ALTON COMMUNITY UNIT SCHOOL DISTRICT #11

EDUCATOR EVALUATION PLAN

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Alton Educator Evaluation: Philosophy and Core Beliefs

The Board of Education and the Alton Education Association are committed to promoting excellence in education and to adding dignity to the educational profession. It is understood and recognized that an effective evaluation system must be based on a collegial effort manifested by the administration and certified staff working together in the design and implementation of the evaluation process.

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

1. **An effective evaluation system will help provide students with effective educators.** Research shows that effective educators make the biggest impact on the quality of our students' educational experiences. We will do everything we can to give all our educators the support they need, including but not limited to, appropriate professional development, in order to do their best work. Because when our teachers succeed, our students succeed. With effective evaluation systems, we can identify and retain excellent educators, provide useful feedback and support, or intervene when educators consistently perform poorly.

2. **Educators are professionals, and our evaluation system should reflect that.** We have created an evaluation system that gives educators 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 educator's success in helping students learn.

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

Background: Performance Evaluation Reform

The Performance Evaluation Reform Act (PERA) of 2010 is the result of a collaborative effort among lawmakers, teachers, 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:

- Guarantees every educator and principal is evaluated by a certified evaluator;
- Differentiates continued-service performance among unsatisfactory, needs improvement, proficient and excellent educators and administrators;
- Evaluates tenured educators at least once every two years and non-tenured educators once every year;
- Provides opportunities for educators and administrators to reflect on performance and progress and create an individualized growth plan;
- Includes student growth as a significant factor in a final performance rating;
- Provides for remediation and support for lower performing educators;
- Guarantees every evaluated educator 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 educator evaluation systems that are compliant with state-mandated rules.

PERA Guidelines: Evaluation Cycles

PERA also provides guidelines around how often educators must be evaluated and how many times educators must be observed during this evaluation cycle. As outlined by state law, all non-tenured educators must be evaluated every year, and these non-tenured educators must have at least three observations, two of which must be formal during this one-year evaluation cycle. Tenured educators who receive *Proficient* or *Excellent* ratings will be observed at least once every two years, and these educators must have at least two observations, one of which must be formal during this two-year cycle. Tenured educators who receive *Needs Improvement* or *Unsatisfactory* ratings must be evaluated the year following successful completion of a Remediation or Professional Development Plan.

Alton Educator Evaluation Design Committee

Alton C.U.S.D. 11 is assembling a design committee to make decisions regarding the design and implementation of the new educator evaluation system. Alton's evaluation committee consists of educators, association representation and administrators. The committee will continue to meet through the implementation and refinement of the evaluation system. The following individuals serve on the committee:

AEA	ADM
Laura Lauschke	Mark Cappel
Annice Brave	JoAnne Curvey
Tim Melton	Stacie Franke
Melanie Means	Cindy Inman
Bridget Lyles	Brian Saenz
Kathy Snyder	Kristie Baumgartner
Sheryl Molloy	Karen Botterbush
Craig Stark	Russ Tepen
Melissa King	Lanea DeConcini
Edie Banks	Chris Petrea
Jason Chapman	Steve Sandbothe
Joyce Fortschneider	Dorothy Davidson-Rounds
Jody Bosomworth	
Brenda Powers	

Glossary of Terms

Educators: Any certified staff member responsible for the training, development, and/or improvement of the schooling of students. Positions may include: teachers, librarians, counselors, nurses, speech language pathologists, social workers, psychologists and therapists.

Self Reflection Form: The intent of this form is to help an educator to reflect upon his/her performance in order to highlight strengths and weaknesses according to *The Alton Framework for Teaching*. The self-assessment should be completed by the educator prior to the Beginning-of-Year Conference (BYC) and discussed during this time. It should also be completed again prior to the Mid-Year Conference (MYC).

Beginning-of-Year Conference (BYC) Form: The Beginning-of-Year Conference (BYC) focuses on discussion of the educator self-assessment as well as formation of an Individual Growth Plan. The form included in this packet describes the conversation and serves as an agreement between the evaluator and the educator to hold each other mutually accountable for development.

Individual Growth Plan: Based upon his/her own self-assessment, the educator will draft individual growth goals for the year. These goals translate into an Individual Growth Plan. This plan is discussed and finalized during the BYC. Goals should be revisited and revised during the Mid-Year Conference.

Note: *The Performance Evaluation Reform Act (PERA) of 2010 requires that tenured educators receiving Needs Improvement ratings be provided 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. Tenured educators receiving a rating of Unsatisfactory must be provided additional resources, including a consulting educator, which must be included in a formal* **Remediation Plan.**

Formal Pre-Observation Form: The Formal Pre-Observation form is designed for educators to provide information to evaluators in advance of a formal observation. The educator indicates any important information about the lesson as well as the class and anything else he/she wants the evaluator to know in advance. The Formal Pre-Observation form is filled out in advance of and used for discussion during the Pre-Observation Conference.

Observation Log: This optional log confirms evaluator & educator participation in a formal or informal observation. *The evaluator should fill in all fields and ensure that the educator confirms participation by signing.*

Informal Observation Form: An evaluator uses this form during an informal observation.   Educators must receive feedback within ten working days of their informal observation.

Formal Observation Form: Educators must receive feedback within ten working days of their formal observation. This feedback may be captured in an additional form or a copy of the completed observation form, but should be shared through conversation between the evaluator and educator when appropriate. While evidence may be collected on optional tools, educators will receive a rubric with evidence.

Educator Post-Observation Form: Post-observation form for educator helps the educator reflect on the observation. These forms must be completed in advance of the Post-Observation Conference and then discussed during the conference. Feedback from the evaluator must be provided in writing to the educator during this conference.

Mid-Year Data Review and Mid-Year Conference (MYC): During the MYC, evaluators and educators discuss the mid-year self-reflection as well as progress made toward the Individual Growth Goals. Together, they should modify these goals as necessary. In addition, the evaluator may choose to use the MYC to provide an initial, formative assessment of performance on *The Alton Frameworks*. If the educator is in danger of receiving a *Needs Improvement* or *Unsatisfactory* rating, this is the time to establish a support plan for educators to be followed during the second half of the year.

End-of-Year Conference (EYC) Form: This form is designed to help evaluators identify the educator's strengths and areas of weakness. It should be completed by the evaluator prior to the EYC. The EYC should focus on the final educator self-assessment, progress made towards individual development goals, identifying growth areas, and the final summative rating.

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

Alton Educator Evaluation System: Overview

Parts of the Alton Educator Evaluation System

Educator practice will be assessed according to The Alton Frameworks. The educator practice component of the summative evaluation will be implemented and may be modified during the 2014-2015 school year based on feedback from educators and evaluators. All educators on cycle will participate in the educator practice component of the new evaluation system beginning in September 2015.

The Student Growth portion of the summative evaluation will use multiple measures of student achievement and growth in order to capture educator impact on student learning. The educator evaluation committee will begin the process of determining what this portion of the evaluation will look like and will continue to work on this through 2014-2015 school year. This portion of the evaluation will not be introduced until 2015-2016.

Educator and Evaluator Collaboration

The new evaluation system will include a rigorous observation and collaboration cycle where evaluators and educators speak regularly about their practice. Conversations will be grounded in The Alton Frameworks and will revolve around several conferences throughout the year. Educators, during their evaluation cycle, will be observed multiple times through both formal and informal observations. All observations will be paired with written feedback.

Educator Performance Levels

The Performance Evaluation Act specifies that all Illinois districts include four rating categories for educators in their educator evaluation systems: Excellent, Proficient, Needs Improvement and Unsatisfactory. All educators in Alton will receive a summative evaluation score in one of these four categories.

Professional Practice

The Alton Framework for Teaching: Overview

The Alton Framework for Teaching is based on the Charlotte Danielson Framework for Teaching. The State is recommending and has adopted the Danielson Framework.

As with Charlotte Danielson's Framework, The Alton Framework for Teaching has four domains that represent distinct aspects of teaching: Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities. Within each domain are components that identify skills and knowledge associated with the domain. Additionally, each component is comprised of several elements that detail practices within that area.

TABLE 1: *Alton Framework for Teaching*

Domain 1 - Planning and Preparation	Domain 2 – Classroom Environment
1a: Demonstrating Knowledge of Content and Pedagogy - Knowledge of content and the structure of the discipline - Knowledge of prerequisite relationships - Knowledge of content-related pedagogy **1b: Demonstrating Knowledge of Students** - Knowledge of child and adolescent development - Knowledge of the learning process - Knowledge of students' skills, knowledge, and language proficiency - Knowledge of students' interests and cultural heritage - Knowledge of students' special needs **1c: Setting Instructional Outcomes** - Value, sequence, and alignment - Balance - Suitability for diverse learners **1d: Demonstrating Knowledge of Resources & Designing Coherent Instruction** - Resources for classroom use - Resources to extend content knowledge and pedagogy - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure **1e: Designing Student Assessments** - Criteria and standards - Design of formative assessments - Use for planning	**2a: Creating an Environment of Respect and Rapport** - Teacher interaction with students - Student interactions with other students **2b: Establishing a Culture for Learning** - Importance of the content - Expectations for learning and achievement - Student pride in work **2c: Managing Classroom Procedures** - Management of instructional groups - Management of transitions - Management of materials and supplies - Performance of non-instructional duties - Supervision of volunteers and paraprofessionals - Safety and accessibility **2d: Managing Student Behavior** - Expectations - Monitoring of student behavior - Response to student misbehavior
Domain 4 – Professional Responsibilities	**Domain 3 - Instruction**
4a: Reflecting on Teaching - Accuracy - Use in future teaching **4b: Maintaining Accurate Records** - Student completion of assignments - Student progress in learning - Non-instructional records **4c: Communicating with Families** - Information about the instructional program - Information about individual students - Engagement of families in the instructional program **4d: Participating in a Professional Community** - Relationships with colleagues - Involvement in a culture of professional inquiry - Service to the school - Participation in school and district projects **4e: Growing and Developing Professionally** - Enhancement of content knowledge and pedagogical skills - Receptivity to feedback from colleagues - Service to the profession **4f: Showing Professionalism** - Integrity and ethical conduct - Service to students - Advocacy - Decision making - Compliance with school and district regulations	**3a: Communicating with Students** - Expectations for learning - Directions and procedures - Explanations of content - Use of oral and written language **3b: Using Questioning and Discussion Techniques** - Quality of questions - Discussion techniques - Student participation **3c: Engaging Students in Learning** - Activities and assignments - Instructional materials and resources - Grouping of students - Structure and pacing **3d: Using Assessment in Instruction** - Assessment criteria - Monitoring of student learning - Feedback to students - Student self-assessment and monitoring of progress **3e: Demonstrating Flexibility and Responsiveness** - Lesson adjustment - Response to students - Persistence

Frameworks for Other Educators: Overview

Similarly, several frameworks, based upon the Danielson Framework, outline the work of other educators, such as Librarians, Counselors, Nurses, Speech Language Pathologists, Social Workers and Psychologists. These frameworks will be used to evaluate the work of these educators throughout the district.

The organization of the Frameworks for other Educators mirrors that of the Framework for Teaching and is structured around four domains: Domain I: Planning and Preparation, Domain 2: The Environment, Domain 3: Delivery of Services, and Domain 4: Professional Responsibilities. While the components, too, mirror those for teachers, the components in each *Framework for Other Educators* are tailored to the specific responsibilities of each group of educators.

Distinct rubrics have been developed for each of these specialist groups. See the tables below, outlining the frameworks for each category of educator.

TABLE 2: *The Alton Framework for Librarians*

Domain 1: Planning and Preparation	Domain 2: The Environment
1a. Demonstrating Knowledge of Literature and Current Trends 1b. Demonstrating Knowledge of School's Program and student information needs 1c. Establishing Goals for the Library 1d. Demonstrating Knowledge of Resources 1e. Planning the Library Program 1f. Developing an Evaluation Plan	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Investigation and Love of Literature 2c. Establishing and Maintaining Library Procedures 2d. Establishing Standards of Conduct 2e. Organizing Physical Space
Domain 4: Professional Responsibilities	**Domain 3: Delivery of Service**
4a. Reflecting on Practice 4b. Preparing and Submitting Reports 4c. Communicating with the Larger Community 4d. Participating in a Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Maintaining and Extending the Library Collection 3b. Collaborating with Teachers 3c. Engaging Students 3d. Assisting Students and Teachers in the Use of Library Resources 3e. Demonstrating Flexibility and Responsiveness

TABLE 3: *The Alton Framework for Counselors/Art Therapists*

Domain 1: Planning and Preparation	Domain 2: The Environment
1a. Demonstrating Knowledge of Counseling/Clinical Theory and Techniques 1b. Demonstrating Knowledge of Child Development 1c. Establishing Goals for the Counseling/Art Therapy Services 1d. Demonstrating Knowledge of Regulations and Resources 1e. Planning the Counseling/Art Therapy Services 1f. Developing an Evaluation Plan	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Productive Communication 2c. Managing Routines and Procedures 2d. Establishing Standards of Conduct 2e. Organizing Physical Space
Domain 4: Professional Responsibilities	**Domain 3: Delivery of Service**
4a. Reflecting on Practice 4b. Maintaining and Submitting Records 4c. Communicating with Families/District Staff 4d. Participating in a Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Assessing Student Needs 3b. Assisting Students and Teachers in Formulating Career Plans/Creating Treatment Plans 3c. Using Counseling/Art Therapy Techniques in Programs 3d. Sharing Resources to Meet Needs/Maintaining Data 3e. Demonstrating Flexibility and Responsiveness

TABLE 4: *The Alton Framework for Nurses*

Domain 1: Planning and Preparation	Domain 2: The Environment
1a. Demonstrating Medical Knowledge 1b. Demonstrating Knowledge of Child and Adolescent Development 1c. Establishing Goals for the Nursing Services 1d. Demonstrating Knowledge of Regulations and Resources 1e. Planning the Nursing Services 1f. Developing an Evaluation Plan	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Health and Wellness 2c. Following health Protocols and Procedures 2d. Organizing Physical Space
Domain 4: Professional Responsibilities	**Domain 3: Delivery of Service**
4a. Reflecting on Practice 4b. Maintaining Health Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Assessing Student Needs 3b. Administering Medications to Students 3c. Promoting Wellness through Classes or Presentations 3d. Managing Emergency Situations 3e. Demonstrating Flexibility and Responsiveness

TABLE 5: *The Alton Framework for Speech Language Pathologist/Therapists*

Domain 1: Planning and Preparation	Domain 2: The Environment
1a. Demonstrating Knowledge and Skill in Specialist Area 1b. Establishing Goals for Therapy Services 1c. Demonstrating Knowledge of Regulations 1d. Demonstrating Knowledge of Resources 1e. Planning the Therapy Services 1f. Developing an Evaluation Plan	2a. Establishing Rapport with Students 2b. Organizing Time Effectively 2c. Maintaining Clear Procedures for Referrals 2d. Establishing Standards of Conduct 2e. Organizing Physical Space
Domain 4: Professional Responsibilities	**Domain 3: Delivery of Service**
4a. Reflecting on Practice 4b. Collaborating with Teachers and Administrators 4c. Maintaining an Effective Data Management System 4d. Participating in a Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Responding to Referrals 3b. Developing and Implementing Treatment Plans 3c. Communicating with Families 3d. Collecting Information and Writing Reports 3e. Demonstrating Flexibility and Responsiveness

TABLE 6: *The Alton Framework for Social Workers*

Domain 1: Planning and Preparation	Domain 2: The Environment
1a. Demonstrating Knowledge of Content and Application 1b. Establishing Goals for Social Work Services 1c. Demonstrating Knowledge of Regulations 1d. Demonstrating Knowledge of Resources 1e. Planning the Social Work Services 1f. Developing an Evaluation Plan	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture of Learning 2c. Maintaining Clear Procedures for Referrals 2d. Establishing Standards of Conduct 2e. Organizing Physical Space
Domain 4: Professional Responsibilities	**Domain 3: Delivery of Service**
4a. Reflecting on Practice 4b. Collaborating with Teachers and Administrators 4c. Maintaining Accurate and Effective Documentation 4d. Participating in Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Assessing Student Needs 3b. Assisting Students and Teachers in Formulating Plans 3c. Communicating with Families 3d. Collecting Information and Writing Reports 3e. Demonstrating Flexibility and Responsiveness

TABLE 7: *The Alton Framework for Psychologists*

Domain 1: Planning and Preparation	Domain 2: The Environment
1a. Demonstrating Knowledge of Psychological Instruments 1b. Demonstrating Knowledge of child/Adolescent Development 1c. Establishing Goals for Psychology Services 1d. Demonstrating Knowledge of Regulations and Resources 1e. Planning the Psychology Services 1f. Developing an Evaluation Plan	2a. Establishing Rapport with Students 2b. Establishing a culture of Positive Mental Health 2c. Establishing and Maintaining Clear Procedures for Referrals 2d. Establishing Standards of Conduct 2e. Organizing Physical Space
Domain 4: Professional Responsibilities	**Domain 3: Delivery of Service**
4a. Reflecting on Practice 4b. Communicating with Families 4c. Maintaining Accurate Records 4d. Participating in Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Responding to Referrals 3b. Evaluating Student Needs 3c. Chairing Evaluation Team 3d. Planning Interventions 3e. Communicating with Physicians/Mental Health Providers 3f. Demonstrating Flexibility and Responsiveness

Observation of Professional Practice: Process

Process Overview
Professional practice will be assessed by a certified evaluator, taking into account evidence collected throughout the evaluation cycle during formal observations, informal observations, and conferences. *The Alton Frameworks* will be referenced during all observations and conferences and should be used as the basis for any evidence collected.

Self Reflection and Individual Growth Plan
The evaluation cycle will begin with an educator's self-reflection in preparation for their Beginning of Year Conference. During the Beginning of Year Conference, an educator and an evaluator will discuss and draft a minimum of two professional goals (with the option of more) for that educator based upon the evaluator practice rubric. The educator's goals translate into that educator's Individual Growth Plan. The educator and evaluator will use that individual Growth Plan throughout the year and will specifically revisit the document during a Mid-Year Conference and an End of Year Summative Conference. Furthermore, the educator and evaluator will participate in additional collections of evidence, including an observation cycle, in order to gauge and support that educator's progress.

Implementation and Observation Schedule

All educators across the district will be evaluated using *The Alton Frameworks* beginning in SY 2015-16. See the observation schedules below for non-tenured and tenured educators.

Observation Cycle for 1. Non-Tenured Educators and 2. Tenured Educators rated Needs Improvement or Unsatisfactory

Aug.-Sept.	Oct.-Dec.	Jan.-Feb.	By March 1
Beginning of Year Conf.	Formal Obs. #1	Formal Obs. #2	End of Year Summative Conf.

* Self Reflection	Informal observation(s) and evidence collected		* Self-reflection
* Create Individual Growth Plan	Mid-Year Data Review * Reflect on student data * Revisit self reflection * Revisit individual growth plan		* Feedback on eval. of overall performance * Revisit Individual Growth Plan * Final rating assigned

Observation Cycle for Tenured Educators rated Excellent or Proficient

Aug.-Sept. Year 1	Oct.-May Year 1	Sept.-Dec. Year 2	By March 1
Beginning of Cycle Conf.	Informal Observation(s)	Formal Observation	End of Cycle Summative Conf.

* Self-reflection	January Year 1	January Year 2	* Self-reflection
* Create Individual Growth Plan	Mid-Year Data Review * Reflect on student data * Reflect on evidence collected * Revisit Individual Growth Plan		* Feedback on eval. of overall performance * Revisit Individual Growth Plan * Final rating assigned

Observation Requirements

Non-tenured educators will have a minimum of three observations, of which at least two must be formal over the course of the evaluation cycle. Tenured educators rated at the Proficient and Excellent levels will have a minimum of two observations, of which at least one must be formal over the course of the evaluation cycle. Since evaluation cycles will occur over a two year period for these tenured educators, a minimum of one informal observation will occur by the end of the first year of the evaluation cycle.

Formal Observations

A formal observation is an observation that is either a minimum of 45 minutes or one full class period and must incorporate the beginning, middle and end of a lesson. A set of conferences accompanies the formal observation. This includes a pre-observation conference no more than ten workdays prior to the observation and a post-observation conference within ten workdays after the observation. An educator must receive written feedback following a formal observation before or during the post-conference. The educator may request a follow-up conference, within five school days, if additional evidence needs to be provided.

Informal Observations

An informal observation lasts a minimum of 10 minutes and does not need to be announced. There are no conferencing requirements around informal observations but it is expected that a post observation conference will be scheduled. Written feedback will be provided within ten workdays after the informal observation.

Mid-Year Data Reviews

Every educator being evaluated will have a mid-year data review in which educators will reflect on student performance data, the educator's progress towards individual growth goals and each educator's self-reflection. The Mid-year Review will be completed by the end of January.

Evidence Collection and Scoring

Both formal and informal observations are opportunities for evaluators to collect evidence. There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. Evaluators are expected to provide specific and meaningful feedback on performance following all observations.

Any evidence collected must be shared with the educator in written feedback. Written feedback from collections of evidence: must be identified as either an informal or formal observation, state any evidence collected and reference the Alton Frameworks.

All summative reports will be discussed with the educator during the summative, End-of-Year conference and delivered to the educator in writing. All summative evaluation reports are to be completed by March 1.

Evidence Collection Domains 1 and 4

Evaluators and Educators must collect evidence outside of the classroom to assess performance in Domains 1 and 4. Educators should be proactive in presenting evidence of their proficiency in these areas. Pre- and post-observation conferences can be a valuable time to present and discuss additional evidence in these two domains.

a. Examples of evidence for Domain 1: Planning and Preparation includes but is not limited to: lesson and unit plans, planned instructional materials, and activities, assessments and systems for record keeping.

b. Examples of evidence for Domain 4: Professional Responsibilities include but are not limited to: documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events.

Individual Growth Plan

An important part of developing professionally is the ability to self-reflect on performance. The Individual Growth Plan is a tool for educators to assess their own performance and set professional growth goals. All educators being evaluated will have an Individual Growth Plan consisting of a minimum of two professional growth goals (with the option of more). Professional growth goals should be directly tied to areas of improvement within The Alton Frameworks and to local professional development opportunities.

Observation Cycle Requirements

Beginning of Year Conference	
Before the Conference:	**During the Conference:**
• **Self Reflection** *(Educator)*	• Individual Growth Plan *(Educator and Evaluator)* • Beginning of Year Conference Form *(Educator and Evaluator)*

Mid-Year Data Review		
Before the Data Review:	**During the Data Review:**	**After the Data Review:**
• **Self Reflection** *(Educator)* • **Student Data** *(Educator)*	• Individual Growth Plan *(Educator)* • Action Plan *(Educator)*	• Action Plan Approval (Evaluator)

End of Year Conference	
Before the Conference:	**During the Conference:**
• **Self Reflection** *(Educator)*	• Individual Growth Plan *(Educator and Evaluator)* • End of Year Conference Form *(Evaluator)* • Summative Rating Form *(Evaluator)*

Formal Observation		
Before the Observation:	**During the Observation:**	**After the Observation**
• **Formal Observation Pre-Work** *(Educator)* • **Formal Pre-Observation Form** *(Evaluator)*	• Observation Log *(Evaluator)* • Observation Form *(Evaluator)* • Observation Rubric (Evaluator) • Formal Post-Observation Rubric *(Evaluator)*	• Formal Post-Observation Conference Form - Pre-Work *(Educator)* • Observation Rubric *(Evaluator and Educator)*

Informal Observation
During the Conference:
• **Observation Log** *(Evaluator)* • **Observation Form** (*Evaluator*) • **Observation Rubric** *(Evaluator)*

Rating of Professional Practice

A final rating for professional practice will not be determined until the end of the observation cycle when all evidence has been collected and assessed. Evidence used for rating may include: documentation from formal observations, informal observations, conferencing, and any additional evidence the educator has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible before making any conclusions.

The following describes the rating process for professional practice:

1) **Gather and assess evidence for each component.** At the end of the observation cycle, the assigned evaluator will assess all the evidence available for a given educator to determine component ratings in each of the components using *The Alton Frameworks*. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.

2) **Use component ratings to establish domain ratings.** To roll-up component ratings into four domain ratings, evaluators will use the following operating principles.

   > **Excellent:** *Excellent* ratings in at least half of the components of the domain, <u>with the remaining components rated no lower than *Proficient*.</u>

   > **Proficient:** No more than two components within that domain rated *Needs Improvement*, <u>with the remaining components rated at Proficient or higher.</u>

   > **Needs Improvement:** At least half of all components within that domain rated *Needs Improvement*, <u>with no more than one Unsatisfactory.</u>

   > **Unsatisfactory:** <u>Two or more components within that domain rated as *Unsatisfactory*.</u>

3) **Use domain ratings to establish a final professional practice rating.** To roll-up domain ratings into one final professional practice rating, evaluators will use the following operating principles.

   > **Excellent:** *Excellent* rating in at least two or more of the domains, <u>with the remaining domains rated as *Proficient*.</u>

   > **Proficient:** No more than one domain rated *Needs Improvement*, <u>with the remaining domains rated at *Proficient* or higher.</u>

   > **Needs Improvement:** Two or more domains rated *Needs Improvement*, <u>with the remaining domains rated as *Proficient* or higher.</u>

   > **Unsatisfactory:** <u>Any domain rated *Unsatisfactory*.</u>

Rating of Student Growth

Performance Ratings	Thresholds
Excellent	● Used approved SLO ● At least 80% of students met targeted growth
Proficient	● Used approved SLO ● 65 – 79% of students met targeted growth
Needs Improvement	● Used approved SLO ● 50 – 64% of students met targeted growth
Unsatisfactory	● Did not use approved SLO ● Did not use approved assessment ● Did not accurately administer assessment ● Did not correctly score assessment ● Less than 50% of students met targeted growth

OVERALL SUMMATIVE EVALUATION RATING

An educator's professional practice rating will be combined with the final student growth rating to calculate an overall summative evaluation rating. At the end of the evaluation cycle, educators will receive a summative evaluation rating of one of the following: "Excellent," "Proficient," "Needs Improvement," or "Unsatisfactory." See the table below for how to combine measures of professional practice and student growth into a single summative evaluation rating:

		Student Growth			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Practice	Unsatisfactory	Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement
	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Proficient
	Proficient	Proficient	Proficient	Proficient	Proficient
	Excellent	Proficient	Excellent	Excellent	Excellent

Performance Level Descriptions

The four performance levels describe performance for each component, domain, and summative ratings. The levels describe a spectrum of practice ranging from educators still working to master the basic concepts to highly distinguished professionals who serve as leaders. The following represent definitions of educator practice at each of the four levels:

> **Excellent:** Master educators who make a contribution in the field, both inside and outside their schools. Their environments function as a community of learners, with students highly engaged and accepting responsibility for their own learning.

> **Proficient:** Educators who clearly understand the concepts underlying each component and implement them well. They are professional educators who have mastered the art and craft of teaching while working to improve their practice.

> **Needs Improvement:** Educators who appear to understand the concepts underlying each component but may implement them inconsistently. These may be educators early in their careers, for which improvement is likely to occur with more experience or more experienced educators whose implementation is inconsistent.

> **Unsatisfactory:** An educator who does not yet appear to understand the concepts underlying the Framework components. The performance represents teaching that is below standard, and intervention is required.

Remediation Policies

In accordance with PERA, any tenured educator who receives an *Unsatisfactory* or *Needs Improvement* as a summative rating must be evaluated during the year following successful completion of a Remediation or Professional Development Plan. In addition, any tenured educator receiving an *Unsatisfactory* summative rating will develop a Remediation Plan with an evaluator, which will include appropriate professional development, in order to improve performance. Any tenured educator receiving a *Needs Improvement* summative rating will develop a Professional Development Plan with an evaluator, which will include appropriate professional development, in order to improve performance.