

EVALUATION COMMITTEE GUIDANCE DOCUMENT

East Moline School District #37

2018-2019 School Year



“Quality Education for Tomorrow’s World”

MISSION

The entire East Moline School District #37 community will prepare all students to become life-long learners who are productive, responsible members of a global society.

CORE VALUES

- * A safe and nurturing environment
- * Equitable learning opportunities for all students
- * A strong, community-wide support network
- * Collaborative, fact-driven decision making
- * High expectations for all stakeholders
- * Embracing diversity of students and staff
- * All District employees accountable for a student-centered culture

STRATEGIC PRIORITIES

- * Highest level of student achievement
- * Buildings, infrastructure, and technology to support our mission
- * Quality staff for quality learning
- * High level of engagement with our broader community
- * Proactive communication within the District and with our stakeholders
- * Long-term financial stability

Contents

Part 1: General Information	1
Evaluation Committee	1
Performance Evaluation Rating	1
Forms and Documentation	1
Evaluation Cycle	1
Evaluation Process and Timelines	2
Non-Tenured/ Tenured (Summative Due This Year)	2
Tenured Teachers (Summative Due Next Year)	3
PART 2: Professional Practice	4
Observations	4
Instructional Framework	4
iObservation	5
PART 3: Student Growth	5
Assessment Requirements Under PERA	5
Assessments by Evaluation Cycle	6
Type III Assessment Approval	6
Assessments by Position	7
Measuring Growth on Type I Assessment	8
Measuring Growth on Type III Assessment	8
Guidance for Growth Targets	9
Student Population/Exclusions	9
Midpoint Conference	9
Determining the Student Growth Rating	10
Part 4: Summative Evaluation	11

Part 1: General Information

Evaluation Committee

The Evaluation Committee for East Moline School District 37 consists of equal representation of administration and EMEA membership. The committee meets at least one time per school year. Questions about this document or the evaluation process should be sent via e-mail to the committee at evalcommittee@emsd37.org.

Performance Evaluation Rating

By state law, the performance evaluation rating of any staff member working in a position requiring a teaching license will consist of 70% professional practice rating (based on classroom observations and feedback in iObservation) and 30% student growth (based on assessment data).

The following positions are specifically exempted from the student growth portion by state law and evaluations of these individuals will be based 100% on a professional practice rating:

- School nurse
- School counselor
- School psychologist
- School social worker
- Speech pathologist

Forms and Documentation

Forms for the student growth portion of the teacher evaluation are available at the EMSD website, under the heading Staff → Licensed Employee Evaluation. Forms for the professional practice portion of the teacher evaluation are available in the iObservation online portal and submitted electronically.

Evaluation Cycle

Non-tenured teachers will be evaluated on a one-year cycle, receiving a summative performance evaluation each year.

Tenured teachers will be evaluated on a two-year cycle, receiving a summative performance evaluation every other year.

Exact dates and deadlines are updated annually based on school calendar (Timelines for 2018-2019 are included on the following page).

Evaluation Process and Timelines

Non-Tenured/ Tenured (Summative Due This Year)

2018-2019 School Year

Professional Practice	Student Growth		
<p>Evaluator holds formal and informal observations. Feedback is provided through the iObservation online platform.</p> <ul style="list-style-type: none"> ● Non-Tenured Teacher: 2 formal ● Tenured Teacher: 1 formal <p>Each formal observation includes a pre-conference and a post-conference. Preparation and reflection forms for these conferences are shared with the teacher through iObservation.</p>	Date	Element	Forms
	Before administering pre-test	Teacher submits teacher-created Type 3 test for approval (if applicable)	EMSD Type 3 Teacher-Created SLO Approval Form
	By 09/28/2018	Teacher administers Type 3 assessment pre-test	
	By 10/03/2018	Teacher submits data from Type 3 pre-test to evaluator	EMSD Type 3 SLO Roster Tool EMSD Type 3 SLO Goal Form
	By 10/05/2018	Evaluator holds a conference (in person or via e-mail) with teacher and approves SLO growth targets	EMSD Type 3 SLO Roster Tool EMSD Type 3 SLO Goal Form
	By 11/30/2018 *Earlier for semester classes	Evaluator holds a midpoint conference with teacher to discuss whether students are on track to meet targets. Teacher brings formative assessment data.	EMSD Midpoint Conference Form
	By 02/05/2019	Teacher submits post-test data to administrator	EMSD Type 3 SLO Roster Tool
<p>By 02/21/2019: Evaluator holds a summative evaluation conference and finalizes summative evaluation rating, combining both professional practice and student growth ratings. Evaluator fills out:</p> <ul style="list-style-type: none"> ● Summative Evaluation Rating Form ● iObservation Summative report ● District Signature page 			

**Evaluation Process and Timelines
Tenured Teachers (Summative Due Next Year)**

2018-2019 School Year

Professional Practice	Student Growth		
Evaluator holds informal observations and walkthroughs. Feedback may be provided through iObservation. At the evaluator's discretion, formal observations may be completed during the first year of the evaluation cycle.	Date	Element	Forms
	Before administering pre-test	Teacher submits teacher-created Type 3 test for approval (if applicable)	EMSD Type 3 Teacher-Created SLO Approval Form
	By 09/18/2018	Teacher administers Type 3 assessment pre-test	
	By 10/03/2018	Teacher submits data from Type 3 pre-test to evaluator	EMSD Type 3 SLO Roster Tool EMSD Type 3 SLO Goal Form
	By 10/05/2018	Evaluator holds a conference (in person or via e-mail) with teacher and approves SLO growth targets	EMSD Type 3 SLO Roster Tool EMSD Type 3 SLO Goal Form
	By 01/18/2019 *Twice for semester classes	Evaluator holds a midpoint conference with teacher to discuss whether students are on track to meet targets by the end of the year Teacher brings formative assessment data.	EMSD Midpoint Conference Form
	By 05/16/2019	Teacher submits post-test data to administrator	EMSD Type 3 SLO Roster Tool
<p align="center">By End of School Year: Evaluator holds a conference with teacher to review end of year assessment data and begins to fill out the Summative Evaluation Rating Form, to be completed the following year.</p>			

PART 2: Professional Practice

Observations

According to state law, the minimum number of observations for teachers in each category is as follows:

	Minimum Formal Observations	Minimum Total Observations
Non-Tenured Teacher (during a one-year cycle)	2	3
Tenured Teacher (during a two-year cycle) *When a teacher's previous evaluation is "Excellent" or "Proficient"	1	3
Tenured Teacher in the year following a "Needs improvement" or "Unsatisfactory" rating	2	3

Instructional Framework

State law requires each district's evaluation committee to use an instructional framework based on research regarding effective instruction; that addresses at least planning, instructional delivery and classroom management; and that aligns to the Illinois Professional Teaching Standards. The Evaluation Committee has chosen the Learning Map from the Marzano Teacher Evaluation Model as the district's instructional framework. All teachers, speech pathologists, and librarians/media specialists will utilize the Learning Map which includes the following four domains:

- Domain 1: Classroom Strategies and Behaviors
- Domain 2: Planning and Preparing
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

Staff members who do not spend the majority of their day in direct instruction to students will use the Instructional Support (Non-Classroom) Map. Positions utilizing this map include:

- Special Education Facilitator/Case Manager
- Counselor
- School Nurse
- School Social Worker
- School Psychologist
- Instructional Specialist
- Administrative Intern

The four domains of the Instructional Support Map are:

- Domain 1: Instructional Support Strategies and Behaviors
- Domain 2: Planning and Preparing
- Domain 3: Reflecting on Teaching and Supporting
- Domain 4: Collegiality and Professionalism

iObservation

Forms for pre-conferences, post-conferences, and observation feedback are found in the iObservation online platform. Evaluators will provide feedback through iObservation for both formal and informal observations. Feedback can be offered in all four domains.

By the time of the summative conference, each staff member's evaluation should include at least 20 points of feedback (20 points do not have to reflect 20 different elements).

PART 3: Student Growth

Assessment Requirements Under PERA

Teachers are required to use two types of assessments for the student growth portion of the evaluation. Illinois PERA law defined assessments according to three distinct Types: Type I, Type II, and Type III. Each teacher's evaluation must include two assessments: one Type I or Type II assessment and one Type 3 assessment. For teachers for whom a Type I assessment is not available, two Type 3 assessments may be used. Teachers write goals for student growth on these assessments, referred to as student learning objectives (SLOs).

TYPE I	TYPE II	TYPE III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administer beyond Illinois.	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area.	An assessment that is rigorous, aligned with the course's curriculum, based on state/national standards, and teacher determine measures of student learning. *An assessment fitting the description of a Type I or Type II may also be utilized as a Type III when agreed upon by the PERA committee (as in the case of the district math assessment).
Examples: NWEA/MAP or MPG, AIMSWeb, Acuity, etc.	Examples: curriculum-embedded assessments (not nationally normed)	Examples: teacher/grade level/PLC created assessments, and/or performance tasks

Assessments by Evaluation Cycle

Non-Tenured Teacher		
Full Year Course	Semester Course	Quarter Course
SLO 1: Type 1 Fall to Winter SLO 2: Type 3 Fall to Winter	SLO 1: Type 1 Fall to Winter SLO 2: Type 3 Semester 1	SLO 1: Type 1 Fall to Winter SLO 2: Type 3 Quarter 1 SLO 3: Type 3 Quarter 2
Tenured Teacher		
Full Year Course	Semester Course	Quarter Course
Year 1: SLO 1: Type 1 Fall to Spring Year 1 SLO 2: Type 3 Fall to Spring Year 1 Year 2: SLO 3: Type 1 Fall to Winter Year 2 SLO 4: Type 3 Fall to Winter Year 2	Year 1: SLO 1: Type 1 Fall to Spring Year 1 SLO 2: Type 3 Semester 1 Year 1 SLO 3: Type 3 Semester 2 Year 1 Year 2: SLO 4: Type 1 Fall to Winter Year 2 SLO 5: Type 3 Semester 1 Year 2	Year 1: SLO 1: Type 1 Fall to Spring Year 1 SLO 2: Type 3 Quarter 1 Year 1 SLO 3: Type 3 Quarter 2 Year 1 SLO 3: Type 3 Quarter 3 Year 1 SLO 4: Type 3 Quarter 4 Year 1 Year 2: SLO 5: Type 1 Fall to Winter Year 2 SLO 6: Type 3 Quarter 1 Year 2 SLO 7: Type 3 Quarter 2 Year 2

Type III Assessment Approval

- Each year before administering tests to students, all Type III Assessments must be submitted to an administrator with the Assessment Approval form attached. Tests should not be administered to students until they have been approved by an administrator. To enable teachers to administer pre-tests in a timely manner, tests may be approved by any administrator. Tests do not have to be approved by the specific teacher's evaluator.
- Once a Type 3 assessment has been approved by an administrator, a teacher must submit a copy of the signed approval form to his/her evaluator (in the case in which the administrator who approved the assessment was not the teacher's evaluator).
- If a teacher disagrees with an administrator's decision regarding assessment approval, he/she may appeal to the evaluation committee.

Assessments by Position

	<i>Type I Assessment</i> <i>Scores reflect whole grade level growth</i>	<i>Type III Assessment</i> <i>Scores reflect single teacher growth (Must include all sections)</i>
Kindergarten – 1 st grade classroom teachers	MPG (reading) – whole grade level	District math assessment
2 nd grade – 4 th grade classroom teachers	MAP (reading) – whole grade level	District math assessment
5 th – 8 th grade Teachers of: English Language Arts Social Studies Exploratory	MAP (reading) – whole grade level	Teacher-created assessment reflecting whole course content
5 th – 8 th grade teachers of: Math Science	MAP (math) – whole grade level	Teacher-created assessment reflecting whole course content
P.E. Band Elementary Music	MAP (reading) M.S.: One grade level Elem: Building wide	Performance based assessment OR Teacher-created assessment of whole course content (cannot be Pacer test or FitnessGram)
Librarians	MAP (reading)- building wide	Teacher-created assessment reflecting whole course content - choose one grade
Kdg Literacy	MPG (reading) - kindergarten	Teacher-created assessment reflecting whole course content
Special Education		
K-4 Special education teachers who teach at least one inclusion class	MAP reading building wide	Math: Whole classroom district math assessment OR Reading: Whole classroom teacher-created Type 3 assessment or AIMSWeb
5-8 Special education teachers who teach at least one inclusion class	MAP grade level for subject that is co-taught	Classroom Type 3 assessment for all co-taught sections (one subject area)
Special education teachers who teach all resource or self-contained classes	MAP reading building wide	Teacher-created assessment reflecting student goals (may be CBM/AIMSWeb)
	*Each special education teacher should make a decision about the most appropriate Type 3 assessment for their particular teaching assignment in consultation with their evaluator.	

EL		
Bilingual self-contained classrooms K -4	MAP (reading)	District math assessment
EL TPI teachers Grades K-4	MPG/MAP (reading)	1 Type 3 assessment based on English Language Development
EL TPI teacher Grades 5-8	MAP (reading) for one grade level	1 Type 3 assessment based on English Language Development
Preschool	N/A	2 Type 3 teacher-created assessments
Elementary TEC	MAP (reading) for one building	Teacher-created assessment reflecting whole course content for one grade level
Middle School TEC	MAP (math) for one grade level	Teacher-created assessment reflecting whole course content for one grade level
Elementary Instructional Specialist	MAP (reading) building wide	Fountas & Pinnell one grade level
Middle School Instructional Specialist	MAP (reading or math depending on area of focus) building wide	Type 3 assessment (Choose one grade level and combine all teacher scores)
Special Education Facilitator	MAP reading building wide	Type 3 math assessment (Chose one grade level and combine all teacher scores)
Special Education Case Manager	MAP (reading) for one building	Type 3 math assessment (Choose one grade level/building and combine all teacher scores)
Administrative Intern	MAP reading building wide	Type 3 math assessment (Choose one grade level and combine all teacher scores)

Measuring Growth on Type I Assessment

Growth on Type I assessments will be measured utilizing growth targets provided by NWEA. Students will be regarded as having met their growth target if they meet the projected RIT score or if their score falls within the standard error range of their projected RIT. These scores are represented on the MAP Growth Summary and Projection report as Yes, Yes*, and No*. The percentage of students meeting growth at each grade level and for the building will be calculated by a building administrator and shared with all teachers and evaluators in the building.

Measuring Growth on Type III Assessment

Each teacher will submit a Type III SLO roster form and goal setting form to his/her evaluator which includes:

- An analysis of baseline data
- A description of the population
- Instructional strategies which will be utilized to reach the targeted growth (does not need to be an exhaustive list, but should address any areas of concern noted in the baseline data or population characteristics)
- Formative assessment measures which will be used to track performance, including a midpoint check
- Targeted growth goals, which may be divided into no more than 5 tiers based on baseline data.

Guidance for Growth Targets

- Teachers may, but are not required to, utilize tiers based on baseline data, with different goals for each tier based on initial performance.
- Growth targets should be rigorous, with goals reflective of achievement of grade level standards by the end of the year.
- For students whose initial performance is above grade level standards, goals may be set to maintain high achievement.

Student Population/Exclusions

- Any student that enters a class after the pre-test or fall MAP has been administered will not be included on the roster spreadsheet turned in to the evaluator.
- All students with both a pre and post test score will be included in the final roster. Teachers can request to an evaluator that a student be excluded from the SLO roster by providing evidence to support the request. Possible evidence would include attendance records reflecting an attendance rate lower than 90%. Teachers may not exclude specific subgroups.

Midpoint Conference

Midway between the pre and post-test, each teacher/evaluator will schedule a midpoint conference. The midpoint conference need not be a stand-alone meeting; it may be possible that the midpoint conference would coincide with a pre or post observation conference. Specific dates for the midpoint conference to be completed will be included in the evaluation timeline updated each year based on the school calendar.

At this conference, the teacher should bring formative data to support whether students are on track to meet the SLO goal set in the fall. If the teacher and evaluator agree that the goals need to be adjusted for any reason, a midpoint adjustment form should be filled out. Examples of formative data to discuss at the midpoint conference include:

- Unit tests
- Running records/reading levels
- Assessments using a rubric similar to the pre and post test

Non-tenured teachers and tenured teachers in their summative evaluation year should **not** administer a full mirrored version of the pre or post-test at the midpoint, to avoid excessive assessment. Teachers should utilize other formative assessments already in use in the classroom to discuss at the midpoint conference.

Tenured teachers who are not in their summative evaluation year may utilize a mirrored winter benchmark assessment as a piece of formative assessment data at the midpoint check between fall and spring.

Determining the Student Growth Rating

After the administration of Type 1 assessments (MAP) is completed, building administrators will compile data for all teachers in the building and provide data to teachers and evaluators. Based on this data, the teacher will be assigned a rating for the Type 1 SLO, according to the chart below.

After the administration of a Type 3 assessment, each teacher will turn in to his/her evaluator a roster of students' baseline scores, midpoint data, and a "yes" or "no" determination of whether the student met the growth target. Based on this data, the teacher will be assigned a rating for the Type 3 SLO, according to the chart below.

Performance Ratings	Thresholds
Unsatisfactory (1)	<ul style="list-style-type: none"> • Did not use approved assessment • Did not correctly score assessment • Did not accurately administer assessment • Did not use approved SLO • Less than 50% met target growth
Needs Improvement (2)	<ul style="list-style-type: none"> • Use approved SLO • 50-64% of students met targeted growth
Proficient (3)	<ul style="list-style-type: none"> • Use approved SLO • 65-74% of students met targeted growth
Excellent (4)	<ul style="list-style-type: none"> • Use approved SLO • At least 75% of students met targeted growth

Ratings from the two assessments will be combined into one student growth rating, weighted evenly between Type 1 and Type 3. The Type 1 assessment is weighted as 15% of the total evaluation and the Type 3 assessment as 15% of the total evaluation.

Examples:

Non-Tenured Teacher	Tenured Teacher (Full Year)	Tenured Teacher (Semester)
Type 1: 63% met growth → 2 Type 3: 80% met growth → 4 Student Growth Rating (Avg. of Type 1 and Type 3): 3.0	Type 1, Year 1: 70% met growth → 3 Type 1, Year 2: 80% met growth → 4 Average of Type 1: 3.5 Type 3, Year 1: 48% met growth → 1 Type 3, Year 2: 72% met growth → 3 Average of Type 3: 2.0 Student Growth Rating (Avg. of Type 1 and Type 3): 2.75	Type 1, Year 1: 75% met growth → 4 Type 1, Year 2: 63% met growth → 2 Average of Type 1: 3.0 Type 3, Year 1, Sem 1: 65% → 3 Type 3, Year 1, Sem 2: 80% → 4 Type 3, Year 2, Sem 1: 72% → 3 Average of Type 3: 3.33 Student Growth Rating (Avg. of Type 1 and Type 3): 3.12

Part 4: Summative Evaluation

After all observations and conferences have been conducted and student growth data has been collected, the teacher and evaluator will hold a summative evaluation conference. At this time, the summative evaluation rating will be calculated as follows:

Step 1: Obtain professional practice rating from iObservation.

Step 2: Convert professional practice rating to a whole number.

Professional Practice Rating (iOb)	Whole Number for Calculating Summative Rating
Excellent (3.5 or higher)	1
Proficient (2.5 up to but not including 3.5)	2
Needs Improvement (1.5 up to but not including 2.5)	3
Unsatisfactory (Less than 1.5)	4

Step 3: Calculate student growth rating (see page 8)

Step 4: Calculate Summative Evaluation rating as follows:

$$\begin{array}{r} 0.7 * \text{Professional Practice rating} = \underline{\hspace{2cm}} \\ + \quad 0.3 * \text{Student Growth rating} \quad = \underline{\hspace{2cm}} \\ \hline \text{Summative Rating} \quad = \underline{\hspace{2cm}} \end{array}$$