Oregon CUSD #220 Evaluation Plan

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The Framework for Teaching by Charlotte Danielson is the basis for the Oregon School District's Teacher Evaluation Plan. The plan focuses on evidence collected within the four domains of teaching. Those four domains consist of planning and preparation, classroom environment, instruction and professional responsibilities. The intent of the observation process is to provide frequent, honest, and thorough observations and evaluations as a key component to promote professional growth, improve instruction, and engage in ongoing school improvement. In this respect, the framework is an invaluable tool to be utilized for the purposes of fostering a foundation for professional conversations among educators as they enhance and improve their skills as a professional educator. The success of this process relies on communication between all parties.

Additionally, the Oregon School District's Evaluation Committee recognizes the role that student growth plays in the evaluation process. The committee reviewed recent legislation enacted in the state of Illinois calling for student growth to become a part of any teacher evaluation plan by the beginning of the 2016/2017 school term. Pursuant to state of Illinois law and school code, this evaluation plan has been amended to include student growth as a portion of teacher evaluations beginning with the 2016/2017 school year.

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Section 1 – OREGON C.U.S.D. #220 CERTIFIED EVALUATION

<u>**Timeline**</u>

By the first day of student attendance in a school year in which a teacher will be evaluated, the qualified administrator or his/her designee will notify the teacher that an evaluation will occur.

A minimum of five events will occur for each summative evaluation:

1. Between the first and 30th days of student attendance, teacher and evaluator will hold a **Student Learning Objective Goal Setting Conference**. At this conference, evaluator and teacher are to discuss the types and natures of assessments being used in the summative evaluation, the instructional interval over which these assessments will demonstrate growth, and the manner in which goals will be set for individual students.

    Revisions to Student Learning Objectives must occur at least 30 calendar days prior to the Summative Evaluation Conference except by mutual agreement. This **Mid-Cycle Review** of student growth data and goals is optional but encouraged.

2. Consistent with the OCUSD Evaluation Plan, evaluator and teacher will hold a **Pre-Observation Conference** to discuss lesson plans and the observation. This meeting may be held in conjunction with the SLO Goal Setting Conference. The evaluation tool can be found by using the Evaluwise software. A hard copy of the evaluation tool is attached as Appendix A.

3. Evaluator will conduct a **Formal Observation** of the teacher.

4. Within three days of the formal observation, evaluator and teacher will hold a **Post-Observation Conference**. Written feedback about the observation to be provided within 20 days of the observation. The evaluation tool can be found by using the Evaluwise software. A hard copy of the evaluation tool is attached as Appendix A.

5. After all data have been collected related to the selected Student Learning Objectives, evaluator and teacher will hold a **Summative Evaluation Conference**. The objective of this final meeting is to apply the joint rubric using Professional Practice and Student Growth ratings to calculate a final Summative Rating. Teacher and evaluator will verify that all applicable students are included in the student growth calculations. Students may be removed from the growth calculations by mutual agreement.

The Evaluation of a Teacher's Professional Practice:

The evaluation of a teacher's Professional Practice shall consist of the following:

A. *Evaluation Frequency*

    a. <u>Tenured:</u> For each tenured teacher who received either an "excellent" or "proficient" performance evaluation rating in his or her last performance evaluation, a minimum of two observations are required during the cycle in which the current evaluation is conducted, one of which must be a formal observation.

    b. Tenured teachers will complete a self-evaluation in year two (2) of their three (3) year cycle. This self-evaluation will be shared with their building administrator and the teacher will meet with their building principal to discuss the self-evaluation. The intent of this self-evaluation is to provide the tenured teacher the opportunity to reflect deeply on their current teaching practice. To support this reflection, there are no requirements to upload or provide evidence of practice during the self-evaluation.

    c. The Tenured Teacher will complete the self-evaluation in domains 2&3 on the Danielson Rubric. If the teacher and the administrator agree, the teacher may substitute another domain (i.e. domain 4 for domain 2) for the self-evaluation. The self-evaluation will not be used as evidence toward the tenured teachers formal/summative evaluation

    d. For each tenured teacher who received a "needs improvement" or "unsatisfactory" performance evaluation rating in his or her last performance evaluation, a minimum of three observations shall be required in the school year immediately following the year in which the "needs improvement" or "unsatisfactory" rating was assigned, of **which two** must be formal observations.

    e. Non-Tenured: For each non-tenured teacher, a minimum of three observations shall be required each school year, of which two must be formal observations.

B. Evaluation information: No later than the first day of student attendance an administrator will provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school year to each teacher affected.

C. *Selecting a date* - The teacher and administrator collaboratively select a date for the formal observation. Every attempt should be made to provide notice to teachers at least 15 school days in advance of the date of the observation.

D. *Prior to the Pre-Conference* The teacher shall complete Form A from the Evaluwise program and provide artifacts supporting their professional practice as it pertains to the Danielson

Framework. The form and artifacts may be provided through Evaluwise, e-mail, or by hand. A list of potential artifacts can be found in Appendix B

E. *Pre--Formal Observation Conference*: Formal observations will always be preceded by a pre-observation conference unless a change is agreed to by mutual agreement. The qualified evaluator and the teacher discuss the lesson or unit plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable.

F. *Observation:* Teachers will be observed by a qualified administrative member. Said observations will be the basis for evaluation. Observations will not be limited to the classroom nor the school day, but will be confined to the educational setting.

G. *Post--Formal Observation Conference*: Prior to the Post-Observation meeting, the teacher considers (reflects upon) his or her instruction and, if applicable, may provide to the qualified evaluator additional information or explanations about the lesson presented

> During the conference, the qualified evaluator provides feedback to the teacher about the individual's professional practice, including evidence specific to areas of focus designated during the conference preceding the observation

> The teacher shall work with the qualified evaluator to identify areas for improvement

H. *Overall Summative Evaluation Rating*: Following the post-observation conference, the principal will consider all evidence provided by the teacher prior to providing the summative rating. Each teacher shall receive a copy of the qualified administrator's evaluation. This Overall Summative Evaluation Rating will be one of the four following ratings: Excellent, Proficient, Needs Improvement or Unsatisfactory.

I. *Informal Observation*

> Following an informal observation, the qualified evaluator shall provide feedback to the teacher either orally or in writing (electronic or paper) and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator.

> After an informal observation, the principal may ask to meet with a teacher to discuss the lesson and review lesson-related documentation. The focus of this meeting will be to support continuous development of the teacher's knowledge and skills and to promote a productive dialogue between professional educators concerning teacher performance.

<u>Professional Development Plan (PDP)</u>

A tenured teacher who receives a Needs Improvement as their summative rating will be placed on a professional development plan (PDP). The PDP is created by the evaluator, in collaboration with the teacher. The plan must meet the following criteria;

- The PDP Is created within 30 days after the needs improvement rating is received;

- The PDP considers past results, contributes to professional growth, and assist teachers in aligning professional development and goal-setting to school improvement goals;

- The PDP plan will not exceed 90 school days. If the PDP is determined to be less than 90 school days, the formal evaluation schedule will be established by mutual agreement between the evaluator and the teacher.

- A consulting teacher will be offered to the teacher under PDP. If the teacher under PDP accepts the offer, the consulting teacher will be selected by the qualified evaluator after a discussion with the teacher under the PDP.

- The PDP will have a minimum of three observations as described below:
    - At least one informal
    - At least two formals
        - Formal # 1- teacher will complete a self-evaluation
        - Formal #2 – qualified administrator will complete the evaluation

- PDP documents are attached as Appendix C and Appendix D

Remediation Plan

A remediation plan is designed to address the performance of a tenured teacher earning a summative rating of "unsatisfactory" on their comprehensive summative evaluation. The following is an explanation of the process that shall be used.

In accordance with Chapter 105s 5/24A-5, of the Illinois School Code

1. The remediation plan shall be developed and begin within thirty (30) school days after a summative evaluation conference in which a summative rating of unsatisfactory, was shared with the teacher.

2. The remediation plan shall be developed by the qualified evaluator in consultation with a consulting <u>teacher</u> for the teacher receiving the "unsatisfactory rating.

    Consulting Teacher
    -   A consulting teacher is selected by the evaluator and must have at least five (5) years teaching experience have reasonable familiarity with the assignment, and have received an excellent rating on his/her most recent comprehensive summative evaluation. Where no teachers who meet these criteria are available within the district, the district shall request and the applicable regional office of education shall supply, to participate in the remediation process, an individual who meets these criteria.

    -   A consulting teacher participates in the development of the remediation plan and provides advice to the ''unsatisfactory" teacher on how to improve teaching skills and how to successfully complete the remediation plan (Section 24A-5.2. j of the Illinois School Code).

3. Remediation plan components mirror those of a PDP.
    a. Evidence targeting specific components/ domains which indicate the need for improvement
    b. Strategies the teacher may utilize in an effort to improve targeted areas
    c. Specific tasks the teacher will complete to improve targeted areas
    d. A list of supports and resources the teacher may leverage to improve targeted areas (e.g., workshops, colleagues to observe, books/journals)
    e. Indicators of progress toward proficiency

4. The remediation plan shall provide *90* school days of remediation within the classroom.

5. The remediation process shall include the sharing of <u>mid-point remediation ratings</u> and final <u>remediation ratings</u>. Each evaluation shall assess the teacher's performance during the time period since the prior evaluation, provided that the last evaluation shall also include an overall evaluation of the teacher's performance during the remediation period. Final remediation ratings are comprehensive and include a summative rating. The final

decision as to whether the teacher has improved their professional skills to a "proficient" level shall be made solely by the qualified evaluator.

6. Final remediation ratings shall be issued and shared with the teacher within 10 school days after the conclusion of the 90 school day remediation time period.

7. Any teacher who completes any applicable remediation plan with a final remediation rating equal to or better than "proficient" will be reinstated to the normal evaluation cycle. If the teacher does not receive a rating of Proficient or higher, the teacher will be subject to dismissal

8. Remediation process is attached as Appendix E.

Student Growth

Summative teacher evaluation ratings will be composed of a professional practice and a student growth component. During the pilot phase of implementation (2015-2016), student growth will account for 0% of a teacher's final summative rating. Beginning with actual implementation (2016-2017 and beyond), student growth will comprise 50% of teacher evaluations. The PERA document is attached as Appendix F.

Appendix A – Evaluation
(Created in 2011 – 2012 - Evaluation Tool)

The Oregon CUSD 220 Evaluation tool was designed to enhance professional practices of educators so as to positively impact student learning.

The purpose of this evaluation instrument is to ensure a positive environment that supports the changes necessary to improve learning for all students by promoting best practices.

The focus of this tool is to promote *continuous development of teachers' knowledge and skills*. We believe this is best accomplished by creating a collaborative partnership between teachers and evaluators.

The goal of an evaluation is to:
- *continually improve teaching effectiveness as well as support teacher's potential as professionals*
- *clearly define performance standards for all teachers in the district*
- *promote productive dialog between professional educators concerning teacher performance*
- *provide teachers with specific feedback regarding their strengths, ways to enhance their performance and/or areas for improvement*
- *identify and recognize exemplary teaching practices*
- *support the district's mission to educate students to be life-long learners who are productive, responsible citizens.*

This evaluation tool will be used for all certified staff except counselors, librarians and nurses.

Rubric Ratings:

Excellent: A teacher shall earn the rating of Excellent if they have obtained an Excellent rating in at least 43% (9 of 21) of observed components and all other components are rated Proficient.

Proficient: A teacher shall earn the rating of Proficient if they are rated Proficient in at least 81% (17 of 21) of observed components, are rated Needs Improvement in no domain more than two times and are not rated Unsatisfactory in any areas.

Needs Improvement: A teacher shall earn the rating of Needs Improvement if 24% (5 of 21) or more of their component ratings are Need Improvement.

Unsatisfactory: If teachers are unsatisfactory in any component, at the principal's discretion they may be rated unsatisfactory. If there are 14% (3 of 21) of the unsatisfactory components observed they will be rated unsatisfactory.

Evaluation Information – as delineated in the contract

Form A: *Interview Protocol for a Planning Conference*

Name of Teacher: _____   School: _____

Grade Level(s): _____   Subject(s): _____

Name of Observer: _____   Date: _____

Part I: Preparing for Instruction

1) Describe what you have learned about your students' strengths and weaknesses so far in this course.

2) What previous learning will your students draw from as it relates to this lesson?

3) How do you determine the sequence for your instruction, both within this lesson and as part of a larger unit?

4) What outcomes have you established for your students that should result from your instruction? What assessment(s) will you use to determine if those outcomes are met? (**Please provide sample of all unit assessments**)

5) What activities will you use to help your students achieve those outcomes?

6) How do you inform your students about the criteria you will use to assess their performance?

7) What Illinois State Learning Standards will this lesson cover?

Part II: Classroom Management

1) How do you both recognize positive and address negative student behavior? (**Please provide an example of your classroom management plan**)

2) How often do you contact parents/guardians regarding a student's performance in your class? (**Please provide a record of parent/guardian contacts**)

Part III: Professional Considerations

1) How do you participate in the PLC?

2) What school-related committees do you currently serve on?

3) What professional development activities (including graduate courses) have you participated in during the last academic year?

4) What are your self-improvement goals for this academic year?

Faculty Name:

Domain 1: <u>Planning and Preparation</u>
The teacher sets goals, plans instruction, and assesses student progress based upon knowledge of content, students, resources, and the curriculum. Planning and assessment focus upon implementation of the district curriculum through meaningful classroom experiences utilizing available resources.
E= Excellent   P= Proficient   NI= Needs Improvement   U= Unsatisfactory   N/O = Not Observed

1. Demonstrating knowledge of content pedagogy.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

2. Demonstrating knowledge of students.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

3. Setting instruction outcomes.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

4. Demonstrating knowledge of resources.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

5. Designing coherent instruction.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

6. Designing student assessment.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

Record comments below to clarify items marked above.

Domain 2: The Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a class environment that encourages social interaction, active engagement in learning, and self-motivation. The classroom is managed efficiently and effectively. There is a positive, supportive classroom atmosphere and time is used productively.

E= Excellent   P= Proficient   NI= Needs Improvement   U= Unsatisfactory   N/O = Not Observed

1. Creating an Environment of Respect and Rapport.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

2. Establishing a Culture for Learning.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

3. Managing Classroom Procedures.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

4. Managing Student Behavior.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

5. Organizing Physical Space.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

Record comments below to clarify items marked above.

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Domain 3: Instructional Delivery

The teacher presents lessons that demonstrate an understanding and use of a variety of instructional strategies, questioning techniques, and resources to promote student learning, and to encourage student development of basic skills, critical thinking, and problem solving. Discussions engage students and relate background experiences to lesson objectives. Activities are purposefully planned to accommodate student differences. Presents clear lesson objectives and thorough explanations of new content, relating concepts to student experiences and previously learned material.

E= Excellent   P= Proficient   NI= Needs Improvement   U= Unsatisfactory   N/O = Not Observed

1. Communicating with Students.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

2. Using Questioning and Discussion Techniques.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

3. Engaging Students in Learning and Ensuring Higher Cognitive Level Thinking.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

4. Using Assessment in Instruction.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

5. Demonstrating Flexibility and Responsiveness.

U NI P D N/O
☐ ☐ ☐ ☐ ☐

Record comments below to clarify items marked above.

Domain 4: <u>Professional Responsibilities</u>

The teacher understands the role of communication in education, as well as developing and maintaining collaborative relationships with colleagues, parents/guardians and the community to support student learning. The teacher is expected to maintain standards of professional conduct, set goals and grow professionally to support district initiatives as well as continuing development in his/her area of expertise and meeting policy requirements.

E= Excellent   P= Proficient   NI= Needs Improvement   U= Unsatisfactory   N/O = Not Observed

1. Maintaining Accurate Records.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

2. Communicating with Families.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

3. Participating in a Professional Learning Community.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

4. Growing and Developing Professionally.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

5. Showing Professionalism.

U NI P E N/O
☐ ☐ ☐ ☐ ☐

Record comments below to clarify items marked above.

Faculty Name:

Administrative summative comments.

Record comments below to clarify items marked above

Summative Rating of Teacher Performance for   -   School Year

Overall Rating Assignment:

☐ **UNSATISFACTORY**   ☐ **NEEDS IMPROVEMENT**   ☐ **PROFICIENT**   ☐ **EXCELLENT**

<p align="center">mm dd yyyy</p>

Pre-observation conference date   -   -

Observation date   -   -

Post-conference date   -   -

Teacher Response

_____
Evaluator Signature   Date

_____
Teacher Signature   Date

Note: The teacher's signature on the line above confirms he/she has had a conference relating to this evaluation report.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' data from local, state, and national assessments, backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' data from local, state, and national assessments, backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' data from local, state, and national assessments, backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' data from local, state, and national assessments, backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and are adapted, where necessary, to the needs of individual students.
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the range of resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out varied resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit displays a highly coherent structure.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f: Designing student assessment	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, provides limited opportunities for success, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and rarely provides multiple opportunities for success, and inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals, using clear criteria, is appropriate to the needs of students, and provides multiple opportunities for success. Teacher uses assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development and provide multiple opportunities for success. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, or individual differences and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or individual differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and individual differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and individual differences. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
2c: Managing classroom procedures	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established and function smoothly, with little loss of instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, are seamless in their operation, with students assuming considerable responsibility for their smooth functioning.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students, tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective.	Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Communicating with students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	Teacher's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development.	Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development. It also anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion.	Teacher' use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion.
3c: Engaging students in learning	Students are not at all intellectually engaged in learning, as a result of groupings, activities, or materials inappropriate to their cultures of levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, resulting from groupings, activities, or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate groupings, activities, and materials, instructive presentations of content and suitable lesson structure and pacing.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the groupings, activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using assessment in instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs, and interests.	Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Maintaining accurate records	Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion.	Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient, and effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient, and effective, and students contribute to its maintenance.
4b: Communicating with families	Teacher provides little or no information to families, or such communication is culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. However, communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher communicates frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Teacher successfully engages families in the instructional program, as appropriate.
4c: Participating in a professional learning community	Teacher avoids participating in a professional learning community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional learning community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional learning community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional learning community, to school and district events and projects, and assumes a leadership role with colleagues.
4d: Growing and developing professionally	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills, and is resistant to feedback from colleagues.	Teacher's participation in professional development activities is limited to those that are convenient or are required. Teacher accepts, with some reluctance, feedback from colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and welcomes feedback from colleagues.	Teacher actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers. In addition, teacher seeks out feedback from colleagues.
4e: Demonstrating professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully with school and district regulations.	Teacher assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher displays the highest standards of ethical conduct.

Domain #1 – Planning and Preparation

Framework Guidelines	Artifacts/Actions to illustrate proficiency
1a – Demonstrating knowledge of content and pedagogy	Artifacts should show that the teacher is remaining up-to-date with current pedagogical practice *List of content-area courses taken to advance content/pedagogical knowledge *List of workshops attended related to teacher's content/pedagogical area/district initiative *List of presentations made at conferences/meetings pertaining to content-related material *List of articles/books written for professional journals/publishers that pertain to a teacher's content area *List of websites visited/used that pertain to content-related material/Common Core State Standards (CCSS)/district initiatives *List of content-related/pedagogical webinars that teacher participated in (include dates and certificates of completion, if provided) *List of free online courses (MOOCs, ITunes, Coursera, etc.) that teacher took to advance content/pedagogical knowledge (include dates and certificates of completion, if provided) *List of courses taught at upper-level institutions *Examples of student work that show relevant, meaningful comments made by the teacher, comments that illustrate the teacher's content/pedagogical strengths *Summer reading lists and summer preparation
1b – Demonstrating knowledge of students	*Lists of accommodations made for individual students *Lists of modifications made for students with IEPs/504s *Examples of differentiation in the classroom – i.e. – different handouts/exercises/assignments geared for specific learning groups *Examples of instructional scaffolding in the classroom
1c – Setting instructional outcomes	*Lesson plans (units) aligned to curriculum guides/CCSS *Instructional outcomes are listed on the board prior to class instruction *Examples of activities/units that display a spectrum of outcomes (basic understanding/comprehension; high-level thinking; communication [written/spoken]; etc.) *Assessments that show outcomes are being achieved in your classroom
1d – Demonstrating knowledge of resources	*Examples of diverse resources used in the classroom (print and electronic) *Lists of speakers used in your classes *Supplemental materials you provide or recommend for your students – after-school tutoring, supplemental coursework, etc. *Explanations of how you use aides and specialists in your classes *Professional journals you regularly read and consult
1e – Designing coherent instruction	*Unit plans that exhibit 1. Coherence (methods, materials, assessments all work together) 2. Variety of instructional activities and methods 3. Problem-based learning 4. Student choice 5. Higher order thinking activities
1f – Designing student assessments	*A variety of formative/summative assessments connected to classroom instruction/outcomes *Rubrics used to evaluate student work *Examples of student assessments with teacher comments

Domain #2 – The Classroom Environment

Framework Guidelines	Artifacts/Actions to illustrate proficiency

2a – Creative an environment of respect and rapport	*To be observed during classroom observation
	    *Teacher has positive, meaningful interaction with students
	    *Students have positive, meaningful interaction with each other
	    *Students feel comfortable in the classroom, with the instructor and with each other

2b – Establishing a culture for learning	*To be observed during classroom observation
	    *Students are actively engaged and care about what they are doing (Not going through motions)
	    *Teacher encourages high level thinking/has high expectations
	    *Classroom displays student work
	    *Classroom has visual aids that enhance the learning process

2c – Managing classroom procedures	*To be observed during classroom observation
	    *Classroom rules are posted and students are aware and follow them.
	    *Teacher makes effective use of class time (bell to bell teaching)
	    *Small groups work efficiently and students take initiative within those groups/groups are monitored by teacher
	    *Teacher has clear plan for non-instructional tasks – passing out papers, taking attendance, bathroom passes, etc.
	    *Teacher makes effective use of aides/para-professionals

2d – Managing student behavior	*Logs of parent contacts pertaining to student behavior (phone/email/meeting)
	*To be observed during classroom observation
	    *Students are actively engaged in the class
	    *Students are monitored and know the rules of the class
	    *Students monitor their own behavior

2e – Organizing physical space	*To be observed during classroom observation
	    *Classrooms are organized for effective teaching
	    *Classroom is safe (cords, computers, heavy objects, etc. are secure)

Domain #3 – Instruction	
Framework Guidelines	**Artifacts/Actions to illustrate proficiency**

3a – Communicating with students	*A sampling of assignments that clearly show what you expect from the students is clearly evident; communication is clear and effective
	*Electronic communications with students (Edmodo, email, etc.)
	*Class websites are updated regularly
	*Gradebooks are updated regularly
	*<u>To be observed during classroom observation</u>
	    *Teachings facilitate strong classroom discussion
	    *Students take initiative in classroom discussion
	    *Teacher explains to students the purpose of particular assignment/activity/learning

3b – Using questioning and discussion techniques	*If the teacher's formal observation is not "heavy" on questioning/discussion, teacher should provide a sampling of activities that exhibit his/her ability to develop/implement effective questions in varying group settings (whole class/small group/differentiated settings/etc.)
	*<u>To be observed during classroom observation</u>
	    *All questioning/discussion activities are at a high level and consistent with the learning objectives of the lesson/unit
	    *Students are grouped appropriately to achieve the most learning from the questioning/discussion
	    *Instructional materials (technology/handouts/speakers/etc.) are used effectively to promote effective questioning/discussion
	    *Students take an active role in the questioning/discussion

3c – Engaging students in learning	*<u>To be observed during classroom observation</u>
	    *In-class activities are challenging
	    *Homework is challenging
	    *Class is paced well
	    *Students are grouped effectively
	    *Students are on a meaningful task bell-to-bell
	    *Students take an active role in their learning

3d – Using assessments in instruction	SIMILAR TO DOMAIN 1f *Samples of diagnostic tests *Examples of pre-test/post test *Examples of formative/summative assessments *Examples of feedback given to the student *Examples of rubrics

3e – Demonstrating flexibility and responsiveness	*Examples of student/teacher homework contracts
	*Examples of teacher-initiated help for particular students
	*Examples of how modifications/accommodations are used for a particular assignment/activity/assessment
	*<u>To be observed during classroom observation</u>
	    *Teacher is willing to adjust a lesson to guarantee learning
	    *Teacher seizes on a "teachable moment"

Domain #4 – Professional Responsibilities	
Framework Guidelines	**Artifacts/Actions to illustrate proficiency**
4a – Reflecting on teaching	*Lesson plans/assignments/unit plans from multiple years that show change/growth/adaptation
4b – Maintaining accurate records	*Gradebook maintained *Class website maintained *Classroom inventory *Student assessment data organized *Budgets
4c – Communicating with families	*Classroom newsletters *Class website *List of classroom volunteers *List of communication with parents about student progress/success (email/phone/meeting). Keep an accurate log *Examples of assignments geared particularly for families (photo frames, Mothers' Day cards, etc.) *Teacher-organized community activities
4d – Participating in a professional community	*A list of all committees on which the teacher serves and in what capacity (local, state, national, teacher association, etc.) *A list of all extra-curricular activities supervised/coached *A list of all volunteer work/paid within the school (scheduling, Market Days, book fairs, McTeacher days, ticket taker, etc.) *A list of all presentations made at the local, state, and national level *A list of all workshops/meetings attended as a representative of the district
4e – Growing and developing professionally	*See DOMAIN 1a *Examples of local professional development communities

4f – Showing professionalism	*This is a tough one for administrators to document. If a teacher is to be marked down because of a lack of professionalism, reasons must be in writing and should not be entirely anecdotal. In essence, the teacher should . . .
	    *Be on time
	    *Dress appropriately
	    *Be positive
	    *Help students
	    *Follow the teacher handbook/board policy

APPENDIX C - Professional Development Plan

Name: _____   Evaluator: _____

Date of PDP: _____ to be completed within 30 days of summative evaluation

Use a separate sheet for each domain identified as an Area of Improvement

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component		Indicators of Progress		
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Completion Date	Date of Completion

Evaluators Comments:

Evaluator:		Teacher:	
Date:		Date:	

*Signatures above indicate the plan was developed by the Evaluator in consultation with the teacher.

APPENDIX D - Professional Development Plan Summary

Name: _____   **Evaluator:** _____

Date of PDP: _____

Improvement Area 1	**Domain** ____ **Component** _____
Completed? Yes No	
Improvement Area 2 (if indicated)	**Domain** ____ **Component** _____
Completed? Yes No	
Improvement Area 3 (if indicated)	**Domain** ____ **Component** _____
Completed? Yes No	

NEXT STEPS:

Teacher completion of Professional Development Plan: YES_____   NO _____

Evaluator:		**Teacher:**	

APPENDIX E – Remediation Plan

EVALUATION TIMELINE FOR TENURED – UNSATISFACTORY In accordance with Chapter 105s 5/24A‑‑‑5, of the Illinois School Code		
TIME OF YEAR	**PROCESS**	**FORMS (Appendix)**
Within 10 school days of summative rating of Unsatisfactory	**Evaluator will notify teacher that the observation may lead to a rating of Unsatisfactory**	
Within 30 school days of Teacher receiving an Overall Rating of *Unsatisfactory*	**Review Teacher's Framework for Teaching to cite the Area of Unsatisfactory Teaching Practice** **Develop Remediation Plan with Teacher/Specialist to address deficiencies cited** **Evaluator assigns a Consulting Teacher to support Remediation Plan**	**Framework for Teaching** **Remediation plan will follow PDP format**
At the beginning of the 90 day Remediation Plan	**Confirm implementation of Remediation Plan between Teacher/Specialist, Evaluator, and Consulting Teacher**	**Signed Remediation plan**
Before and After the midpoint of the Remediation Plan	**Informal Observations and reflective conversations will occur. Feedback will be provided by the evaluator through Evaluwise.**	**Evaluation tool**
At 45 days of the Remediation Plan	**Summative Evaluation is conducted and reviewed with the Teacher**	**Evaluation tool**
At the conclusion of the 90 day Remediation Plan	**Summative Evaluation per the Remediation Plan** **Tenured Certified Next Steps:** **● Overall Rating of *Proficient* or *Excellent* –reinstatement to the district's evaluation schedule** *** Overall Rating of *Needs Improvement or Unsatisfactory* – Recommendation for Dismissal**	**Evaluation tool**

Oregon CUSD 220
Performance Evaluation Reform Act (PERA) Plan

Mission, Vision, and Objectives

The goals of the OCUSD Performance Evaluation Reform Act (PERA) Committee are as follows:
1. Improve instruction
2. Foster student growth

Student Learning Objective Process
In April of 2014, four members of the Oregon Education Association and four administrators representing the Oregon School District undertook the task of developing a process for academic goal setting and evaluating student growth. This team of eight sought to collaboratively build a system to comply with the new PERA law and develop a process that can be used to fairly evaluate teachers using student data. The intention of this process is to use student data to reflect upon and improve instruction for all District 220 students.

The PERA Committee acknowledges that teaching is a highly complex activity in which many factors affecting learning are outside teachers' control. Effective learning is best achieved in an ongoing, nurturing relationship with knowledgeable adults who seek to teach the whole child. In addition, teachers themselves are a tremendous source of support and expertise for each other and should be considered the best sources of information about their students. We acknowledge any assessment is necessarily incomplete and reductive of the whole skill being taught. Knowing this limitation, the Committee sought to create a system that would suitably demonstrate student growth.

Because Value Added Measures (VAM) conducted by other states and school districts have been found to be fraught with error and instability from year to year, research does not support its use for the evaluation of teachers. Student Learning Objectives (SLOs) offer more flexibility in assessment choice and can be used by the entire range of subjects at any grade level. The PERA Committee has investigated the use of Student Learning Objectives and has received guidance from Anne Weerda, M.S. Ed., M.Ed., from the consultant firm, Kids at the Core.

Description of Student Learning Objectives
The Committee developed three types of objectives and disseminated information to the general teaching population regarding how to construct objectives, gather data, and conduct analysis of the data. Teachers can select from any of the examples within this document to create personalized objectives related to course assessments.

Many teachers in the district piloted the use of these SLOs and have found them, *when carefully constructed and appropriate assessments are utilized*, to be a reasonable way to evaluate the success of our teaching practices.

It is the intention of the PERA team to provide ongoing support and guidance to the teaching staff. The Committee will continue to meet to evaluate the success of the plan and to remediate any challenges to the process as they are revealed. The Oregon Education Association encourages teachers to be reflective professionals who seek to continually improve their practice. If assistance is needed, please consult a member of the PERA Committee.

Definitions

Summative Rating
A final evaluation rating for a teacher that combines a Professional Practice Rating and a Student Growth Rating

Professional Practice Rating
The result of an evaluator's observation and application of the Professional Practice Rubric (e.g., the Danielson Framework)

Student Growth Rating
The result of combining the outcomes from one or more Student Learning Objectives (SLOs)

Student Learning Objective (SLO)
A statement that sets measurable, time-oriented targets for student growth on a particular pair of assessments and for specific knowledge and/or skills. The OCUSD PERA Joint Committee selected the SLO development process as the methodology for adding student growth to teacher evaluations.

Student Growth
A change in student knowledge or skills, demonstrated by performance on two or more assessments, between two or more points in time

Student Attainment
Student performance of specific knowledge or skills at a particular point in time. This is often calculated by comparing a group of students to a known level of performance to determine how many score at or above said level.

Assessment
An instrument that measures a student's performance of specific knowledge and/or skills

PERA Joint Committee
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 regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

Performance Evaluation Rating

Summative teacher evaluation ratings will be composed of a professional practice and a student growth component. During the pilot phase of implementation (2015-2016), student growth will account for 0% of a teacher's final summative rating. Beginning with actual implementation (2016-2017 and beyond), student growth will comprise 50% of teacher evaluations.

At the conclusion of an evaluation cycle, professional practice ratings and student growth ratings from the selected assessments will be combined to produce a final summative rating. Both professional practice and student growth will be rated using the following scale: "Excellent (4)," "Proficient (3)," "Needs Improvement (2)," or "Unsatisfactory (1)." The formula for calculating a final summative rating will be:

(Student Growth Rating × Student Growth Weight) + (Professional Practice Rating × Professional Practice Weight) = Final Summative Rating

- Student Growth Rating: Range from 1 to 4
- Student Growth Weight: 50%
- Professional Practice Rating: Range from 1 to 4
- Professional Practice Weight: 50%

The final summative rating for an evaluation will be compared to the following scale:

- 1.000 to 1.499: Unsatisfactory
- 1.500 to 2.499: Needs Improvement
- 2.500 to 3.499: Proficient
- 3.500 to 4.000: Excellent

		Professional Practice Rating (Danielson)			
		Unsatisfactory (1.0)	Needs Improvement (2.0)	Proficient (3.0)	Excellent (4.0)
Student Growth Rating	Unsatisfactory (1.0)	Unsatisfactory	Needs Improvement	Needs Improvement	Proficient
	Needs Improvement (2.0)	Needs Improvement	Needs Improvement	Proficient	Proficient
	Proficient (3.0)	Needs Improvement	Proficient	Proficient	Excellent
	Excellent (4.0)	Proficient	Proficient	Excellent	Excellent

The Student Learning Objectives that comprise a teacher's Student Growth Rating should represent 50% or more of the teaching assignment for that teacher over the evaluation interval.

The weight of each SLO in a teacher's Student Growth Rating should be set by mutual agreement between teacher and qualified evaluator. Effort should be made to weight each SLO in a manner that is consistent with a department, grade level, or school, as appropriate. If the evaluator and teacher cannot agree on weights for each SLO, they will be weighted equally across the Student Growth component. Each Student Learning Objective should be weighted at least 10% of a teacher's Student Growth Rating or equally distributed, whichever is less.

Student Growth calculations should be composed of students with whom the teacher has direct contact in the target instructional area, are present for both points of time that determine the instructional interval, and are present for at least 90% of the contact days over which student growth is being measured.

Some examples of SLO composition:

- Self-contained elementary: English/Language Arts and Mathematics
- Department-based elementary: Subject-appropriate assessments that represent half the day or more of subjects and/or students
- Specials (PE/Art/Music) elementary: Subject-appropriate assessments that represent half the day or more of students
- Junior high or High school: Subject-appropriate assessments that represent half the day or more of subjects and/or students

Assessment Types

23 IAC 50, § 50.30

Type I Assessment

"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 items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

Type II Assessment

"Type II assessment" means any assessment developed or adopted and approved for use by the school district and used on a districtwide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

Type III Assessment

"Type III assessment" means any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. 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).

Type III Assessments

Regardless of teaching assignment, all teachers should have at least one Type III assessment in their student growth calculations. For subject areas and teaching assignments without available Type I and Type II assessments, all assessments used will be Type III. These assessments should be constructed and implemented using the district's implementation of common formative assessments. As of the 2016-2017 school year, the district is implementing the Rigorous Curriculum Design (RCD) framework for the creation of instructional units and assessments:

"A common Formative assessment is an assessment based on the unwrapped priority standards that grade-alike and course-alike educators collaboratively create and administer to all students at approximately the same time. Common Formative and summative assessment questions should be deliberately matched to the level of rigor indicated by the unwrapped skills of the priority standards for that particular unit. Content areas that administer paper-pencil assessments typically include a blend of formats, both selected-response and constructed-response. However, if the specific purpose of an assessment can best be accomplished by having students write, then educators may decide to only use the constructed-response format to achieve that particular purpose. When creating the instruments to score them, a traditional answer key can be used for selected-response and a scoring guide or rubric must be made for constructed-response or performance-based rubrics which should include objective criteria."

Adapted from: Ainsworth, L.B. (2010). *Planning for Rigorous Curriculum Design*. Englewood, CO: The Leadership and Learning Center.

Student Learning Objectives

iTarget

A learning target that has been calculated using growth norms or by generating a per-student end-of-interval expectation based on a student's performance at the beginning of the interval. Often, these targets are set by an assessment publisher or by examining technical manuals and normative data tables. An individual student's growth target can be expressed using the following formula:

Target Score = Initial Score + Individualized Growth Expectation

Examples:

Of the students enrolled in Fifth Grade Science, 75% of these students will reach their individual student goal as indicated in the attached spreadsheet, on the summative unit assessment on Force and Motion.

Of the students enrolled in English III Honors, 80% of these students will reach their individual student goals, as indicated on the attached spreadsheet, on the Type I ACT English assessment.

Of the students enrolled in _____'s K/1st /2nd grade class, ____% will reach their individual goals (as indicated on the attached spreadsheet) on the AIMs subtest _____ (LSF, RCBM, etc.).

Of the students enrolled in _____'s K/1st /2nd grade class, ____% will reach their individual goals (as indicated on the attached spreadsheet) on the Rigby, Walther, or Fountas & Pinnell Running Record tests.

Of the students enrolled in _____'s 1st /2nd grade class, _____% will reach their individual goals (as indicated on the attached spreadsheet) on the Bear-Templeton Test of Developmental Spelling.

Of the students enrolled in 2nd hour PE and have been in PE the previous 2 semesters, 75% of these students will reach their individual student goals, as indicated in the attached spreadsheet, on the Fitnessgram Pacer Fitness test (Type 1). The students that qualify will have their previous Pacer Test as their baseline score.

Of the students enrolled in Ms. Smith's English Language Arts Classes, 50% will reach their individual student goals, as indicated in the attached spreadsheet on the Language Usage Map Scores in spring of 2015.

Of the students enrolled in 4th grade reading, 50% will make one level of growth on the attached rubric by the end of spring 2016.

Halfway to Hundred

A learning target that has been set by calculating the score needed to close the gap between a student's performance at the beginning of an assessment cycle and perfect performance by at least 50%. An individual student's growth target can be expressed using the following formula:

Target Score = (Perfect Score - Initial Score) × 50% + Initial Score

Examples:

Of the students enrolled in Ms. Smith's Fifth Grade Science Classes, 70% will achieve 50% of the growth needed to score 100% and meet their individual goals as indicated in the attached spreadsheet, on the summative unit assessment on Forces and Motion.

Of the students enrolled in Ms. Smith's choir course, 75% will achieve 50% of the growth needed to score 100% and meet their individual goals as indicated in the attached spreadsheet on the baseline pre-assessment and post (Type III) assessment.

Of the students enrolled in _____'s 1st /2nd grade class, _____% will achieve 50% of the growth needed to score 100% and meet the individual goals (as indicated on the attached spreadsheet) on the Dolch Pre-primer, Primer, 1st grade and/or 2nd grade word lists.

Of the students enrolled in _____'s 1st /2nd grade class, _____% will achieve 50% of the growth needed to score 100% and meet the individual goals (as indicated on the attached spreadsheet) on the RCD Literacy Unit Test for Unit ___.

Of the students enrolled in 2nd hour PE, 75% will achieve 50% of the growth needed to score 100% and meet their individual goals as indicated in the attached spreadsheet, on the Badminton Unit Exam.

50% of Ms. Smith's English Language Arts Students will show growth in Language Usage Map Scores from fall 2014 to spring 2015.

Everybody Grows

A learning target that has been set by adding a fixed score to each student's performance at the beginning of an assessment cycle. An individual student's growth target can be expressed using the following formula:

Target Score = Initial Score + Fixed Growth Expectation

Examples:

Students enrolled in Ms. Smith's Fifth Grade Science Classes, will improve by 30% between the baseline pre-assessment and post-assessment on the summative unit assessment on Force and Motion.

Students enrolled in Mr. Smith's biology courses will improve by 25% between baseline pre-assessment and post-assessment on the district (Type II) common final exam.

Students enrolled in _____'s reading class will improve by 1 year between the baseline pre-assessment and post-assessment on the Rigby or Fountas & Pinnell Running Record test.

Students enrolled in 2nd hour PE will improve 25% between baseline pre-assessment and post-assessment on the OHS Semester Physical Education Final Exam.

Students enrolled in Ms. Smith's English Language Arts Classes will improve by 25% between baseline pre-assessment and post assessment on Ms. Smith's Type III Exam.

Student Goal Philosophy

Student goals, whether written in the iTarget, Halfway to Hundred, or Everybody Grows style, should be constructed to be reasonable but ambitious.

Evaluation Timeline Requirements

By the first day of student attendance in a school year in which a teacher will be evaluated, the qualified administrator or his/her designee will notify the teacher that an evaluation will occur.

A minimum of five events will occur for each summative evaluation:

1. Between the first and 30th days of student attendance, teacher and evaluator will hold a **Student Learning Objective Goal Setting Conference**. At this conference, evaluator and teacher are to discuss the types and natures of assessments being used in the summative evaluation, the instructional interval over which these assessments will demonstrate growth, and the manner in which goals will be set for individual students.

   Revisions to Student Learning Objectives must occur at least 30 calendar days prior to the Summative Evaluation Conference except by mutual agreement. This **Mid-Cycle Review** of student growth data and goals is optional but encouraged.

2. Consistent with the OCUSD Evaluation Plan, evaluator and teacher will hold a **Pre-Observation Conference** to discuss lesson plans and the observation. This meeting may be held in conjunction with the SLO Goal Setting Conference.

3. Evaluator will conduct a **Formal Observation** of the teacher.

4. Within three days of the formal observation, evaluator and teacher will hold a **Post-Observation Conference**. Written feedback about the observation to be provided within 20 days of the observation.

5. After all data have been collected related to the selected Student Learning Objectives, evaluator and teacher will hold a **Summative Evaluation Conference**. The objective of this final meeting is to apply the joint rubric using Professional Practice and Student Growth ratings to calculate a final Summative Rating. Teacher and evaluator will verify that all applicable students are included in the student growth calculations. Students may be removed from the growth calculations by mutual agreement.

If a teacher fails to comply with requirements set forth in Illinois School Code and this document developed by the OCUSD Joint Committee (e.g., goal setting, data collection, proper maintenance of records), the teacher will receive a Student Growth rating of Unsatisfactory. Professional obligations require documentation of student growth as part of teaching responsibility.

Oregon CUSD Student Learning Objective (SLO) Template

Teacher Name: _____

Teacher Assignment: _____

School Year: _____

Evaluator Name: _____

SLO Number in this Evaluation Cycle: _____ of _____

Describe the learning goal.   Reference learning standards where appropriate.

How will this learning goal be assessed? Give the name of the assessment if appropriate. If not a named assessment, describe the types of procedures used to measure students' knowledge and skills.

Is this a Type I, II, or III assessment?

☐ Type I   ☐ Type II   ☐ Type III

Who will be assessed? Describe the characteristics of the students whose growth is being measured.

How long will the assessment interval be? Give the number of days, weeks, or months between the assessments that will be used to calculate growth.

How will growth targets be set? Examples: iTargets, Halfway to Hundred, Everybody Grows. Describe how an appropriate growth target will be calculated for each student.

Appendix A. Identified Type I, II, III Assessments

Department, Grade, and/or Building-Level assessments that are to be used as Type II assessments should be agreed upon by all teachers within that category.

Grade Level	Position	Type I Assessment	At least one of these Type II Assessment	At least one of these Type III Assessment
Pre-K	Early Childhood / Pre-K Teacher		IGDIs Early Literacy IGDIs Early Numeracy Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
K	Self-Contained		Guided Reading Levels AIMSweb Early Numeracy (TEN) Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
1	Self-Contained		Guided Reading Levels AIMSweb Early Numeracy (TEN) Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
2	Self-Contained	MAP Mathematics	Guided Reading Levels Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
3	Self-Contained	MAP Mathematics	Guided Reading Levels Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
4	Self-Contained	MAP Mathematics	Guided Reading Levels Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
5	Reading/ELA	MAP Reading	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments

5	Mathematics/ELA	MAP Mathematics	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
5	Science/ELA	MAP Reading	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
5	Social Studies/ELA	MAP Reading	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
6	Reading/ELA	MAP Reading	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
6	Mathematics/ELA	MAP Mathematics	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
6	Science/ELA	MAP Reading	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
6	Social Studies/ELA	MAP Reading	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
K-2	Special Education	MAP Reading MAP Mathematics	AIMSweb Early Literacy (TEL) AIMSweb Early Numeracy (TEN) Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
3-6	Special Education	MAP Reading MAP Mathematics	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
Elementary	Art		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
Elementary	Physical Education		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments

			Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
Elementary	Music		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
K-2	Reading Specialist		Guided Reading Levels Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
3-6	Reading Specialist		Guided Reading Levels Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
Elementary	Speech Teacher		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
Elementary	Media Specialist		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
7	English/Language Arts	MAP Reading MAP Language Usage	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
7	Science		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
7	Social Studies		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
7	Mathematics	MAP Mathematics	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
8	English/Language Arts	MAP Reading MAP Language Usage	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
8	Science		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments

			Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
8	Social Studies		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
8	Mathematics	MAP Mathematics	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
Junior High	Special Education	MAP Reading MAP Mathematics	Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
Junior High	Art		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
Junior High	Health		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
Junior High	Physical Education		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
Junior High	Media Specialist		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
Junior High	Computers		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
High School	Mathematics		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
High School	English		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
High School	Science		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments

High School	Social Studies		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
High School	Industrial Arts		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
High School	Agriculture		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
High School	Art		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
High School	Physical Education		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
High School	Foreign Language		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
High School	Driver Education		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
High School	Media Specialist		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
District	Instrumental Music		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
District	Vocal Music		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments
District	English Language Learners		Rigorous, Aligned Department-, Grade-, or Building-level assessments	Rigorous, Aligned Classroom Assessments

Appendix B. Forms

Oregon CUSD Student Learning Objective (SLO) Template

Evaluator Review

☐ Approved

The SLO meets expectations all areas:

- Identifying and describing the learning goal(s)
- Detailing the assessment(s) used
- Identifying the assessment type
- Describing the characteristics of the learners
- Identifying the learning and assessment interval
- Selecting and describing an appropriate method of calculating learning targets

☐ Changes needed

Further work is needed in the following area(s):

☐ Identifying and describing the learning goal(s)

☐ Detailing the assessment(s) used

☐ Identifying the assessment type

☐ Describing the characteristics of the learners

☐ Identifying the learning and assessment interval

☐ Selecting and describing an appropriate method of calculating learning targets

Suggestions for improvement:

Evaluator Signature and Date:

Teacher Signature and Date:

Oregon CUSD Student Learning Objective (SLO) Template

Results

    A. Number students who reached their individual growth targets: _____

    B. Number of students in instructional group: _____

    C. Percentage of students who reached their individual growth targets (A÷B): _____

Unsatisfactory	Needs Improvement	Proficient	Excellent
Fewer than 25% of students met their expected growth targets.	Between 25% and 50% of students met their expected growth targets.	Between 51% and 75% of students met their expected growth targets.	76% or more students met their expected growth targets.
☐	☐	☐	☐

Teacher Reflection on the Use of Data

Indicate how the SLO data were used to assess student progress and adjust instruction during the instructional interval.

_____

Total Student Growth Calculations (Complete this section only once per evaluation cycle)

		SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	
A	Students Meeting Target						Student Growth Percentage (Sum of C×D)
B	Students in Instructional Group						
C	Percentage of students meeting (A÷B)						
D	SLO Weight (Percentage)						
E	Meeting × Weight (C×D)						

Combined Teacher Growth Rating:

Unsatisfactory	Needs Improvement	Proficient	Excellent
Fewer than 25% of students met their expected growth targets.	Between 25% and 50% of students met their expected growth targets.	Between 51% and 75% of students met their expected growth targets.	76% or more students met their expected growth targets.
☐	☐	☐	☐

Evaluator Signature and Date:

Teacher Signature and Date:

Appendix G – OCUSD Instructional Coach Evaluation Tool				
	Excellent	Proficient	Needs Improvement	Unsatisfactory
1a. Demonstrates knowledge of current trends in specialty area and Professional Development.	Coach's knowledge of specialty area and trends in professional development is wide and deep, Coach is regarded as an expert by colleagues.	Coach demonstrates thorough knowledge of specialty area and trend in professional development	Coach demonstrates basic familiarity with specialty area and trends in professional development.	Coach demonstrates little or no familiarity with specialty area and trends in professional development.
1b. Coach is deeply familiar with districts program.	Coach is deeply familiar with the district's program and works to shape its future direction.	Coach demonstrates thorough knowledge of the district's program and works to shape its future direction.	Coach demonstrates basic knowledge of the district's program and works to shape its future direction.	Coach demonstrates little or no knowledge of the district's program and works to shape its future direction.
1c. Establishing goals for the instructional support program appropriate to the teachers served.	Coach's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed based on qualitative and quantitative data.	Coach's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Coach's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Coach has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.
1d. Demonstrates knowledge of resources both within and beyond the district	Coach actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the program.	Coach is aware of resources available in the district and in the larger professional community for teachers to advance their skills.	Coach demonstrates basic knowledge of resources available in the district for teachers to advance their skills.	Coach demonstrates little or no knowledge of resources available in the district for teachers to advance their skills.
1e. Plans the instructional support program integrated with the overall district program.	Coach's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed based on data collected from teachers and administrators.	Coach's plan is well designed to support teachers in the improvement of their instructional skills.	Coach's plan has a guiding principle and includes a number of worthwhile activities but some of them don't fit with the broader goals.	Coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.

Domain 2: The Environment

	Excellent	Proficient	Needs Improvement	Unsatisfactory
2a. Establishes a culture for ongoing instructional improvement	Coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the Coach.	Coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers don't resist offerings of support from the Coach.	Coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.
2b. Establishes a culture for ongoing instructional improvement	Coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the lead teacher.	Coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers don't resist offerings of support from the lead teacher.	Coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.
2c. Establishes clear procedures for teachers to gain access to instructional support	Procedures for access to Coach are clear to teachers and have been developed based on input.	Coach has established clear procedures for teachers to use in gaining access to support.	Some procedures are clear to teachers whereas others (for example, receiving informal support) are not.	When teachers want to access assistance from the Coach, they are not sure how to go about it.
2d. Organizes physical space for workshops or training.	Coach makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.	Coach makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	The physical environment does not impede workshop activities.	Coach makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.

Domain 3: Delivery and Service

	Excellent	Proficient	Needs Improvement	Unsatisfactory
3a. Collaborates with teachers in the design of instructional units and lessons.	Coach initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources when needed.	Coach initiates collaboration with classroom teachers in the design of instructional lessons and units.	Coach collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Coach declines to collaborate with classroom teachers in the design of instructional lessons and units.
3b. Engages teachers in learning new instructional skills.	Coach's efforts to engage teachers in professional learning are very successful. Teachers who attend workshops are highly engaged and take initiative in suggesting new areas of growth.	Coach's efforts to engage teachers in professional learning are successful. And many teachers who attend workshops are engaged in acquiring new instructional skills.	Coach's efforts to engage teachers in professional learning are partially successful with some teachers attending.	Teachers decline opportunities to engage in professional learning from this Coach.
3c. Shares expertise with staff.	The quality of the Coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Coach conducts extensive follow up with teachers.	The quality of the Coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the Coach's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served	The Coach's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.
3d. Locates resources for teachers to support instructional improvement.	Coach is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.	Coach locates resources for instructional improvement for teachers when asked to do so.	Coach's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Coach fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.

3e. Demonstrates responsiveness and flexibility	Coach is continually seeking ways to improve the support program and makes changes as needed in response to input received from teachers and/or administrators.	Coach makes revisions to the support program when it is needed.	Coach makes modest changes in the support program when confronted with evidence of the need for change.	Coach adheres to his/her plan, in spite of evidence of its inadequacy.

Domain 4: Professional Responsibilities

	Excellent	Proficient	Needs Improvement	Unsatisfactory
4a. Reflects on Practice.	Coach's reflection is highly accurate and perceptive, citing specific examples. Coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	Coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Coach makes some specific suggestions as to how the support program might be improved.	Coach's reflection on practice is moderately accurate and objective without citing specific example and with only global as to how it might be improved.	Coach does not reflect on practice, or the reflections are inaccurate or self-serving.
4b. Prepares and submits reports.	Coach anticipates and responds to teacher needs when preparing reports/budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.	Coach's reports/budgets, are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Coach's efforts to prepare reports/budgets, are partially successful, anticipating most expenditures and following procedures. Reports are sometimes submitted on time.	Coach does not follow established procedures for preparing and submitting reports/budgets. Reports are routinely late.
4c. Coordinates work with subject director and/or other Coachs.	Coach takes leadership role in coordinating projects with director and other instructional leaders within or beyond the district.	Coach initiates efforts to collaborate with subject director and/or other Coachs.	Coach responds positively to the efforts of subject directory and/or other Coachs.	Coach makes no effort to collaborate with subject director and/or other Coachs.

4d. Participates in a Professional Community.	Coach makes substantial contribution to district events/projects and assumes a leadership role with colleagues.	Coach participates actively in district events/projects and maintains positive and productive relationships with colleagues.	Coach's relationships with colleagues are cordial and the Coach participates in district events/projects when specifically requested.	Coach's relationships with colleagues are negative or self-serving, and the Coach avoids being involved in district events/projects.
4e. Engages in Professional Development	Coach actively pursues professional development opportunities/makes a substantial contribution to the profession through such activities as participating in state or national conferences.	Coach seeks out opportunities for professional development based on an individual assessment of need.	Coach's participation in professional development activities is limited to those that are convenient or are required.	Coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
4f. Shows Professionalism, including integrity and confidentiality.	Coach can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentially.	Coach displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Coach is honest in interactions with colleagues and respects norms of confidentiality.	Coach displays dishonesty in interactions with colleagues and violates norms of confidentiality.

Comments:

Overall:

Instructional Coach Signature/Date:

Administrator Signature/Date:

Domain 1: Planning and Preparation

1a. Demonstrates knowledge of current trends in specialty area and Professional Development.
- Coach and teachers are facilitating professional learning opportunities to roll out the standards grade level curriculum throughout the year.
- Provides District-wide and School-specific PD.
- Coach regularly recommends appropriate PD opportunities for the teacher's needs and consistently uses research based strategies in Professional Development.

1b. Lead teacher is deeply familiar with districts program.
- Individual coach, while planning with a teacher, in a conference, can speak to a topic's development across grade level bands.
- Individual coach, can explain the progressions of topics in both ELA and Math and support the integration of other disciplines into lessons.

1c. Establishing goals for the instructional support program appropriate to the teachers served
- Coach, teacher and/or Leadership teams examine multiple data to inform instruction, set goals and regularly monitor progress.
- Instructional coach's professional learning plan is aligned with the school's SIP Plan.
- Coach collaborates with teachers to set, monitor, and adjust professional goals.

1d. Demonstrates knowledge of resources both within and beyond the district
- Coach attends PD (greater than 36 hours) at the local and/or state/national level to strengthen knowledge base in content and current trends in education

1e. Plans the instructional support program integrated with the overall district program.
- Using academic data, coach plans and facilitates a series of Professional Learning opportunities
- Instructional coach provides Professional Development in both ELA and Math in a wide range of instructional topics (i.e. differentiation, higher level questioning, data driven instruction).

Domain 2: The Environment

2a. Creates an environment of trust and respect
- Teachers frequently initiate requests to coach for support.
- Confidentiality is maintained by coach and can be relied on for complete discretion by all stakeholders (teachers, administrators, other coaches).
- The coach takes an active role with participants to establish and monitor meeting norms.

2b. Establishes a culture for ongoing instructional improvement
- Teacher initiates a lesson observation and seeks feedback from coach.
- A teacher initiates taking "risks" in the implementation of new curriculum and strategies with support from the coach using a variety of resources (ie. protocols, projects).
- The coach recommends PD on differentiation to a teacher, based on student data, who needs assistance in that area and attends the PD with the teacher.

2c. Establishes clear procedures for teachers to gain access to instructional support
- Coach and administrative team holds meeting and provides hand-out describing roles and responsibilities of coach for staff.
- Coach takes initiative to formally collect input from teachers using a survey or questionnaire in order to adjust his/her scheduling.
- Coach provides, outlook calendar access, current phone number, e-mail, location and other contact information on ways he/she is available to staff.

2d. Organizes physical space for workshops or training.
- Both coach and participants/teachers use physical resources easily and skillfully, and participants/teachers adjust the furniture to advance their learning.

Domain 3: Delivery and Service
3a. Collaborates with teachers in the design of instructional units and lessons
- Coach and teacher plan a lesson using text-based evidence and coach provides web-sites and a student-use template.
- Coach holds a team meeting to plan a unit (close reading, tape diagrams, etc.) and provides websites, strategies.
- Coach facilitates with a team a protocol to un-pack domains/modules and the utilization of eLearning.

3b. Engages teachers in learning new instructional skills
- Coach facilitates discussion using a protocol during professional development session and teachers indicate high levels of engagement on an exit survey.
- During a professional development seminar, participants request additional information on a given topic and coach offers further resources and opportunities to delve deeper into other topics.
- After a co-planning session on math centers, the coach observes teacher's implementation and while debriefing the teacher initiates suggestions for personal growth.

3c. Shares expertise with staff.
- Coach co-plans then models a lesson on higher level questioning with an extensive structured debrief session.
- Coach facilitates a looking at student work protocol at a team meeting to identify student deficits and determine strategies to address needs and follows up at future meetings and monitors progress.
- Coach co-plans with teacher to present to parents at Curriculum Night. The coach attends and co-facilitates with the teacher and provides extensive feedback.

3d. Locates resources for teachers to support instructional improvement
- Coach anticipates the need for materials (e.g. manipulatives, rice, egg cartons, electronic resources) and locates the resource materials necessary to implement instruction.
- Prior to a co-planning session coach identifies students' data to determine the need for supplemental text and graphic organizer to differentiate a lessons

3e. Demonstrates responsiveness and flexibility
- Coach is reflective and actively seeks out feedback/surveys from teachers and administrators, and adapts and modifies support based on program updates or changes.
- Coach responds within the school day to teachers' requests and or questions.
- Teacher's schedule changes and the coach adapts their schedule to meet the teacher's current needs if possible.

Domain 4: Professional Responsibilities
4a. Reflects on Practice.

- The coach maintains a weekly reflection log to self-monitor progress, identify successes, and/or challenges and predicts their impact on teaching.
- After co-teaching a lesson, the coach uses a debrief protocol with the teacher and recommends the use of classroom data for grouping including the benefits and potential challenges of each.
- At the end of a cycle, the coach surveys teachers and/or team of teachers and uses their feedback to increase the time for structured debrief sessions.
- Coach seeks and shares professional learning feedback after a workshop from and with teachers, then offers solutions for better meeting teacher interests and needs.

4b. Prepares and submits reports.
- The coach has an updated portfolio of all required documents (e.g. weekly log, mutual expectations, schedules, etc.).

4c. Coordinates work with subject director and/or other lead teachers.
- Coach co-facilitates a professional learning session with content director and/or coach on differentiated instruction.
- Coaches coordinate regularly with content directors and in an effort to streamline district initiatives, preparing professional learning experiences, unrolling curricula, and responding to teacher needs.

4d. Participates in a Professional Community.
- Coach attends outside trainings either specified by administration or self and provides feedback for staff and to admin.
- Coach attends SIP meetings and provides feedback.
- Coach attends student data meetings where appropriate.

4e. Engages in Professional Development
- Coach chooses to attend a session on data driven conversations based on self-reflection and takes the initiative to share their experiences during the instructional coach collaborative forum.
- Coach attends additional hours based off of need and/or admin request.

4f. Shows Professionalism, including integrity and confidentiality.
- Coach maintains confidentiality with the teacher and only sharing agreed information with the principal
- At the end of every coaching cycle, through an anonymous survey, participating teachers all strongly agree that the coach can be trusted to maintain norms of confidentiality