CHICAGO RIDGE PUBLIC SCHOOL DISTRICT 127½

Leaders in Learning

Teacher Performance Evaluation Plan Forms (17-18)

Finley Junior High School

Vikings

"HOME OF THE VIKINGS"

RIDGE CENTRAL SCHOOL

RIDGE LAWN ELEMENTARY

Individual Growth Plan (IGP): All Years and Segments

Individual Growth Plans are developed to address an identified need related to student learning and teacher skill improvement. Professional goals improve teacher practices and go beyond implementation of district curriculum or initiatives. Each section within the Individual Growth Plan (IGP) represents a critical component for developing new learning skills and supporting student learning improvement.

		SMART Professional Growth Goal Criteria
S	**Specific Standards-Based**	● Clearly focused on what is to be accomplished and why this is important ● Based on the *Framework for Teaching* (or *Framework for Specialist Practice*)
M	**Measurable**	● Can this goal be measured? ● Will I be able to collect evidence of achievement? ● Is this goal based upon multiple sources of data?
A	**Aligned and Attainable**	● Is this goal aligned to district and school improvement goals? ● Will resources be available to achieve this goal?
R	**Relevant**	● How will this goal enhance teaching/professional practice/craft? ● How will this goal enhance learning opportunities for students
T	**Time Bound**	● Can this goal be attained within the required timeframe?

Use the SMART Professional Growth Goal criteria to guide the development of your Individual Professional Growth goal using the following word formula:

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved.
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, check sheets, tests, etc.

FORM1: Chicago Ridge School District 127.5 Teacher Evaluation Performance Plan

Individual Growth Plan (IGP): All Years and Segments

Individual Growth Plan (IGP)	Year:	School:
Teacher Name:		**Certified Position:**
SMART Individual Growth Goal Statement:		**What Framework for Teaching Domains/Component(s) are addressed in this IGP:**
Which School and/or District Improvement Goal(s) are addressed by this IGP?		
Indicators of Success: (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?)		

Action Steps/Activities (Specific activities that are part of your plan)	Timelines (Timeframe for action steps)	Resources (Staff, professional development, or materials)

I have reviewed the above Individual Growth Plan:

Teacher's/Specialist's Name: _____
Teacher's/Specialist's Signature: _____

Evaluator's Name: _____
Evaluator's Signature: _____

Date: _____ **(this form must be signed by NT - September 15th; T - October 1st)**

If tenured, mark if this is a Collaborative Plan: _____ Yes _____ No

If yes, list colleagues:_____

Date Reviewed: _____ **(this formed must be reviewed prior to the official summative ranking)**

Teacher's/Specialist's Name: _____

Teacher's/Specialist's Signature: _____

Evaluator's Name: _____

Evaluator's Signature: _____

Form 2: Chicago Ridge School District 127.5 Teacher Evaluation Performance Plan

Individual Student Growth Plan

(For Non-Tenured & Tenured "On Cycle" Teachers)

Using multiple student data elements to modify instruction and improve student learning

Educator Information

Academic Year	
Educator Name	
School Name	

Timeline and Sign-Off

Evaluator Name and Title	
Initial Individual Student Growth Plan Evaluator Sign-Off	Signatures: Date:
Midpoint Check-In Sign-Off **(see section 16)**	Signatures: Date:
Description of instructional adjustments made during the Midpoint Check-In	
Due Date of Final Individual Student Growth Plan	

Student Population: Identify the class/group of students	*Type III assessments focus on the growth of an entire class or group. For example, my 5th grade class or my 4th hour Algebra class. Describe rationale for selection of this class or group.*
Identified academic area	*A specific academic area needs to be identified.*
Student Data Baseline Analysis	*Describe strengths and areas for improvement for the student population determined from baseline data. Describe all data sources used to formulate your analysis.*

What is the student growth goal for this group of students?	*This statement should clearly define the expected growth for a high priority learning standard based on areas of need. (Add alignment to school/district goal setting process such as SMART goal.)* *Include details about the instructional window for the goal.*
Growth Targets	*Based on district criteria, how much growth is expected during the instructional window. Teachers will need to select either a value-table or simple growth measurement model.*
What high quality source of data will be used to measure student growth?	*The measure(s) must include two points in time, essentially a pre-- and a post--test, provide information on student performance in the specific goal area and identify the target growth for students.*
How will you monitor achievement of the student growth goal?	*This should be other possible measures of learning for the same goal and designed to support ongoing progress monitoring. These measures might be used multiple times over the course of the instructional interval.* *For example, "a review of daily work will be used to monitor student progress", or "several writing samples from the reporting period will be collected to monitor student progress".*
Describe collaboration or strategies to be used to meet the goal if appropriate	*Describe different factors that might be used during the interactional interval to support student learning and growth attainment.*
Final results	*This is where the data would be included from the growth measures. The data should be phrased in terms of what was actually achieved.* *Include any considerations around student characteristics (e.g., special education placement, English Language Learners, low-income populations, attendance) that might have impacted the results.* *Reflect on your impact on this group of students.*

Results			
□ Unsatisfactory	□ Needs Improvement	□ Proficient	□ Excellent
Growth or achievement data from at least two points in time shows _____ (fill in) as determined by the growth plan.	Growth or achievement data from at least two points in time shows _____ (fill in) as determined by the growth plan.	Growth or achievement data from at least two points in time shows _____ (fill in) as determined by the growth plan.	Growth or achievement data from at least two points in time shows _____ (fill in) growth as determined by the growth plan.

Date:	Evaluator's Signature:
Date:	Teacher's Signature:

Form 2A: Chicago Ridge School District 127.5 Teacher Evaluation Performance Plan

Individual Student Growth Plan

(For Tenured "Off Cycle" Teachers - must submit to the evaluator by June 1)

Using multiple student data elements to modify instruction and improve student learning

Educator Information

Academic Year	
Educator Name	
School Name	

Timeline and Sign-Off

Evaluator Name and Title	
Initial Individual Student Growth Plan Evaluator Sign-Off	Signature: Date:
Midpoint Check-In Sign-Off **(see section 16)**	Signature: Date:
Description of instructional adjustments made during the Midpoint Check-In:	
Due date of Final Individual Student Growth Plan	

Student Population: Identify the class/group of students	*Type III assessments focus on the growth of an entire class or group. For example, my 5th grade class or my 4th hour Algebra class. Describe rationale for selection of this class or group.*
Identified academic area	*A specific academic area needs to be identified.*
Student Data Baseline Analysis	*Describe strengths and areas for improvement for the student population determined from baseline data. Describe all data sources used to formulate your analysis.*

What is the student growth goal for this group of students?	*This statement should clearly define the expected growth for a high priority learning standard based on areas of need. (Add alignment to school/ district goal setting process such as SMART goal)* *Include details about the instructional window for the goal.*
Growth Targets	*Based on district criteria, how much growth is expected during the instructional window. Teachers will need to select either a <u>value-table</u> or <u>simple growth</u> measurement model.*
What high quality source of data will be used to measure student growth?	*The measure(s) must include two points in time, essentially a pre-- and a post--test, provide information on student performance in the specific goal area and identify the target growth for students.*
How will you monitor achievement of the student growth goal?	*This should be other possible measures of learning for the same goal and designed to support ongoing progress monitoring. These measures might be used multiple times over the course of the instructional interval.* *For example, "a review of daily work will be used to monitor student progress", or "several writing samples from the reporting period will be collected to monitor student progress".*
Describe collaboration or strategies to be used to meet the goal if appropriate.	*Describe different factors that might be used during the interactional interval to support student learning and growth attainment.*
Final results	*This is where the data would be included from the growth measures. The data should be phrased in terms of what was actually achieved.* *Include any considerations around student characteristics (e.g., special education placement, English Language Learners, low-income populations, attendance) that might have impacted the results.* *Reflect on your impact on this group of students.*

Self-Reflection			
□ Unsatisfactory	□ Needs Improvement	□ Proficient	□ Excellent
Growth or achievement data from at least two points in time shows _____ **(fill in)** as determined by the growth plan.	Growth or achievement data from at least two points in time shows _____ **(fill in)** as determined by the growth plan.	Growth or achievement data from at least two points in time shows _____ **(fill in)** as determined by the growth plan.	Growth or achievement data from at least two points in time shows _____ **(fill in)** growth as determined by the growth plan.
Rationale:			

Date:	Evaluator's Signature:
Date:	Teacher's Signature:

FORM 3: Chicago Ridge School District 127.5 Teacher Evaluation Performance Plan

Pre-Observation Conversation for Formal Observations:

All Years and Segments

Questions for discussion between teacher and evaluator:
The teacher must be prepared to discuss the following questions with his/her evaluator.

1. Briefly describe the students in your class. What have you learned about your students this year that has gone into planning for this lesson? (1b)

2. Discuss how you planned and prepared for this lesson. What are the specific learning targets of the lesson? (1a & 1c)

3. Discuss how you have organized the overall structure, pacing, and materials within this lesson to engage students in the learning process. (1d, 1e, links to 3c)

4. The learning environment is key to helping students be successful learners. How have you organized the classroom to promote a respectful learning environment? How do your classroom procedures and the physical arrangement of the classroom help students be successful in your classroom? How have you changed your organizational procedures/arrangement based on previous feedback? (Links to 2a, 2d)

5. During the observation I will be collecting evidence about your teaching directions, procedures, explanations, discussion process, and learning expectations. What specific information would you like me to collect about your instructional communication? (Links to 3a, 3b)

6. How have you differentiated and adjusted your teaching through questions, discussion, and activities? (Links 3b, 3c)

7. How do you plan to formatively assess your students' progress towards mastery of the identified learning targets? (1f, links to 3d)

8. How has this lesson been influenced by collaboration with other teachers? How has involvement in different professional activities helped you to develop this lesson? (Links to 4a, 4d, 4e)

9. Thinking beyond the classroom, how have you continued to communicate and connect with the students' families to help build a link between home and school? How has family information continued to influence your classroom management and instructional decisions with individual students? (Links to 4c)

10. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

FORM 4: Chicago Ridge School District 127.5 Teacher Evaluation Performance Plan

Observation Notes (Formal & Informal):
All Years and Segments
Form may be replaced by the digital observation tool document

Teacher: _____   Date / Time: _____

Evaluator: _____   Subject Area: _____

Domain 2: Classroom Environment	Domain 3: Instruction
2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction

Time	Actions & Statements/Questions by Teacher & Students	Component

Teacher's Signature: _____

Signature indicates only that the teacher has received the formative feedback.

Administrator's Signature: _____

*Date of Notification: _____

FORM5: Chicago Ridge School District 127.5 Teacher Evaluation Performance Plan

Formative Feedback Form (From Informal Observation):
All Years and Segments
Form may be replaced by the digital observation tool document

Teacher: School:

Grade Level(s):   Subject(s):

Observer: Date:

Domain 1 (Planning and Preparation) Feedback
2a. Creating an Environment of Respect and Rapport
2b. Establishing a Culture for Learning
2c. Managing Classroom Procedures
2d. Managing Student Behavior
3a. Communicating with Students
3b. Using Questioning and Discussion Techniques
3c. Engaging Students in Learning
3d. Using Assessment in Instruction
Domain 4 (Professional Responsibilities) Feedback
Other Areas for Further Development or Areas of Concern

Teacher's Signature: _____

Signature indicates only that the teacher has received the formative feedback.

Administrator's Signature: _____

*Date of Notification: _____

A post conference is not required for an informal observation. However, a teacher or an evaluator may request a meeting. If there is an area of concern, a meeting shall take place.

FORM6: Chicago Ridge School District 127.5 Teacher Evaluation Performance Plan

Post-Observation Conversation Form for Formal Observation:
All Years and Segments

Questions for discussion between teacher and evaluator:
The teacher must be prepared to discuss the following questions with his/her evaluator.

1. **In general, how successful was the lesson?**

    a. Describe the key components of your lesson that helped or hindered your students' overall engagement (i.e. communication, questioning, discussion techniques, student engagement, assessment, etc.) (Domain 3: Instruction)

    b. What evidence do you have that the student learning targets were met? (Domain 3: Instruction)

    c. How did the environment you established facilitate or hinder student learning? (Domain 2: Classroom Environment)

2. **After reflecting on this lesson:**

    a. What went well in this lesson that you will incorporate into future lessons? What did not go well that you do not plan to incorporate into future lessons? (Domain 4: Professional Responsibilities)

    b. What did you learn from this lesson that will help you improve your teaching in the future? (Domain 4: Professional Responsibilities)

    c. What do you hope to be able to share with your colleagues after this teaching lesson? (Domain 4: Professional Responsibilities)

Self-Reflection for Professional Growth: Domains 1- 4

This document can be used to provide evidence for professional practice. Please note, a strength and growth opportunity does not need to be filled out for each component. This is a place to share any additional information that may have not been covered in past conversations.

Strengths	Domains/Components	Growth/Opportunities
	Domain 1: Planning and Preparation 1a. Knowledge of Content and Pedagogy 1b. Knowledge of Students 1c. Setting Instructional Outcomes 1d. Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments	
Next Steps:		
	Domain 2: Classroom Environment 2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior	
Next Steps:		

Strengths	Domains/ Components	Growth/Opportunities
	Domain 3: Instruction 3a. Communication with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction	

Next Steps:		
	Domain 4: Professional Responsibilities 4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Showing Professionalism	
Next Steps:		

FORM8: Chicago Ridge School District 127.5 Teacher Evaluation Performance Plan

Final Performance Evaluation:
On Cycle Tenured and Non-Tenured

Teacher Name: School/Location:

School Year: Evaluator:

Status: (Example: Non-Tenured Year 2)

Observation dates included in the basis of this performance evaluation:	
Formal Observation Dates:	
Informal Observation Date(s):	
Teacher's Attendance:	See attached

Professional Practice

Domain 1 – Planning and Preparation
     _____Unsatisfactory   _____Needs Improvement   _____Proficient   _____Excellent

Domain 2 – Classroom Environment
     _____Unsatisfactory   _____Needs Improvement   _____Proficient   _____Excellent

Domain 3 – Instruction
     _____Unsatisfactory   _____Needs Improvement   _____Proficient   _____Excellent

Domain 4 – Professional Responsibilities
     _____Unsatisfactory   _____Needs Improvement   _____Proficient   _____Excellent

Overall Professional Practice Rating (refer to Section 5)
     _____Unsatisfactory   _____Needs Improvement   _____Proficient   _____Excellent
_____

Overall Student Growth (refer to Section 17)
     _____Unsatisfactory   _____Needs Improvement   _____Proficient   _____Excellent
_____

Overall Rating (refer to Section 17)
     _____Unsatisfactory   _____Needs Improvement   _____Proficient   _____Excellent

We have conducted a conversation on the rubrics. The teacher has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file maintained in the District Office.

Teacher's Signature:
_____Date:_____

Signature indicates only that the teacher has read and understands the evaluation.
Evaluator's Signature:_____Date:_____

FORM8A: **Chicago Ridge School District 127.5 Teacher Evaluation Performance Plan**

Final Performance Evaluation *Self-Reflection*:
On Cycle Tenured and Non-Tenured

Teacher Name: School/Location:

School Year: Evaluator:

Status: (Example: Non-Tenured Year 2)

Professional Practice

Domain 1 – Planning and Preparation
_____Unsatisfactory _____Needs Improvement _____Proficient _____Excellent

Domain 2 – Classroom Environment
_____Unsatisfactory _____Needs Improvement _____Proficient _____Excellent

Domain 3 – Instruction
_____Unsatisfactory _____Needs Improvement _____Proficient _____Excellent

Domain 4 – Professional Responsibilities
_____Unsatisfactory _____Needs Improvement _____Proficient _____Excellent

Overall Professional Practice Rating (refer to Section 5)
_____Unsatisfactory _____Needs Improvement _____Proficient _____Excellent

_____

Overall Student Growth (refer to Section 17)
_____Unsatisfactory _____Needs Improvement _____Proficient _____Excellent

_____

Overall Rating (refer to Section 17)
_____Unsatisfactory _____Needs Improvement _____Proficient _____Excellent

Teacher's Signature:
_____Date:_____

Evaluator's Signature:_____Date:_____