Certified Staff Evaluation Plan

School District 64

September 26, 2016

Purpose of the Staff Evaluation

- Create a climate to ensure quality instruction and enhance professional growth

- Link instruction, supervision and evaluation to staff development

- Improve student achievement, enhance quality instruction, and encourage professional growth for the participants

Performance Evaluation Reform Act (PERA)

- Changed how teachers' and principals' performance is measured

- Measures included in evaluation:

  - Professional Practice

  - Student Growth

- Clear descriptions of professional excellence

- Two District 64 committees

THANK YOU, COMMITTEE MEMBERS!

Professional Practice	Student Growth	
Erin Breen (RO)	Brett Balduf (CA)	Laurie Heinz (ESC)
Sonja Dziedzic (EM)	Jane Boyd (ESC)	Nancy Jensen (JE)
Lisa Halverson (JE)	Erin Breen (RO)	Meghan Keefer (RO)
Laurie Heinz (ESC)	Kara Dabe (LI)	Lori Lopez (ESC)
Franny Keyes (LI)	Steph Daly (WA)	Joel Martin (ESC)
Lori Lopez (ESC)	Kevin Dwyer (RO)	Jerry Mulvihill (RO)
Joel Martin (ESC)	Sonja Dziedzic (EM)	Barbie Murphy (JE)
Jerry Mulvihill (RO)	Jane Everett (FI)	Tony Murray (LI)
Tony Murray (LI)	Lisa Halverson (JE)	Tom Nasshan (LI)
Mark Stefanik (LI)		

Teacher Evaluation

Professional Practice	District 64 Framework for Teaching (Based on Danielson Framework) +		= 70%
Student Growth	10% Shared Responsibility	20% Type II or Type III Assessment	= 30%
			= 100%

Professional Practice Component

70%

Professional Practice: Committee Work

- Conducted an audit of the current teacher evaluation tool to identify areas of non-compliance (jointly with CEC and IEA)

- Reviewed published Teacher Evaluation Models that are based on research: Marzano, Saphier, Danielson

- Reviewed compliant tools from surrounding districts: Glenview 34, Skokie 68, Wilmette 39, and others

Professional Practice:
District 64 Framework for Teaching

- Based on Danielson Framework for Teaching

- Certified Staff Framework & Other Specialist Frameworks

- Customized by Evaluation Committee Members and Specialists on other teams to reflect District 64 (<u>extensive</u> committee dialogue)

Domain One: Planning and Preparation	Domain Two: The Classroom Environment
a. Demonstrating knowledge of content and pedagogy b. Demonstrating knowledge of Students c. Setting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing Student Assessments	a. Creating an Effective Social-Emotional Environment b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior e. Organizing Physical Space
Domain Three: Instruction	**Domain Four: Professional Responsibilities**
a. Communicating with Students b. Using Questioning and Discussion Techniques c. Engaging Student Learning d. Using Assessment in Instruction e. Demonstrating Flexibility and Responsiveness	a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with Families d. Participating in a Professional Community e. Growing and Developing Professionally f. Showing Professionalism

Domain 2: Classroom Environment
2e. Organizing Physical Space

Basic/ Unsatisfactory	Needs Improvement	Proficient	Excellent/ Distinguished
Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional activities.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the effective operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

Professional Practice:
Rating Based on Observations

- 1-2 formal observations and minimum of 1 informal observation

- Pre-Observation Conference to discuss the lesson and areas of focus

- Post-Observation Conference to reflect upon instruction and share additional insights; the evaluator provides feedback to the teacher linked to the four domains

- *Observation Feedback Form*: Evaluator feedback shared in writing

Determining the Professional Practice Rating

A rating is assigned to each domain. Domain ratings are used to determine a Professional Practice Rating:

- <u>Distinguished/Excellent</u> – Distinguished/Excellent rating in at least three or more of the domains, with the remaining domain rated as Proficient

- <u>Proficient</u> – No more than one domain rated Basic/Needs Improvement, with the remaining domains rated at Proficient or higher

- <u>Basic/Needs Improvement</u> – Two or more domains rated Basic/Needs Improvement, with no Unsatisfactory domains

- <u>Unsatisfactory</u> - Any domain rated Unsatisfactory

Student Growth Component

30%

Shared Responsibility (10%) + Student Learning Objective (20%)

Student Growth: Committee Work

- Collaborating consultant to assist in navigating the process

- Voluntary risk-free trial

- 30%* Student Growth beginning in 2016-17

  *required to be 30% by 2018-2019

Shared Responsibility (10%)

(Based on prior Spring MAP Scores- Status)

Excellent	Proficient	Needs Improvement	Unsatisfactory
99th-93rd	92nd-80th	79th-70th	<70th

Student Learning Objective (SLO): Process

SLO	- Teacher-designed student growth project - Individual growth goals established in collaboration with evaluator. - Rigorous approval process for assessment.

1. Design assessment

2. Review assessment - alignment, rigor, format

3. Administer baseline assessment

4. Define target group and individual student growth goals

5. Administer final assessment

6. Document student progress and calculate rating

SAMPLE SLO Process (20%)
Instrumental Music

Alignment
26.A.3d Music: Read and interpret traditional music notation in a varied repertoire. **26.B.3c Music**: Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.
Assessment Proposal (Rigor, Individualized Growth)
Students in Cadet Band will advance _____ levels (established for each individual student) by the end of the trimester.

SAMPLE SLO Data
Instrumental Music

Baseline	Growth Target	Final Score	Meets/Exceeds (Y/N)
Level 1B	Level 1C	Level 1C	Yes
Level 1B	Level 1C	Level 1B	No
Level 1B	Level 1C	Level 1C	Yes
Level 1B	Level 1C	Level 1B	No
Level 1B	Level 1D	Level 2A	Yes

SLO Rating

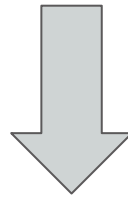| Rating Scale for the Student Growth Component	
Percentage of Students that Exceeded/ Met SLO Growth Target	**Rating**
>=76%	Excellent
51%-75%	Proficient
25%-50%	Needs Improvement
<25%	Unsatisfactory

Final Student Growth Rating
10% Shared Responsibility + 20% SLO

+

Professional Practice Rating
10% Shared Responsibility + 20% SLO

Final Summative Rating
70% Professional Practice + 30% Student Growth

Ongoing Support for Process

- Institute Day Professional Development

- Two-day training to support Instructional Coaches, Curriculum Team, and evaluators with understanding each domain

- Informational meetings (spring, summer, Institute Day)

- Follow up professional development on early release Wednesdays for all staff

- Evaluator meetings to promote consistency and inter-rater reliability

- Joint Committee to address ongoing questions and refine the process