded and the same domain/area of concern continues or reemerges, within 90 working days from the conclusion of the Awareness Phase, the Awareness Phase may be repeated or the Assistance Phase may be initiated.
8. If another area of concern(s) should arise during the Awareness Phase and is documented on the Dialogue Form(s), these concerns may be reflected on the Summative Evaluation Form within the Domain area of concern.
9. Meeting minutes and discussions pertaining to the Awareness Phase will remain at the building level between concerned parties. Information gathered from the Awareness Phase may be included in the Summative Evaluation.
10. In certain situations, with Association approval, the student growth requirements of the Summative Evaluation ratings may be waived.

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Professional Development Plan
Tenured Educator
Awareness Phase Plan

Educator:	Date:
School(s):	Evaluator/Supervisor:

Identify area of concern(s) from the Domain Rubric.

Examples of the Concern:

Educator's Response/Plan:

Next Meeting Date:

Educator Signature:

Date:

Evaluator/Supervisor
Signature:

Date:

(This block may be copied and repeated for subsequent meetings.)

Meeting Date: _____

Progress Noted:

Concern(s), if any:

Educator Response:

Follow-up Items:

Next Meeting Date:

Administrative Recommendation (At the completion of the Awareness Phase).

- Exit Awareness Phase
- Extended Timeline Next Meeting: _____
- Assistance Phase Next Meeting: _____

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

- Copy to Direct Supervisor
 - Copy to Educator
- This form will not be placed in personnel file.

Professional Development Plan: Assistance Phase

The purpose of the Assistance Phase is to provide more specific guidance and assistance for the resolution of concerns identified in the Awareness Phase of the Professional Development Plan for tenured educators. It is also used as the entry point to provide structure and guidance for a tenured educator who has received an overall summative rating of Needs Improvement in the summative evaluation.

1. The Assistance Phase will be discussed at the final Awareness Phase meeting or the educator will be notified within five working days of the final meeting of the Awareness Phase. The educator may also be notified of the initiation of the Assistance Phase within 30 days of a summative rating of Needs Improvement.
2. The Assistance Phase will not last longer than 40 working days. Meetings will be scheduled at mutually-agreeable times within this time period to monitor progress and/or adjust the plan.
3. The Assistance Phase plan must include:
 - A statement identifying the *general* concern relative to the Domain Rubrics and examples (may be information from the Awareness phase);
 - Identification of individuals involved in the plan;
 - A listing of activities/procedures to be developed by the evaluator or direct supervisor, discussed and implemented by the educator;
 - A listing of resources to be allocated for plan implementation and completion including but not limited to materials, staff development, and budgetary considerations;
 - A timeline indicating implementation dates, final review dates, and meeting dates to review progress of the plan.
4. At the subsequent meetings, the evaluator or direct supervisor and educator will review the progress. After a reasonable period of time, the evaluator or direct supervisor will make one of the following recommendations:
 - Concerns resolved, no further action necessary; or
 - Progress noted, continuation of agreed procedures and/or mutually agreed upon extended timeline; or
 - Concerns remain unresolved, a Summative Evaluation will be given.
 - If the Summative Evaluation has an overall rating of Unsatisfactory, the staff member will be moved to the Remediation Plan.
5. If the Assistance Phase is concluded and the same domain/area of concern continues or re-emerges, within 90 working days from the conclusion of the Assistance Phase, the Assistance Phase may be repeated or a Summative Evaluation will be completed. If the Summative Evaluation is Unsatisfactory, the Remediation Phase will be initiated.
6. If another area of concern(s) should arise during the Assistance Phase and is documented on the Dialogue Form(s), these concerns may be reflected on the Summative Evaluation Form within the Domain area of concern.
7. Meeting minutes and discussions within the Assistance Phase will be placed in the educator's personnel file. Parties may include representation during meetings at their discretion. Information gathered from the Assistance Phase may be included in the Summative Evaluation.

8. In certain situations, with Association approval, the student growth requirements of the Summative Evaluation ratings may be waived.

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Professional Development Plan
Tenured Educator

Assistance Phase Plan

Educator:		Initial Meeting Date/Time:	
School(s):		Direct Supervisor:	

Identify area of concern from the Domain Rubric or Awareness Phase.

Examples of the Concern(s):

GOAL:

Domain: Goal: Success Indicators:

ACTION PLAN:

Action Step	Date to be completed	Evidence/Data Collection	Support Needed

Next Meeting Date: _____

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

Follow-up Meetings:

Progress on Goal/Plan:	Date: (This box may be repeated.)
Other comments or observations:	
Additional Support:	
Next Meeting Date: _____	
Educator Signature: _____	Date: _____
Direct Supervisor Signature: _____	Date: _____

At the conclusion of the plan, complete this professional development reflection. What did you learn and how will you apply it?

Administrative Recommendation (At the completion of the Assistance Phase).

- Exit Assistance Phase
 Extended Timeline Next Meeting: _____
 Remediation Phase Next Meeting: _____

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

- Copy to Direct Supervisor
 Copy to Educator
 Copy to Human Resources

This form will be placed in personnel file.

Professional Development Plan; Illinois Remediation Plan

The Illinois Remediation Plan is initiated if an educator does not meet the expectations of the Assistance Phase and the tenured teacher receives an evaluation of Unsatisfactory on the Summative Evaluation. It must be initiated after a tenured teacher receives an evaluation of unsatisfactory on the Summative Evaluation at any time, including the previous year's evaluation.

1. A Remediation Plan is initiated because of an Unsatisfactory rating within 30 school days of the issuance of the Unsatisfactory evaluation.
2. The Remediation Plan must continue for 90 school days.
3. The Remediation Plan must be developed in consultation with the teacher and a consulting teacher. The bargaining unit may have input into the selection of the consulting teacher. The final decision will be made by the administration.
4. A "consulting teacher" is defined in the statute as a teacher with reasonable familiarity with the subject area of the teacher under remediation, and who has been rated "Excellent" on his/her most recent evaluation and who has at least 5 years teaching experience. If no one within the cooperative meets these criteria, the statute allows the cooperative to request the regional superintendent to provide a list of such teachers.
5. An open-format form is included to reflect the issues unique to each teacher under remediation.
6. A teacher shall be issued a mid-point and final evaluation while on remediation. The mid-point evaluation must be within 10 school days of the date of the evaluation and the final evaluation must be provided within 10 days after conclusion of the remediation plan. Each evaluation must assess the teacher's performance during the time period since the prior evaluation. The final evaluation shall also include an overall evaluation of the teacher's performance during the remediation period. The evaluator may, but is not required, to use the forms provided for the annual evaluation of teachers in the cooperatives evaluation plan.
7. If the teacher fails to complete the remediation period with a rating equal to or better than "Proficient," he/she must be dismissed per Section 24-12 of the School Code.
8. If an educator receives a P or an E rating, the evaluation cycle resumes at year one of the evaluation cycle and a summative evaluation the following year.
9. Meeting minutes pertaining to the Remediation Phase will be placed in the educator's personnel file. Information gathered from the Remediation phase may be included in the Summative Evaluation.

MID-VALLEY SPECIAL EDUCATION COOPERATIVE
Professional Development Plan
Tenured Educator

Remediation Plan

Educator Name:

Evaluator/Supervisor Name:

Consulting Teacher Name:

Date of Initiation:

Date of Mid-Point Evaluation:

Date of Final:

Initial Meeting

Concerns:

Educator Plan:

Follow-up Date:

Educator Signature:

Evaluator Signature:

Follow-Up Meeting: (This block may be repeated.)

Progress:

Continued or additional concerns:

Follow-up Date: