

Professional Personnel

Terms and Conditions of Employment and Dismissal

The School Board delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable individual employment contract or collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

Duty-Free Lunch

Teachers employed for at least 4 hours per day shall receive a duty-free lunch equivalent to the student lunch period, or 30 minutes, whichever is longer.

School Year and Day, Salary, Dismissal

Please refer to the current Working Agreement between the Community Unit School District #9, Granite City, IL and the Granite City Federation of Teachers.

School Year

Teachers shall work according to the school calendar adopted by the Board, which shall have a minimum of 176 student attendance days and a minimum of 180 teacher work days, including teacher institute days. Teachers are not required to work on legal school holidays unless the District has followed applicable State law that allows it to hold school or schedule teachers' institutes, parent-teacher conferences, or staff development on the third Monday in January (the Birthday of Dr. Martin Luther King, Jr.); February 12 (the Birthday of President Abraham Lincoln); the first Monday in March (known as Casimir Pulaski's birthday); the second Monday in October (Columbus Day); and November 11 (Veterans Day).

School Day

Teachers are required to work the school day adopted by the Board. Teachers employed for at least four hours per day shall receive a duty-free lunch equivalent to the student lunch period, or 30 minutes, whichever is longer.

The District accommodates employees who are nursing mothers according to provisions in State and federal law.

Salary

Teachers shall be paid according to the salaries fixed by the Board, but in no case less than the minimum salary provided by the School Code. Teachers shall be paid at least monthly on a 10- or 12-month basis.

Reduction In Force

If a reduction in the number of the tenured certificated staff of Community Unit School District #9 should become necessary, it shall be the policy of the Board of Education to make those reductions, where feasible, upon the basis of the teacher certification laws of the State of Illinois, the employee's continuous years of service in the school district, the policies of the

Illinois Board of Education and its Superintendent of Public Instruction where applicable, and the requirements of the North Central Association where applicable.

In instances where it is not feasible to make necessary reductions as stated above, the Board of Education will advise the teachers' union in advance of the reduction so that it may have an opportunity to express its opinion and recommendations.

Seniority Tie-Breakers

Seniority shall

- a. be District-wide and shall not be based upon building, grade level, or department; and
- b. commence on the date on which the teacher first reported for paid duty with the School District during his/her then current period of continuous employment by this School District.

In the event that two (2) or more teachers have the same seniority and the same qualifications; i.e., the appropriate Illinois teachers' certificates, each one of the following criteria shall be successively applied in the following order to attempt to break such tie(s) and still promote quality teaching in the classroom in order to determine which one of them shall not be "laid-off" (Honorably Dismissed) or which one of them shall be recalled.

1. Total years in-district teaching.
2. Total years in-district, plus outside teaching experience.
3. Highest degree earned by level as defined by the salary schedule.
4. Total college credit semester hours, under-graduate and graduate, on file in the Board of Education Office, by formal transcript.

In the event that, after applying all steps above, two (2) or more teachers are still tied, the Board of Education, in its sole discretion, shall determine which one of them shall not be "laid-off" (Honorably Dismissed) or which one of them shall be recalled. In so doing, however, the Board of Education shall not discriminate against any teacher because of race, national origin, religion, age, or membership or lack thereof in a collective bargaining organization.

provided by the School Code. Teachers shall be paid at least monthly on a 10- or 12-month basis.

Assignments and Transfers

The Superintendent is authorized to make teaching, study hall, extra class duty, and extracurricular assignments. In order of priority, assignments shall be made based on the District's needs and best interests, employee qualifications, and employee desires.

School Social Worker Services Outside of District Employment

School social workers may not provide services outside of their District employment to any student(s) attending school in the District. School social worker has the meaning stated in 105 ILCS 5/14-1.09a.

Dismissal

The District will follow State law when dismissing a teacher.

Extra-Curricular Assignments

It shall be the policy of the Board of Education of Granite City Community Unit School District #9 that reassignment to extra-curricular positions for the following school year shall be reviewed as soon as possible following the completion of the assignment.

It is also intended that this policy statement be interpreted as serving notice that all extra-curricular assignments shall terminate at the end of each school year or the conclusion of the activity's schedule, whichever occurs last, if the Board of Education has not reassigned prior to that date.

It is to be further understood that all extra-curricular assignments are approved and assigned by the Board of Education on an annual basis only.

It is desirable that personnel appointed as head coaches be certified teachers.

Evaluation

The District's teacher evaluation system will be conducted under the plan developed pursuant to State law.

On an annual basis, the Superintendent will provide the Board with a written report which outlines the results of the District's teacher evaluation system.

Professional Personnel Assessment

The Board of Education recognizes that the teaching process is an extremely complex one and that the appraisal of this process is a difficult and technical function. Nevertheless, because effective teaching is the most important element in a sound educational program, provision shall be made to conduct assessment of teachers' performances.

Assessment of teaching should serve these purposes:

To raise the quality of instruction and educational service to the children of our community.

To raise the standards of the teaching profession as a whole.

To aid the individual teacher to grow professionally.

Assessment of teacher performance must be a continuing process designed to improve the quality of instruction. All professional employees are involved in the assessment process. The principal shares with those who work with him/her the responsibility for the development and maintenance of professional standards and attitudes regarding the assessment process.

Therefore, the Board of Education delegates to the professional staff the responsibility of developing, organizing, and implementing a system-wide program for assessing the instructional process as one means to insure the quality of the instructional process.

Posting of Vacancies

1. Known and confirmed vacancies shall be posted in each school building. Posting of said notices shall coincide with the mailing of vacancy listings to colleges, universities, and the A.F.T. Local #743 President or designee.
2. During the months of June, July, and August, vacant position listings shall be posted at the Board of Education office and mailed at the same time to the A.F.T. Local #743 President or designee.
3. Requests for transfer shall be submitted in writing within five (5) week days (Monday through Friday, exclusive of holidays) of the vacancy notification posting date.

4. Anyone applying for a vacancy or requesting a transfer shall not be considered if his/her application or request is received after the stated time and date for closing in the posting. The applicant shall be notified within 30 days of the posting date as to the status of the request.
5. Positions filled for 6th day enrollment needs will be posted in the buildings for one day.

Previous Teaching and Experience Credit

Teachers employed by the School District for the 2019 2020 school year and forward will be granted and placed accordingly on the salary schedule, up to ten (10) years of Illinois Public School teaching experience, or up to ten (10) years out of state Public School teaching experience in the United States. No fractions of years will be counted.

Outside Vocational Experience Credit

Vocational instructors employed by the School District after August 1, 1989, may be given credit for previous work experience in the industry or vocation for which he/she is initially employed to teach, as follows:

- a. Only vocational or industrial experience, with skills directly related to the skill for which he/she is employed, shall be considered.
- b. Persons with 8,000 hours or less of work experience shall not receive work experience credit under this policy.
- c. Persons with more than 8,000 hours work experience may be moved up the salary schedule one step for each 4,000 hours above 8,000 hours, not to exceed placement up to within four (4) years of the maximum number of years of the salary schedule.
- d. Prior teaching experience will be evaluated in accordance to previous teaching and experience credit.

The Administration shall review and evaluate previous work experience of applicants and recommend to the Board the number of hours which shall be allowed for credit under this policy.

Professional Personnel Assessment

The primary purpose of teacher assessment is to facilitate and improve classroom instruction and to enhance student learning. Its secondary purpose is to meet the requirements of Article 24A of the Illinois School Code.

The Administration, Board of Education and bargaining representatives for certified professional employees have developed, an assessment plan for all certified professional employees as required by the Performance Evaluation Reform Act (PERA) of 2010.

Evaluation Cycle

Non-Tenured teachers will be evaluated at least once every year.

Tenured Teachers - One evaluation by the building principal every two years except that a teacher whose performance is rated as either needs improvement or unsatisfactory must be evaluated once in the school year following receipt of that rating.

LEGAL REF.: 29 U.S.C. §218(d), Pub. L. 117-328, Pump for Nursing Mothers Act.
42 U.S.C. §2000gg et seq., Pub. L. 117-328, Pregnant Workers Fairness Act.
105 ILCS 5/10-19, 5/10-19.05, 5/10-20.65, 5/14-1.09a, 5/22-95, 5/22.4, 5/24-16.5,
5/24-2, 5/24-8, 5/24-9, 5/24-11, 5/24-12, 5/24-21, 5/24A-1 through 24A-20.
820 ILCS 260/, Nursing Mothers in the Workplace Act.
23 Ill.Admin.Code Parts 50 (Evaluation of Educator Licensed Employees) and 51
(Dismissal of Tenured Teachers).
Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532 (1985).

CROSS REF.: 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar and Day)

Adopted: 10/9/2007

Revised: 5/13/2008, 4/12/2011, 5/16/2011, 6/25/2013, 5/26/2015, 9/11/2018, 01/14/2020, 01/25/2022, 12/12/2023, 08/27/2024

Evaluation Plan / Toolkit

Granite City CUSD #9
Certified Professional Educator (CPE)
Evaluation
Implementation Toolkit:
for
Professional Practice
and
Student Growth



MISSION: We are committed to the collaborative effort of creating and maintaining a manageable and fair evaluation tool that will promote GROWTH.

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Introduction and Background Information

Granite City CUSD #9's Mission helped guide this work:

Our district is committed to providing a safe learning environment, which enables all students to develop intellectually, physically, morally, and emotionally to the very best of their abilities. This learning environment must offer students the opportunity to practice and adopt the principles, values, and ideals which will help them to become self-sufficient and effective citizens in today's democratic society. Our goal is to promote learning as a life-long process.

Goal 1: Members of the District #9 professional staff will continuously strive to maintain curriculum aligned with state learning standards, while working to improve personal instructional skills that will lead to acceptable student performance on NCLB indicators.

Goal 2: Members of the District #9 community will continuously review, improve and align educational and support programs / services to assist in each student's overall success.

Goal 3: Members of the District #9 staff will continuously improve student and employee performance in a variety of measurable outcomes.

Goal 4: Members of the District #9 community will continue to provide adequate facilities to improve the conditions of all existing facilities.

Goal 5: Members of the District #9 leadership team will manage financial resources to support the growth and development of the district's mission.

Goal 6: Members of the District #9 community will continuously work to improve the relationship between the schools and the home-community in order to strengthen the learning environment.

We Believe That:

- Children are at the foundation of every thought we have, every decision we make, and every action we take.
- We have high expectations for the success of all students.
- All children can learn, albeit at different rates and to different levels, with appropriate assistance.
- Education is a people business; therefore, developing good relationships is key.
- Communication is vital for success.
- Decisions should always be made based on data.
- The District's Curriculum and Instruction is linked to the state's learning standards and is research-based.
- Continuous, focused professional development results in highly-effective staff members.
- Highly-effective teachers and school leaders, as well as trained support staff, results in increased student achievement.
- Parents/guardians, families, and the community are our partners.
- Education is the key to economic advancement. Poverty can, and will, be eliminated through the advanced education of our population.

GUIDING PRINCIPLES:

- It was the intent of the Design Committee, as well as the Joint Committee, to be transparent throughout this process. The committee will continue to explore ways to provide information with the CPE Advisory Committee as well as the District Administrative Team. If there are major concerns or discrepancies, the Design Committee will take such under advisement. Review/revision will be ongoing throughout this process of developing the CPE evaluation plan/toolkit.

- We have been diligent about reviewing and following state guidelines throughout this process (PERA, PART 50, CPE Contract, District Policy, etc.).
- The District will support professional development which promotes growth in professional practice and development in the analysis of student assessment, its impact on instructional design, and ultimately student growth. Time will be provided on Educational Development Days (EDD) and teacher institute days to support the collaborative development and review of common assessments, as well as the analysis of student growth. The District will continue to support the development of curriculum and assessments aligned to standards which will be archived in Course Mason.
- This document will be reviewed on an annual basis. The Design Committee will convene at a minimum of once in the Fall Semester and twice in the Spring Semester.

Three core beliefs about an improved CPE evaluation system guide this work:

1) An effective evaluation system will help us provide our students with effective Certified Professional Educators (CPEs). Research shows that effective CPEs make the biggest impact on the quality of our students' educational experiences. We will do everything we can to give all our CPEs the support they need to do their best work, because when they succeed, our students succeed. With an effective evaluation system, we can identify and retain excellent CPEs, provide useful feedback and support, or intervene when CPEs consistently perform poorly.

2) CPEs are professionals. We have created an evaluation system that gives CPEs regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to evaluations that are fair, accurate, and consistent. The new system will ensure evaluations are based on multiple factors that paint a complete picture of each CPE's success in helping students learn.

3) A new evaluation system will make a positive difference in CPEs' everyday lives. Novice and veteran CPEs alike can look forward to detailed feedback, which is tailored to the individual needs of their classrooms and students. CPEs and prequalified evaluators will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized professional growth plan.

Background: Performance Evaluation Reform

The Performance Evaluation Reform Act (PERA) of 2010 is the result of a collaborative effort among lawmakers, educators, union leaders, and other education experts to dramatically reform Illinois' education landscape. PERA collaborators designed a law that ensures every district in Illinois will implement a comprehensive evaluation system that includes both Professional Practice, aligned to the Illinois Professional Teaching Standards, http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf, and Student Growth, plus

- Guarantees every CPE and principal is evaluated by a prequalified evaluator;

- Differentiates continued-service performance among unsatisfactory, needs improvement, proficient, and excellent CPEs and administrators;
- Evaluates tenured CPEs at least once every two years and non-tenured CPEs once every year;
- Provides opportunities for CPEs and administrators to reflect on performance and progress and then create an individualized professional growth plan, which includes student growth as a significant factor in a final performance rating;
- Requires all teachers to use two assessments to show student growth.
 - In the 2015-16 School Year, all teachers shall use two Type III assessments because the Joint Committee has not identified or approved any Type I or Type II assessments. According to state law, the first year one of these Type III assessments can be waived; thus, only ONE Type III assessment data will be used to determine the teacher’s student growth rating. Type III assessments are designed by staff who are subject or grade-level experts.
 - Beginning with the 2016-17 School Year, Type I or Type II AND a Type III assessment will be the combination required, when a Type I or Type II is identified and approved by the Joint Committee.
- Provides for remediation and support for lower performing tenured CPEs; and,
- Guarantees every evaluated CPE receives a statement of strengths and weaknesses.

PERA 2010 mandates that all districts in the state convene representative stakeholder committees to identify and adopt evaluation systems that meet the requirements of the law and serve the unique needs of the district. All districts must implement principal and CPE evaluation systems that are compliant with state-mandated rules. The rules are currently under development by a state-convened committee called the Performance Evaluation Advisory Council (PEAC).

Granite City CPE Evaluation Committees: Joint Committee and Design Committee

Granite City C.U.S.D. #9 assembled a Joint Committee and Design Committee to make decisions regarding the design and implementation of the new CPE evaluation system. Granite City’s evaluation committees consist of CPEs, union representation, and district officials. The committees convened in Fall 2014 and will continue to meet through the implementation and refinement of the evaluation system. Committee membership will be evaluated every two years. The following individuals serve on the 2014-15 School Year committees:

JOINT COMMITTEE MEMBERS:

James J. Greenwald - Superintendent

Stephen Knogl – Local 743 President

Jim Parker – Director of Human Resources Trina Tsigolaroff – Local 743 First Vice President
Cindy Gagich – Director of Secondary Education Denise Albrecht – Local 743 Treasurer

DESIGN TEAM MEMBERS:

Denise Albrecht – CPE, High School	Cindy Gagich – Director, Secondary Ed
Krista Forrester – CPE, Junior High	Patrick Curry – Principal, Junior High
Cara Embick – CPE, Elementary	Lisa Delaney – Principal, Elementary
Lisa Smith – CPE, Title I/ Elementary	Kristen Novacich – Director, Elementary Ed/Title

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Andrea Apperson – CPE, Early Childhood	Paula Hubbard – Director, Region 1 Special Ed
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Advisory Committees were also established consisting of both CPEs and administrators that provided feedback throughout the development of the plan.

Future committee membership make-up will be similar to that listed above, maintaining equal representation of administration and union.

Defining Features of the Evaluation Plan

Evaluation Cycle Overview

All CPEs across the district will be evaluated using *The Charlotte Danielson Framework for Teaching* beginning in School Year 2015-16 for the entire school district. The prequalified evaluator will be a building / district administrator. If, at the beginning of the cycle, the CPE or the prequalified evaluator believes that a possible bias or conflict may exist between the CPE and the evaluator, a detailed submission may be made to the Superintendent or designee, to consider the assignment of an alternative prequalified evaluator. Contact the Personnel Department or Union Leadership to obtain the appropriate form. The Superintendent will review submission with a union officer/designee, but the Superintendent will have the final say. The decision of the Superintendent will be final. The Superintendent may, for Quality Assurance purposes, require an additional prequalified evaluator to sample aspects of the evaluation cycle across the District to ensure consistency of practice.

- CPEs will be notified by the first day of student attendance if they will be evaluated during the school year. Any teacher hired after the first day of student attendance will be notified within 30 days after their contract is executed.
- The evaluation cycle will begin with a CPE's self-reflection in preparation for his/her Beginning-of-Cycle Conference.
- During the Beginning-of-Cycle Conference, a CPE and a prequalified evaluator will discuss components of the Danielson Model and how they impact the professional practice of the CPE. They will also discuss their assessment plan for student growth (if applicable).
- The CPE's self-reflection translates into the CPE's Growth Plan, and if appropriate, includes student growth.
- The CPE and prequalified evaluator will use that Growth Plan throughout the cycle and will specifically revisit the documents during a Mid-Cycle Conference (if applicable) and an End-of-Cycle Conference.
- Furthermore, the CPE and prequalified evaluator will participate in additional collection of evidence and artifacts including an observation cycle, in order to gauge and support that CPE's progress. See the Graphic Overview of the Evaluation Cycle on the next page.

Graphic Overview of Evaluation Cycle

Beginning-of-Cycle Conference (BCC)

The Beginning-of-Cycle Conference is intended as a time for CPE and prequalified evaluator to discuss and REFLECT on professional and student growth goals for the cycle.

- This conference should take place in the teacher's work space.
- When appropriate, there may be a group conference. (i.e., co-taught teachers focusing on the same goals; teachers of the same grade level or content area focusing on the same goals.)
- The conversation should be structured around the individual CPE's goals and support needed for the upcoming cycle.
- Conversation participants should complete the necessary portions and sign that this conversation occurred on Part A4.

Professional Practice Conversation: Reflecting on the Danielson Framework and Rubric, the conversation should be structured around the individual CPE's goals and support needed for the upcoming cycle. The evaluator should start documenting evidence/artifacts (especially from Domains 1 and 2).

Student Growth Conversation: The conversation is intended as a time for teacher and prequalified evaluator to discuss and identify the assessments for student growth for the cycle. The teacher and evaluator must agree on the **two** assessments to be used, how and when they will be administered.

School Year 2015-16 - The TWO assessments used will be Type III (and thus, by law, one will be waived)

Beginning

School Year 2016-17 - The TWO assessments will be: ONE Type I or II AND ONE Type III

Formal and Informal Observations

The Formal and Informal Observations are an opportunity for your prequalified evaluator to observe your professional practice and collect evidence and artifacts of competency of Danielson Framework (specifically Domains 2 and 3).

Informal Observation: Observations of a CPE by a prequalified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement. No formal lesson plan is required however, CPE should be prepared to discuss lesson if asked. A minimum of ONE informal observation is required for each CPE.

Formal Observation: A time/date will be established three to five days prior to the formal observation during the BRIEF Formal Pre-Observation Discussion. A lesson plan or Form B1 should always be provided for a formal observation no later than 24 hours prior to the scheduled time.

Feedback: The prequalified evaluator shall provide feedback to the CPE either orally or in writing (electronic or paper) and if the feedback is in a written format, also provide the CPE with an

opportunity to have an in-person discussion with the prequalified evaluator. Any evidence collected during these observations that may be used in determining the CPEs final performance rating must be documented in written form to the CPE within five to ten days of the observation.

Formal Observation Conference

The Formal Observation Conference will occur five to ten school days after the formal observation. At least 2 days prior to this conference, the CPE should receive the Observation Form, Part B2, completed by the evaluator in order to allow time for the CPE to REFLECT on the lesson. During the conference, the CPE and evaluator will discuss the evidence collected and the CPEs reflection. The CPE and Evaluator need to sign the CPE Conference and Professional Growth Log, Form A4, indicating that the conference took place.

Assessments and Collection of Student Data

Teacher carrying out the plan for the two assessments agreed upon during the BCC. They will collect, compile & share data with evaluator no later than the end of the 2nd week of January using the Template for Student Growth. (See page 24.)

Mid-Cycle Check-in (optional), initiated by teacher for Student Growth or by evaluator for Professional Practice

Student Growth initiated by Teacher:

The mid-cycle check-in is intended as a time when the teacher and prequalified evaluator may meet to discuss the academic progress of students and consider any instructional changes that might be needed. It provides an opportunity to review the student assessment and discuss student exclusions. The data reviewed during the mid-cycle check-in may be based upon formative assessments other than the pre- and post-assessment. Mid-cycle data is not used in the evaluation process but intended for reflection (Danielson 3d, 3e, 4a, 4b). The teacher makes any modifications and completes the teaching and assessment cycle.

Student Exclusions

The teacher may discuss with their evaluator the exclusion of students based upon criteria identified later in this document.

Professional Practice initiated by Evaluator:

The mid-cycle check-in is intended as a time when the CPE and prequalified evaluator may meet to discuss the professional practice progress of the CPE that has not already been addressed in other

conferences or discussions. This check-in only needs to formally occur if the evaluator has concerns that have not been previously communicated with the CPE regarding receiving a projected rating of “Needs Improvement” or “Unsatisfactory” as a final rating overall for professional practice. Supports for the CPE should be discussed at this time.

End-of-Cycle Conference (ECC)

The End-of-Cycle Conference is intended as the time for CPE and prequalified evaluator to discuss and REFLECT on professional and student growth observed during the cycle. The evaluator will present his/her findings regarding the CPE’s competency on the Danielson Framework and Rubric as well as student growth. A summative rating for Professional Practice and Student Growth presented as well as the Final Summative Rating for the CPE’s evaluation rating. This needs to be held no later than January 31st.

School Year 2015-2016 and 2016-2017

Final Summative Rating Rubric (75% Professional Practice/25% Student Growth)

Beginning 2017-2018

Final Summative Rating Rubric (70% Professional Practice/30% Student Growth)

Observation Cycle Requirements

Beginning-of-Cycle Conference (August - Sept)	
Before the Conference:	During the Conference:
Forms are located in APPENDIX A.	
<ul style="list-style-type: none"> • Part A1 (CPE) • Part A2a (CPE) • Part A3 – first 2 sections (<i>only teachers</i>) 	<ul style="list-style-type: none"> • Part A2b (CPE and Evaluator) • Part A3 – remaining sections (<i>only teachers & Evaluator</i>)  • Part A4 (CPE and Evaluator) 
 means becomes part of CPE's personnel file	

Notes:
 In all cases, **Evaluator** refers to the Prequalified Evaluator.
 ➤ **“CPE Non-teaching** refers to school nurse, school psychologist, school counselor, school social worker, occupational therapist/physical therapist, and non-teaching school speech and language pathologist.

Formal Observation (Sept –Dec)		Informal Observation	
Before the Observation:	During the Observation:	After the Observation:	During the Observation:
Forms are located in APPENDIX B.		<ul style="list-style-type: none"> • Part B2 (Evaluator) 	
<ul style="list-style-type: none"> • Part B1 and/or Lesson Plan (CPE) 	<ul style="list-style-type: none"> • Part B2 (Evaluator) 	<ul style="list-style-type: none"> • Formal Observation Conference Discussion • Part A4 (<i>Evaluator and CPE</i>)  • Observation Rubric (Danielson) • Part B3 (CPE) 	<p>CPE can request conference if needed</p> <p>Notes: If a CPE has had their minimum number of observations and have been projected to receive an <i>Unsatisfactory</i> or <i>Needs Improvement</i> for their Summative Professional Practice, THEN they may request one additional formal observation.</p>

The CPE and prequalified evaluator will schedule the formal observation to establish the date and time. At least 24 hours prior to the formal observation, the CPE will provide the prequalified evaluator with Part B1 and/or the Lesson Plan. The Formal Observation Conference will occur no later than 10 days after the formal observation. The evaluator will provide a copy of the completed Observation Form (Part B2) at least two days prior to the Formal Observation Conference to the CPE to allow for reflection.

Mid-Cycle Review /Check-in (optional)		
Before Review:	During Review:	After Review:
Forms are located in APPENDIX E.		
<ul style="list-style-type: none"> Part E1 or Part E2 Self-Reflection (CPE) 	<ul style="list-style-type: none"> Utilize Part E1 and/or Part E2 for discussion (CPE and Evaluator) 	<ul style="list-style-type: none"> Implement Strategies (CPE) Update Part A4 

End-of-Cycle Conference (January)	
Before the Conference:	During the Conference:
<ul style="list-style-type: none"> Self-Reflection (CPE) Turn in assessment data by end of 2nd week in January (Teacher) Part C1 and Part C2-Teacher only (Evaluator) 	<ul style="list-style-type: none"> Review and Sign Part C1 and Part C2 –Teacher only (CPE and Evaluator)  Part C3 or Part C4 (CPE and Evaluator)  If appropriate, Part C5 or Part C6 (CPE and Evaluator) 

Details for Beginning-of-Cycle Conference

Prior to the conference:

- The CPE should complete a Self-Reflection process and plan for the assessments:
 - Part A1: Prompts for CPE Self-Reflection**
 - Part A2a: Self-Reflection Domains**
 - Part A3: Student Growth Rating Form** (*sections 1 and 2*)
- The prequalified evaluator and CPE should individually review the previous year's summative evaluation as a point of reference for the new cycle.

During the conference:

- The prequalified evaluator and CPE should review the CPE's self-reflection results and complete:
 - Part A2b: Beginning-of-Cycle Conference Record**Both the evaluator and CPE will keep a copy of this record but will not become part of the CPE's personnel file.
- The prequalified evaluator and CPE should agree on areas of strength and areas of growth for the CPE's professional practice and agree upon the assessments to be used to show student growth:
 -  **Part A3: Student Growth Rating Form** (*signatures required*)
 - Part A4: CPE Conference and Professional Growth Log** (*signatures required*)

Self-Reflection

CPEs will be asked to reflect on both their professional practice and assessment data throughout the evaluation cycle. These reflections will serve three purposes:

- (1) For the CPE to reflect on his/her practice, assess their performance, and student's performance,
- (2) To help inform and facilitate a reflective dialogue on their performance with their prequalified evaluator, and
- (3) To help identify areas for improvement and areas for growth. The initial self-reflection form includes the four levels of the evaluation framework to help CPEs reflect about their skills and development needs in these terms.

Forms for BCC

Part A1 No written responses are required for the prompts in Part A1, and the CPE should focus only on the most relevant questions, with the goal being to prompt thinking regarding strengths and areas for growth.

Part A2 After reviewing the prompts and the Danielson Framework Rubric (Appendix D), the CPE should complete **Part A2a: Self-Reflection Domain** in preparation for the conference with their prequalified evaluator where an agreed reflection sheet, **Part A2b: Beginning-of-Cycle Conference Record**, will be completed. By completing this reflection, the CPE is preparing for a meaningful and targeted conversation with their evaluator, where the CPE and evaluator can collaborate to establish a Growth

Plan identifying both strengths and weaknesses that will be revisited throughout the year. The CPE and evaluator may choose to identify specific professional growth goal(s) based upon Danielson component(s). This process should take no more than 15-30 minutes to prepare for each conference. The self-reflection sheet remains confidential to the CPE, unless they wish to share it with their evaluator.

Part A3 Complete first two sections of this form PRIOR to conference. This form will be reviewed and agreed upon by the Teacher and Evaluator during the Beginning-of-Cycle Conference. 

Part A4 Both participants will collectively develop the professional practice growth plan. 

Part A1: Prompts for CPE Self-Reflection

To the CPE: Please review these questions and be prepared to discuss them with your prequalified evaluator. You are not required to prepare a written response (although you may do so if you desire), but you should be prepared to discuss your answers to the questions. These questions will guide the conversation and allow you and your evaluator to discuss your professional practice.

Beginning-of-Cycle Prompts:

Area for notes, if needed:

<p>1. What strategies can I employ to monitor student progress? What data, procedures, and information can I use to drive my instructional choices to ensure that I meet the educational needs of all the students in my classroom?</p> <p>(1.a-f, 3.d, 4.a, 4.b)</p>	
<p>2. How am I supported by my colleagues?</p> <p>(4.d, 4.e)</p>	
<p>3. In what ways do I monitor my consistency with student management? How could I improve this?</p> <p>(2.a, 2.c, 2.d, 3.e, 4.a, 4.b)</p>	
<p>4. How do/can I build rapport and respectful relationships with my students? With colleagues?</p> <p>(2.a, 3.a, 4.d, 4.f)</p>	
<p>5. In what way(s) do I prepare so that the reflective cycle of inquiry (plan-teach-assess-reflect) is a part of my daily practice?</p> <p>(3.e, 3.b, 3.d, 4.a, 4.e)</p>	
<p>6. In which areas would I like to focus my professional growth this year? What types of related activities do I think would be helpful to continuously grow and improve my instructional practice and impact on student learning?</p> <p>(4.a, 4e)</p>	

Part A2a: Self-Reflection Domains

To the CPE: Please complete this form to help you reflect. This process should take no more than 15-30 minutes to prepare for each conference. The self-reflection sheet remains confidential to you, unless you wish to share it with your prequalified evaluator. You may wish to reference the Danielson Rubric in Appendix D.

Professional Practice: Self-Reflection				
Carefully reflect on your teaching performance in all four Domains and Elements of Danielson. Complete the Self-Reflection by using the tables showing levels of performance. Prepare to discuss your performance in all domains during the Beginning-of-Cycle Conference with your prequalified evaluator.				
Key: U: Unsatisfactory N: Needs Improvement P: Proficient E: Excellent				
Domain	U	N	P	E
1. PLANNING AND PREPARATION				
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessment				
2. THE CLASSROOM ENVIRONMENT				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
3. INSTRUCTION				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
4. PROFESSIONAL RESPONSIBILITIES				
4a: Reflecting on Teaching				
4b: Maintaining accurate records				
4c: Communicating with families				
4d: Participating in the professional community				
4e: Growing and developing professionally				
4f: Showing professionalism				

Notes:

Part A2b: Beginning-of-Cycle Conference Record

This form is completed and agreed by the CPE and prequalified evaluator **together**. **Both participants will receive a copy.**

Professional Practice: Conference Record	
Outcome of the Beginning-of-Cycle Conference between the CPE and prequalified evaluator. The “comments” column is to identify areas of strength and areas of growth. An area of growth may be to enhance or develop an element where you are already proficient; it does not in itself indicate a needs improvement or unsatisfactory element. Use the “notes” section for additional comments if space is needed.	
Domain	Comments on Areas of Strength and Areas of Growth
1. PLANNING AND PREPARATION	
1a: Demonstrating knowledge of content and pedagogy	
1b: Demonstrating knowledge of students	
1c: Setting instructional outcomes	
1d: Demonstrating knowledge of resources	
1e: Designing coherent instruction	
1f: Designing student assessment	
2. THE CLASSROOM ENVIRONMENT	
2a: Creating an environment of respect and rapport	
2b: Establishing a culture for learning	
2c: Managing classroom procedures	
2d: Managing student behavior	
2e: Organizing physical space	
3. INSTRUCTION	
3a: Communicating with students	
3b: Using questioning and discussion techniques	
3c: Engaging students in learning	
3d: Using assessment in instruction	
3e: Demonstrating flexibility and responsiveness	
4. PROFESSIONAL RESPONSIBILITIES	
4a: Reflecting on Teaching	
4b: Maintaining accurate records	
4c: Communicating with families	
4d: Participating in the professional community	
4e: Growing and developing professionally	
4f: Showing professionalism	

Notes:

Part A3: Student Growth Rating Form

SECTION 1	CPE Name:			Evaluator Name:				
	Academic Year:			Building Location:				
	Type of Assessment: 2015-16: TWO Type III Assessments will be used 2016-17: ONE Type I or II <u>and</u> ONE Type III			Type I – Non-district scored Type II – Developed /Adopted and Used District-Wide (grade level or content area) Type III – Teacher Developed				
SECTION 2	Indicate Assessment Type (Circle):		Assessment #1			Assessment #2		
			Type I	Type II	Type III	Type I	Type II	Type III
	1. Course/Subject/Period/Grade Level(s)							
	2. Identify Main Points or skills that will be covered during the unit of instruction							
	3. Identify Standards or course curriculum objectives							
	4. Attach Assessment(s) <i>pre and post assessment may be same</i> (FY16 Only – assessments must be provided to the evaluator 3-5 work days prior to administering the pre-assessment)							
	5. Interval of Instruction (# of days, weeks, semester, etc.)							
	6. Proposed Date of Pre-Assessment							
7. Proposed Date of Post-Assessment								

Initial Approval (at pre-conference):



CPE Signature

Date

Evaluator Signature

Date

SECTION 3	Mid-Term Sign-Off (optional) (notify pre-qualified evaluator if you need to revise assessment plan)	CPE Signature:	Evaluator Signature:
	Description of Changes to be Made at Mid-Term Check In:	Date:	Date:

Part A4: CPE Conference and Professional Growth Log

Name of CPE: _____

Name of Evaluator: _____



- Non-Tenured CPE
 Tenured CPE, Previous Rating of Proficient or Excellent
 Tenured CPE, Previous Rating of Needs Improvement or Unsatisfactory

Our signatures below confirm that we have met and discussed the requirements for the conference specified. (For example, at the BCC the discussion would include professional practice (Danielson) and student growth (Assessment), for the upcoming school year.)

	Date	CPE Signature	Evaluator Signature
Beginning-of-Cycle Conference			

	Date	Date	Date	Date	Date	Date
Informal Observations: All CPEs are required to have at least ONE informal observation.						

Note: Any time the Evaluator provides written documentation to the CPE from an informal observation, that date needs to be entered into this chart.

	<u>Date</u>	<u>CPE Signature</u>	<u>Evaluator Signature</u>	Check if CPE is at risk of receiving a <u>SUMMATIVE</u> rating of "Unsatisfactory" or "Needs Improvement".
Formal Observation 1				
Formal Observation Conference				
Mid-Cycle Check-in <i>(optional)</i>				
Formal Observation 2 (Required for all CPEs except it is optional for Tenured CPEs who are Proficient or Excellent from previous cycle)				
Formal Observation Conference				

Details for Formal/Informal Observations

To the CPE: Your prequalified evaluator will initiate the evaluation process.

- All CPEs are required to have at least ONE informal observation.
- All TENURE with previous rating of “Excellent” or “Proficient” are required to have at least ONE formal observation.
- All other CPEs are required to have at least TWO formal observations.
- If a CPE has had their minimum number of observations and have been projected to receive an “Unsatisfactory” or “Needs Improvement” for their Summative Professional Practice, THEN they may request one additional formal observation.

Prior to the formal observation:

- A mutually agreed upon time/date will be established three to five days prior to the formal observation.
- The CPE should provide a lesson plan or **Part B1** no later than 24 hours prior to the scheduled time.

As a minimum, the plan should indicate:

1. To which part of the curriculum the lesson relates. (1a)
2. How this learning "fits" in the sequence of learning for this class. (1a, 1b, 1c)
3. The learning outcomes for this lesson and what the students are expected to understand. (1c, 1e)
4. The strategies used to engage the students in the learning and what the CPE and students will do to achieve the intended outcomes, including how they will work (e.g. small groups, individually, or as a large group). (1d)
5. Any worksheets or other materials the students will be using.
6. How instruction will be differentiated for individuals or groups of students in the class, including those with IEPs. (1b,1c,1d)
7. The strategies used to identify whether the students have learned what was intended. (1f)

Before the Formal Observation Conference:

- The prequalified evaluator will provide the CPE a copy of the Observation Form, **Part B2**, within five to ten days and at least 2 days prior to the post observation conference to allow for CPE to reflect on the lesson, **Part B3**.
- The Formal Observation Conference will be scheduled no later than 10 days after the formal observation.

During the Formal Observation Conference:

- The CPE and evaluator will discuss the observation guided by the CPE's self-reflection, areas of strength, and areas of growth.
- Evaluator needs to discuss any component(s) which he/she projects the CPE may receive a rating of “Unsatisfactory” or “Needs Improvement” as well as any supports that may be appropriate for the CPE to use. If the projected Summative Professional Practice rating is thought to be “Unsatisfactory” or “Needs Improvement” this needs to be indicated on the CPE Conference and Professional Growth Log, **Part A4**.
- CPE and evaluator need to sign CPE Conference and Professional Growth Log, **Part A4**, confirming that this conference occurred.

Informal Observation:

- A plan should also be provided, if available, for an informal observation. If a plan is not available for an informal observation, the CPE should still be able to provide answers to the questions listed above for the formal observation.
- The Prequalified Evaluator will provide feedback on how well the plan addressed these areas as part of the overall feedback on the lesson. A copy of the Observation Form, **Part B2**, will be provided to the CPE within five to ten days of the informal observation.

Part B1: Guiding Questions for Formal Observation/Lesson Plan

When completing your lesson plan to provide to evaluator, consider the guiding questions below. You may choose to include your answers to these questions in your actual lesson plan OR respond to the questions (all or some) in the document below and provide a copy of this to your evaluator.

Name: _____

Grade Level (s): _____

Course: _____

Date Completed: _____

Danielson Framework Connection	Guiding Questions	Comments and Evidence
What do you want the students to know and be able to do?		
1a, 1c	1. To which part of the curriculum does the lesson relate? How does it “fit” in the sequence of learning for this class?	
3a	2. How will you communicate the learning objectives to the students?	
1d, 1e	3. Describe your thinking in selecting the materials and resources for this lesson.	
1b, 1e	4. Are there any students you would like the evaluator to observe as the lesson progresses?	
1b	5. Provide student profile. Respond to prompts on right and include any additional remarks below.	Number of Students _____ Number of LIMITED English Language Proficient Students _____ Number of Students with IEPs _____ IEP Speech only _____ Number of Students with 504 Plans _____
How will you know that the students have learned? How will you respond to their learning?		
1f, 3d	6. How and when will you know whether students have learned what you intend?	
1a	7. What difficulties do students typically experience in this area?	
3d, 3e	8. What adjustments to your plan might you make if you see some students struggling with concepts during the lesson?	
3e	9. How might you provide more time and support after the lesson for students who do not learn?	
Instructional Strategies and Feedback to Students		

3b, 3c	10. How will you engage students in learning?	
3b	11. How will you address off-task classroom behavior by students during the lesson?	
3c	12. What is your plan for grouping students during the lesson? Will they work individually, in small groups, or as a large group? What are your reasons?	
1e	13. How will you differentiate instruction for different individuals or groups of students in the class?	
3d	14. How will you provide feedback to students regarding their learning during the lesson?	
	15. Is there anything that you would like the evaluator to specifically observe during the lesson?	

Part B2: Observation Form (Formal/Informal) (Evaluator may add additional pages)

*It is not expected that every component be observed during every observation. All evidence collected during an observation may add to the overall collection of evidence. The observation is not limited to those areas identified within the CPE’s growth goals. The prequalified evaluator will share this document **within 5 work days after the observation and at least two days** before the post-formal observation conference to allow time for the CPE to reflect. Non-observation of a component does not constitute a projected rating of “needs improvement” or “unsatisfactory”.*

✓ the relevant box: Formal Observation Informal Observation Lesson Plan provided

CPE: _____ Class/hour: _____ No. of Students: _____ Date: _____

Date/Time	Evidence Collected/Observed. Note the location, if different than classroom. (indicate domain component for each piece of evidence listed):	Domain 2 Components Covered <input type="radio"/> 2a. Environment of respect & rapport <input type="radio"/> 2b. Culture for learning <input type="radio"/> 2c. Managing classroom procedures <input type="radio"/> 2d. Managing student behavior <input type="radio"/> 2e. Organizing physical space	Domain 3 Components Covered <input type="radio"/> 3a. Communicating with Students <input type="radio"/> 3b. Questioning and discussion techniques <input type="radio"/> 3c. Engaging students in learning <input type="radio"/> 3d. Assessment in instruction <input type="radio"/> 3e. Flexibility and responsiveness
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Overall strengths:

Overall areas for growth:
Administrator must provide a written explanation of areas of concern, along with suggestions for improvement IF the projected rating for a domain will be Needs Improvement or Unsatisfactory.

Prequalified evaluator signature: _____

Part B3. Prompts for CPE Self-Reflection: Preparing for Formal Observation Conference

To the CPE: To be completed after formal observation. Please review these questions and be prepared to discuss them with your prequalified evaluator. You are not required to prepare a written response (although you may do so if you desire), but you should be prepared to discuss your answers to the questions. This conversation will provide the opportunity to discuss, clarify, and explain the observations which may impact your summative rating.

Guiding Questions for Formal Observation Conference

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)

2. What do student work samples reveal about those students' levels of engagement and understanding? (4a, 3c, 3d)

3. To what extent did your classroom procedures, student conduct, and your use of physical space contribute to students learning? (4a, 2c, 2d)

4. Did you depart from your plan? If so, how and why? (4a, 3e)

5. To what extent were different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources) effective? (4a, 3c)

6. If you had an opportunity to teach this lesson again to the same group of students, what if anything would you do differently? (4a, 3e)

Details of Student Growth Assessments & Mid-Cycle Review

Guiding Principles

- By law, all teachers will be required to use two assessments to show student growth.
- In the 2015-16 School Year, all teachers shall use TWO Type III assessments because the JOINT COMMITTEE has not identified or approved any Type I or Type II assessments. Therefore, according to state law, the first year we are allowed to waive one of these, thus, only ONE Type III assessment will be required.
- Beginning with the 2016-17 School Year, a Type I or Type II AND a Type III assessment will be the combination required, when a Type I or Type II is identified and approved by the JOINT COMMITTEE.
- All teachers will require at least one Type III assessment which is designed by staff who are subject or grade-level experts. See Part 4 form – Student Growth Rating Form.
- Time will be provided on early release and teacher institute days to support the collaborative development and review of common assessments, as well as the analysis of student growth.

Student Exclusions

The CPE may discuss with their evaluator the exclusion of students based upon one of the following student criteria:

- 85% or lower attendance at the class, during the unit being assessed;
- 30% or higher tardy to the class, during the unit being assessed;
- who do not have both pre- and post-assessment results (with a window of one week to take each assessment, unless the unit is shorter than 2 weeks);
- who suffer catastrophic changes in their personal lives (may be taken out of the growth calculations when this occurs); or,
- other unique cases that are identified with evaluator.

Beginning-of-Cycle Conference

The Beginning-of-Cycle Conference is intended as a time for teacher and prequalified evaluator to discuss and identify the assessments for student growth for the cycle. The conversation should be structured around identifying the **two** assessments to be used, how and when they will be administered.

School Year 2015-16 - The TWO assessments used will be Type III (and thus, by law, one will be waived)

Beginning

School Year 2016-17 - The TWO assessments will be: ONE Type I or II AND ONE Type III

Prior to the conference:

- The teacher should complete **Part A3**, sections 1 & 2.
- Beginning in School Year 2016-17, the prequalified evaluator and teacher should review the Type I or Type II assessments approved by the district.

During the conference:

- The prequalified evaluator and teacher should review **Part A3** and agree on the timeline for implementation.

After the conference:

- The teacher will conduct assessments as agreed. Once the pre-assessment is conducted, the teacher will reflect on the results and if necessary, communicate any concerns with the evaluator.

Mid-Cycle Check-in for Student Growth Assessment (optional), initiated by teacher

The mid-cycle check-in is intended as a time when the teacher and prequalified evaluator may meet to discuss the academic progress of students and consider any instructional changes that might be needed. It provides an opportunity to review the student assessment data. The data reviewed during the mid-cycle check-in may be based upon formative assessments other than the pre- and post-assessment. Mid-cycle data is not used in the evaluation process but intended for reflection (Danielson 3d, 3e, 4a, 4b). The teacher makes any modifications and completes the teaching and assessment cycle. CPE should reflect on the questions on Mid-Cycle Check-In Teacher Reflection on Student Growth, **Part E1**, prior to meeting with their evaluator.

Mid-Cycle Check-in for Professional Practice (optional), initiated by evaluator

The mid-cycle check-in is intended as a time when the teacher and prequalified evaluator may meet to discuss the professional practice progress of CPE and consider any instructional changes that might be needed. This check-in is an opportunity for the evaluator and CPE to discuss issues not already discussed or addressed in the Formal Observation Conference, especially if the projected summative professional practice rating is thought to be Needs Improvement or Unsatisfactory. It provides an opportunity to review the student assessment data and well as evidence and artifacts collected. Mid-cycle data is not used in the evaluation process but intended for reflection (Danielson 3d, 3e, 4a, 4b). The evaluator and CPE should discuss supports and strategies to be used. CPE should reflect on the questions on Mid-Cycle Check-In Teacher Reflection on Professional Practice, **Part E2**, prior to meeting with their evaluator.

End-of-Cycle Responsibilities

- Teacher will collect, compile & share data with evaluator no later than the end of the 2nd week of January using the Template for Student Growth
 - sample template below--exporting students from Skyward (Danielson 4b)

4. What instructional strategies are working well for your students?

5. Are any instructional strategies not working for your students? Are there alternatives you should consider?

Support and Collaboration

6. How have you collaborated with peers to work toward goals?

7. What additional supports do you need to ensure that you are successful with your students?

Part E2: Mid-Cycle Check-In Teacher Reflection on Professional Practice

Name: _____

Date: _____

To the CPE: Use this form to help guide your discussion with your evaluator during your mid-cycle check-in.

Revisit Self-Reflection: The CPE should review the Self-Reflection Form, using relevant student growth data, observation feedback, and previous evaluation feedback to guide their thinking when reflecting on strengths and areas for growth.

Develop strategies for improvement. The CPE should comment on his or her progress, using the template below, and if necessary, suggest any strategies. The CPE will review and discuss these with the prequalified evaluator.

Danielson Domains/Component: areas in need of focus	Strategies for Improvement

Details for End-of-Cycle Conference

Prior to the End-of-Cycle Conference:

- Teacher must submit, by end of 2nd week in January to their evaluator, all assessment data using Excel form, Template for Student Growth.
- The prequalified evaluator should complete **Part C1: Professional Practice Summative Rating Form** and **Part C2: Student Growth Summative Rating Form (Teacher ONLY)**. The prequalified evaluator should use all evidence collected, which will include: documentation from formal observation(s), informal observations, conferences, and any additional artifacts the CPE has presented or the prequalified evaluator deems necessary. The prequalified evaluator should gather as much evidence as possible before making any conclusions and base decision upon the preponderance of evidence.

The prequalified evaluator will follow the process below to complete **Part C1**. Instructions for completing **Part C2** are located on the form.

- 1) **Gather and assess evidence for each component.** At the end of the observation cycle, the assigned prequalified evaluator will assess the evidence and any artifacts collected for a given CPE to determine component ratings in each of the 22 components using *The Charlotte Danielson Framework for Teaching*. The ratings will be recorded in the Part C1 using the following scale:

Excellent = 4, Proficient = 3, Needs Improvement =2, Unsatisfactory =1

- 2) **These component ratings are used to establish the DOMAIN RATINGS.** The average of the component ratings in each domain will be rounded up to determine the DOMAIN RATINGS. The Excel sheet for **Part C1** will perform those calculations.

If a CPE that is rated Needs Improvement or Unsatisfactory in a domain, and receives an Excellent in any component in that domain, then further investigation will take place by the Superintendent or designee before a summative rating is given.

- 3) **The domain ratings will be averaged and rounded up to establish a final CPE Professional Practice Rating.** The Excel sheet for Part C1 will perform this calculation.

If a CPE that is rated Needs Improvement or Unsatisfactory, and receives an Excellent in any domain, then further investigation will take place by the Superintendent or designee before a summative rating is given.

During the End-of-Cycle Conference:

-  CPE and Evaluator will review **Part C1** and **Part C2 (Teacher ONLY)** and sign each indicating that they were discussed. **Using the Rubric found on page 31** of this toolkit, the evaluator and CPE will complete one of the following documents:

Part C3 – Non-tenured CPEs 

Part C4 – Tenured CPEs 

NOTE: The signature of the CPE will not necessarily indicate agreement with the evaluation. The CPE should discuss any elements of the ratings they disagree with their evaluator during the ECC. CPE has the right to attach comments to these forms. CPE has the right to appeal the final rating. The Superintendent will review submission with a union officer/designee, but the Superintendent will have the final say. The decision of the Superintendent will be final.

Development and Remediation Policies

In accordance with PERA, each **tenured CPE** who received an *Unsatisfactory* or *Needs Improvement* performance evaluation rating in his or her last performance evaluation, a minimum of three observations shall be required in a school year immediately following the year in which the *Needs Improvement* or *Unsatisfactory* rating was assigned of which two must be formal observations.

Professional Development Plan (Part C5)

A Professional Development Plan is required for tenured CPEs receiving a "Needs Improvement" rating. Within 30 school days after receiving this rating, the prequalified evaluator, in consultation with the CPE, and a union representative familiar with the evaluation process (optional), must develop a professional development plan. The plan must take into account the educator's on-going professional responsibilities including his or her regular assignments, directed to the areas that need improvement, and any supports that the District will provide to address the areas identified as needing improvement. Any professional development provided as part of this plan under Section 24A-5 of the School Code must align to Standard for Professional Learning (2011) published by Learning Forward at (<http://www.learningforward.org/standards>).

The Professional Development Plan must include

- Areas identified as in need of improvement;
- A description of the goals (aligned to Danielson Domain(s)) to be addressed;
- A plan for assessing the teacher's improvement with indicators that denote progress;
- A timeline for completion (must include a conference or check-in prior to the end of the school year); and,
- The supports and resources that will be provided to assist the CPE in his/her professional improvement.

CPE Remediation Plan (Part C6)

A remediation plan is required for tenured CPEs receiving an "Unsatisfactory" rating within 30 school days after receiving this rating. The remediation plan is designed to address deficiencies cited in the evaluation and must follow the PERA law. The remediation period must be 90 school days.

A consulting CPE will be assigned by the evaluator to the CPE rated unsatisfactory. The consulting CPE shall provide advice on how to improve teaching skills and to successfully complete the remediation plan. The consulting CPE and CPE with unsatisfactory rating shall receive hourly release time to allow for peer observation, peer modeling or conference when appropriate. The consulting CPE shall participate in the development of the plan but the final decision as to evaluation shall be done solely by the prequalified evaluator. The consulting CPE must have at least 5 years' teaching experience, a reasonable familiarity with the assignment of the CPE being evaluated, and an "*Excellent*" rating on his or her most recent evaluation.

Prequalified Evaluators are required to complete a mid-point and final evaluation during the remediation period. All written feedback and recommendations must follow School Code.

The CPE must be dismissed if he or she fails to complete the remediation plan with a rating of *proficient* or better.

Part C1. Professional Practice Summative Rating Form (EXCEL Sheet)

(Prequalified Evaluator completes this form)

Name of CPE:	
Name of Prequalified Evaluator:	
Date of End of Cycle Conference:	____/____/____

Enter rating for each component below using the preponderance of evidence collected.

Excellent = 4, Proficient = 3, Needs Improvement = 2, Unsatisfactory = 1

The OVERALL numerical rating for Each Domain and Professional Practice Summative Rating will be calculated automatically.

DOMAIN 1: Planning and Preparation	Rating (1-4)
1a: Demonstrating knowledge of content and pedagogy	
1b: Demonstrating knowledge of students	
1c: Setting instructional outcomes	
1d: Demonstrating knowledge of resources	
1e: Designing coherent instruction	
1f: Designing student assessments	
Overall rating for DOMAIN 1	0

DOMAIN 2: Classroom Environment	Rating (1-4)
2a: Creating an environment of respect and rapport	
2b: Establishing a culture for learning	
2c: Managing classroom procedures	
2d: Managing student behavior	
2e: Organizing physical space	
Overall rating for DOMAIN 2	0

DOMAIN 3: Instruction	Rating (1-4)
3a: Communicating with students	
3b: Using questioning and discussion techniques	
3c: Engaging students in learning	
3d: Using assessment in instruction	
3e: Demonstrating flexibility and responsiveness	
Overall rating for DOMAIN 3	0

DOMAIN 4: Professional Responsibilities	Rating (1-4)
4a: Reflecting on teaching	
4b: Maintaining Accurate Records	
4c: Communicating with families	
4d: Participating in the professional community	
4e: Growing and developing professionally	
4f: Showing professionalism	
Overall rating for DOMAIN 4	0



PROFESSIONAL PRACTICE SUMMATIVE RATING:	0
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Note: The signature of the prequalified evaluator and CPE verifies that the report has been reviewed and that the proper process has been followed.

CPE Summative Rating Rubric

SUMMATIVE RATING FOR 2015-16 and 2016-17 SCHOOL YEARS

Numerical Scoring Chart		Professional Practice (75%)				
		Excellent	Proficient	Needs Improvement	Unsatisfactory	
		Rating	4	3	2	1
Student Growth (25%)	Excellent	4	4	3.25	2.5	1.75
	Proficient	3	3.75	3	2.25	1.5
	Needs Improvement	2	3.5	2.75	2	1.25
	Unsatisfactory	1	3.25	2.5	1.75	1

4-3.25 Excellent as long as there is NOT an Unsatisfactory in Student Growth	<3.25-2.4 Proficient	<2.4-1.4 Needs Improvement	<1.4 Unsatisfactory
--	------------------------------------	--	-----------------------------------

Rating Chart		Professional Practice				
		Excellent	Proficient	Needs Improvement	Unsatisfactory	
		Rating	4	3	2	1
Student Growth	Excellent	4	Excellent	Excellent	Proficient	<i>Additional Evidence is required--if confirmed, Needs Improvement</i>
	Proficient	3	Excellent	Proficient	Needs Improvement	Needs Improvement
	Needs Improvement	2	Excellent	Proficient	Needs Improvement	Unsatisfactory
	Unsatisfactory	1	<i>Additional Evidence is required--if confirmed, Proficient</i>	Proficient	Needs Improvement	Unsatisfactory

Part C3: Summative Evaluation Form for Non-Tenured CPE

Granite City School District #9
Years 1, 2, 3, 4 Non-Tenured CPE
Summative Evaluation Form
Once per year (Evaluator)



Name: _____ Evaluator: _____

Date / Time of Post Conference: _____

Building: _____ Level: _____

PROFESSIONAL PRACTICE SUMMATIVE RATING _____

STUDENT GROWTH SUMMATIVE RATING _____

OVERALL SUMMATIVE RATING _____

CPE's Comments:

_____ *Recommend for 1st year probationary contract with an overall rating of* _____

_____ *Recommend for 2nd year probationary contract with an overall rating of* _____

_____ *Recommend for 3rd year probationary contract with an overall rating of* _____

_____ *Recommend for 4th year probationary contract with an overall rating of* _____

_____ *Recommend for tenure contract – Reflective Model with an overall rating of* _____

_____ *Recommend for dismissal with an overall rating of* _____

Non-Tenured Employee's Signature & Date

Pre-Qualified Evaluator's Signature & Date

The signature of the non-tenured CPE will not necessarily indicate agreement with the evaluation.
Distribution: Personnel file-original; Teacher-photocopy; Evaluator-photocopy

Part C4: Summative Evaluation Form for Tenured CPE

Granite City School District #9



Tenured CPE

Summative Evaluation Form

Once per year for rated Needs Improvement or Unsatisfactory
Once every two years for rated Proficient or Excellent (Evaluator)

Name: _____ Evaluator: _____

Date / Time of Post Conference: _____

Building: _____ Level: _____

PROFESSIONAL PRACTICE SUMMATIVE RATING _____

STUDENT GROWTH SUMMATIVE RATING _____

OVERALL SUMMATIVE RATING _____

CPE's Comments:

_____ **Recommend Continuation on Reflective Model**

_____ **Recommend Professional Development Plan (Overall Rating of Needs Improvement)**

_____ **Recommend Teacher Remediation Plan (Overall Rating of Unsatisfactory)**

Tenured Employee's Signature & Date

Pre-Qualified Evaluator's Signature & Date

The signature of the tenured CPE will not necessarily indicate agreement with the evaluation.
Distribution: Personnel file-original; Teacher-photocopy; Evaluator-photocopy

Part C5: Professional Development Plan

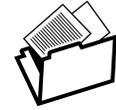
To be completed during the meeting between the CPE, Prequalified Evaluator, and Union Representative (optional). This plan must be developed within 30 school days after receiving the summative rating of Needs Improvement. The CPE, Evaluator and Union Representative (optional) must meet again prior to end of school year to check-in on CPE's progress.

CPE: _____ School: _____ Grade/Subject: _____

Evaluator: _____ Union Representative (optional): _____

Date Meeting for PD Plan Development _____ Initial of CPE _____ Initial of Evaluator _____

Date of Check-in Prior to End of School Year _____ Initial of CPE _____ Initial of Evaluator _____



Identify the specific Domains with corresponding components in need for improvement <i>(Ex. Domain 4 – 4c: Communicating with families)</i>	Expectations for Improvement (be specific) <i>(Ex. Increasing direct communication/contact with families of students earning D's or F's)</i>	Supports/Resources to Assist in Improvement (specific examples) <i>(Ex. Training on how to use message center on skyward to post messages or email students and parents/guardians)</i>	Plan for Assessing Improvement including what indicators denote progress (evidence for showing improvement) <i>(Ex. Showing evaluator messages on skyward)</i>

Notes from Check-in:

The initial of the tenured employee will not necessarily indicate agreement with the comments.

Part C6: CPE Remediation Plan

CPE: _____ Date: _____ Follow-up Date: _____ Grade(s)/Subject(s): _____

Following a summative rating of *Unsatisfactory*, a Remediation Plan is being implemented. The following Domain(s) are to be addressed.

_____ Domain 1: Planning and Preparation

_____ Domain 2: The Classroom Environment

_____ Domain 3: Instruction

_____ Domain 4: Professional Responsibilities

Goals:

Strategies/Support:	Persons/Resources Needed:	Documentation:

Tenured Employee's Signature & Date

Certified Prequalified Evaluator's Signature & Date

The signature of the CPE will not necessarily indicate agreement with the evaluation

CPE comments may be attached.



APPENDIX A: Beginning-of-Cycle Conference Forms

Part A1: Prompts for CPE Self-Reflection

Part A2a: Self-Reflection Domains

Part A2b: Beginning-of-Cycle Conference Record

Part A3: Student Growth Rating Form

Part A4: CPE Conference and Professional Growth Log



Part A1: Prompts for CPE Self-Reflection

To the CPE: Please review these questions and be prepared to discuss them with your prequalified evaluator. You are not required to prepare a written response (although you may do so if you desire), but you should be prepared to discuss your answers to the questions. These questions will guide the conversation and allow you and your evaluator to discuss your professional practice.

Beginning-of-Cycle Prompts:

Area for notes, if needed:

<p>7. What strategies can I employ to monitor student progress? What data, procedures, and information can I use to drive my instructional choices to ensure that I meet the educational needs of all the students in my classroom?</p> <p>(1.a-f, 3.d, 4.a, 4.b)</p>	
<p>8. How am I supported by my colleagues?</p> <p>(4.d, 4.e)</p>	
<p>9. In what ways do I monitor my consistency with student management? How could I improve this?</p> <p>(2.a, 2.c, 2.d, 3.e, 4.a, 4.b)</p>	
<p>10. How do/can I build rapport and respectful relationships with my students? With colleagues?</p> <p>(2.a, 3.a, 4.d, 4.f)</p>	
<p>11. In what way(s) do I prepare so that the reflective cycle of inquiry (plan-teach-assess-reflect) is a part of my daily practice?</p> <p>(3.e, 3.b, 3.d, 4.a, 4.e)</p>	
<p>12. In which areas would I like to focus my professional growth this year? What types of related activities do I think would be helpful to continuously grow and improve my instructional practice and impact on student learning?</p> <p>(4.a, 4e)</p>	

Part A2a: Self-Reflection Domains

To the CPE: Please complete this form to help you reflect. This process should take no more than 15-30 minutes to prepare for each conference. The self-reflection sheet remains confidential to you, unless you wish to share it with your prequalified evaluator. You may wish to reference the Danielson Rubric in Appendix D.

Professional Practice: Self-Reflection				
Carefully reflect on your teaching performance in all four Domains and Elements of Danielson. Complete the Self-Reflection by using the tables showing levels of performance. Prepare to discuss your performance in all domains during the Beginning-of-Cycle Conference with your prequalified evaluator.				
Key: U: Unsatisfactory N: Needs Improvement P: Proficient E: Excellent				
Domain	U	N	P	E
1. PLANNING AND PREPARATION				
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessment				
2. THE CLASSROOM ENVIRONMENT				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
3. INSTRUCTION				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
4. PROFESSIONAL RESPONSIBILITIES				
4a: Reflecting on Teaching				
4b: Maintaining accurate records				
4c: Communicating with families				
4d: Participating in the professional community				
4e: Growing and developing professionally				
4f: Showing professionalism				

Notes:

Part A2b: Beginning-of-Cycle Conference Record

This form is completed and agreed by the CPE and prequalified evaluator **together**. **Both participants will receive a copy.**

Professional Practice: Conference Record	
Outcome of the Beginning-of-Cycle Conference between the CPE and prequalified evaluator. The “comments” column is to identify areas of strength and areas of growth. An area of growth may be to enhance or develop an element where you are already proficient; it does not in itself indicate a needs improvement or unsatisfactory element. Use the “notes” section for additional comments if space is needed.	
Domain	Comments on Areas of Strength and Areas of Growth
1. PLANNING AND PREPARATION	
1a: Demonstrating knowledge of content and pedagogy	
1b: Demonstrating knowledge of students	
1c: Setting instructional outcomes	
1d: Demonstrating knowledge of resources	
1e: Designing coherent instruction	
1f: Designing student assessment	
2. THE CLASSROOM ENVIRONMENT	
2a: Creating an environment of respect and rapport	
2b: Establishing a culture for learning	
2c: Managing classroom procedures	
2d: Managing student behavior	
2e: Organizing physical space	
3. INSTRUCTION	
3a: Communicating with students	
3b: Using questioning and discussion techniques	
3c: Engaging students in learning	
3d: Using assessment in instruction	
3e: Demonstrating flexibility and responsiveness	
4. PROFESSIONAL RESPONSIBILITIES	
4a: Reflecting on Teaching	
4b: Maintaining accurate records	
4c: Communicating with families	
4d: Participating in the professional community	
4e: Growing and developing professionally	
4f: Showing professionalism	
Notes:	

Part A3: Student Growth Rating Form

SECTION 1	CPE Name:			Evaluator Name:				
	Academic Year:			Building Location:				
	Type of Assessment: 2015-16: TWO Type III Assessments will be used 2016-17: ONE Type I or II <u>and</u> ONE Type III			Type I – Non-district scored Type II – Developed /Adopted and Used District-Wide (grade level or content area) Type III – Teacher Developed				
SECTION 2	Indicate Assessment Type (Circle):		Assessment #1			Assessment #2		
			Type I	Type II	Type III	Type I	Type II	Type III
	8. Course/Subject/Period/Grade Level(s)							
	9. Identify Main Points or skills that will be covered during the unit of instruction							
	10. Identify Standards or course curriculum objectives							
	11. Attach Assessment(s) <i>pre and post assessment may be same</i> (FY16 Only – assessments must be provided to the evaluator 3-5 work days prior to administering the pre-assessment)							
	12. Interval of Instruction (# of days, weeks, semester, etc.)							
	13. Proposed Date of Pre-Assessment							
14. Proposed Date of Post-Assessment								

Initial Approval (at pre-conference):



CPE Signature

Date

Evaluator Signature

Date

SECTION 3	Mid-Term Sign-Off (optional) (notify pre-qualified evaluator if you need to revise assessment plan)	CPE Signature:	Evaluator Signature:
	Description of Changes to be Made at Mid-Term Check In:	Date:	Date:

Form A4: CPE Conference and Professional Growth Log

Name of CPE: _____

Name of Evaluator: _____



- Non-Tenured CPE
 Tenured CPE, Previous Rating of Proficient or Excellent
 Tenured CPE, Previous Rating of Needs Improvement or Unsatisfactory

Our signatures below confirm that we have met and discussed the requirements for the conference specified. (For example, at the BCC the discussion would include professional practice (Danielson) and student growth (Assessment), for the upcoming school year.)

	Date	CPE Signature	Evaluator Signature
Beginning-of-Cycle Conference			

	Date	Date	Date	Date	Date	Date
Informal Observations: All CPEs are required to have at least ONE informal observation.						

Note: Any time the Evaluator provides written documentation to the CPE from an informal observation, that date needs to be entered into this chart.

	<u>Date</u>	<u>CPE Signature</u>	<u>Evaluator Signature</u>	Check if CPE is at risk of receiving a <u>SUMMATIVE</u> rating of "Unsatisfactory" or "Needs Improvement".
Formal Observation 1				
Formal Observation Conference				
Mid-Cycle Check-in <i>(optional)</i>				
Formal Observation 2 <i>(Required for all CPEs except it is optional for Tenured CPEs who are Proficient or Excellent from previous cycle)</i>				
Formal Observation Conference				

APPENDIX B: Formal / Informal Observation Forms (Lesson Plan)

Part B1: Guiding Questions for Formal Observation/Lesson Plan

Part B2: Observation Form (Formal/Informal)

Part B3. Prompts for CPE Self-Reflection: Preparing for Formal Observation Conference

Part B1: Guiding Questions for Formal Observation/Lesson Plan

When completing your lesson plan to provide to evaluator, consider the guiding questions below. You may choose to include your answers to these questions in your actual lesson plan OR respond to the questions (all or some) in the document below and provide a copy of this to your evaluator.

Name: _____

Grade Level (s): _____

Course: _____

Date Completed: _____

Danielson Framework Connection	Guiding Questions	Comments and Evidence
What do you want the students to know and be able to do?		
1a, 1c	1. To which part of the curriculum does the lesson relate? How does it "fit" in the sequence of learning for this class?	
3a	2. How will you communicate the learning objectives to the students?	
1d, 1e	3. Describe your thinking in selecting the materials and resources for this lesson.	
1b, 1e	4. Are there any students you would like the evaluator to observe as the lesson progresses?	
1b	5. Provide student profile. Respond to prompts on right and include any additional remarks below.	Number of Students _____ Number of LIMITED English Language Proficient Students _____ Number of Students with IEPs _____ IEP Speech only _____ Number of Students with 504 Plans _____
How will you know that the students have learned? How will you respond to their learning?		
1f, 3d	6. How and when will you know whether students have learned what you intend?	
1a	7. What difficulties do students typically experience in this area?	
3d, 3e	8. What adjustments to your plan might you make if you see some students struggling with concepts during the lesson?	

3e	9. How might you provide more time and support after the lesson for students who do not learn?	
Instructional Strategies and Feedback to Students		
3b, 3c	10. How will you engage students in learning?	
3b	11. How will you address off-task classroom behaviour by students during the lesson?	
3c	12. What is your plan for grouping students during the lesson? Will they work individually, in small groups, or as a large group? What are your reasons?	
1e	13. How will you differentiate instruction for different individuals or groups of students in the class?	
3d	14. How will you provide feedback to students regarding their learning during the lesson?	
	15. Is there anything that you would like the evaluator to specifically observe during the lesson?	

Part B2: Observation Form (Formal/Informal) (Evaluator may add additional pages)

*It is not expected that every component be observed during every observation. All evidence collected during an observation may add to the overall collection of evidence. The observation is not limited to those areas identified within the CPE's growth goals. The prequalified evaluator will share this document **within 5 work days after the observation and at least two days** before the post-formal observation conference to allow time for the CPE to reflect. Non-observation of a component does not constitute a projected rating of "needs improvement" or "unsatisfactory".*

✓ the relevant box: Formal Observation Informal Observation Lesson Plan provided

CPE: _____ Class/hour: _____ No. of Students: _____ Date: _____

Date/Time	Evidence Collected/Observed. Note the location, if different than classroom. (indicate domain component for each piece of evidence listed):	Domain 2 Components Covered <input type="radio"/> 2a. Environment of respect & rapport <input type="radio"/> 2b. Culture for learning <input type="radio"/> 2c. Managing classroom procedures <input type="radio"/> 2d. Managing student behavior <input type="radio"/> 2e. Organizing physical space	Domain 3 Components Covered <input type="radio"/> 3a. Communicating with Students <input type="radio"/> 3b. Questioning and discussion techniques <input type="radio"/> 3c. Engaging students in learning <input type="radio"/> 3d. Assessment in instruction <input type="radio"/> 3e. Flexibility and responsiveness
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Overall strengths:

Overall areas for growth:
Administrator must provide a written explanation of areas of concern, along with suggestions for improvement IF the projected rating for a domain will be Needs Improvement or Unsatisfactory.

Prequalified evaluator signature: _____

Part B3. Prompts for CPE Self-Reflection: Preparing for Formal Observation Conference

To the CPE: To be completed after formal observation. Please review these questions and be prepared to discuss them with your prequalified evaluator. You are not required to prepare a written response (although you may do so if you desire), but you should be prepared to discuss your answers to the questions. This conversation will provide the opportunity to discuss, clarify, and explain the observations which may impact your summative rating.

Guiding Questions for Formal Observation Conference

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)

2. What do student work samples reveal about those students' levels of engagement and understanding? (4a, 3c, 3d)

3. To what extent did your classroom procedures, student conduct, and your use of physical space contribute to students learning? (4a, 2c, 2d)

4. Did you depart from your plan? If so, how and why? (4a, 3e)

5. To what extent were different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources) effective? (4a, 3c)

6. If you had an opportunity to teach this lesson again to the same group of students, what if anything would you do differently? (4a, 3e)

APPENDIX C: End-of-Cycle Forms

Part C1. Professional Practice Summative Rating Form

Part C2: Student Growth Summative Rating Form

Part C3: Summative Evaluation Form for Non-Tenured CPE

Part C4: Summative Evaluation Form for Tenured CPE

Part C5: Professional Development Plan

Part C6: CPE Remediation Plan

Part C1. Professional Practice Summative Rating Form (EXCEL Sheet)

(Prequalified Evaluator completes this form)

Name of CPE:	
Name of Prequalified Evaluator:	
Date of End of Cycle Conference:	____/____/____

Enter rating for each component below using the preponderance of evidence collected.

Excellent = 4, Proficient = 3, Needs Improvement = 2, Unsatisfactory = 1

The OVERALL numerical rating for Each Domain and Professional Practice Summative Rating will be calculated automatically.

DOMAIN 1: Planning and Preparation	Rating (1-4)
1a: Demonstrating knowledge of content and pedagogy	
1b: Demonstrating knowledge of students	
1c: Setting instructional outcomes	
1d: Demonstrating knowledge of resources	
1e: Designing coherent instruction	
1f: Designing student assessments	
Overall rating for DOMAIN 1	0

DOMAIN 2: Classroom Environment	Rating (1-4)
2a: Creating an environment of respect and rapport	
2b: Establishing a culture for learning	
2c: Managing classroom procedures	
2d: Managing student behavior	
2e: Organizing physical space	
Overall rating for DOMAIN 2	0

DOMAIN 3: Instruction	Rating (1-4)
3a: Communicating with students	
3b: Using questioning and discussion techniques	
3c: Engaging students in learning	
3d: Using assessment in instruction	
3e: Demonstrating flexibility and responsiveness	
Overall rating for DOMAIN 3	0

DOMAIN 4: Professional Responsibilities	Rating (1-4)
4a: Reflecting on teaching	
4b: Maintaining Accurate Records	
4c: Communicating with families	
4d: Participating in the professional community	
4e: Growing and developing professionally	
4f: Showing professionalism	
Overall rating for DOMAIN 4	0



PROFESSIONAL PRACTICE SUMMATIVE RATING:	0
--	----------

Note: The signature of the prequalified evaluator and CPE verifies that the report has been reviewed and that the proper process has been followed.

CPE Signature: _____

Prequalified Evaluator Signature: _____

Part C2: Student Growth Summative Rating Form (Teacher ONLY)

(Pre-qualified evaluator completes this form)

The rating for each assessment given is calculated using the following rubric based upon assessment data submitted to evaluator:

Rating	Exceeds Goal (Excellent)	Meets Goal (Proficient)	Minimal Growth (Needs Improvement)	No Growth/ Negative Growth (Unsatisfactory)
Score	4	3	2	1
Percentage of students that maintained or showed growth on assessment. (future consideration: showed growth only)	≥ 75% of students show growth	50–74% of students show growth	25–49% of students show growth	0–24% of students show growth

If for some reason beyond the teacher’s control, there is no assessment data collected, then they will receive a *Proficient* rating for student growth.

ASSESSMENT #1 = _____

Student Growth Summative Rating: _____

(For 2015-16, this will be equivalent to the higher of the two assessment ratings.)

ASSESSMENT #2 = _____

(Beginning 2016-17, utilize the chart below.)

SUMMATIVE STUDENT GROWTH RATING BEGINNING 2016-17					
	4-3.5 Excellent	<3.5-2.5 Proficient	<2.5-1.5 Needs Improvement	<1.5 Unsatisfactory	
	Assessment 1				
		Excellent	Proficient	Needs Improvement	Unsatisfactory
		4	3	2	1
		4	3	2	1
Assessment 2	Excellent	4	3.5	3	2.5
	Proficient	3	3	2.5	2
	Needs Improvement	2	2.5	2	1.5
	Unsatisfactory	1	2	1.5	1

Each assessment equally weighted, average results in rating

Note: The signature of the prequalified evaluator and CPE verifies that the report has been reviewed and that the proper process has been followed.



Teacher Signature: _____

Prequalified Evaluator Signature: _____

Part C3: Summative Evaluation Form for Non-Tenured CPE

Granite City School District #9
Years 1, 2, 3, 4 Non-Tenured CPE
Summative Evaluation Form
Once per year (Evaluator)



Name: _____ Evaluator: _____

Date / Time of Post Conference: _____

Building: _____ Level: _____

PROFESSIONAL PRACTICE SUMMATIVE RATING _____

STUDENT GROWTH SUMMATIVE RATING _____

OVERALL SUMMATIVE RATING _____

CPE's Comments:

_____ ***Recommend for 1st year probationary contract with an overall rating of*** _____

_____ ***Recommend for 2nd year probationary contract with an overall rating of*** _____

_____ ***Recommend for 3rd year probationary contract with an overall rating of*** _____

_____ ***Recommend for 4th year probationary contract with an overall rating of*** _____

_____ ***Recommend for tenure contract – Reflective Model with an overall rating of*** _____

_____ ***Recommend for dismissal with an overall rating of*** _____

Non-Tenured Employee's Signature & Date

Certified Evaluator's Signature & Date

The signature of the non-tenured CPE will not necessarily indicate agreement with the evaluation.
Distribution: Personnel file-original; Teacher-photocopy; Evaluator-photocopy

Part C4: Summative Evaluation Form for Tenured CPE

Granite City School District #9



Tenured CPE

Summative Evaluation Form

Once per year for rated Needs Improvement or Unsatisfactory
Once every two years for rated Proficient or Excellent (Evaluator)

Name: _____ Evaluator: _____

Date / Time of Post Conference: _____

Building: _____ Level: _____

PROFESSIONAL PRACTICE SUMMATIVE RATING _____

STUDENT GROWTH SUMMATIVE RATING _____

OVERALL SUMMATIVE RATING _____

CPE's Comments:

_____ **Recommend Continuation on Reflective Model**

_____ **Recommend Professional Development Plan (Overall Rating of Needs Improvement)**

_____ **Recommend Teacher Remediation Plan (Overall Rating of Unsatisfactory)**

Tenured Employee's Signature & Date

Certified Evaluator's Signature & Date

The signature of the tenured CPE will not necessarily indicate agreement with the evaluation.
Distribution: Personnel file-original; Teacher-photocopy; Evaluator-photocopy

Part C5: Professional Development Plan

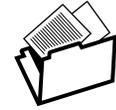
To be completed during the meeting between the CPE, Prequalified Evaluator, and Union Representative (optional). This plan must be developed within 30 school days after receiving the summative rating of Needs Improvement. The CPE, Evaluator and Union Representative (optional) must meet again prior to end of school year to check-in on CPE's progress.

CPE: _____ School: _____ Grade/Subject: _____

Evaluator: _____ Union Representative (optional): _____

Date Meeting for PD Plan Development _____ Initial of CPE _____ Initial of Evaluator _____

Date of Check-in Prior to End of School Year _____ Initial of CPE _____ Initial of Evaluator _____



Identify the specific Domains with corresponding components in need for improvement <i>(Ex. Domain 4 – 4c: Communicating with families)</i>	Expectations for Improvement (be specific) <i>(Ex. Increasing direct communication/contact with families of students earning D's or F's)</i>	Supports/Resources to Assist in Improvement (specific examples) <i>(Ex. Training on how to use message center on skyward to post messages or email students and parents/guardians)</i>	Plan for Assessing Improvement including what indicators denote progress (evidence for showing improvement) <i>(Ex. Showing evaluator messages on skyward)</i>

Notes from Check-in:

The initial of the tenured employee will not necessarily indicate agreement with the comments.

Part C6: CPE Remediation Plan

CPE: _____ Date: _____ Follow-up Date: _____ Grade(s)/Subject(s): _____

Following a summative rating of *Unsatisfactory*, a Remediation Plan is being implemented. The following Domain(s) are to be addressed.

_____ Domain 1: Planning and Preparation

_____ Domain 2: The Classroom Environment

_____ Domain 3: Instruction

_____ Domain 4: Professional Responsibilities

Goals:

Strategies/Support:	Persons/Resources Needed:	Documentation:

Tenured Employee's Signature & Date

The signature of the CPE will not necessarily indicate agreement with the evaluation

Certified Prequalified Evaluator's Signature & Date



CPE comments may be attached.

APPENDIX D: Danielson Framework, Rubric, and Evaluation Cycle Connections

APPENDIX D1: OVERVIEW where various Domains MIGHT be observed during cycle

Danielson Framework and Rubrics Download from

<https://danielsongroup.org/framework/>

APPENDIX D1: OVERVIEW where various Domains MIGHT be observed during cycle

1. PLANNING AND PREPARATION	Example of WHERE in cycle component MIGHT be observed
1a: Demonstrating knowledge of content and pedagogy	Lesson Plan for Formal (Appendix B), Conference with Evaluator
1b: Demonstrating knowledge of students	Lesson Plan for Formal (Appendix B), Conference with Evaluator
1c: Setting instructional outcomes	Lesson Plan for Formal (Appendix B), Conference with Evaluator
1d: Demonstrating knowledge of resources	Lesson Plan for Formal (Appendix B), Conference with Evaluator
1e: Designing coherent instruction	Lesson Plan for Formal (Appendix B), Conference with Evaluator
1f: Designing student assessment	Lesson Plan for Formal (Appendix B), Conference with Evaluator
2. THE CLASSROOM ENVIRONMENT	
2a: Creating an environment of respect and rapport	Formal and Informal Observations
2b: Establishing a culture for learning	Formal and Informal Observations
2c: Managing classroom procedures	Formal and Informal Observations
2d: Managing student behavior	Formal and Informal Observations
2e: Organizing physical space	Formal and Informal Observations, Conference with Evaluator
3. INSTRUCTION	
3a: Communicating with students	Formal and Informal Observations
3b: Using questioning and discussion techniques	Formal and Informal Observations
3c: Engaging students in learning	Formal and Informal Observations
3d: Using assessment in instruction	Formal and Informal Observations
3e: Demonstrating flexibility and responsiveness	Formal and Informal Observations
4. PROFESSIONAL RESPONSIBILITIES	
4a: Reflecting on Teaching	Pre-Conference Self Reflection, Conference with Evaluator
4b: Maintaining accurate records	Conference with Evaluator, Artifact
4c: Communicating with families	Conference with Evaluator, Artifact
4d: Participating in the professional community	Conference with Evaluator, Artifact
4e: Growing and developing professionally	Conference with Evaluator, Artifact
4f: Showing professionalism	Conference with Evaluator, Artifact

APPENDIX E: Extra Forms (Mid-Cycle Review)

Part E1: Mid-Cycle Check-In Teacher Reflection on Student Growth (Optional)

Part E2: CPE Mid-Cycle Reflection

Part E1: Mid-Cycle Check-In Teacher Reflection on Student Growth (Optional)

Teacher Name: _____ Content Area and Course: _____

Grade Level(s): _____ Academic Year: _____

Instructions: The teacher will be provided with the protocol questions in advance of the meeting so that they can prepare for a discussion of each topic. The teacher should be prepared to share and discuss formative assessment results and student progress.

Student Progress

1. How have you measured students' progress?

2. How are students progressing toward their growth targets? Are some students demonstrating more progress than others?

3. Are the expectations that you set attainable?

Instructional Strategies

4. What instructional strategies are working well for your students?

5. Are any instructional strategies not working for your students? Are there alternatives you should consider?

Support and Collaboration

6. How have you collaborated with peers to work toward goals?

7. What additional supports do you need to ensure that you are successful with your students?

Part E2: Mid-Cycle Check-In Teacher Reflection on Professional Practice

Name: _____

Date: _____

To the CPE: Use this form to help guide your discussion with your evaluator during your mid-cycle check-in.

Revisit Self-Reflection: The CPE should review the Self-Reflection Form, using relevant student growth data, observation feedback, and previous evaluation feedback to guide their thinking when reflecting on strengths and areas for growth.

Develop strategies for improvement. The CPE should comment on his or her progress, using the template below, and if necessary, suggest any strategies. CPE will review and discuss these with evaluator.

Danielson Domains/Component: areas in need of focus	Strategies for Improvement

APPENDIX F: Items for future consideration

- Time will be provided on early release and teacher institute days to support the collaborative development and review of common assessments, as well as setting student growth goals and the analysis of student growth.
- Have a group of CPEs work through the Administrator Modules to develop Train-the-Trainer concept (experts) as a support for the CPEs.
- Draft two professional goals for that CPE based upon the prequalified evaluator practice rubric.
- Joint Committee will identify criteria for equitable, reliable, and valid Type I & II assessments.
- The Evaluation Design Team and the Joint Committee will meet once in the Fall Semester and twice in the Spring Semester to review this toolkit.
- Increase the number of identified supports for CPEs to strengthen their skills.
- Incorporate Growth Logo into other district logo and use with Staff & Student IDs, handbooks, mission statements, etc.
- Joint Committee will reconsider how the Professional Practice Domain ratings, Summative Professional Domain rating, Student Growth rating, and Summative Evaluation ratings are earned. Current process acknowledges the need for all CPEs and evaluators to become familiar with the process and promote growth. In future the criteria for various ratings will be reviewed and revised; this includes changing of evaluation rating once CPE successfully completes the Professional Development Plan.

Supports Provided to CPE

At any point during the Evaluation Cycle, if either the CPE or Evaluator identifies areas of weakness, below are some resources that CPE may use:

Websites (try to identify specific ones over summer that focus on different domains)

APPENDIX G: Glossary of Terms

Artifacts: While artifacts are not required, CPEs may wish to collect documentation for domains as proof they are being addressed. Examples may found in the Appendix D. In addition, Danielson component are referenced throughout this document to demonstrate how the CPE is addressing components of the domains.

Beginning-of-Cycle Conference (BCC): The Beginning-of-Cycle Conference focuses on discussion of the CPE self-reflection, the formulation of a Professional Growth Plan and agreement on student growth assessments. All forms pertaining to BCC are included in Appendix A.

Certified Professional Educator (CPE): This includes all employees that fall under the definition of **teacher** or **CPE non-teaching**.

CPE Non-teaching: School nurse, school psychologist, school counselor, school social worker, occupational therapist/physical therapist, and non-teaching school speech and language pathologist.

Teacher: Professional employee of the school district whose job description requires them to hold a teaching license issued in accordance with Article 21 of the School Code or a professional educators' license endorsed for a teaching field issued in accordance with Article 21B of the School Code.

End-of-Cycle Conference (ECC): This is an opportunity for the CPE and the evaluator to discuss the summative rating, inclusive of professional practice and student growth. All forms pertaining to ECC are included in Appendix C.

Evidence: The direct observations of a prequalified evaluator during observations and pre/post conferences. Evidence is unbiased, free of personal prejudice and objective.

Formal Observation: A mutually agreed upon time for the prequalified evaluator to directly observe professional practices in the classroom or in the school (Non-Tenured – 2; Tenured w/ Needs Improvement or Unsatisfactory – 2; Tenured – 1, with written feedback five to ten days after observation). According to Section 50.120 c, a formal observation shall involve one of the following activities: an observation of the teacher in his/her classroom for a minimum of 45 minutes at a time; or an observation during a complete lesson; or an observation during an entire class period. If an observation is shorter than 45 minutes or an entire class period, the CPE and evaluator shall agree upon the appropriate time period during the formal pre-observation discussion.

Formal Pre-Observation Discussion: This pre-observation discussion is intended to be brief. It provides an opportunity to agree on the class to be visited and the date and time that this will take place. It also provides an opportunity for the CPE to indicate anything else he/she wants the prequalified evaluator to know in advance. It is necessary for the CPE to provide details of the lesson or Appendix B, Part B1, either at this time or in closer proximity to the observation date.

Informal Observation: Observations of a CPE by a prequalified evaluator that are not announced in advance of the observation and are not subject to a minimum time requirement.

Note: Following an informal observation, the prequalified evaluator shall provide feedback to the CPE either orally or in writing (electronic or paper) and if the feedback is in a written format, also provide the CPE with an opportunity to have an in-person discussion with the prequalified evaluator. Evidence gathered during the informal observations may be considered in determining the performance evaluation rating provided it is documented in writing within five to ten days.

Lesson Plan: A plan should always be provided to the prequalified evaluator for a formal observation no later than 24-hours prior to the observation. As a minimum, the plan must respond to the questions outlined in the guiding questions for formal observation/lesson plan (Appendix B, Part B1). A plan is not required in advance for an informal observation, but may be provided if available.

Mid-Cycle Data Review and Mid-Cycle Conference (MCC): These are optional components that are to be utilized when needed. The teacher will review assessment data and initiate an MCC with the prequalified evaluator if adjustments need to be made to their plan. The prequalified evaluator will request an MCC if concerns/supports are needed with Danielson components that have not already been discussed in the Formal Observation Conference. If the CPE is in danger of receiving a *Needs Improvement* or *Unsatisfactory* rating in one of the Danielson Domains, this is the time to identify some supports for the CPE to use. CPEs will receive written notification from the prequalified evaluator of any rating less than proficient (Form B2). This is intended to be a brief conference.

Observation Form: A prequalified evaluator uses this form during an observation. CPEs must receive verbal and written feedback within five to ten days of their observation if it is to be considered in determining the performance evaluation rating. In the case of a formal observation, CPE must receive this form at least two days before Observation Conference to allow time for self-reflection.

CPE Conference and Professional Growth Log (Part A4): This log confirms prequalified evaluator participates in a formal or informal observation. *The prequalified evaluator should fill in all fields and ensure that the CPE confirms participation by signing.*

Prequalified evaluator: An individual who has participated in the State approved modules and must prove they passed and can rate with reliability.

Professional Growth Plan: Based upon his/her self-reflection, the CPE will identify areas for growth within the four Danielson Domains for the year. These areas will be discussed during the BCC. Goals will be revisited and may be revised during the Mid-Cycle Conference.

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

BCC Self-Reflection Form (Parts A1 and A2a): The intent of these forms are to help a CPE to reflect upon his/her performance in order to highlight strengths and areas for growth according to *The Danielson Framework for Teaching*. The self-reflection should be completed by the CPE prior to the Beginning-of-Cycle Conference (BCC) and discussed during this time.

Student Growth: is a demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

Summative Rating Form: This form is to be jointly reviewed by the CPE and prequalified evaluator during the End-of-Cycle Conference. The Rating is to be based on data collected and/or reviewed over the course of the evaluation cycle.

CPE Self-Reflection: Preparing for Formal Observation Conference (Part B3): This form helps the CPE reflect on the formal observation. These forms are recommended to be reviewed in advance of the Formal Observation Conference and then discussed during the conference. Feedback from the prequalified evaluator must be provided in writing to the CPE during this conference.

Type I Assessment: 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.

Type II Assessment: Any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all CPEs in a given grade or subject area.

Type III Assessment: Any assessment that is rigorous, that is aligned to the course curriculum, and that the prequalified evaluator and CPE determine measures student learning in that course.



This symbol means the completed form will become part of CPE's personnel file.

LEGAL REF.: 105 ILCS 5/10-19, 5/18-8, 5/24-2, 5/24-8, 5/24-9, 5/24-21, 5/24A-4, and 5/24A-5.
820 ILCS 260/1 et seq.
Cleveland Board of Education v. Loudermill, 105 S.Ct. 1487(1985).

CROSS REF.: 5:290 (Employment Termination and Suspensions)