

MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111 2016-2017 EVALUATION PLAN

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THE CHANGING ENVIRONMENT ON TEACHER EVALUATION IN ILLINOIS

The Performance Evaluation Reform Act of 2010 requires districts to design and implement evaluation systems that assess teachers' professional practice as well as incorporate measures of student growth.

The new performance evaluations will be based on standards of effective practice, with evaluators trained and pre-qualified to conduct observations, collect evidence, and provide helpful, timely feedback.

"Evaluation Committee" means a committee composed of representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan. "Joint Committee" means a committee comprised of equal numbers of teachers and administrators that vote on PERA compliance issues.

AGREEMENTS

1. We will keep and use the four (4) DOMAINS as identified in the Charlotte Danielson framework.
2. We will keep and use the COMPONENTS as identified in the Charlotte Danielson Framework.
3. We will use the rubrics and identify them using level one (1), level two (2), level three (3), and level four (4).
4. DOMAINS 1 & 4 will be based upon consultations with teachers.
5. DOMAINS 2 & 3 will be primarily based upon formal observations and informal observations of classroom teachers and consultation with non-classroom teachers.
6. Teachers will have multiple evaluators throughout the evaluation cycle. Either party may request a specific time limit during the pre-observation conference for a formal

evaluation.

BELIEFS

The MCHS District Professional Evaluation Plan...

- Encourages and supports collaboration between staff and administration and allows for annual review and adaptation.
- Promotes a collaborative climate of mutual respect, fairness, and trust for professional dialogue.
- Utilizes an accepted, researched-based framework that provides a common language to emphasize the expectations, roles, and responsibilities of certified staff.
- Facilitates a continual and reflective process that supports and encourages educational innovation and collaboration that fosters a healthy learning environment.
- Incorporates multiple sources of data to assess performance.
- Provides clearly defined procedures and expectations for specific categories of certified staff.
- Believes that professional development is essential to the success of an effective professional Evaluation Plan.
- Provides validity and reliability to allow staff to have confidence in an equitable evaluation process.

COMMITMENTS TO OUR SCHOOL CULTURE AND PROFESSIONAL DEVELOPMENT

As part of the Professional Evaluation Plan, MCHS District #111 will...

- Foster a school culture that encourages and allows staff to promote professional growth and dialogue using the common language.
- Support the growth and achievement of all students, a safe environment for learning, staff and organizational effectiveness, and shared accountability.

As part of the Professional Evaluation Plan, MCHS District #111 will...

- Provide ongoing and collaborative professional development regarding roles and responsibilities in the Evaluation Plan.
- Provide professional development to enhance and develop best practices and professional effectiveness.
- Provide consistent and continual professional development for all staff in the selected framework and its interpretation.
- Create a multi-year professional development plan for the full transition to the new evaluation instrument.

PHILOSOPHY

All members of Minooka Community High School are committed to the continued development of the district's strong educational program. An effective teacher evaluation system that focuses on the improvement of instruction is an important component of this instructional program.

The primary focus of evaluation is to improve instruction. To accomplish this goal, teacher evaluation requires teachers to meet established performance criteria. The process

is a cooperative effort on the part of the evaluator and teacher. It is designed to encourage productive dialogue between staff and supervisors and to promote professional development.

EVALUATION COMMITTEE

An Evaluation Committee will be established consisting of an even amount of MEA Representatives and Administrators. The role of the Evaluation Committee is to work throughout the year to develop improvement to the Evaluation Plan and create any pilot programs that may enhance teaching and mentoring methods. Any changes to the Evaluation Plan for the next school year shall be mutually agreed upon and completed by May 1 of the preceding year. Any changes to the evaluation instrument will be communicated to the MEA by October 1 of the year preceding implementation.

PERA JOINT COMMITTEE

The MCHS Joint Committee is comprised of equal numbers of teachers and administrators. Members of the Joint Committee vote on PERA compliance issues. Others are welcome to attend Joint Committee meetings, but they will not be able to vote.

STUDENT GROWTH ASSESSMENTS AND CRITERIA

Type of assessment(s)

Teachers evaluated during the 2016-2017 school year will administer one Type III assessment. Teachers evaluated during subsequent years will administer two Type III assessments.

- A Type III assessment-means any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject.
- The Type III assessment must be administered between the first day of student attendance and February 1st.
- MCHS will follow the PERA definition for excluded teachers, which will include: school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, school marriage and family counselor, deans and Project Indian supervisor.

The Type III assessment must generate pre- and post-assessment results. The pre- and post-assessment must cover the same learning targets.

Teacher-selected class criteria

The teacher must select at least one class. For students to be used in the data set:

- They must attain 90% attendance between the pre- and post-test.
- They must have available pre- and post-test data.

The evaluator and the teacher will discuss addition and/or removal of students from the data set. The evaluator must approve addition/removal of students for extenuating circumstances. Students can only be added to the data set if they are part of the selected class. If a mutual decision cannot be reached, the MCHS Joint Committee will make a final decision regarding addition/removal of a student.

Definition of student growth

Student growth is interpreted as simple growth (e.g. a student demonstrates growth by maintaining his/her score or increasing at least one point from pre- to post-assessment). Teachers will log assessment results on the Student Growth Reporting form.

Student growth will be evaluated using the following criteria: 80-100% of students maintained or increased at least one point (4), 60-79% (3), 40-59% (2), under 40% (1).

After the 2016-2017 school year, evaluated teachers administer two Type III assessments that are worth equal percentages of their Student Growth final rating (i.e. assessment #1 is worth 50% and assessment #2 is worth 50%).

Time frame for assessment approval through final meeting

The time frame for the Type III assessment approval is May 1st of the previous school year to December 1st of the evaluation year. The teacher will fill out the Type III Assessment Approval form and submit it to the evaluator.

- The evaluator must give responses for assessment approval, assessment revisions, and exemptions within ten days.
- The assessment(s) must be approved prior to classroom implementation.
- After the teacher gives the pre-assessment, he/she must have a mid-point check-in with the evaluator, during which the teacher will reflect upon the likelihood of student growth.
- Type III assessment revisions must be made prior to the mid-point check-in.

Type III assessment approval and mid-point check-in can be discussed via email or an in-person meeting. The final meeting (i.e. reflective discussion of growth data) will be part of the Domain IV meeting.

SUMMATIVE EVALUATION RATINGS

Summative evaluation ratings are based on 70% performance (Danielson) and 30% student growth. The summative evaluation rating will include the following rating categories:

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

The following scale will be used to determine a performance rating:

- (4) 3.25 – 4.00
- (3) 1.75 – 3.24
- (2) 1.50 – 1.74
- (1) 0.00 – 1.49

- Eight (8) or more level 2 ratings will result in a level 2 performance rating.
- Three (3) or more level 1 ratings will result in a level 1 performance rating.

The following scale will be used to determine a student growth rating:

- (4) 80 – 100% of students maintained or increased at least one point.
- (3) 60 – 79% of students maintained or increased at least one point.
- (2) 40 – 59% of students maintained or increased at least one point.
- (1) Less than 40% of students maintained or increase at least one point.

During the 2016-2017 school year, evaluated teachers will administer one Type III assessment that will be worth 100% of their student growth rating. After the 2016-2017 school year, evaluated teachers will administer two Type III assessments that are worth equal percentages of their student growth final rating (i.e. assessment #1 is worth 50% and assessment #2 is worth 50%).

To determine the final summative rating, refer to the chart below:

		Performance Rating			
		1	2	3	4
Student Growth Rating	1	Unsatisfactory	Needs Improvement	Proficient	Proficient
	2	Unsatisfactory	Proficient	Proficient	Proficient
	3	Needs Improvement	Proficient	Proficient	Excellent
	4	Proficient	Proficient	Excellent	Excellent

QUALIFIED EVALUATORS

A qualified evaluator is defined as a district-appointed administrator or teacher who has successfully completed the state teacher evaluation training requirements.

REQUIREMENTS FOR FORMAL AND INFORMAL OBSERVATIONS

Teachers will be informed of their evaluators assigned for the Evaluation process on or before the first teacher institute day. If a teacher wishes to request a different evaluator, he or she must do so in writing to the principal prior to the first day of student attendance. The principal will consider any request and respond in writing within five (5) school days. If a teacher wishes to request an additional evaluation, he or she must do so in writing to his/her principal. The principal will consider the request and respond in writing within ten (10) school days.

“Formal observation” means a specific window of time that is scheduled with the teacher for the qualified evaluator, at any time during the window of time to directly observe professional practices in the classroom or school. A formal observation will take place after an informal observation unless a teacher requests to have a formal observation first.

“Informal observation” means an observation of a teacher by an evaluator that is unannounced in advance of an observation and is not subject to a minimum time requirement.

Observation for Professional Practice

Formal

For classroom teachers:

- Observation of the teacher in his or her classroom for a minimum of 45 minutes; or
- Observation of a complete lesson; or
- Observation during an entire class period

For non-classroom teachers:

- Observation of the teacher for a minimum of 45 minutes; or
- Consultation of the teacher for a minimum of 45 minutes; or
- Observation of the teacher for a full length of a meeting (e.g. IEP, 504, etc.)

Informal

No observation time requirements are defined. Both formal and informal observation can be used to evaluate teacher practice. This only applies to classroom teachers.

Pre-conference meeting

Formal

Teacher submits the pre-observation form to the evaluator at least 2 school days prior to the scheduled pre-observation conference. Domain one (1) will be discussed at this meeting. The evaluator and teacher will discuss areas of focus for the observation.

Informal

No Pre-conference requirements are defined.

Post-conference meeting

The teacher will make every reasonable effort to complete the post-observation reflection form and submit it to the evaluator within 2 school days following the observation. Evaluators will make every reasonable effort to meet with the teacher within ten (10) school days to discuss any evidence collected and provide feedback, including judgments regarding the performance level. Domain 1, 2 and 3 evidence, as it relates to the specific formal observation, will be shared with the teacher a minimum of three (3) days prior to the post-conference taking place unless mutual agreement occurs. The teacher may provide additional information or explanation about the observation. Additional evidence may be collected during the post conference and will be shared with the teacher through a revised report. During the meeting, the evaluator will communicate when the revised report will be provided, if needed. A teacher may opt-out of an informal observation post conference if done in writing. If the qualified evaluator determines that the evidence collected to date may result in the teacher receiving either a “needs improvement” or “unsatisfactory” performance evaluation rating, then the qualified evaluator shall notify the teacher of that determination.

OBSERVATION TIMELINES

The Administration shall notify in writing each teacher scheduled for a formal evaluation. Non-classroom teachers will be provided a copy of their job descriptions. This notification will be signed by the first day of student attendance. The administrator will review the evaluation criteria, ratings, and procedures with the teachers on the evaluation

cycle. All teachers will be required to sign that they have reviewed the criteria and procedures. Non-classroom teachers will be required to sign that they have received their job descriptions. Teachers absent from work will be provided this information upon return.

Formal or informal observations shall occur no earlier than September 1 of a school year, no later than December 10 of first semester, not prior to January 15 of second semester, or after May 1. This does not prohibit administrators from visiting classrooms at any time.

TENURED TEACHERS

A minimum of two (2) observations is required each evaluation cycle, of which one (1) must be formal with a pre-and-post observation conference. Evaluation cycle is every two years. Administrators are encouraged to work collaboratively with teachers on non-summative evaluation years toward professional growth.

Each tenured teacher will be evaluated every other year. A tenured teacher may be evaluated in non-ranked consecutive years if a change in department assignment occurs.

Tenured Retirees

Teachers in their final two years of the district retirement program will not be required to follow the outline of this plan. In place of the plan requirements, the teacher will receive a documented informal observation or consultation (with a non-classroom teacher). The teacher's ranking will remain the same as the previous cycle.

Tenured Teachers Rated "Proficient" or "Excellent"

The teacher rated proficient or excellent is meeting district expectations but is expected to set goal(s) to improve on a noted area (any component) from the summative evaluation ranked level two or level three. The improvements will be accomplished with fellow teachers and administration during the off year of the evaluation cycle.

Tenured Teachers Rated "Needs Improvement"

- A minimum of three (3) observations are required each evaluation cycle, two (2) of which must be formal with a pre- and post-conference
- A Professional Development Plan (PDP) must be developed within thirty (30) school days after a summative rating of "Needs Improvement" and must include progress/achievements, as well as support from the district administration.
- A PDP is developed by the evaluator in consultation with the teacher and takes into account the teacher's professional responsibilities.
- If performance areas are corrected and the teacher reaches a rating of "Proficient" or "Excellent", he/she will return to the regular evaluation cycle.
- The "Needs Improvement" cycle does not have a minimum or maximum timeframe.

Tenured Teachers Rated Unsatisfactory

- A minimum of four (4) observations required in each evaluation cycle, (2) must be formal with a pre - and post-observation conference.
- A Remediation Plan must be developed within thirty (30) days after a summative rating of "Unsatisfactory".
- The teacher, a qualified district administrator, and a consulting teacher selected by

the participating administrator or by the principal of the teacher who was rated unsatisfactory, shall participate in the remediation plan.

- The evaluator to correct deficiencies cited (provided the deficiencies are remediable) develops a remediation plan.
- A remediation period of ninety (90) school days is provided unless a shorter period is provided by the local collective bargaining agreement.
- The evaluator provides a mid-point and final evaluation during and at the end of the remediation.
- If performance areas are remediated and the teacher receives a rating of “proficient” or “excellent”, he/she return to the regular evaluation cycle.

NON-TENURED TEACHERS

A minimum of three (3) observations is required annually, of which two (2) must be formal with a pre- and post-observation conference. Evaluation cycle is every year. Fourth year, non- tenured teachers must have a summative rating of “Proficient” or “Excellent” in order to receive tenure.

Year 1

- Welcome Stop – 1st 10 days of school
- Two (2) Formal Observations (an informal observation must take place first)
- 1 – In the 1st Semester (1 formal)
- 1 – In the 2nd Semester (1 formal)
- At least two (2) Informal Observations by any qualified observer

Year 2

- Two (2) Formal Observations (an informal observation must take place first) 1 – In the 1st Semester (1 formal)
- 1 – In the 2nd Semester (1 formal)
- At least two (2) Informal Observations by any qualified observer

Year 3

- Two (2) Formal Observations (an informal observation must take place first) 1 – In the 1st Semester (1 formal)
- 1 – In the 2nd Semester (1 formal)
- At least one (1) Informal Observation by any qualified observer

Year 4

- Two (2) Formal Observations (an informal observation must take place first) 1 – In the 1st Semester (1 formal)
- 1 – In the 2nd Semester (1 formal)
- At least one (1) Informal Observation by any qualified observer

MINOOKA COMMUNITY HIGH SCHOOL EVALUATION PLAN

At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later

than 30 days after the contract is executed.

Tenured teachers will receive their summative ratings no later than March 1. Non-tenured teachers will receive their summative rankings no later than May 1. Signature indicates that the teacher and administrator have reviewed the criteria and procedures of the Minooka Community High School Teacher Evaluation Plan. The original document will be placed in the Personnel File in the District Office and the teacher will receive a copy of the document.

Teacher's signature: _____ Date: _____

Evaluator's signature: _____ Date: _____