

BENSENVILLE ELEMENTARY SCHOOL DISTRICT 2

EVALUATION PLAN

A professional development model

FOR CERTIFICATED STAFF

2024/2025

Revised August 2014, 2015, 2016, 2017, 2018, 2019, 2021, 2022, 2023, 2024

NOTE: This plan has been revised each year based on clarifications regarding the legislation. As a result, while we readily share our work, given that changes are inevitable, please default to the ISBE's website for most current information about PERA regulations.

The evaluation process includes actual lesson observations using the Danielson Framework for Teaching for providing feedback. It also includes observation of dispositions using the Illinois Professional Teaching Standards (2013) for providing feedback.

Bensenville District 2: Written Notice of Evaluation – 2024/2025

[This letter](#) serves as notice that a performance evaluation will be conducted for you. Please refer to the district’s Teacher Evaluation Plan for specific details. The Performance Evaluation Reform Act of 2010 (PERA) requires that this letter includes summaries of specific information (see textbox); however, note that the information is a summary; Detailed information of the evaluation process is found in the District 2 Teacher Evaluation Plan:

- The Framework for Teaching Rubrics (Danielson, 2013) will be used to determine teachers’ professional practice performance evaluation rating. These Rubrics are posted on the district Intranet with hard copies in each school’s Teacher Resource Library.
- District 2 will use the 70%/30% measurement model. 70% of a teacher’s evaluation rating will be based on his/her professional practice to determine the professional practice performance rating of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory” using the Danielson evaluation rubric.

30% of the total evaluation rating will be based on student growth measures using Type II and III assessments to determine the student growth rating. An “All In” approach is used at each school based on NWEA MAP Growth data based on reading and math.

The 70% professional practice and 30% student growth components determine the final evaluation rating of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”.

- District 2 hosts a multi-faceted, differentiated professional development program . Details of the program are found on the Intranet and are included in the Demonstration Classroom and Peer Assistance and Review Guides. Plans for teachers receiving a “needs improvement” or “unsatisfactory” rating will be developed through an analysis of needs and an alignment of the best fit professional development opportunities.

NOTE: Each teacher will need to log into their PERFORM account and provide a digital signature indicating receipt of the Notice of Evaluation for the 2023-2-24 school year by August 18, 2023.

The Performance Evaluation Reform Act of 2010 (PERA) requires that at the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:

Rubric to be used to rate the teacher against identified standards and goals to be used to determine a performance evaluation rating.

A summary of the manner in which measures of professional practice and student growth to be used in the evaluation relate to the performance ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory.”

A summary of the district’s procedures related to the provisions of professional development or remediation in the event a teacher receives a “needs improvement” or “unsatisfactory” rating.

Print Name _____

Signature _____ Date _____

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Introduction

Key documents utilized in creating this evaluation plan include The Framework for Teaching Evaluation Instrument, 2013 Edition, by Charlotte Danielson, the Illinois Professional Teaching Standards, the Growth Through Learning's Module 1 Understand Teacher Practice Guidebook, and The New Teacher Project, Teacher Evaluation 2.0.

Teacher Evaluation Design Committee

The District Joint Committee composed of equal representation of teachers from the Bensenville Education Association and administrators was formed to review the current evaluation plan and design a new evaluation plan in accordance with PERA. This review was prompted in part by the passage of 1997 Illinois Education Reform Act and the 2011 Education Reform Act that:

1. outlined new procedures and timelines for granting tenure,
2. changed the current procedures for the recertification of tenure teachers, and
3. necessitated the need to revise the current instrument so that it would be more effective in accomplishing its stated goal of improving instruction and student learning.

Goals of the Joint Committee

The ultimate end of this review and revision process was to create an evaluation instrument that complied with state law, but would also result in the improvement of instructional practices and student learning. To this end, the Joint Committee established the following goals:

- Develop an evaluation instrument that would identify specific areas of professional practice for certificated staff. These areas would include planning and preparation, classroom environment, instruction, professional responsibility.
- Develop an evaluation instrument that would address the differing needs of the staff for professional development and guidance due to the wide variance in experience and expertise.
- Develop an evaluation instrument that would expedite the administrative tasks in order to provide more time for instructional leadership.
- Develop an evaluation instrument that is based on mutual responsibility and collaboration between the teacher and evaluator.

Guiding Principles of the Evaluation Plan

This evaluation plan document has the following guiding principles:

- A sound evaluation system needs to reflect a set of core convictions about effective instruction and learning;
- Appropriate and timely feedback between the teacher and evaluator should drive the foundation of ongoing teacher development for all;
- Teachers contribute to student learning in numerous ways that can be largely observed and measured;
- A teacher's primary professional responsibility is to ensure that students learn and progress and that children can complete academically rigorous work regardless of socioeconomic status and language barriers.

These guiding principles create a teacher evaluation paradigm of professional practice focused on the following essential outcomes;

- Professional Practice & Student Growth Goals
- Conferencing and Collaboration between the Teacher and Evaluator
- Evidence Gathering (Formal and Informal Observation)
- Teacher Reflection and Growth

Job Descriptions

All job descriptions of certificated staff are approved by the Board of Education and kept on file in the Human Resources Department. They are reviewed on an on-going basis as the focus of our work in teaching and learning changes.

The New Evaluation Plan

With these goals, guiding principles and new paradigm in mind, a new evaluation instrument for certificated staff and a new implementation process has been created in cooperation with the Bensenville Education Association and is modeled after the Charlotte Danielson Framework, 2013 edition and the Student Growth requirements. This new plan features four domains that describe professional practices that through research and empirical studies have been identified as promoting improved student learning. The four domains are:

- Domain 1. Planning and Preparation
- Domain 2. Classroom Environment
- Domain 3. Instruction
- Domain 4. Professional Responsibilities

This process is also developmental in nature and is differentiated for teachers depending on their tenure status and performance rating. It is the intent of the Joint Committee that this process will accomplish the following:

- Facilitate improved instruction and as a result, improved student learning.
- Establish common expectations and vocabulary for all stakeholders of what constitutes effective teacher performance.
- Provide opportunities for staff for instructional improvement and link student growth to staff.
- Encourage reflection upon and analysis of instructional practice by the teaching staff.
- Provide for a continuum of assessment of professional practice that would allow for the rating of certificated staff as required by State law.
- Setting the foundation that effective teacher evaluation is grounded in mutual responsibility and collaboration between the teacher and evaluator.

This document should assist staff in making the link between their professional development, the improvement of instructional practices, increased student performance and the fulfillment of school improvement goals.

Notice of Evaluation

At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed.

The written notice shall include information on how to access:

- a copy of the rubric (i.e., The Framework for Teaching, Danielson, 2013) to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;
- a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory” as set forth in Sections 24-5 e) and 34-85 c) of the School Code; and
- a summary of the district’s procedures related to the provision of professional development or remediation in the event a teacher receives a “needs improvement” or “unsatisfactory” rating, respectively, to include evaluation tools to be used during the remediation period.

Timelines of the Evaluation Plan

The timelines set forth in this evaluation plan are to help with the effective administration of this evaluation plan. It is the mutual responsibility of both the teacher and the evaluator to use every effort to achieve these timelines. Communication and collaboration is essential to accomplish this.

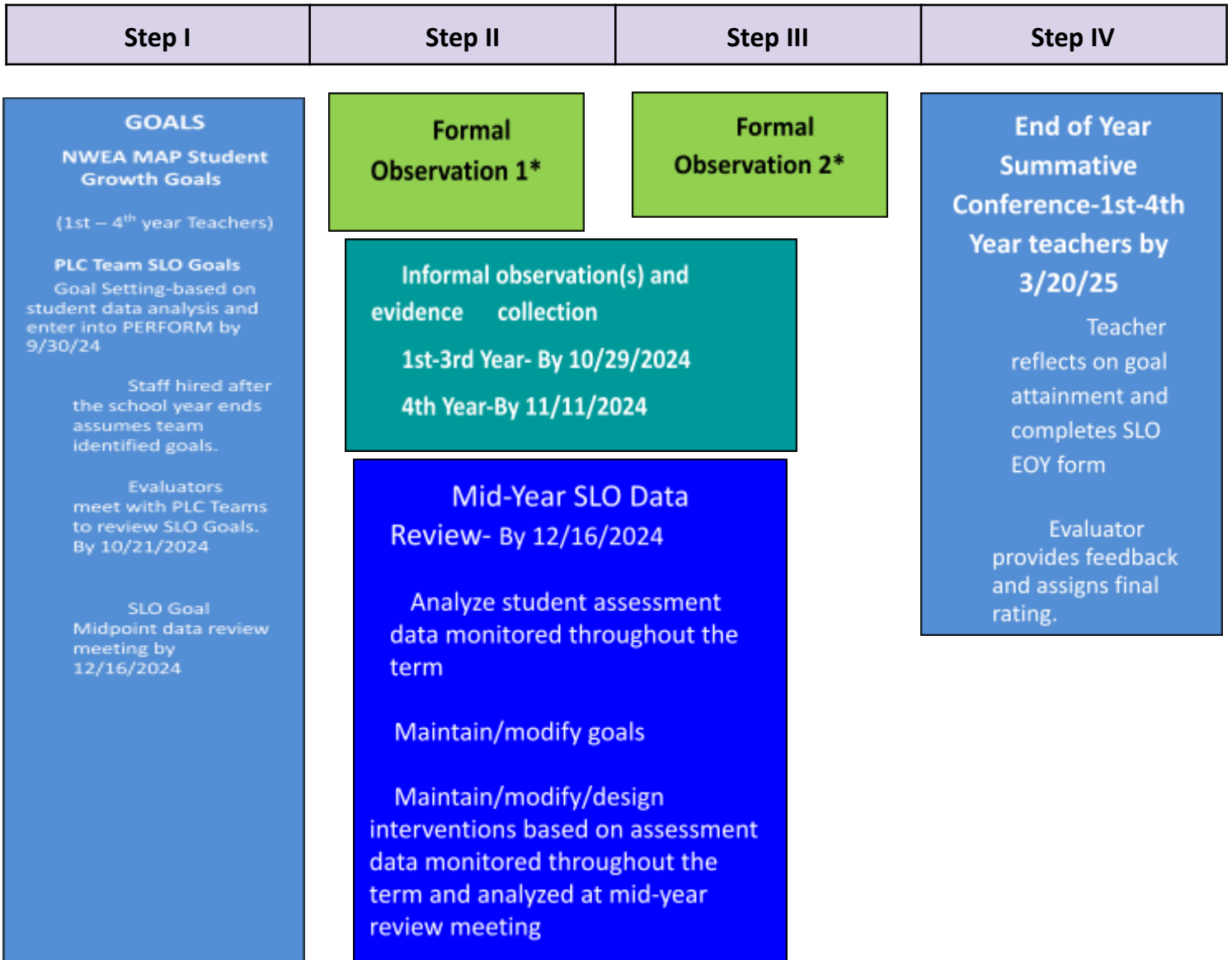
If a particular important timeline has not been met or cannot be met, the teacher and evaluator should inform the Association President and the Superintendent of Schools as soon as possible so that a revised timeline can be set if necessary. In most cases, the rescheduling of the meeting is all that is necessary to remedy this. The adherence to timelines in the evaluation plan and related association contract are not subject to the grievance process nor can they be used to change the decision on the non-renewal of a non-tenured teacher. Remember, both the teacher and the evaluator should use every effort to achieve these timelines with effective communication and collaboration.

Evaluation Measurement Model

The Joint Committee decision is to use 70% as the Teacher Evaluation rating based upon professional practices defined through an instructional framework that aligns to the 2013 Illinois Professional Teaching Standards and the Charlotte Danielson Framework for Teaching. Therefore, 30% of the Teacher Evaluation rating will be academic data and other indicators of student growth.

The Joint Committee has identified the Type II and Type III assessments for all categories of teachers from which student growth will be calculated; it has also determined the metric for measuring student growth from the pre-assessment to the post-assessment. The assessment measurement model and metrics could change year-to-year based on data gathered as well as further interpretation of the legislation by the Joint Committee and ISBE.

Evaluation Process for Pre-Tenured Teachers

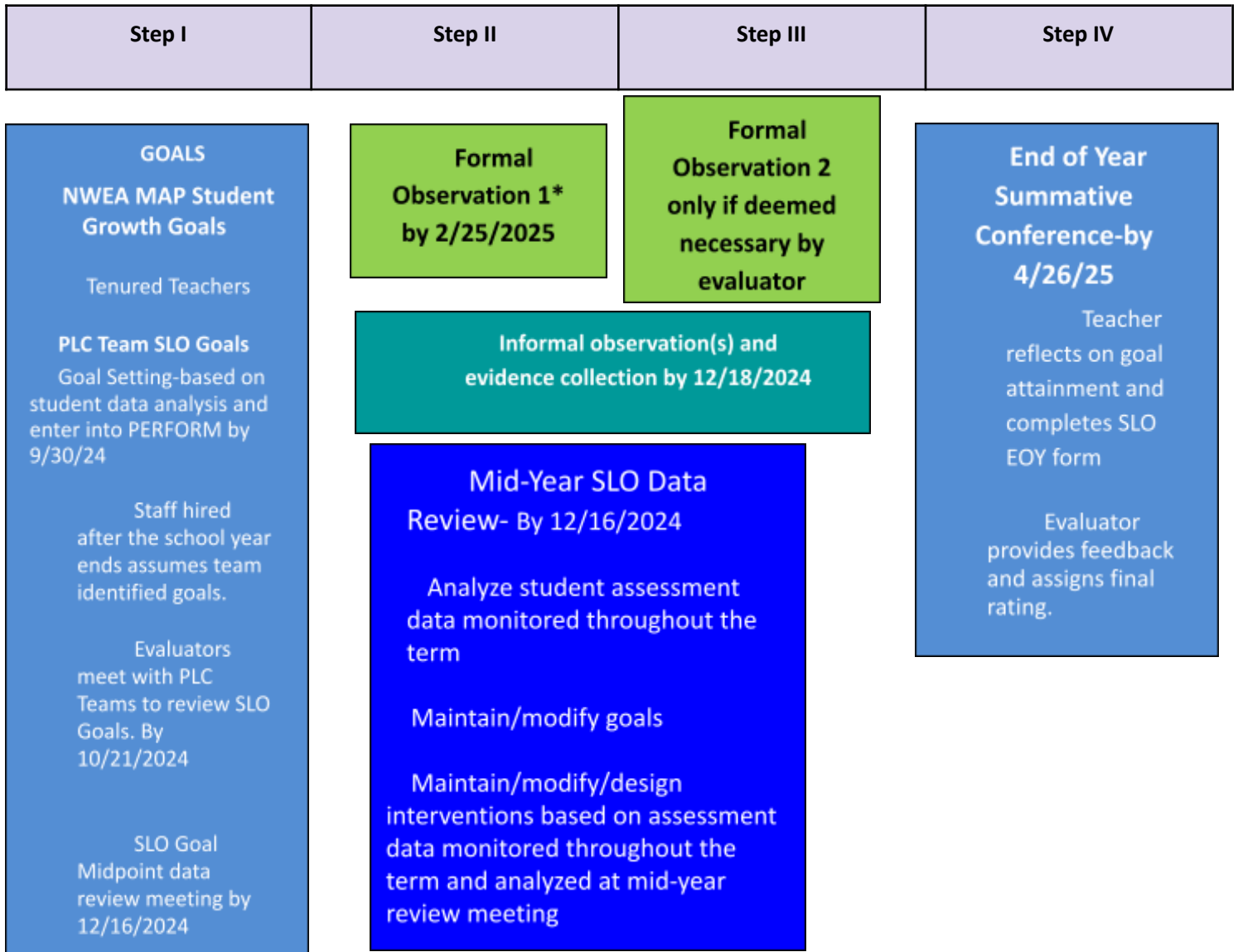


*Reflects minimum number of observations

1st-3rd Year 1st Formal Observation by 11/20/2024 and 2nd Formal Observation by 2/14/2025

4th Year 1st Formal Observation by 12/18/2024 and 2nd Formal Observation by 2/27/2025

Evaluation Process for Tenured Teachers on Formal Evaluation

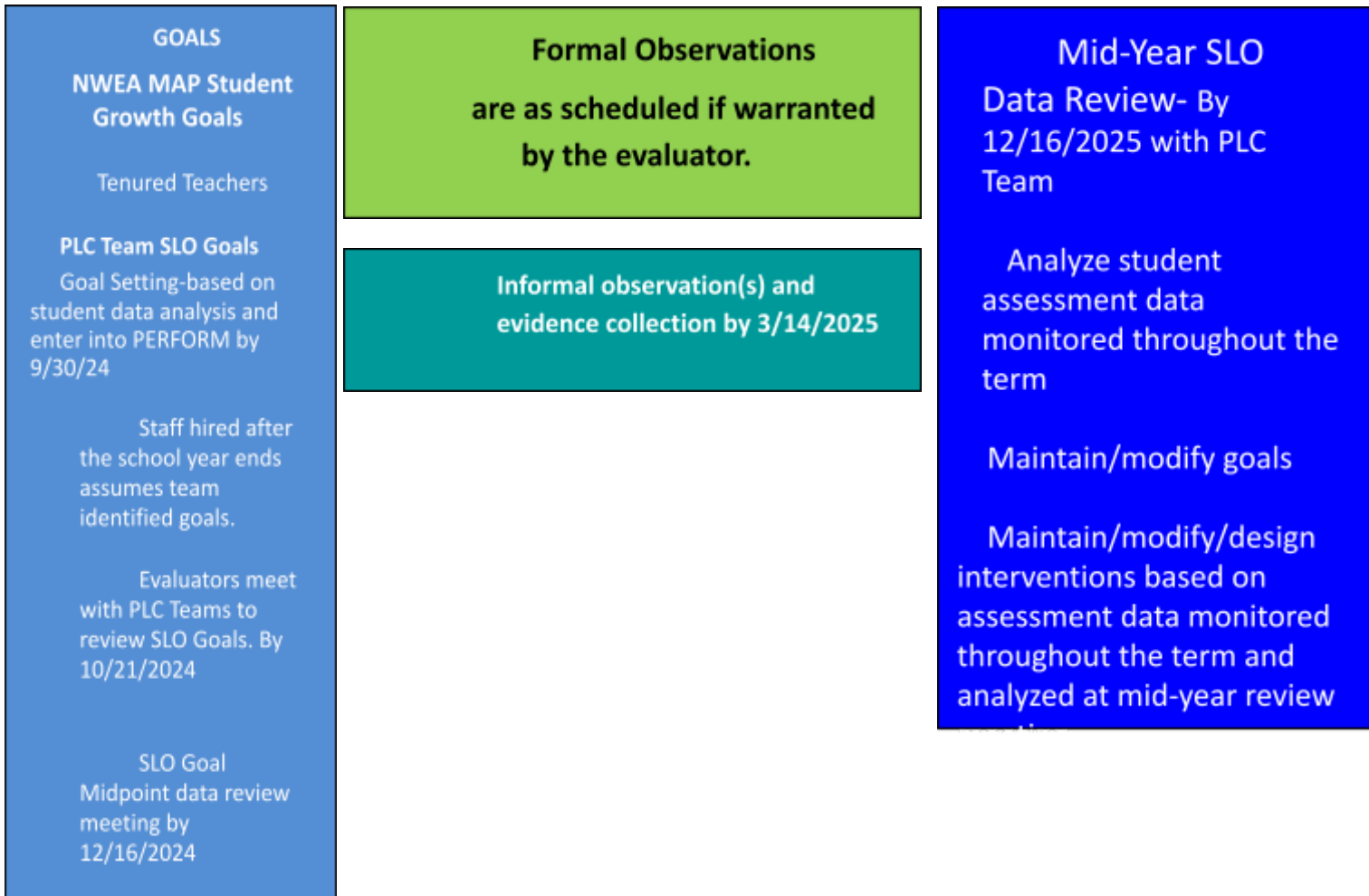


*Reflects minimum number of observations. In addition, evidence collected from an informal observation can lead to a formal observation process at any time in the school year as long as the entire evaluation process can be completed.

If **NEEDS IMPROVEMENT** or **UNSATISFACTORY** performance evaluation rating in last evaluation, then **at least three observations** in the school year immediately following the year in which the rating was assigned, with **at least two** of which must be formal (PERA).

Evaluation Process for Tenured Teachers Off Cycle (Years 1/2) Evaluation

Step I	Step II	Step III	Step IV
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In addition, evidence collected from an informal observation can lead to a formal observation process at any time in the school year as long as the entire evaluation process can be completed.

If NEEDS IMPROVEMENT or UNSATISFACTORY performance evaluation rating in last evaluation, then **at least three observations** in the school year immediately following the year in which the rating was assigned, with **at least two** of which must be formal (PERA).

Teacher Evaluation Process

The chart below replaces Appendix B in Agreement between BEA and the Board of Education, Bensenville School District 2.

Activity	1 st – 3 rd Year (Pre-Tenured) Teacher	4 th Year (Pre-Tenured) Teacher	Tenured Teacher
<p>Goal Setting</p> <ul style="list-style-type: none"> All teachers must have goals for every school year (BSD2) Process commences prior school year, based upon an analysis of student data and prior summative evaluation (BSD2) Individual student learning goals/objectives (SLOs) must be completed by the end of September (BSD2) Based in mutual responsibility and collaboration between the teacher and evaluator (PERA) 	<p>Goals</p> <ul style="list-style-type: none"> In collaboration with the principal/evaluator, set at least one grade/department student learning goal prior to the end of the previous school year. Set at least two student learning goals/objectives (SLOs) that are set in collaboration with the principal/evaluator based on an analysis of student data. <ul style="list-style-type: none"> Student learning goals/objectives (SLOs) are set no later than September 30, 2024 Evaluators provide feedback (approve/required revision) by October 21, 2024 	<p>Goals</p> <ul style="list-style-type: none"> In collaboration with the principal/evaluator, set at least one grade/department student learning goal prior to the end of the previous school year. Set at least two student learning goals/objectives (SLOs) that are set in collaboration with the principal/evaluator based on an analysis of student data. <ul style="list-style-type: none"> Student learning goals/objectives (SLOs) are set no later than the end of September 30, 2024 Evaluators provide feedback (approve/required revision) by October 21, 2024 	<p>Goals</p> <ul style="list-style-type: none"> In collaboration with the principal/evaluator, set at least one grade/department student learning goal prior to the end of the previous school year. Set at least two student learning goals/objectives (SLOs) that are set in collaboration with the principal/evaluator based on an analysis of student data. <ul style="list-style-type: none"> Student learning goals/objectives (SLOs) are set no later than the end of September 30, 2024 Evaluators provide feedback (approve/required revision) by October 21, 2024
<p>Required Formal Observations</p> <ul style="list-style-type: none"> Must be for a minimum of 45 minutes at a time (PERA) Observation during a complete lesson (PERA), or Observation during an entire class period (PERA) 	<p>At least three observations for each school year, two of which must be formal (PERA).</p>	<p>At least three observations for each school year, two of which must be formal (PERA).</p>	<p>If EXCELLENT or PROFICIENT performance evaluation rating in last evaluation, then at least two observations during the two-year cycle, one of which must be formal (PERA).</p> <p>If NEEDS IMPROVEMENT or UNSATISFACTORY performance evaluation rating in last evaluation, then at least three observations in the school year immediately following the year in which the rating was assigned, with at least two of which must be formal (PERA).</p>

Activity	1 st – 3 rd Year (Pre-Tenured) Teacher	4 th Year (Pre-Tenured) Teacher	Tenured Teacher
<p>Required Informal Observations (PERA) Feedback to be provided within 5 school days.</p>	<p>Informal observation occurs no later than 10/29/24. <u>At least one informal observation</u> for each school year, not announced in advance and not subject to a minimum time requirement (PERA). Data from the informal observation cannot be used in the summative rating unless documented in writing (either electronic or paper-PERA). If desired, it is the responsibility of the staff member to schedule a meeting after an informal observation with the evaluator.</p>	<p>Informal observation occurs no later than 11/11/24. <u>At least one informal observation</u> for each school year, not announced in advance and not subject to a minimum time requirement (PERA). <ul style="list-style-type: none"> Data from the informal observation cannot be used in the summative rating unless documented in writing (either electronic or paper-PERA). If desired, it is the responsibility of the staff member to schedule a meeting after an informal observation with the evaluator. </p>	<p>Informal observation occurs no later than 12/18/24. <u>At least one informal observation</u> for each school year, not announced in advance and not subject to a minimum time requirement (PERA). <ul style="list-style-type: none"> Data from the informal observation cannot be used in the summative rating unless documented in writing (either electronic or paper-PERA). If desired, it is the responsibility of the staff member to schedule a meeting after an informal observation with the evaluator. A staff member may request an additional informal observation. </p>

<p>1st Formal Observation (PERA) Pre-observation Conference required between evaluator and teacher (PERA)</p> <ul style="list-style-type: none"> • Prior to the pre-observation conference, the teacher must submit the Formal Observation Pre-work Form, a written lesson/unit plan, and ideas for areas of focus • Evaluator and the teacher must discuss the lesson/unit plan and the areas of focus, and any areas to revise prior to implementing the lesson <p>Post-observation</p> <ul style="list-style-type: none"> • Observation feedback within 10 school days (BSD2). Must be in writing, either electronic or in paper format (PERA) • Evaluator must meet with teacher in person to discuss evidence collected; Observation Form is completed prior to meeting. 	<p>Formal observation cycle completed by (11/20/2024 - Assuming no emergency days)</p>	<p>Formal observation cycle completed by (12/18/2024 - Assuming no emergency days)</p>	<p>Formal observation cycle completed by (2/25/2025 - Assuming no emergency days)</p>
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Activity	1 st – 3 rd Year (Pre-Tenured) Teacher	4 th Year (Pre-Tenured) Teacher	Tenured Teacher
<p>2nd Formal Observation Pre-observation Conference required between evaluator and teacher (PERA)</p> <ul style="list-style-type: none"> • Prior to the pre-observation conference, the teacher must submit the Formal Observation Pre-work Form, a written lesson/unit plan, and ideas for areas of focus • Evaluator and the teacher must discuss the lesson/unit plan and the areas of focus, and any areas to revise prior to implementing the lesson <p>Post-observation (PERA)</p> <ul style="list-style-type: none"> • *As a guideline, observation feedback within 10 school days (BSD2). Must be in writing, either electronic or in paper format • Evaluator must meet with teacher in person to discuss evidence collected; Form completed prior to meeting 	<p>*Formal observation cycle completed by 2/14/25 – Assuming no emergency days)</p>	<p>Formal observation cycle completed by (2/27/25 – Assuming no emergency days)</p>	<p>*Only if deemed necessary by Administration</p> <p>Formal observation completed by 3/19/25 – Assuming no emergency days)</p>

<p>3rd Formal Observation (PERA) Cycle required between evaluator and teacher (PERA)</p> <ul style="list-style-type: none"> • Prior to the pre-observation conference, the teacher must submit the Formal Observation Pre-work Form, a written lesson/unit plan, and ideas for areas of focus • Evaluator and the teacher must discuss the lesson/unit plan and the areas of focus, and any areas to revise prior to implementing the lesson 	<p>* Only if deemed necessary by Administration</p> <p>Formal observation cycle completed by 2/27/25 -Assuming no emergency days)</p>	<p>*Only if deemed necessary by Administration</p> <p>Formal observation cycle completed by 3/5/ 25 -Assuming no emergency days)</p>	<p>*Only if deemed necessary by Administration</p> <p>Formal observation cycle completed by 4/11/25 -Assuming no emergency days)</p>
<p>Post-observation</p> <ul style="list-style-type: none"> • *As a guideline, observation feedback within 10 school days (BSD2). Must be in writing, either electronic or in paper format (PERA) • Evaluator must meet with teacher in person to discuss evidence collected; Form completed prior to meeting 			
<p>Summative Evaluation</p>	<p>SLO EOY Form-Completed by 3/13/2025 Summative Meeting By 3/20/2025 (BSD2) or in advance of 45 calendar days prior to the last day of school (School Code)</p>	<p>SLO EOY Form-Completed by 3/13/2025 Summative Meeting By 3/20/2025 (BSD2) or in advance of 45 calendar days prior to the last day of school (School Code)</p>	<p>SLO EOY Form-Completed by 3/13/2025 Summative Meeting By: Must be completed by 05/28/25</p>
<p>Observation Feedback</p>	<p>*All formal observation feedback within 10 school days (BSD2) *All informal observation feedback within 5 school days</p>		

Classified Staff	Evaluations are due prior to May 7, 2025		
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BSD2 MAY evaluate teachers more frequently than the law requires. The law establishes the minimum number of evaluations an employee may receive; however, for the purposes of RIF, it is the last summative evaluation for a school year that shall serve as one of the summative evaluations (assuming more than one exists) that counts with respect to evaluations relevant to grouping in a RIF. In addition, evidence collected from an informal observation can lead to a formal observation process at any time in the school year as long as the entire evaluation process can be completed.

The Performance Evaluation Reform Act (PERA) of 2010 requires a Mid-year Review of teachers’ Professional Practice and Student Growth Goals that are described in detail within this document. However, monitoring student growth and proficiency towards learning targets in relationship to professional practice is ongoing throughout the school year.

Note: The Performance Evaluation Reform Act (PERA) of 2010 requires that teachers receiving *Needs Improvement* ratings develop a professional development plan “directed to the areas that need improvement and any support that the district will provide to address the areas identified as needing improvement.” It is therefore essential that a formal professional development plan include both a summary of areas in need of improvement and any resources a district will provide to support improvement. Teachers receiving a rating of Unsatisfactory must be provided additional resources, including a consulting teacher, which must be included in a formal Remediation Plan. See the Guidelines for Remediation Plan for additional requirements.

Remediation Policies

In accordance with PERA, any tenured teacher who receives an *Unsatisfactory* or *Needs Improvement* as a summative rating must be formally evaluated every year. In addition, any teacher receiving an **Unsatisfactory** summative rating will develop a remediation plan with an evaluator, which will include appropriate professional development, in order to improve performance (see Professional Development and Remediation section for details regarding Professional Development Plans and Remediation).

Observation Lessons

The following information describes examples of focus areas for the 2023/2024 observations, inclusive of generalist and specialist co-teaching. They were identified based on student and teacher learning needs. Other areas of focus for observation may emerge but should not be instead of the targeted focus areas. The evaluator makes the final decision regarding the observation area of focus. Note: Other instructional practices as defined within the Danielson Framework are of focus as well.

ELA

- Phonics (K-2), direct instruction and/or integrated
- Small and Whole Group Management
- Differentiation
- Read Alouds and Book Talks (prek-8)
- Close Reading, strategic scaffolding of a range of DOK Level Questions
- Collaborative Conversations--Speaking and Listening Strategies
- Interactive/Shared Writing (prek-8)
- Common Core Standards Writing
- Lucy Calkins's Writing
- Implementation of Literacy Block Best Practices – For grades 3-5 this is a required area for informal and formal observation
- *Informed by knowledge of students*
 - Guiding Readers and Writers [Close Reading]
 - Writer's Workshop
 - Documented Reading and Writing Conferences
 - Word Work

Bilingual and Sheltered:

- All of the above and additionally...
- Bridged Lessons
- Lessons inclusive of cross linguistic connections
- Instructional Strategy Lessons Inclusive of strategies such as:
 - Language Experience Approach (LEA)
 - Contrastive Analysis of Language (e.g., cognates, phonology)
 - Starting Lessons with Concrete Activities/Content Attainment Approach
 - Total Physical Response
 - Word Sorts and Sentence Prompts
 - Fishbowl
- Word Study and Fluency
 - Dictado
 - Sounds and Syllables
 - Poetry Recitation and Readers Theater

Science, Social Science

- Close Reading Lessons
- Differentiation
- Collaborative Conversations--Speaking and Listening Strategies
- Small and Whole Group Management
- Science Labs
- Prek Science Centers
- Social Science Inquiry Skills, as defined in the Social Science Standards
- Science Practices, as defined in the Science Standards
- Standards Writing (Prek-8)

Math

- Collaborative Conversations--Speaking and Listening Strategies
- Small and Whole Group Management
- Critical Thinking and Problem Solving

- Math Practices, as defined in the Math Standards (Prek-8)

Other Disciplines, as appropriate for the subject area.

- The evaluator has the final decision about the observation area of focus.

Goal Setting Process: Building Greater Skills and Knowledge for Educators

Clarification

All goals are crafted from the lens of student learning outcomes. It is important to note that the District 2 academic goal-setting process is not the creation of a teacher’s personal or professional goals (e.g., “I plan to improve my instruction through...” or “I plan to implement the new assessments/math curriculum/PBIS.”). These are expectations as defined in the Illinois Professional Teaching Standards and within the Domains of the 2013 Danielson Framework. Rather, the goal setting process is explicitly focused on student academic progress using formative and summative data:

- Where are students in terms of academic progress at the beginning of the school year? What sources of data are analyzed?
- What am I planning to do to help this group and/or subgroups of students succeed this year?
- How will I monitor progress along the way to increase my instructional practice in order to impact student learning outcomes?
 - Where are my students at the various points throughout the year?
 - Where are my students at mid-year? Are both struggling and secure students on track?
 - Where are my students at the end of the school year?
 - How much progress did my students make? How will this inform my goals for next year?

Process

- **Know and understand** the revised Illinois Professional Teaching Standards and the Danielson Framework.
- **SLO-PLC Teams:** Meet with the grade/department team to review the year-long student data. Establish potential student improvement goals for the grade/department.
- **Beginning of Year:** Participate in school-wide review and discussion of school-wide goals

Generally, this information is led and communicated by the principals and school continuous improvement planning team based

on surveys and student assessments. They share school-wide data relevant to the goals documented in the Continuous Improvement Plan.

District 2 SLO Process

SLO- “All-In Approach”

The SLO process will be completed by an “all-in” approach. The plan outlines the use of NWEA MAP (which is considered both a Type I and a Type III assessment) in both reading and math. In Prek, the plan utilizes Teaching strategies Gold Assessment. This means the scores on an assessment for all students within the school are used for student growth for all teachers in the school. The entire school is working towards a common goal with use of existing assessments. This promotes collaboration, supports the work being done through each school’s SIP plan, and aligns directly to the work of the Strategic Plan. It will also assist in aligning professional development goals and providing support to students in a meaningful way. “All-in” is a safe way to analyze student growth and make district and building wide improvements rather than by each individual teacher. It is better to focus on average growth across a larger group rather than individual student growth.

Each team will have an admin assigned to go through the goal setting process with the team throughout the school year.

- Elementary grade level (prek-5) PLCs will create a reading and math goal.
- Middle School PLC teams (grades 6-8) will choose the content area of reading or math based on what they teach.
- Encore teachers will choose either reading or math with one grade level.

NWEA MAP (K-5) and Teaching Strategies Gold (Prek)

NWEA MAP/Teaching Strategies Gold counts as a Type I and Type III assessment.

Type I: 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.

Type III: An assessment that is rigorous, aligned with the course curriculum, and that the evaluator and teacher determine measures student learning.

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 (see Section 50.110(b)(2) of this Part).

K-8 Student Growth Rating Calculation: 30% of Teacher Evaluation Calculation

15% = NWEA MAP Reading Projected Growth

15% = NWEA MAP Math Projected Growth

“All In” Student Growth Goals and Ratings

<u>Student Group</u> <u>Grades K-8</u>	<u>NWEA MAP Projected</u> <u>Growth Goal- Fall to Winter</u>
Students in the 1st-40th%tile Grade Level RIT Category	45% of students meet or exceed projected growth
Students in the 41st-80th%tile Grade Level RIT Category	42% of students meet or exceed projected growth
Students in the 81st%tile and Above Grade Level RIT Category	33% of students meet or exceed projected growth

**When the percentages have a decimal, the numbers will round up.*

Student Group Grade: PREK	Snapshot by Dimension
% of students who moved from below to meeting	20% of students meet or exceed projected growth
% of students meeting	40% of students meet or exceed projected growth
% of students exceeding	0 or above of students meet or exceed projected growth

*We will round numbers when the percentages have a decimal.

Evaluation Ratings	
Excellent	All 3 subgroups met goal
Proficient	2 of 3 subgroup goals are met
Needs Improvement	1 of 3 subgroup goals are met
Unsatisfactory	0 of 3 subgroup

**Students who do not have fall and winter data are exempt from this data collection.

K-8 Student Growth Percentages (30%= 15% + 15%)

15% "All-in" MAP Reading Projected Growth- Type I/III

15% "All-in" MAP Math Projected Growth- Type I/III

Math-15%	Reading-15%			
	Unsatisfactory	Needs Improvement	Proficient	Excellent
Unsatisfactory	U	NI	NI	P
Needs Improvement	NI	NI	P	P
Proficient	NI	P	P	E
Excellent	P	P	E	E

Evaluation Percentages (100%= 70% + 30%)

70% Professional Practice Rating (Danielson Rubric)

30% Student Growth Rating

Prek Student Growth Percentages (30%=15%+15%)

15% Teaching Strategies Gold Literacy/Language

15% Teaching Strategies Gold Math

Math-15%	Literacy/Language -15%			
	Unsatisfactory	Needs Improvement	Proficient	Excellent
Unsatisfactory	U	NI	NI	P
Needs Improvement	NI	NI	P	P
Proficient	NI	P	P	E
Excellent	P	P	E	E

Evaluation Percentages (100%= 70% + 30%)

70% Professional Practice Rating (Danielson Rubric)

30% Student Growth Rating

Final Summative Rating Table (Student Growth + Professional Practice)

Prek-8

Student Growth 30%	Professional Practice 70%			
	Unsatisfactory	Needs Improvement	Proficient	Excellent
Unsatisfactory	U	NI	NI	P
Needs Improvement	U	NI	P	P
Proficient	NI	NI	P	E
Excellent	NI	P	P	E

Procedures, Dates and Deadlines

- Fall MAP/Teaching Strategies Gold Assessments are finished by **September 24, 2024**
- Teams make their team goal for literacy and/or math by **September 24, 2024**
 *Each teacher will log the team goal in PERFORM. There will be a form in PERFORM to fill out at the beginning of the year (fall). The team goal will focus on differentiation within each of the three categories: Students in 1-40th%tile, 41-80%, and 81%tiles. There will be no additional forms/data that need to be completed. These goals will drive the PLC collaboration and decision making processes.
- Winter MAP/Teaching Strategies Gold Assessment are given by **January 29, 2025**
- Summative Conferences for Non-Tenured Years 1-4 are to be completed by **March 20, 2025**, for Tenured Teachers On Evaluation Cycle by **April 26, 2025**

*Art, Music, PE, SEL and STEAM and Encore classes will choose a grade level/team to connect to and collaborate on the literacy or math goal.

**Middle School teachers will choose either a math or literacy goal depending on what fits best with their content area. They will collect data for one class for the forms but utilize this process to think through instruction for all of their classes.

Glossary of Terms

Addendum: An addendum allows teachers to:

1. provide record additional information that pertains directly to the summative, or
2. share record dissatisfaction with the summative.

If a certificated staff member wishes to utilize an addendum they may exercise the addendum option by indicating “yes” in the appropriate box of the Summative Evaluation form. The addendum form must be completed within five (5) school days following the final evaluation conference. It then becomes a permanent part of the Summative Evaluation Form.

Assessments: Assessment means any instrument that measures a student’s acquisition of specific knowledge and skills. PERA defines assessments according to the following three types:

- Type I Assessment means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment, is scored by a non-district entity, and is administered either state wide or beyond Illinois.
- Type II Assessment means 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.
- Type III Assessment means any assessment that is rigorous, that is aligned to the core curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. A Type I or a 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.

Certificated Staff Member: Any and all school district employees regularly required to be certified under laws relating to the certification of teachers, excluding staff members holding administrative positions.

Conferences: Both parties are encouraged to make an effort to ensure that conferences:

- are private,
- are set at mutually acceptable times,
- reflect a spirit of collegiality, mutual responsibility, and collaboration, and
- allow time for both parties to listen as well as discuss progress of the plan, artifacts presented, and the next steps to further the plan.

End-of-Year Conference (EOY) Form for Tenured Teachers, not on a formal evaluation cycle (Teacher, Evaluator): This form guides and documents the discussion between evaluators and teachers who are not on a formal evaluation cycle. The purpose is to identify areas of strengths and areas of growth to inform goal setting for the subsequent school year based on the current year’s data and self-assessment. It is completed by the teacher prior to the EOY meeting with the evaluator.

Formal Observation: Formal Observation is defined as a specific window of time that is scheduled with the teacher by the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or the school.

Formal Pre-Observation Form (Teacher): The Pre-Observation form is designed for teachers to provide information to evaluators in advance of a formal observation. The teacher indicates any important information about the lesson as well as the class and anything else he/she wants the evaluator to know in advance. The Pre-Observation form is filled out in advance of and used for discussion during the Pre-Observation Conference.

Formal Conference Form: (Evaluator) Teachers must receive feedback about the formal lesson observation and other professional dispositions throughout the year. This feedback is captured by the evaluator using the completed Formal Conference Form. It guides the conversation between the evaluator and teacher. Feedback is specific and meaningful. The evaluator completes this form prior to the post-observation

meeting.

Framework for Teaching (Danielson)

District 2 uses the Charlotte Danielson Framework for Teaching for evaluating Professional Practice. The Framework for Teaching is a research-based set of components of instruction clustered into four **Domains** of teaching responsibility:

- Domain 1. Planning and Preparation
- Domain 2. Classroom Environment
- Domain 3. Instruction
- Domain 4. Professional Responsibilities

Components define a distinct aspect of a Domain; two to five **Elements** break each component down even further to describe specific features of a Component. Levels of teaching performance (**Rubrics**) describe each Component and provide a roadmap for improvement of teaching.

Goals: A statement identifying a measurable and/or observable teaching or professional disposition related to furthering student learning and overall organizational health.

Goal Setting Form: A form is provided to help the teacher and evaluator with the goal setting process. It helps the teacher in monitoring goals and informing mid-and end-of-year conferences.

Illinois Professional Teaching Standards (IPTS), 2013: In order to assess the quality of the teacher's professional practice, the evaluation plan shall include **an instructional framework** developed or adopted by the school district that is **based upon research** regarding effective instruction; **addresses at least planning, instructional delivery, and classroom management; and aligns to the Illinois Professional Teaching Standards. [50.120]**

Informal Observation: Informal Observation is defined as an observation by a qualified evaluator that is not announced in advance of the observation and not subject to a minimum time requirement. Informal observations must be documented in writing (either electronic or paper) to be used in Formal Conference meetings and summative rating. If desired, it is the responsibility of the staff member to schedule a meeting after an informal observation with the evaluator.

Job Description: The job description provides an overview of key areas of responsibilities, but is not inclusive of all responsibilities and duties.

Joint Committee: means 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 set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance. (Section 24A-4 of the School Code)

Measurement Model: Measurement Model means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time.

Mid-Year Data Review and Mid-Year Conference (MYC): Teachers analyze and reflect upon the professional practice and student growth data as well as their goals mid-year (Generally, November or December). The analysis is conducted initially on their own and then collaboratively with colleagues prior to meeting with the evaluator. Then, during the MYC, qualified evaluator(s) and teacher(s) discuss their mid-year analysis and self-reflection as well as progress made towards their goals. Together, they modify these goals as necessary. In addition, the evaluator may choose to use the MYC to provide an initial, formative assessment of performance on *The Danielson Framework for Teaching*. If the teacher is in danger of receiving a *Needs Improvement* or *Unsatisfactory* rating, this is the time to establish a support plan for teachers to be followed during the second half of the year.

Non-Tenured Process: First-Fourth Year Teachers: All teachers will develop appropriate goals for every school year. A minimum of three (3) observations shall be required each school year, of which two (2) must be formal observations (formal observations include both a pre and post observation conference). The third observation is an information observation. Included in the process is a rating of Excellent, Proficient, Needs Improvement, or Unsatisfactory and a summative evaluation written by the evaluator. Under the law, non-tenured teachers who receive three successive excellent ratings on the annual summative evaluation would be eligible for tenure.

Performance Evaluation Plan: This is a plan to evaluate a teacher that includes data and indicators on student growth as a significant factor in judging performance, measures the individual's professional practice, and meets the requirements of Article 24 of the School Code.

Performance Evaluation Rating: This refers to 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-2.5 of the School Code.

Qualified Evaluator: Qualified evaluator shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers. Each qualified evaluator shall maintain his or her qualification by completing the retraining as applicable.

Rating: (Professional Practice) The rating of Excellent, Proficient, Needs Improvement, or Unsatisfactory will be assigned on the summative evaluation by the supervisor in accordance with Article 24A-5 of the Illinois School Code.

Observation data determines a teacher's level of proficiency.

The ratings on the summative are defined below:

- **Excellent:** The professional teacher who involves students in the learning process and creates a true community of learners. Teachers at this level are master teachers and leaders in the field in and out of their schools.
 - Excellent: (Component Domain Rating) Excellent ratings in at least half of the components of the domain, with the remaining components rated no lower than Proficient.
 - Excellent: (Component Overall Final Rating) Excellent rating in at least two or more of the domains, with the remaining domains rated as Proficient.
- **Proficient:** The successful, professional teacher who consistently performs at a high level. Most experienced teachers should perform at this level.
 - Proficient: (Component Domain Rating) No more than two components within that domain are rated needs improvement, with the remaining components rated at proficient or higher.
 - Proficient: (Component Overall Final Rating) No more than one domain rated needs improvement, with the remaining domains rated at Proficient or higher.
- **Needs Improvement:** The teacher who has the necessary knowledge and skills to be effective but is inconsistent in applying the skills, due to inexperience, lack of initiative, or not participating in professional development opportunities. Teachers who are new to the profession or tenured teachers who have recently transitioned to a new curriculum, grade level or subject may perform at this level. It is unlikely that a non-tenured teacher at this level would be renewed for the next school year. For a tenured teacher, the risk is that this teacher's performance could fall further and end up on a remediation plan which could lead to loss of employment. If a needs improvement box is

checked on the observation form that indicates an area of growth for the teacher.

NOTE: If the box is overlooked and not checked, the evaluation data serves as primary evidence as to when a teacher is in a needs" improvement" status.

- Needs Improvement: (Component Domain Rating) At least half of all components within that domain rated needs improvement, with no more than one unsatisfactory rating.
- Needs Improvement: (Component Overall Final Rating) Two or more domains rated needs improvement, with the remaining domains rated as proficient or higher.
- **Unsatisfactory:** The teacher who does not understand the concepts underlying the component. A teacher performing at this level is doing harm in the classroom and would not be renewed for the next school year.
 - Unsatisfactory: (Component Domain Rating) Two components within that domain rated as unsatisfactory.
 - Unsatisfactory: (Component Overall Final Rating) any domain rated unsatisfactory.

Student Growth: Student Growth means a demonstrable change in a student's or group of students' knowledge or skills as evidenced by gain and/or attainment on two (2) or more assessments, between two (3) or more points in time.

- **Exceeds Goal** – Exceeds the target for a majority of the student growth measures; meets all targets.
- **Meets Goal** – Meets or exceeds the target for a majority of the student growth measures does not have negative growth on any measures.
- **Minimal Growth** – Meets only 1 or 2 student growth targets; has no more than one measure with negative growth results.
- **No Growth or Negative Growth** – Does not meet any student growth targets; demonstrates negative growth on one or more measurers.

Student Learning Objectives (SLO): 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 neither an assessment nor a measurement model. The SLO process is solely an organizational and planning tool. The SLO process helps educators organize evidence of student growth using chosen assessments and selected measurement models.

Summative Evaluation: The final written document that summarizes certificated staff member's performance, including formal written goals, informal and formal observations, and provides a rating of Excellent, Proficient, Needs Improvement, or Unsatisfactory. This is the official file record that is housed in the Educational Administration Center. A summative evaluation will be completed every year for non-tenure and at least every three years for tenured staff demonstrating proficient progress in working toward goals in the four domains.

Summative Rating Form: This form is to be jointly reviewed by the teacher and evaluator during the End-of-Year Conference. The Rating is to be based on data collected over the course of the evaluation cycle using Danielson's Operating Principles as defined within the Guidebook.

Teacher: means full-time or part-time professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educator's license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, "teacher" shall not include any individual who holds a school service personnel certificate issued under Article 21 of the School Code or a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring

this certificate or endorsement, including but not limited to school counselor, school psychologist, non-teaching school speech and language pathologist, school nurse, or school social worker.

Teacher Formal Post-observation Pre-work Form: This form helps the teacher reflect on the lesson observed; it must be completed in advance of the Post-observation Conference and then discussed during the conference. Feedback from the evaluator regarding the observed lesson and other professional dispositions must be provided in writing to the teacher during this conference.

Tenured Evaluation Process: All teachers will develop appropriate goals for every school year. Included in the process is a rating of Excellent, Proficient, Needs Improvement, or Unsatisfactory and a summative evaluation written by the evaluator. The observation requirements are different for tenured teachers receiving an Excellent/Proficient rating compared to tenured teachers receiving a Needs Improvement/Unsatisfactory rating. One major shift in the new teacher evaluation process is that the notion of a tenured teacher being on cycle or off cycle no longer exists. This is because all teachers every year are required to set goals, administer and monitor all formative and summative assessment information for positively impacting student growth and engage in a mid-year data and goals review.