ALTON COMMUNITY UNIT SCHOOL DISTRICT #11

EDUCATOR EVALUATION

PLAN 2023-2024

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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 three years, and these educators must have at least two observations, one of which must be formal during this three-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 Original Evaluation Design Committee

Alton C.U.S.D. 11 assembled an original design committee in 2012 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	

The Joint Committee (members below) then revised and completed this modified plan that was approved on May 16, 2018.

AEA	ADM
Edie Banks	Mike Bellm
Jason Chapman	JoAnne Curvey
Melissa King	Cindy Inman
Laura Lauschke	Sonya Porter
Sheryl Molloy	Brian Saenz
David Schwartz	Kristie Baumgartner

The Joint Committee (members below) then revised and completed this modified plan that was approved on September 22, 2022.

AEA	ADM
Edie Banks	Dr. Wendy Adams
Janice Burgess	Michael Bellm
Kathryn Dexheimer	JoAnne Curvey
Jamie Hauver	Amy Golley
Jennifer Herring	Rene Hart
Laura Lauschke	Dr. Cindy Inman
Sheryl Molloy	Elaine Kane
Bobby Rickman	Dr. Brian Saenz

Glossary of Terms

Educators: Any certified staff member responsible for the training, development, and/or improvement of the schooling of students. Positions will include certified teachers and certified librarians.

Beginning-of-Year Conference (BYC) Form/Preview: The Beginning-of-Year Conference (BYC) focuses on discussion of the educator's review of the components to be evaluated for the cycle. The form includes signatures for the evaluator and the educator to hold each other mutually accountable for the components of the plan and to denote the meeting took place within the proper timeframe. Any required Professional Development of Remediation Plans will also be reviewed at this 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.***

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 Conference: Post-observation conference for educator helps the educator reflect on the observation.   Feedback from the evaluator must be provided in writing to the educator during this conference.

Summative Rating Form: This form is to be jointly reviewed by the educator and evaluator during the Summative Conference. The rating is to be based on data collected over the course of the evaluation cycle. 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 summative conference. The summative conference should focus on the final educator's progress made towards the rated professional practice areas and student growth goals in arriving at the summative rating for a respective cycle.

Alton Educator Evaluation System: Overview

Parts of the Alton Educator Evaluation System

Educator practice will be assessed according to The Alton Frameworks using the *2015 Danielson Frameworks for Teaching, a* research-based model. The Frameworks and this plan will be reviewed annually by the Alton Joint Committee.

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. Student Learning Objectives (SLOs) will be utilized to establish goals for student growth including the use of required assessments in the measurement.

Educator and Evaluator Collaboration

The 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 2015 Framework for Teaching.
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 **2e: Organizing Physical Space** Safety and accessibility Arrangement of furniture and use of physical resources
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 *Advocacy • Service to students • Compliance with school/district regulations • Decision making	**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 *Persistence • Response to students

Clusters and Components to be Evaluated

Using the Danielson Framework/Alton Framework for Teaching as a base, the Alton Joint Committee has established four (4) clusters as required by the 2010 Performance Evaluation Reform Act/PERA (Public Act 96-0861). The *Alton Clusters* are: Planning and Professional Responsibilities, Instructional Delivery, Classroom Management and Competency in Subject Matter. Within these four clusters, corresponding components from the Danielson Framework for Teaching have been selected as the focus components for the educator's summative evaluation and final rating per cycle. The components to be evaluated and rated for each educator cycle, by cluster, are:

CLUSTER 1: Planning and Professional Responsibilities:

Components to be evaluated: 1b, 1c, 1e, 4b and 4c

CLUSTER 2: Instructional Delivery

Components to be evaluated: 3a, 3b, 3c, and 3d

CLUSTER 3: Classroom Management

Components to be evaluated: 2c and 2d

CLUSTER 4: Competency in Subject Matter

Components to be evaluated: 1a and 1d

The following quick-reference page provides an overview of each cluster:

Cluster 1	Cluster 2
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 student; interests and cultural heritage • Knowledge of students' special needs **1c: Setting Instructional Outcomes** • Value, sequence, and alignment • Balance • Suitability for diverse learners **1e: Designing Student Assessments** • Criteria and standards • Design of formative assessments • Use for planning **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	**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
Cluster 4	**Cluster 3**
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 **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	**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

Attendance

Additionally, and as required by PERA, the educator's summative evaluation and final rating will also be considerate of educator attendance. The Alton Joint Committee has established only two ratings that will be used to evaluate/rate educator attendance. They are: "Proficient" or "Needs Improvement." The rating for attendance will be averaged with the cluster component ratings to arrive at the Professional Practice rating.

Proficient – To arrive at a rating of "Proficient" for attendance, the educator must adhere to using only those days afforded to him/her under the Collective Bargaining Unit Agreement with the Alton Education Association or otherwise afforded through state or federal law relative to employment leave. Additionally, the educator must follow all procedural guidelines of the Alton School District and the educator's evaluator for promptly reporting (to direct supervisor) and documenting (using district's electronic system) an absence(s).

Needs Improvement – To arrive at a rating of "Needs Improvement" for attendance, the educator uses unexcused days for absences and/or does not follow the procedure for reporting and documenting an absence(s).

Librarians: Overview

Similarly under PERA and based upon the Danielson Framework, an outline/framework for the work of librarians will be utilized. This framework will be used to evaluate the work of librarians throughout the district.

The organization of this Framework for librarians 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 Librarians* are tailored to the specific responsibilities.

The District rubric for librarians shall be:

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

Education Professional/Service Groups: (counselors, art therapists, nurses, speech/language pathologists, social workers and school psychologists)

Counselors, art therapists, nurses, speech/language pathologists, social workers and school psychologists will be evaluated using the rubric specified for the position including attendance. However, the Education Professional/Service Groups will not participate in the student growth portion of the plan. Therefore, 100% of the professional/service educator's evaluation plan will be based on professional practice as determined by ratings affiliated with each group's evaluation rubrics (See Appendix A of this plan for each group's specific rubric).

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 Danielson Framework and Alton Clusters for Evaluation* will be referenced during all observations and conferences and should be used as the basis for any evidence collected.

Beginning of the Year Conference/Preview
The evaluation cycle will start with a Beginning of Year Conference. During the Beginning of Year Conference, an educator and an evaluator will discuss the evaluation process, student growth goals and Alton Clusters/Danielson components to be evaluated. Strengths, areas for improvement, observations and examples of evidence to be provided will all be discussed at this meeting. A Notice of Evaluation Cycle document will be electronically signed by both the educator and evaluator to document the meeting. This meeting shall be utilized to confirm the contents of the evaluation process and any SLOs for that cycle/year.

Implementation and Observation Schedule
All educators across the district will be evaluated using *Danielson Frameworks and specifically, the Alton Clusters and respective cluster components*. 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	Formal	Formal	End of Year
Year Conf.	Obs. #1	Obs. #2	Summative Conf.

Informal observation(s) and evidence collected

Observation Cycle for Tenured Educators rated Excellent or Proficient

Aug.-Sept. Year 1	Oct.-May Year 2	Sept.-Dec. Year 3	By March 1
Beginning of	Informal Observation(s)	Formal Observation	End of Cycle
Cycle Conf.			Summative Conf.

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 three year period for these tenured educators, a minimum of one informal observation will occur by the end of the second 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.

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/Alton Clusters.

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

Evidence Collection: Cluster 1

Evaluators and Educators must collect evidence outside of the classroom to assess performance in Cluster 1. 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 for the clusters.

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

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 cluster/component to be evaluated.** 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 *Alton Clusters*. 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 cluster ratings.** To roll-up component ratings into four cluster ratings, evaluators will use the following operating principles.

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

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

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

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

3) **Use cluster 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 cluster, <u>with the remaining domains rated as *Proficient*.</u>

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

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

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

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.

ALTON SCHOOL DISTRICT #11

Student Growth Component

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Key Terms

Assessment – means any instrument that measures a student's acquisition of specific knowledge and skills.

Attainment –a "point in time" measure of student proficiency which compares the measured proficiency rate with a pre-defined goal.

Depth of Knowledge (DOK) – the level of rigor of assessment questions, categorized into four levels of increasing rigor: Recall, Skill/Content, Strategic Thinking, and Extended Thinking.

Design Committee – a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

Learning Objective – a targeted long-term goal for advancing student learning.

Performance Evaluation Rating – the final rating of a teacher's performance, using the rating levels of "Unsatisfactory," "Needs Improvement," "Proficient," and "Excellent" that includes consideration of both data and indicators of student growth, when applicable under Section 24A-25 of the School Code.

Revising SLOs – the window that includes the review and revision of the SLO, specifically revision of growth targets and the student population

Scoring SLOs – the window that includes the scoring of the assessment, the final submission of the SLO, and the scoring of the SLO against performance thresholds

Setting/Approving SLOs – the window that includes the creation and approval of the SLO and its component parts, including learning objective, growth target, and assessment

Student Growth –"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."

Student Growth Exemption – The law provides exemptions from the student growth requirement for various specialized disciplines, including but not limited to; school counselor, school psychologist, nonteaching school speech and language pathologist, non-teaching school nurse, or school social worker.

Student Learning Objective (SLO) - targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after consultation with administrators.

Summative Student Growth Rating – the final student growth rating, after combining the scores of multiple SLOs

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. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

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

Type III Assessment – any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

Introduction

Using student growth measures helps achieve the mission of Alton C.U.S.D. 11 to provide educational opportunities focused on the future and to meet the needs of all in a safe, nurturing, environment so that all may reach their fullest potential.

By using Student Learning Objectives (SLOs) in an accurate and meaningful way, teachers can implement strategies to allow the students to achieve their highest potential and maximize growth. Using SLOs allows the teacher to monitor student progress throughout the year and adapt teaching methods accordingly. This in turn, consistently lets the teacher know where students are and where they should be. SLOs provide teachers a map, leading the teacher down the appropriate path for individualized student success.

SLOs also connect to the *Alton Framework for Teaching,* representing another layer of the work around teacher effectiveness. Multiple measures of teacher's practice, which includes frequent observations using the *Alton Framework*, conferences, regular feedback, and student growth measures, provide a more complete picture of a teacher's performance and create more meaningful dialogue and evaluations.

Introduction to Student Growth

Student Learning Objectives (SLOs) are the process of *setting targets* and *measuring* to the extent to which they have been achieved. Targets must be measurable and evaluators must be able to do something with those measurements. SLOs are a long-term goal for advancing student learning. It is a data-informed process that involves diagnosing and improving specific student learning needs.

Performance Evaluation Rating

Student growth will represent **30**% of a teacher's summative performance evaluation rating. The other portion of the evaluation, **70%**, comes from the professional practice piece. For example:

Student growth ratings will be combined with the professional practice ratings to arrive at a summative performance evaluation rating. At the end of the evaluation cycle, teachers will receive a summative performance evaluation rating of one the following ratings: "Excellent," "Proficient," "Needs Improvement," or "Unsatisfactory." See the table below for how to combine measures of student growth and professional practice into a single performance evaluation rating:

SLO Guidelines

Each teacher needs to use at least 2 assessments. Only one assessment can be used for a single SLO. Thus, every teacher will be required to have at least *two* SLOs per summative evaluation cycle.

SLO Process

SLOs involve a basic three step process. The overall process for SLOs is as follows:

Setting and Approval SLOs → Revising SLOs → Scoring SLOs
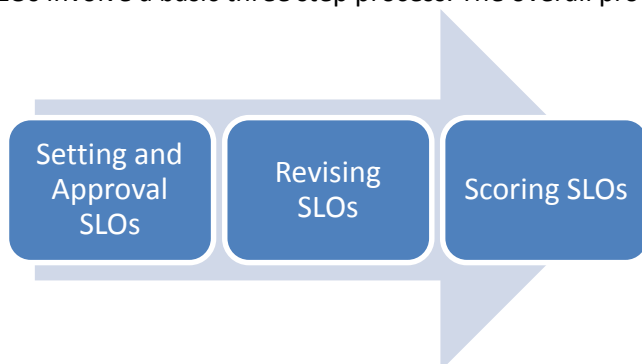
However, tenured compared to non-tenured teachers will have different evaluation cycles.

9/19/22

Tenured teachers with "Excellent" or "Proficient" ratings have a ***three*** year evaluation cycle. Tenured teachers with "Needs Improvement" or "Unsatisfactory" ratings AND non-tenured teachers are on a ***one*** year cycle. All summative performance evaluation ratings must be submitted by March 1 of each year.

The total number of SLOs a teacher needs to write depends on 1) the length of the evaluation cycle (e.g. three years for tenured teachers with "Excellent" or "Proficient" ratings)

Process One: Tenured Teachers (3 SLOs over the 3-Year Cycle)

Year 1 and Year 2 – August to May Type I or Type II	Year 3 – August to December 31 Type I or Type II
Submit and Approve SLO → Monitor and Revise SLO → Score SLO	Submit and Approve SLO → Monitor and Revise SLO → Score SLO
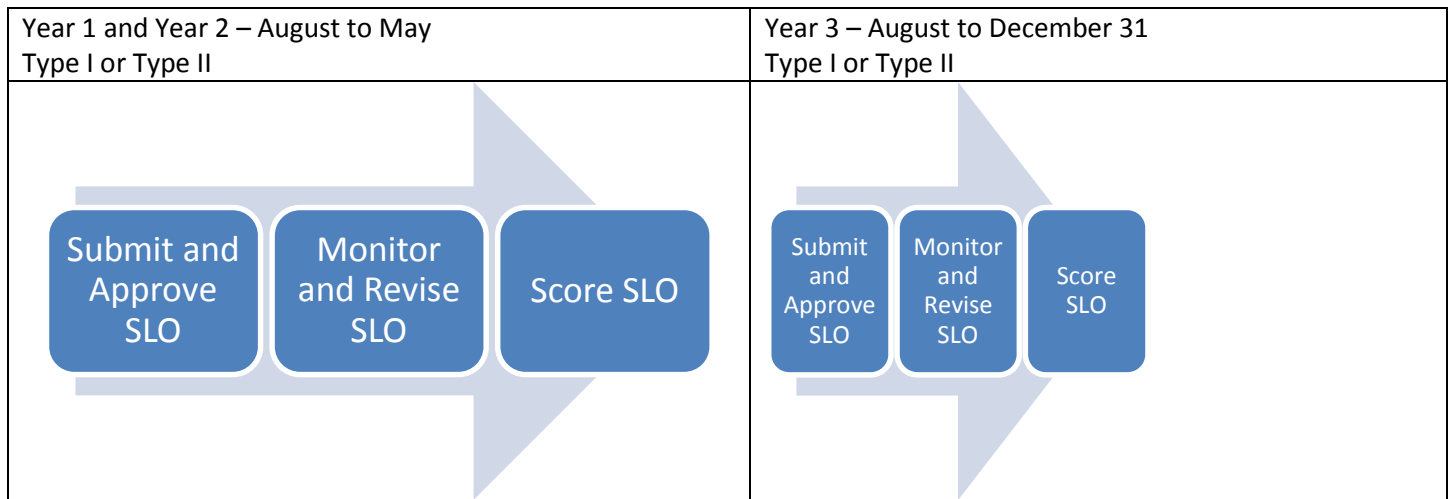
There will be *three* SLOs total, over three years. That means *one* SLO per year. These SLOs can be Type I or Type II. During the summative teacher, the tenured teacher will decide which two out of the three SLOs to use for their final rating.

Process Two: Non-Tenured or Tenured Teachers with "Needs Improvement" or "Unsatisfactory" Ratings (2 SLOs for the 1-Year Cycle)

Year 1 – August to January Type I or Type II, and can be Type III
Submit and Approve SLOs → Monitor and Revise SLOs → Score SLOs
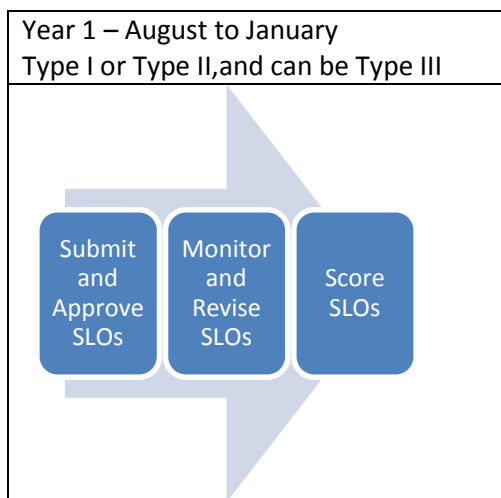
Teachers using Process 3 will write a total of two SLOs, all occurring at the beginning of the year. The summative performance evaluation rating uses data only from the first semester since summative performance evaluations must be submitted by March 1 of each year.

SLO Key Deadlines

In developing SLOs there is a *three step process* that should be followed along with key deadlines described below.

Step One: Setting SLOs at the Beginning of the Year Conference

Key Deadlines
- Teachers assess students during the prescribed benchmark period (fall, winter, spring) or prior to the unit of instruction to be measured for student growth. Teachers submit SLOs by September 30 (actual assessment baselines may follow).
- Beginning of Year Conferences discuss possible SLOs
- All SLOs modifications must be submitted within 5 days following September 30 deadline for approval.

Step Two: Revising SLOs

Key Deadlines
- SLO Resubmission Deadline for Teachers: Teachers can submit revised growth targets and student population by the end of 1st quarter or at the half-way point through the instructional unit to be measured for student growth.
- SLO Resubmission Deadline for Teachers with Semester-long Courses in Non-Summative Year: Teachers can submit revised growth targets and student population by the end of 3rd quarter for second semester courses
- SLOs must be locked by 10 working days after the SLO revision submission deadline of September 30.

Step Three: Scoring SLOs

Key Deadlines
- During the Summative year: For elementary, students are assessed by December 31 if tenured and previously rated as proficient or excellent OR by December 31 if non-tenured or tenured and rated as needs improvement/unsatisfactory.
- During the Summative year: For Middle/High School, students assessed by regularly scheduled exam time;
- During the Summative year: Type I/IIs: Assessments scored and data entered by 10 working days after test administered
- During the Summative year: Teachers submit student growth data for Type I, II, and III assessments and score SLOs by 3 working days following PLC(s) scheduled for student growth if applicable.
- During the Non-summative year: Students assessed for Type I/II by end of April/beginning of May
- During the Non-summative year: Type I/II assessments scored and data entered 10 days prior to teacher's last work day for the school year.
- During the Non-summative year: For Elementary, Type III assessments administered three weeks prior to the end of school
- During the Non-summative year: For Middle/High School, Type III assessments administered during regular exam time
- During the Non-summative year: Teachers submit student growth data by the end of the last day of school
- During the Non-summative year: Scoring of SLOs will be discussed in following year's BYC

SLOs and Student Growth

The Student Learning Objectives themselves do not measure student growth but rather outline a process in which growth can be measured through various tools. By setting SLOs, using approved assessments, and regularly progress monitoring students' development, an accurate picture of the student's growth (and a teacher's contribution to student growth) may be developed.

Student Growth is defined as a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by two or more assessments between two or more points in time. Student growth is not the same thing as attainment. Attainment is a measure only at a single point in time, such as proficiency on the PARCC/SAT, College

Readiness Scores on the PSAT, or ability to run a 7:00 mile. Therefore, attainment is not as beneficial as using growth, which measures average change over one point in time to another. Now, we are looking to see if a student improved from the PSAT test, or whether a student cuts 30 seconds from his time on the mile. Since growth measures average change in student scores from one point in time to the next, it actually benefits teachers with students who start further behind or at lower levels since they have more room to grow.

Requirements and Guidelines

SLO Framework and Approval Tool

The SLO Framework is the process of setting targets and measuring the extent to which they are achieved. All teachers must submit one SLO Framework Form for each SLO written. The framework is composed of *seven* categories, as outlined on the following page.

* The Alton SLO Framework Teacher Form can be found in Appendix A. All teachers must submit Alton SLO Framework Teacher Form:

SEE FOLLOWING PAGES

ALTON STUDENT LEARNING OBJECTIVE FRAMEWORK

9/19/22	Baseline *What does the data show you about students' starting points?*	Population *Who are you going to include in this objective?*	Objective *What will students learn?*	Rationale *Why did you choose this objective?*	Strategies *What methods will you use to accomplish this objective?*	Assessment *How will you measure the outcome of the objective?*	Targeted Growth *What is your goal for student achievement?*
Criteria	☐ Uses **allowable data** to drive instruction and set growth targets ☐ Is **measureable** ☐ Targets **specific academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs ☐ Must account for at least 75% of students enrolled in class ☐ Pre/Post Assessment Data Used	☐ **90% attendance** is assumed ☐ **Pre-test data** available for each student included ☐ **Exceptions** are allowed, based upon evaluator approval	☐ **Rigorous** ☐ Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available ☐ Use **baseline data** to guide selection and instruction ☐ Targets **year-long, semester-long, or quarter-long c**oncepts, skills, or behaviors ☐ Is **measureable** ☐ **Collaboration** required	☐ Aligns with **school and district improvement plans** ☐ Aligns with **teaching strategies** and **learning content** ☐ Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior	☐ Identifies the **model of instruction** or **key strategies** to be used ☐ Is **appropriate for learning content and skill level** observed in assessment data provided throughout the year ☐ Follows **research-based best practices**	☐ Administered in a **consistent manner** and **data is secure** ☐ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop ☐ Produces **timely and useful data** ☐ **Standardized**; has the same content, administration, and results reporting for all students ☐ **Aligned with state or district standards** ☐ Must account for at least 75% of students enrolled in class with a minimum of two data points	☐ Maximum of **5 tiers** ☐ Expressed in **whole numbers** ☐ **Encourage collaboration**, but teachers can set distinct targets ☐ **Covers 75% of population** ☐ Based upon **pre-assessments** data ☐ **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria ☐ Students can **uphold high achievement** ☐ **Quantifiable/ numeric** goals
Guiding Questions	• How did students perform on the pre-assessment? • What allowable data have you considered? • What student needs are	• What student groups are targeted? • What are the students' social and cultural strengths and/or needs?	• What general content areas are targeted? • Is the content scaffolded and rigorous? • How is the content connected to the	• What strengths and needs were identified? • Based upon what data?	• How will you differentiate instruction? • What key strategies will be used?	• What assessment will be used to measure whether students met the objective? • What type of assessment (Type I, II, and III)?	• What is the growth target? • How was the target determined? • What is the percentage of students who will

	identified using the baseline data?		CCSS or district curriculum? • How is the baseline data used to inform instruction?			• How do you know assessments are consistently administered?	perform at the target level? • Are you using any tiers? If so, what data supports this?

Assessment Requirements

Teachers are required to use at least two assessments. ==One must be from the Type I or Type II list and the other can be a Type III and therefore, all teachers will write at least two SLOs.==

Illinois PERA law has defined assessments according to three distinct Types: Type I, Type II, and Type III. See the graphic below:

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series, EXPLORE, PLAN, SAT (EPAS)	Examples: Collaboratively developed common assessments, curriculum tests, Benchmark assessments	Examples: teacher-created assessments, assessments of student performance

The following assessments can be used depending upon grade level:
Teachers can select one from the following menu of options of Type I and II assessments:
- **AIMSWeb (Reading and Math)**
- **RI**
- **Grade-level/content wide common assessment**
- **ESGI for Kindergarten**
- **IAR/SAT**
- **PSAT**
- **Other Benchmark Assessments: DRA/Word Analysis, Go Math, iReady**

AND
- **Type III (classroom-based/teacher-created) assessment**

TYPE III ASSESSMENTS MUST INCLUDE: an alignment to state standards, a Rigor Analysis (see appendices), collaboration with PLC or grade level/content team, no more than 25% of questions from Depth of Knowledge (DOK) Level 1 and include a writing component (where possible).

   K-8 teachers teaching all core subject areas must cover both ELA and Math using two assessments. Thus, teachers must choose a Type I/II assessment either in Math or ELA and cover the other subject area (either Math or ELA) using a Type III assessment.

    Non-ELA/Math teachers are encouraged use an appropriate ELA/Math Benchmark assessment**.** For teachers without any appropriate Type I (national) or Type II (district-wide Benchmark assessments), such as Physical Education or Music teachers, these teachers will choose or develop two Type III (classroom-based) assessments. Teachers without any appropriate Type I (national) or Type II (district-wide) can develop only one (1) assessment (and therefore, only one SLO) during the first year of full implementation.

Collaboration is required when selecting or writing assessments (either with evaluator or PLC).

Evaluation Cycles for Non-Tenured Teachers and Tenured Needs Improvement and Tenured Non-Satisfactory

The number of total SLOs a teacher writes will depend upon the length of the evaluation cycle. Non-tenured or tenured teachers who have "Needs Improvement" or "unsatisfactory" ratings are on a yearly cycle. There is a total of two SLOs per year. And the summative performance evaluation rating uses data from the first semester.

Evaluation Cycles for Tenured

Tenured teachers receiving "Excellent" or "Proficient" will need to write a SLOs in each of their non-summative years. Tenured teachers will have three SLOs over three year cycle. The teacher will decided which two out of the three SLOs are to be used for their summative performance evaluation rating.

All teachers in Alton will receive a summative evaluation score in one of these four categories: "Unsatisfactory," "Needs Improvement," "Proficient," and "Excellent." Tenured teachers who have received "Proficient" or "Excellent" ratings will also have the option of requesting an End-of-Year Conference during the first two years of the three year evaluation cycle. This conference can be either teacher or administratively driven and may be used to reflect on growth , discuss student growth/data, collect evidence in the clusters, or address any concerns regarding summative ratings.

Assessment Administration

Assessments must be administered across the district in similar ways, to ensure consistency and fairness for all teachers. Administration requirements vary, based upon the Type of assessment.

For **Type I Assessments:**

Questions	Group Decisions
Who will administer the test?	Certified teachers throughout the district
What testing conditions must be kept stable across administrations, if possible?	Benchmarks and Type I administered as a group; testing conditions should be as similar as possible, same length of time for pre- and post-, noise and distractions should be reduced, PARCC guidelines for room set-up (e.g. wall displays)
What materials will be allowed/required during the assessment?	No materials; follow any written guidelines
How will test materials be stored before, during, and after the assessment?	Follow any written guidelines
What instructions must/can be read before test administration? How can students be prepared for testing?	Follow any written instructions or guidelines. May need uniform directions for fluency and SRI

How can/must teachers respond to questions during the assessment?	No help during; after the timer starts, the teacher can no longer provide assistance. Teacher should notify students ahead of time.
What must teachers do during the administration?	Teachers need to monitor students and monitor time.
How can modifications be made to test administration?	No modifications.

For Type II/III Assessments, such as common Benchmark assessments, AIMSWEB or teacher-created assessments:

Questions	Group Decisions
Who will administer the test?	Certified teachers throughout the district
What testing conditions must be kept stable across administrations, if possible?	Testing conditions should be as similar as possible, same length of time for pre- and post-, noise and distractions should be reduced, PARCC guidelines for room set-up (e.g. wall displays), students should be separated if possible but desk setup should be same across administrations
What materials will be allowed/required during the assessment?	Teacher provides a list of materials with assessment to the evaluator for approval; consistent materials across administrations
How will test materials be stored before, during, and after the assessment?	Must be kept in a secure location for 3 years; Test materials cannot be shown to students outside test administration; students can be shown scores on pre- and post-test BUT students cannot be shown actual assessment
What instructions must/can be read before test administration? How can students be prepared for testing?	Teachers are allowed but not required to use the pre-assessment for an activity participation grade. Make a uniform script for Type II/IIIs.
How can/must teachers respond to questions during the assessment?	Encourage students to do their best. Teachers can clarify instruction but not content.
What must teachers do during the test administration?	Teachers must monitor students and time.
How can modifications be made to test administration?	Allow IEP modifications. Must be same administration for pre- and post-test.

Steps to SLO Writing

There are **seven steps** in writing SLOs, as follows:

Step 1: Baseline

Teachers will need to collect baseline data on students in order to better understand students' strengths and weaknesses when setting growth targets. Knowing where students start the year at, and knowing what they already have mastered and have yet to master, can help inform your instruction. If students already know how to write a five paragraph essay but struggle with using evidence, you can target your instruction throughout the year. However, teachers should look for as much viable data as possible when determining students' strengths and weaknesses. More data, beyond one test administration, will provide a more comprehensive picture of students' starting points and will help facilitate grouping students when creating growth targets. Therefore, teachers should begin collecting data on students to help create that more comprehensive picture of student strengths and weaknesses.

Teachers can use the following data at the beginning of the year to help assist in assessing students strengths and weaknesses:

- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)

So, teachers can start building portfolios of student data to start grouping students who start at similar places. Formative assessment data and previous achievement data might indicate that a student has actually mastered a certain concept, in which he or she did not indicate mastery on the pre-test. Conversely, a student may correctly answered certain items on a pre-test, but previous achievement data and formative assessments indicate the student struggles with those concepts when multiple-choice answers are not provided. Attendance, too, can have an impact on how much a student might learn in a school year. If a student has a history of attendance problems, then he or she might not have as ambitious a growth target as someone who has more regular attendance. Previous achievement data, such as previous standardized test scores, too, can indicate how well a student performs on standardized tests over time. If a student has gaps lasting over several years, his or her growth targets might look much different than someone who has a stellar academic history.

Teachers will use baseline data to answer the following questions:
- How did students perform on the pre-assessment?
- What student needs are identified using the baseline data?
- How will you use this baseline data to inform growth targets and grouping of students?

Thus, data need to be disaggregated, or pulled apart, in multiple ways. **Teachers must have an idea of how the class performed overall, how groups of students performed, and what concepts or skills students need help with.**

Eventually, by the end of the baseline analysis phase, teachers should identify needs for their students and be able to meet the following criteria. **The Baseline Analysis must:**

- ❑ Use **allowable data** to drive instruction and set growth targets
- ❑ Be **measureable**
- ❑ Targets specific **academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs
- ❑ Elementary teachers who are tenured and previously rated as "proficient" or "excellent" will measure either student math growth and student reading growth during their three-year cycle). Elementary teachers who are

non-tenured or previously rated as "needs improvement" or "unsatisfactory" will measure both student math and reading growth during their one-year cycle.

This also means that any analysis should address student needs based upon how student performed on certain standards, and teacher should identify **specific** skills or concepts to target, using pre-assessment and other data as evidence of that need.

Baseline Data and Analysis consists of the following six-step process:
1) Analyze the baseline data, including the pre-assessment.
2) Determine how the class performed overall (e.g. behind or above grade level)
3) Identify specific skills students have not mastered yet or are struggling with.
4) Determine specific students who may need help or students who are excelling.
5) Write a succinct statement summarizing student needs, based upon the data.
6) Check your answer against all the criteria

Step 1: Teachers will examine all allowable data, such as previous achievement data or previous grades. The teacher is required to use the pre-assessment, as well. If the pre-test is not yet administered, teachers can begin collecting all allowable data to get a better sense of students' needs.

Step 2: Teachers can look at the pre-test and any relevant formative assessments and observational data to determine what students already know and what students struggle with. You might just have idea of students' overall reading levels or how students perform on certain strands (e.g. Number Sense, Algebra, Non-fiction Reading, Fiction Reading, etc.) compared to other strands.

Step 3: Teachers analyze assessment data to determine specifically what skills and concepts students struggle with. Go back to the assessment itself, if available, to try to determine where students made mistakes. Develop a list of standards, skills, or concepts that need to be targeted within the classroom. This might mean you may have to analyze the data in different ways, or disaggregate the data, so you can look at how students performed on particular items or on particular concepts.

Step 4: Determine which students may need additional help or students who may be far above grade level. Think about how you might need to differentiate instruction and how you might group students when setting growth targets. Which students struggle with similar concepts? Which students need more challenging material?

Step 5: Write a short 1-3 sentence statement in the first column of the SLO Framework – Teacher's Guide, explaining the class's performance overall on pre-test (or other assessments) and specific student needs. ***At least one specific student need MUST be identified.***
Example: Students are, on average, behind grade-level since 10 out of 28 students hit the target on AIMSWeb. 5 students are far below average and struggle with basic number operations skills and geometric concepts. 4 students were far above average and need less support with numbers and operations and more challenging work with algebraic concepts.

Step 6: Refer back to the criteria listed above to ensure that you have analyzed allowable data and identified students' needs. Make sure you have analyzed the data to determine strengths, weaknesses, specific concepts or skills that have yet to be mastered, and to identify specific students who may be struggling or excelling.

Step 2: Population
All teachers must **identify students** to be included on their Student Learning Objective (SLO) roster. This must equate to a minimum of 75% of the total class enrollment. This is the second column of the SLO Approval Tool.

The **Student Population** included in a SLO will be a roster of those identified students whose growth throughout the year will be used for evaluative purposes

Not all students' growth scores will "count" towards a teacher's success on a SLO. While teachers will set goals for all students and monitor all students' progress towards those goals throughout the year, only certain students' score will be used for evaluative purposes.

When developing SLOs to be used for evaluations, any data should be reflective of the instruction that takes place inside the classroom. Thus, students with low attendance or who miss class often may not have growth targets that "count" towards a teacher's evaluation, and the **teacher's final SLO roster** may be different than the teacher's actual in-class roster.

Alton CUSD 11 has identified the following criteria for the Student Population portion of the SLO:

☐ **A minimum of 75%** of total class enrollment with students obtaining **90% attendance** or greater
☐ **Pre-test data** available for each student included
☐ **Exceptions** are allowed, based upon evaluator approval
What do these criteria mean for teachers?

1) First, **75% of students (or more) enrolled in a class who have 90% attendance or greater will be included on a final SLO roster** at the end of the evaluation cycle. Teachers will include *all* students with pre-test data at the beginning of the year, but those students who do not meet the attendance minimum (due to truancy or behavioral disruptions/removal) will be excluded from the teacher's summative student growth rating. The teacher will record the students' pre-test and post-test data, but then indicate which students' growth scores will not be used for evaluative purposes. More instructions will be given when teachers use the Data Tool (to be discussed shortly).

2) Additionally, **students must be present for the pre-test** and must be continuously enrolled after that date. All students must be tested within the first four weeks of school or the semester. ***Thus, any students who arrive after the fourth week after the start of school or the semester will not be included on a teacher's SLO roster.*** So, teachers must test any students who arrive in class by end of the fourth week of school or the start of the semester, and only these students will be eligible for the teacher's SLO roster. Thus, teachers using AIMSWeb or other assessments will need to wait until after the fourth week of school or the semester to have a comprehensive SLO roster.

3) Moreover, at the end of the evaluation cycle (e.g. at the End-of-Year Conference), **teachers can request exceptions** for certain students who they feel should not be included on their final SLO rosters. Exceptions can be allowed on a student-by-student basis and must be approved by an evaluator. Sub-groups (e.g. SPED, ELL) **cannot** be excluded. Teachers must appeal for any exceptions and must present evidence to the evaluator to justify any exceptions. Examples of data for exceptions include:

- Additional work samples (e.g. a portfolio, previous assessments, that are standards-aligned, with comparative data and work samples from other students)
- Attendance/attribution data (e.g. student was pulled from class **x** amount)
- Miscellaneous student information

The teacher submits additional data to evaluator, and evaluator makes the decision. If teacher does not believe the decision accurately reflects his/her contribution to student growth, the teacher may appeal the decision. **Therefore, any request for exceptions are the responsibility of the teacher.**

Teachers should track data on students who may miss class for medical reasons, truancies (will still being counted in "attendance" but are present for that teacher's class), absences for sports, etc. For example, a student may still be in attendance but may miss a certain number of days in your Biology 1 course to attend an In-School Suspension or Physical Therapy. The student is still counted as present, and therefore meets the 90% attendance requirement, but if the amount of time for ISS or PT was counted, the student was not in attendance *in your class* for 90% of the time. Thus, that student's performance is not reflective of the instruction taking place inside the classroom, and the teacher can request an exception as long as the SLO maintains a minimum of 75% of class enrollment.

Additionally, a teacher may present evidence if she feels the assessment data does not accurately reflect the student's performance or growth and if that student's score should be changed from "not meeting" the growth target to "meeting "the growth target (e.g. the student had a "bad" test day). The teacher can present additional work samples that are aligned with the pre- and post-assessment, to show that the student did master the concepts on the approved assessment, thus warranting the score of "meeting" the growth target. Moreover, the teacher must also submit data from other students to indicate how that student in question performed in comparison to other classmates who did or did not meet their growth targets.

Directions: To begin identifying the Student Population

 1) Pre-test all students by the end of second week after the start of school or the semester.

2) Identify all students who were present for the pre-assessment and are still enrolled in your class by the end of the fourth week after the start of school or the semester. This becomes your SLO roster.

3) In the **second column** of the SLO Framework – Teacher's Form, indicate the **number** of students who took the pre-test, **describe the class**, and **attach the roster** for evaluators to review (e.g. 25 students in 4th hour English 1. See attached roster.). If you are using the Data Tool, you can submit the Data Tool with student names, rather than a roster.

4) Keep data on student attendance in your class.

5) At the end of the evaluation cycle, you will determine which students remain on your roster. Any student who has less than 90% attendance or whose exception has been approved will have data recorded but will NOT have data included towards determining the success of the SLO and as long as it constitutes at least 75% of the total class enrollment of those who were enrolled at the time of the pre and posttests.

Step 3: Objective

All teachers must write a**n Objective** within their Student Learning Objective (SLO). This is the third column of the SLO Framework.

An **Objective** is a long-term goal for advancing student learning. In terms of a Student Learning Objective (SLO), the objective is a broad statement of what students will be expected to know or do by the end of a course. It should be aligned to what students will be assessed on.

Here are some example Learning Objectives from national models:

Grade Level & Subject	Assessment	Learning Objectives:

9th Grade Literacy	SRI	Students will increase their comprehension, vocabulary, and fluency in reading.
9th-12th Grade Literacy	Teacher/Student-created Rubric	Students will be able to write reflections, that respond to a particular reading, that demonstrate higher order above and beyond the first level of Blooms Taxonomy ladder where students simply copy or repeat facts from their reading.
Biology I	District-wide end-of-course assessment	Students will use the scientific method to organize, analyze, evaluate, make inferences, and predict trends from biology data.
9th Grade Art	Scott Foresman Art Rubric	Students will improve their ability to draw from direct observation via studies of still life, skulls, African masks, etc.
9th Grade Algebra	Type III Assessment	The students will demonstrate an understanding of quadratics and exponent rules.
AP US History	AP DBQ rubric and AP Free-Response Question	AP US History students will increase their ability to identify and create the key elements of a strong DBQ response including a clear thesis statement, presentation of strong supportive arguments, and incorporation of primary documents.

Note: In the above examples, standards are NOT directly referenced.

Examples using Common Core Standards:

Grade Level & Subject	Assessment	Learning Objectives:
Geometry	Final Exam	Students will improve their ability to solve problems and apply concepts using congruence, similarity, right triangles, and trigonometry, circles, expressing geometric properties with equations, and geometric measurement and dimension, and modeling with geometry (CCM – Geometry).
12th Grade English	Teacher/Student-created Rubric	Students will be able to write arguments to support claims in an analysis of a grade level literature text using valid reasoning, relevant and sufficient evidence, and citing strong and thorough textual evidence of what the text says explicitly and inferences drawn from the text. (Grade 12- CCW1, Grade 11-12 CCRL1)

Alton CUSD 11 has identified the following criteria for Objectives. An Objective must be:

- **Rigorous**
- Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available
- Use **baseline data** to guide selection and instruction
- Targets **year-long, semester-long, or quarter-long c**oncepts, skills, or behaviors
- Is **measureable**
- **Collaboration** required

What do these criteria mean?

- Objectives need to be **rigorous**, meaning the content being taught should be standards-aligned and appropriate for the course and/or grade-level of the students. An Objective should match the skill level of the students. So, Objectives will be less rigorous for English 1 students than English 2 or 3 students, since these students may not have as rigorous content or curriculum in terms of products or assessments. This content should match what is being assessed on the identified assessment.
- Objectives should target **specific concepts, skills, or behaviors**. "9th grade Language Arts" or "Chemistry" would <u>not</u> be an acceptable Objective since the teacher should be more specific with what skills or concepts will be taught. See the examples above. "Students will increase their comprehension, vocabulary, and fluency in reading" is much more descriptive in terms of skills and concepts than "9th Grade Literacy."
  - **Hint:** Use the prompt "Students will be able to…" and then use Bloom's Taxonomy language to describe exactly what students must be able to do by the time they finish your class by the end of the year.
- Additionally, Objectives should be **aligned to standards**. If national standards are available (e.g. English, Math, and Science), the Objective should cover the same content and align in terms of rigor. If national standards are not available, teachers should reference district or school curricula, scope & sequence, textbooks, goals, etc.
- **Baseline data** can help inform your Objective. If the pre-assessment data shows that student already have mastered certain concepts, your Objective can focus on those objective students have yet to master. If students are behind grade-level in reading, your Objective may focus on scaffolding or remedial skills, in addition to grade-level appropriate skills.
- Objectives should be different if a course lasts an entire year versus a course that is taught for one semester (e.g. students my not learn the same material to the same extent in these classes).
- **Measurable Objectives** means that you can assess whether your students have learned these skills. Referring to the "9th Grade Literacy" example above, it is very difficult to assess "9th Grade Literacy," but it is much more measurable to assess if students have increased their comprehension, vocabulary, and fluency in reading.
- Teachers should **collaborate** with other teachers in the same department, grade-level, or subject area to ensure objectives are aligned within and across courses. If a 4th grade student must be able to complete numbers operations using fractions, then the 5th grade objective should build upon those concepts.

Further Resources from National Models:

- **Austin:** http://archive.austinisd.org/inside/initiatives/compensation/docs/SCI_SLO_Examples_2011-12.pdf
- **Denver:** http://sgoinfo.dpsk12.org/
  - Scroll down, and on the right side is a list entitled "SGO Examples" by grade level and subject area
- **Rhode Island**: http://www.ride.ri.gov/educatorquality/educatorevaluation/SLO.aspx

Directions: To begin writing your Learning Objective:

1) Review: 1) any available standards, 2) district- or school-wide goals, 3) end-of course objectives, 4) end-of-course objectives for preceding and subsequent courses within your department, 5) any available curricula or scope and sequence, and 6) the content of the available assessment, and 7) baseline data. Use any available examples from national models, as well.

2) Then, based upon the assessment, develop a **succinct** statement (1-2 sentences) of what students should be expected to know by the end of the course. Write it in the appropriate box in the "SLO Framework – Teacher's Form." **Refer directly to any standards, if applicable.**

3) Check your Objective by comparing your objective to those developed by teachers within your department. Make sure that your students will be prepared for the next course in the department, if available, and that students entering your class are adequately prepared, based upon the prior class's Learning Objective.

4) Check to make sure your objective meets the criteria listed above.

Step 4: Rationale

After examining Baseline data and writing an Objective, teachers will need to develop a Rationale for their Objective. This is the fourth column of the SLO Framework. Essentially, teachers explain why they have determined to cover this content, using an analysis of students' strengths and needs as evidence, or a rationale, for that content. **Teachers will answer the question: Why did you choose this Objective?**

Alton CUSD 11 has identified three criteria for approving the Rationale. **The Rationale must:**

- ❑ Align with **school and district improvement plans**
- ❑ Align with **teaching strategies** and **learning content**
- ❑ Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior

To review and possibly revise their Objective, teachers connect any student needs identified in the Baseline Analysis step to the Objective and therefore, better target student needs.

Example Rationale:
- ❑ Students struggle with motive, inference, making predictions, and drawing conclusions from text, according to the pre-assessment, so I will focus on these specific reading comprehension skills. Most (19 out of 22 students) have already mastered identifying character traits, summarizing the main idea, and identifying cause-and-effect, so that will not be the focus of instruction.
- ❑ Most students (23 out of 25) cannot classify organisms, identify the procedures for controlled experiments, identify the main branches of Biology, or identify basic Biology vocabulary to describe scientific processes. Some students (12 out of 25) can identify the basic components of a lab report and lab safety techniques. Most students (20 out of 25) can identify the steps of the scientific inquiry process. Therefore, the Objective targets the underlying tenets of Biology, including the organization of the field, vocabulary, procedures for experiments, and classification of organisms, but we only need to briefly review the scientific inquiry process.
- ❑ 11 out of 27 students scored on "Average" or "Above Average" on 5th grade AIMSWeb Math. Most of these students (9 out of 11) have mastered addition, subtraction, multiplication, and division of whole numbers and fractions. Few of these students (2 out 11) can use proportional reasoning to solve mathematical problems. 9 out of 27 students are "Well Below Average." These students struggle with basic number and operations skills, including multiple digit subtraction, multiplication and division of whole numbers and fractions. According to CCSS, the class overall performed best on Data and Analysis questions on AIMSWeb but lowest on Algebra questions.

What do the criteria mean?

- Rationale should reference any **school or district goals,** set out in the improvement plan. If literacy is an identified area for student improvement in the school improvement plan, the teacher's Objective and Rationale should align with that goal. Make sure that what you are doing in your classroom aligns with any district or school-wide initiatives, so that everyone is working towards those same goals.
- Ensure that your Rationale supports the **Objective** and that the **Strategies** you identified earlier match this Rationale. If your Objective mentions that students will improve their ability to add, subtract, multiply, and

divide fractions, your Rationale should state the reason *why* your students are learning those skills (e.g. it prepares them for the next math course and builds off their existing conceptual knowledge of fractions). Plus, your Strategies section should be able to help you implement that instruction (e.g. use of small and large group instruction to target specific student needs, learning centers with different fractions activities, use of manipulatives to help students develop a conceptual understanding of using fractions, differentiated instruction since some students already have a stronger conceptual understanding of representing fractions).

- Ensure that you are mentioning BOTH students' **strengths and needs**. You will not need to target instruction to those skills students already have learned, but you will need to target instruction towards students' needs. Additionally, you might have slightly different content or rigor for certain groups of students, based upon the Baseline analysis. Make sure you have examined data in multiple ways (whole group, student group, specific skills or concepts), and cite that analysis here.

By the end of this step, you will have a succinct 1-3 sentence statement in the fourth column of the SLO Framework – Teacher's Form, explaining why you have chosen your Objective, while referencing Baseline data and students' strengths and needs. Think of this as explaining to your evaluator your thought process when establishing your content and strategies.

Step 5: Strategies

All teachers must write **Strategies** within their Student Learning Objective (SLO). This is the fifth column of the SLO Framework.

Strategies help connect the professional practice work of teacher evaluations with the student growth work. These strategies can be implemented in the classroom to help you achieve both your Professional Growth and student growth goals. Strategies also show the evaluator that you have a plan in place to help you achieve these goals.

Strategies are best developed after reviewing baseline data, but, teachers can identify a few strategies before the baseline data is available (but after the assessment and objective are identified). Teachers must identify *at least one* strategy to be implemented in the classroom.

Examples of Strategies include:

- Small- and whole-group work on a daily basis
- Learning centers
- Regular circulation
- Use of higher-order thinking questions
- Differentiated instruction
- Weekly newsletters home to families, with opportunities for family feedback

Alton CUSD 11 has identified the following criteria for Strategies. Strategies must:

- Identify the **model of instruction** or **key strategies** to be used
- Be **appropriate for learning content and skill level** observed in assessment data provided throughout the year
- Follows **research-based best practices**

What do these criteria mean?

- **Teachers must identify at least one strategy to be implemented in the classroom.**
- Strategies should be related to the curriculum.

- Strategies should be appropriate for that group of students, using data from formative and summative assessments to determine student needs.
- Strategies should be based upon research. Teachers can use previous PD to inform their strategies. Examples from the 2011 Danielson Framework also offer excellent research-based practices (e.g. regular circulation during small group activities, students write their own rubrics and use them to inform their individual progress).

Directions to identify Strategies:

1) Complete a review of what you already know. Identify any previous Professional Development and any resources, such as the curriculum or textbook. Reference any school-wide initiatives. Search the Internet or available research for effective and proven strategies.

2) In the SLO Framework – Teacher's Form, fifth column, write at least one strategy to be used to help students achieve their growth goals. Multiple strategies can be identified.

3) Once baseline data is available, review the identified strategy or strategies, and add to or revise the initial strategies identified.

4) Check the strategies against the established criteria.

Step 6: Assessment

To begin, teachers identify the assessment they will be using to measure student growth. This is the second to last column from the right on the SLO Framework.

High quality assessments generate high quality data that can be used to inform instruction and ensure accurate measures of student growth. Teachers can create standards-aligned items using the "Standards-Aligned Assessment Tool."

Each teacher will eventually need to use at least two assessments. This assessment can be teacher-created or a Type I (national) or Type II (district-wide) assessment, such as the AIMSWeb test or the Formative Benchmark tests. **If the teacher creates his or her own assessment, the evaluator MUST approve the assessment before administering it.**

- ❑ Administered in a **consistent manner** and **data is secure**
- ❑ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop
- ❑ Produces **timely and useful data**
- ❑ **Standardized**; has the same content, administration, and results reporting for all students
- ❑ **Aligned** with state or district standards

Remember, **assessments must be given at least twice per school year** to measure growth (not attainment), according to the state law. Thus, teachers should administer a test at the beginning of the semester (within the first four weeks) and then give the same (or very similar) assessment at the end of the semester/year.

For any teacher-created assessment, the assessment must meet the following criteria:

What is meant by these criteria?

- An assessment must be administered in a similar manner on both the pre- and post-test. So, if you allow calculators or other materials on the post-test, students must be allowed the same access to those resources on the pre-test.

- Data must be secure, so that a student is not able to view the test or answers ahead of time. Be careful when making copies – you probably do not want to send them to the printer in the main office.
- A test must be applicable to the class and items must reflect the skills students have the opportunity to learn throughout the school year or semester, based upon your growth targets and instructional time with those students. Thus, a student in a 5th grade reading class should be given an assessment measuring those 5th grade skills, not 4th or 6th grade skills. If a test does not adequately assess those skills a student should learn, the evaluator may ask the teacher to create another assessment.
- All assessments should produce timely and relevant data. Therefore, ensure that each item is standards-aligned, so you can use that data to determine which skills are most important to teach or which skills students have already mastered. Make sure that the assessment does not take an unusually long period of time – that might not produce the timely and manageable data you need to inform instruction.
- Make sure that each administration of the assessment (e.g. pre- and post-test) tests for the same content or skills. The pre-test should look almost identical to the post-test. (However, a math teacher might change around some numbers, a reading teacher might use the same reading passage but use different questions, as long as the post-assessment tests the same skills as the pre-test.)
- Teachers do not need to write the standards in the assessment, but teachers should refer to district or other standards when writing assessment items. The "Creating Standards-Aligned Assessment" tools are helpful for this purpose. Make sure you can justify each assessment item by being able to refer to a standard to which it is aligned. Use Common Core Standards, where available.

When identifying the assessment, state the name of the assessment in the SLO Framework Teacher's Form, in the appropriate space (second to last column, third row). If you are using a teacher-created assessment, briefly describe the assessment (e.g. 40 question multiple-choice Science test with one open-response). If you are using a teacher-created assessment, attach the assessment and note "see attached" in the appropriate space in the SLO Framework Teacher's Form. If you are using a Type I assessment, such as AIMSWeb or SRI, note the test and subject you are using (e.g. AIMSWeb 4th Grade CBM), just to clarify your process to the evaluator.

Example responses:

- **5th grade AIMSWeb Reading**
- **20 multiple-choice Business test. See attached.** (Teacher attaches the test)
- **5 open-response questions using a four-point writing rubric, aligned with CCSS Writing Standards for 10th grade. See attached.** (Teacher attached the test)
- **One-mile run and strength test (sit-ups or push-ups). Students are timed in the mile run. Then, students must complete as many sit-ups or push-ups in one minute.**

Step 7: Targeted Growth

Once teachers have an understanding of where students start, teachers can determine how much students will grow by the end of the evaluation cycle or course. Teachers can refer to the 7th (last) column of the SLO Framework. This is where the rubber meets the road, and it's time to roll up our sleeves!

As already discussed, teachers can use the following data to inform the setting of growth targets:
- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data

- Student criteria (e.g. SPED, ELL)

So, teachers should already have a good understanding of students' strengths and students' needs. Growth targets are the most crucial pieces of a high quality SLO, so knowing the criteria the district has provided, along with some additional best practices, can help teachers create ambitious yet feasible growth targets for their students. Teachers should have high expectations of their students, yet these growth targets should also be reasonable and can be achieved.

Eventually, teachers should create growth targets that meet the following criteria. **Growth Targets must:**

- ❑ Maximum of **5 tiers**
- ❑ Expressed in **whole numbers**
- ❑ **Encourage collaboration**, but teachers can set distinct targets
- ❑ **Covers 75% of classroom roster/enrollment**
- ❑ Based upon **pre-assessments** data
- ❑ **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria
- ❑ Students can **uphold high achievement**
- ❑ **Quantifiable/numeric** goals

What do these criteria mean?

Criteria 1) Teachers can create a target with up to five tiers/groups of students. Multiple tiers are best when students have much different starting points. Multiple tiers would be best in the case in which you have a few students scoring in "Well below" on AIMSWeb, a few students starting in the "Below" and a few students in the "Average" or "Above Average" categories. So, a teacher must create between 1-5 tiers/groups of students. Each tier/group will have the same growth target. Teachers should make this decision based upon how much students' scores vary on the pre-assessment. If students' scores are spread out, 3-5 tiers/groups are best, but if students' scores are very similar, maybe only 1 or 2 tiers/groups are necessary. If all students start at a very similar place, the teacher does NOT need to create tiers/groups and can have one growth target for the whole class (e.g. all students will improve by at least 25 points). Try to group students who start out at similar places together.
Remember, these are NOT RtI tiers!

Criteria 2) Teachers should use whole numbers for consistency. So, a teacher might say that students will grow by 10 percentage points (e.g. go from 50% on the pre-test to 60% on the post-test), or a student will grow by at least 12 points on AIMSWeb. If all teachers use the same format, it will be easier for evaluators to analyze and verify the data.

Criteria 3) Teachers should collaborate when setting these growth targets. Collaboration helps create consistency across the school, so a teacher shouldn't be accused of creating too easy or hard a growth target. Teachers should look at similar students to determine how much students might be expected to grow. So, say Teacher A had a few students who scored 13 on the AIMSWeb Reading, she might ask another teacher who had students who scored 12 or 14 to see how many points of growth they should expect for those students. If a common assessment is given, similar students should have similar growth targets, even if they are not in the same class. Even if the students' scores look different across classes, the growth targets can be based upon one another. Example: Teacher B has many of the low performing Biology students in Biology 1. Teacher B spoke with Teacher C, and Teacher B now expects his students to grow by at least 15 points from the pre-assessment to the post-assessment. Meanwhile, Teacher C who had more of the higher performing students will expect her students to grow by at least 10 points, since we would expect less growth from students who are already near the top and have less to room to grow.
Teachers can create growth targets that are distinct or different from other teachers', if the data supports those growth targets. So, if a teacher has students who perform much differently than all the other students in that course across the

school, that teacher should have growth targets that are based upon the needs of her students. Still, that teacher should try to collaborate with other teachers to see how they set their growth targets, if at all possible.

Note: When collaborating, a best practice is to examine available tools and data. This means examining the AIMSWeb growth targets already provided, or examining how students performed previously on the pre- and post-tests. The district is encouraging teachers to use these tools and resources. Teachers should utilize these tools and resources to make informed decisions about how much students should be expected to grow.

Criteria 4) Growth Targets cover at least 75% of students. This means that not all students will have to hit their growth targets for a teacher to achieve his or her SLO goal. Think about NCLB. If we require 100% of students to make their SLO growth targets, teachers will set low growth targets that all students can achieve. However, if we allow teachers to set growth targets that at least 75% of students can achieve, we can expect much more ambitious targets. And, this doesn't even count the 90% attendance requirement. So, essentially teachers can set a growth target of "80% of students who attend 90% of the time or higher will improve by at least 15 points on AIMSWeb." When setting a growth target, 90% attendance is already assumed, so a teacher just needs to make sure that the growth targets cover **75% of students in each tier/group.**

Example 1:
8 out of 10 students scoring in the "Well Below" on the AIMSWeb Math test will grow by at least 4 points.
8 out of 10 students scoring in the "Below" on the AIMSWeb Math test will grow by at least 6 points.
8 out of 10 students scoring in the "Average" or "Above Average" on the AIMSWeb Math test will grow by at least 5 points.

Example 2:
75% of students scoring below 20% on the pre-test will improve by at least 50% (percentage points)
75% of students scoring between 20 and 30% on the pre-test will improve by at least 40% (percentage points)
75% of students scoring between 30% and 40% on the pre-test will improve by at least 30% (percentage points)
75% of students scoring above 40% will improve by at least 15% (percentage points)

Note: Any students who do not meet the 90% attendance requirement or who receive exceptions will not be counted towards the 75% at the end of the evaluation cycle.

Criteria 5) Based upon pre-assessments data. Growth targets are the amount of points students are expected to improve from the pre-test to the post-test. Teachers must use that pre-test data on which to base growth targets. Example: If you are using AIMSWeb math, you cannot "switch" to another assessment for growth targets. Whatever assessment you use as your pre-test should inform your Baseline analysis, Objective, and Rationale.

Criteria 6) Teachers can use the following data to inform growth target setting: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, and student criteria**.** Remember, a multitude of sources can help you as the teacher to get a better understanding of how much a student might be expected to grow and how to group students into tiers. Two or more data points provide you more data than one pre-test. However, not all these data sources are required to be used; a teacher can pick and choose which data sources might be most relevant to setting the growth target or tiers/groups. Still, teachers should examine all this data, before determining which data sources are most relevant for each particular student or groups of students and how to group students into tiers. Assessment tools, such as the AIMSWeb growth targets, can help you get a better picture of what reasonable growth might look like, since those are based on national targets. Also, student criteria, such as SPED or ELL status, might cause you to group certain students together or to think about how much growth is feasible for those students.

Criteria 7) Growth targets can uphold high achievement. This means that students who perform exceptionally well on the pre-test can be expected simply to maintain their high achievement.
Example:
Tier/Group 5: Students who score above 90% on the pre-test will maintain 90% or better on the post-test, or

Students who score in the "Far Above Average" on AIMSWeb Reading will remain in the "Far Above Average" on the post-test.
These students have little room to grow, so a teacher will ensure that these students maintain high achievement on this one assessment. These students might be expected to show growth on other assessments.

Criteria 8) Quantifiable goals. Make sure you are using numerical targets to set growth targets. An evaluator will need to make sure your students hit their growth targets at the end of the evaluation cycle, so you want these goals to be as clear as possible.

Now that you understand the basic criteria for setting growth targets, let's get to work!

Setting growth targets is a 5-step process:
1) Examine Baseline Data and determine student needs
2) Collaborate with other teachers, if possible
3) Collaborate to determine tiers/groups for students
4) Collaborate to set growth targets for each student
5) Check to make sure you met all criteria

Step 1) Examine Baseline Data. You should already have completed this step, but now is a good time to go back and review how students performed on the pre-test.

Step 2) Begin collaboration with other teachers. Together, reference previous data and any available tools. See if students share similar scores across classrooms. Where are there similarities? Where are there differences?
Get in the room with teachers in your department or teachers teaching the same students. You want as much as consistency across teachers as possible, for fairness. Be ready to utilize the strengths of other teachers as you create tiers or targets or when setting growth targets.

Step 3) Collaborate to determine number of tiers/groups. In collaboration with other teachers, determine how to group students into tiers/groups, if appropriate. If students' scores are spread apart on the pre-test, you will probably want to choose 3-5 tiers/groups. If students' scores are clustered together, only 1 tier/group may be necessary.

When setting tier/groups, you can divide students between 1 and 5 groups. These groups can be based upon the color category in AIMSWeb or clusters of scores. You can group the highest performing "Red" students with the lowest performing "Yellow" students. Or, if you are using a Final Exam, you might create 3 tiers/groups: students who scored below 30%, students who scored between 30% and 50%, and students who scored above 50%. Use the data to see where cut-off points might be for different tiers/groups. No one cut-off point is "best" since it depends on your classroom's data. Also, be sure to set no more than five tiers/groups!

If student scores are not widely spread out, then only one tier might be necessary. This might be true for AP courses, in which similar students are selected, or the first course in that subject, such as Mechanics 101, Physics, or Economics, since all students will enter with very limited knowledge about that subject. Then, if students score similarly on the pre-test, you might want one tier/group for the whole class.

Here, collaborate with other teachers to see if and how they are creating multiple tiers/groups. See if you can group similar students together.

Step 4) Collaborate to set growth targets. You still should be working with other teachers to determine growth targets for consistency and fairness. Remember to reference any tools (e.g. AIMSWeb tools) or previous data to see how much students should be expected to grow.

You want to set common growth targets for each tier/group of students.

Example 1: 8 out of 10 students in the "Well Below" will grow by at least 8 points. 8 out of 10 students in the "Below" will grow by at least 7 points. 4 out of 5 students in the "Average" or "Above Average" will grow by at least 6 points.

Example 2: Students who scored below 30% will grow by at least 20 percentage points. Students who scored between 30% and 50% will grow by at least 15 percentage points. Students who scored above 50% will grow by at least 10 percentage points.

Similar students should have similar growth targets across teachers, so compare your students and groupings to other teachers. If you have the same student as other teachers, collaborate to see how you are grouping that student and how much growth you expect, especially if you will be using the same assessment. There should not be tremendous discrepancies across classrooms with the same students or same subject, with ample data to support this growth targets.

Step 5) Check the criteria. Remember, you must have at least 75% of your classroom covered by the growth targets, and all growth targets should be expressed in whole numbers. By examining baseline data, collaborating with other teachers to set similar growth targets across classrooms, and using up to three tiers/groups, you have already ensured that you have met several criteria.

Be sure to write your tiers/groups and the growth targets for each tier/group in the last column in the SLO Framework – Teacher's Form.

SLO Process and Timelines

SLO Approval

Teachers will submit their SLOs to the evaluator for approval, and together, the evaluator and teacher will work collaboratively to ensure that the growth targets are feasible and attainable. See table below outlining the timeline of the approval process:

2 weeks after start of semester	4 weeks after start of semester	5 days after 9/30
• Pre-test window - teachers assess students • Use approved assessment • Students entering class between weeks 3 and 4 must be tested and included on a revised SLO	• Teachers submit SLO • Use SLO Framework	• Evaluators approve SLO • Use SLO Framework • SLOs approved during the Beginning of Year Conference meetings

Key Points on SLO Approval
1. The teacher and evaluator jointly convene a meeting to review the SLO
   * Teachers come prepared to Beginning of Year Conference with SLOs written
2. The agreed upon SLO must be satisfactory against the SLO Framework criteria
   * Teacher has the opportunity to revise if the SLO does not meet any criteria
   * Teacher submits it to the evaluator with revisions with another meeting being optional
3. If the teacher and evaluator cannot agree the district evaluation chief with a representative from the Design Committee in that building make a final SLO determination

SLO Revisions

SLO Revision is an important step, especially during the first few years of implementation, when limited data is available by which to set feasible growth targets. The teacher should regularly monitor student progress after the SLO is approved. After the first quarter, once more data is available, the teacher is allowed the opportunity to revise growth targets, based upon the progress monitoring data or changes in the classroom. SLO revisions follow a given timeline, as shown below:

| 6 Contractual days after end of Quarter 1/3 or the half-way point for instructional unit measured | 10 contractual days after revision submission |

- Teachers can submit revised growth targets and student population
- Evaluators must approve any revisions using the SLO Approval Tool criteria

- SLOs "locked"

SLO revisions are optional, unless new students arrive and are tested in weeks 3-4 of the semester or school year. The evaluator must approve any SLO revisions, and the teacher needs to provide sufficient evidence that revisions are needed. The teacher needs to provide the original SLO and the revised SLO. The teacher should also provide evidence for growth target revision. Lastly, the teacher provides the original baseline data.

Key Points on SLO Revisions
1. A meeting is optional, at either the teacher's or evaluator's request
   - Teacher submits the revised SLO, the original SLO, and evidence for revisions, and baseline data
2. The evaluator reviews and must approve any changes
   - The evaluator rejects the proposed SLO if it is not satisfactory against the SLO Framework and the data does not support a change.
3. If teacher and evaluator do not agree, even after meeting, teacher may appeal the decision to the district evaluation chief and a member of the Design Committee from that building for an additional review.

SLO Scoring
This is the final step in SLO development. The scoring is assigning a singular performance rating to the SLO. The SLOs for each certified staff member must be scored and approved. Each SLO will receive a score in one of four categories, "Unsatisfactory," Needs Improvement," "Proficient, or "Excellent," based upon the following thresholds:

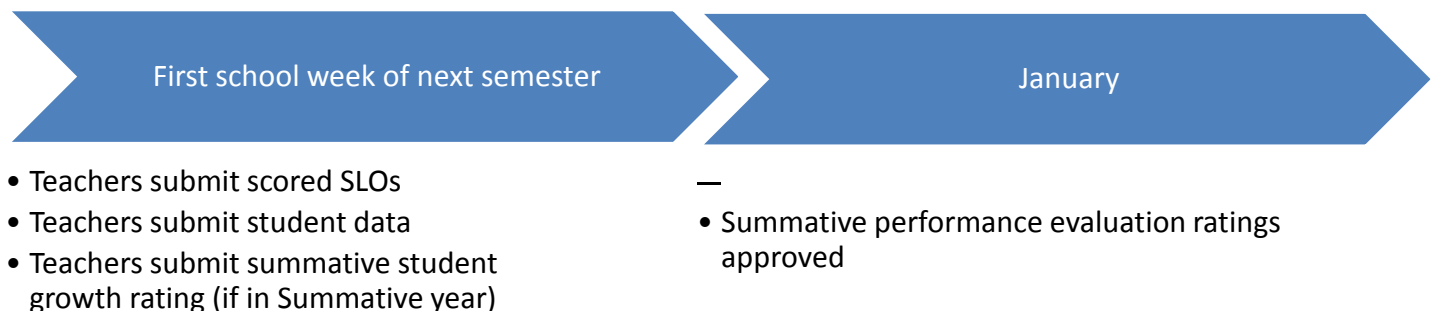| Performance Ratings	Thresholds
Unsatisfactory	• Did not use approved assessment • Did not correctly score assessment • Did not accurately administer assessment • Did not use approved SLO • Less than 50% met target growth
Needs Improvement	• Use approved SLO • 50-64% of students met targeted growth
Proficient	• Use approved SLO • 65-79% of students met targeted growth

Excellent	• Use approved SLO • At least 80% of students met targeted growth

The teacher can submit additional data, comments, or evidence to amend or exempt any student data from the summative rating (additional work samples, attendance data, misc. student information). For instance, if a student performs poorly on a Type I assessment, such as AIMSWeb, but the teacher feels the student has made sufficient growth, the teacher can submit additional evidence, such as formative or summative assessments, projects, and class-work, to show that the student mastered the appropriate material. The teacher will need to provide standards-aligned items, to show the student mastered the appropriate standards, as well as comparative data from the class, to ensure rigor and appropriate growth. For example, the student in question could correctly demonstrate mastery as other students did who meet the growth target on the Type I assessment, and the teacher can provide these test scores and the student's assessment to have that student's score counted towards the teacher's evaluation. On the other hand, the teacher can also submit student data, such as in-seat attendance data, to show that the student missed an inordinate amount of time of class, to have that student's data removed from the SLO roster. If the teacher and evaluator cannot agree, the district assessment or evaluation chief makes a scoring determination.

Key Points of SLO Scoring
1. The teacher submits the final SLOs for scoring and determines the performance ratings using the established threshold criteria
    • The teacher must provide documentation of students' test scores, such as the Data Tool, when submitting
2. The evaluator approves the performance ratings
3. If the teacher and evaluator cannot agree:
    • If the SLO scores are rejected, the evaluator and teacher meet
    • If the teacher and evaluator still cannot agree, the SLO scoring is determined by the district evaluation chief

The timeline for Scoring SLOs is as follows:

First school week of next semester	January

• Teachers submit scored SLOs
• Teachers submit student data
• Teachers submit summative student growth rating (if in Summative year)

—
• Summative performance evaluation ratings approved

Summative Student Growth Rating

The summative student growth rating will be determined by multiple SLO scores.

The teacher scores each SLO and determines the summative student growth rating. The teacher submits these scores to the evaluator, along with all student growth data, to the evaluator prior to the End-of-Year Conference.

The process for determining the summative student growth rating is as follows:

- The teacher assigns a numerical score to each of the SLOs, according the SLO thresholds (see section "SLO Scoring" above). A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
- The teacher averages the scores for all SLOs. This average score becomes the summative student growth rating. **Note: this number will likely be a decimal and NOT a whole number, and this decimal number will be used to calculate your summative performance evaluation rating.**
- If the teacher only has two SLOs and one SLO is rated "Unsatisfactory" and the other is rated "Excellent," the evaluator must collect further evidence to assign a rating. If the teacher disagrees with the rating he/she can appeal to the District Evaluation Chief.

Student Growth Rating	Thresholds
Excellent	3.25 or higher
Proficient	2.5 up to (but not including) 3.25
Needs Improvement	1.5 up to (but not including) 2.5
Unsatisfactory	Less than 1.5

Example #1:
A teacher (high school, tenured, semester-long courses) has the following SLOs:

SLO 1: 64% of students met growth targets
SLO 2: 75% of students met growth targets
SLO 3: 61% of students met growth targets
SLO 4: 82% of students met growth targets
SLO 5: 52% of students met growth targets
SLO 6: 66% of students met growth targets

Step 1: Score each of the SLOs, according to the performance thresholds (see "SLO Scoring" above)
SLO 1: Needs Improvement
SLO 2: Proficient
SLO 3: Needs Improvement
SLO 4: Excellent
SLO 5: Needs Improvement
SLO 6: Proficient

Step 2: Assign each SLO score a numerical score
SLO 1: Needs Improvement = 2
SLO 2: Proficient = 3
SLO 3: Needs Improvement =2
SLO 4: Excellent = 4
SLO 5: Needs Improvement = 2
SLO 6: Proficient = 3

Step 3: Average the SLO scores
(2+3+2+4+2+3)/6 =2.67
2.67, which is "Proficient"

Example #2
A teacher (elementary, tenured teacher) has the SLOs:
SLO 1: 48% of students met growth targets
SLO 2: 75% of students met growth targets
SLO 3: 55% of students met growth targets
SLO 4: 66% of students met growth targets

Step 1: Score each of the SLOs, according to the performance thresholds (see "SLO Scoring" above)
SLO 1: Unsatisfactory
SLO 2: Proficient
SLO 3: Needs Improvement
SLO 4: Proficient

Step 2: Assign each SLO score a numerical score
SLO 1: Unsatisfactory = 1
SLO 2: Proficient = 3
SLO 3: Needs Improvement = 2
SLO 4: Proficient = 3

Step 3: Average the SLO scores
(1+3+2+3)/4 =2.25 is "Needs Improvement"

Note: The summative student growth rating is NOT rounded. Use the complete rational number.

Summative Performance Evaluation Rating

At the end of the evaluation cycle, the summative student growth rating will be combined with the professional practice rating for each teacher to determine the summative performance evaluation rating. Note that the student growth rating is determined by multiple (at least two) SLO scores.

In the first two years of full implementation, student growth will represent 25% of the summative performance evaluation rating. After the first two years, student growth will represent 30% of the summative performance evaluation rating, as a way to phase-in the student growth component of teacher evaluations.

Weighted Ratings For Full Implementation

Student growth represents 30% of the summative performance evaluation rating. The following formula will be used to determine the summative performance evaluation rating:

30% x (summative student growth rating) + 70% x (summative professional practice rating) = summative performance evaluation rating

The summative professional practice rating is a whole number, 1 – 4, assigned based upon the rating of "Unsatisfactory," "Needs Improvement," and "Proficient," and "Excellent." A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
The summative student growth rating is the average of all SLO scores and will likely NOT be a whole number.

Summative Performance Evaluation Rating	Thresholds
Excellent	3.25 or higher
Proficient	2.5 up to (but not including) 3.25
Needs Improvement	1.5 up to (but not including) 2.5
Unsatisfactory	Less than 1.5

Example 1:
Using the teacher **Example 1** above, the teacher would use the number 2.67 for the summative student growth rating. If the teacher also received a "Needs Improvement" rating on the professional practice, the teacher would use the number 2 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.67 + 70% x 2.00 = 2.20, which would result in a "Needs Improvement" for the summative performance evaluation rating.

Example 2:
Using the teacher **Example 2** above, the teacher would use the number 2.25 for the summative student growth rating. If the teacher also received a "Proficient" rating on the professional practice, the teacher would use the number 3 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.25 + 70% x 3.00 = 2.78, which would result in a "Proficient" for the summative performance evaluation rating.

Student Growth Cut-Off Scores:

To achieve each performance evaluation rating, summative student growth cut-off scores can be used.

To achieve a summative performance evaluation rating of "<u>Excellent</u>":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	N.A.
Proficient	N.A.
Excellent	2.0

To achieve a summative performance evaluation rating of "<u>Proficient</u>":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	4.0
Proficient	1.0
Excellent	1.0

To achieve a summative performance evaluation rating of "<u>Needs Improvement</u>":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	3.0
Needs Improvement	1.0
Proficient	1.0
Excellent	1.0

To achieve a summative performance evaluation rating of "<u>Unsatisfactory</u>":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	Less than 3.0
Needs Improvement	N.A.
Proficient	N.A.
Excellent	N.A.

Note: The summative performance evaluation rating cannot be achieved if the summative student growth rating is indicated with an "N.A." For instance, if a teacher received a "Needs Improvement" or higher on the professional practice component of the evaluation, no possible student growth score can result in an "Unsatisfactory" performance evaluation rating.

After the First Two (2) Years of Full Implementation

Student growth represents 30% of the summative performance evaluation rating. The following formula will be used to determine the summative performance evaluation rating after the first two years:

30% x (summative student growth rating) + 70% x (summative professional practice rating) = summative performance evaluation rating

The summative professional practice rating is a whole number, 1 – 4, assigned based upon the rating of "Unsatisfactory," "Needs Improvement," and "Proficient," and "Excellent." A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
The summative student growth rating is the average of all SLO scores and will likely NOT be a whole number.

Summative Performance Evaluation Rating	Thresholds
Excellent	3.25 or higher
Proficient	2.5 up to (but not including) 3.25
Needs Improvement	1.5 up to (but not including) 2.5
Unsatisfactory	Less than 1.5

Example 1:
Using the teacher **Example 1** above, the teacher would use the number 2.67 for the summative student growth rating. If the teacher also received a "Needs Improvement" rating on the professional practice, the teacher would use the number 2 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.67 + 70% x 2 = 2.2, which would result in a "Needs Improvement" for the summative performance evaluation rating.

Example 2:
Using the teacher **Example 2** above, the teacher would use the number 2.25 for the summative student growth rating. If the teacher also received a "Proficient" rating on the professional practice, the teacher would use the number 3 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.25 + 70% x 3 = 2.775, which would result in a "Proficient" for the summative performance evaluation rating.

Please note that the number changes slightly from using the formula from the first two years.

Student Growth Cut-Off Scores After First Two Years of Full Implementation

To achieve each performance evaluation rating, summative student growth cut-off scores can be used.

To achieve a summative performance evaluation rating of "<u>Excellent</u>":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	N.A.
Proficient	N.A.
Excellent	2.33

To achieve a summative performance evaluation rating of "<u>Proficient</u>":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	3.67
Proficient	1.33
Excellent	1.0

To achieve a summative performance evaluation rating of "<u>Needs Improvement</u>":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	2.67
Needs Improvement	1.0
Proficient	1.0
Excellent	1.0

To achieve a summative performance evaluation rating of "<u>Unsatisfactory</u>":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	Less than 2.67
Needs Improvement	N.A.
Proficient	N.A.
Excellent	N.A.

Note: The summative performance evaluation rating cannot be achieved if the summative student growth rating is indicated with an "N.A." For instance, if a teacher received a "Needs Improvement" or higher on the professional practice component of the evaluation, no possible student growth score can result in an "Unsatisfactory" performance evaluation rating.

Summative Performance Evaluation Rating Processes

There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. However, evaluators are expected to provide specific, meaningful, and written feedback on performance following any and all observations and regarding the student growth rating.

All summative reports will be discussed with the teacher during the summative End-of-Year Conference and delivered to the teacher in writing. For more information about scoring using *The Alton Framework for Teaching*, please see the scoring section of this guidebook and the Implementation Toolkit.

- Non-tenured summative evaluation reports will be completed prior to the March Board Meeting.
- Tenured summative evaluation reports will be completed no later than May 1.

Note: *If summative evaluation will be "Unsatisfactory" or "Needs Improvement," the district office must receive all paperwork prior to the March Board Meeting.*

Support

Training will be provided through Professional Development. Teachers be trained in the new system throughout the school year, and step-by-step webinars will be available for teachers online. Evaluators will receive supplemental training, in addition to the prequalification training mandated by the state, in order to better understand and implement the new evaluation system and support teachers.
The **training areas of focus** are grouped into the following categories:

- SLO Development
- Student Growth Measurement
- SLO Scoring and Performance Rating Determination
- System Requirements

Any teacher receiving an "Unsatisfactory" summative performance evaluation rating will develop a remediation plan with an evaluator, which will include appropriate professional development, in order to improve performance. Any teacher receiving a "Needs Improvement" rating will develop a Professional Development Plan, in collaboration with an administrator. For additional resources please reference the Toolkit.

Model Refinement

The Joint Committee has agreed to meet at least once after the first year, once after the second year of implementation, and on annual basis, if needed, thereafter to continue to refine this system. Feedback will be collected via surveys and school meetings to continually assess the implementation of the system, determine any supports needed, and potentially refine key parts of the model to ensure fidelity of implementation.

Examples

Example SLO – High School Earth Science

Baseline *What does the data show you about students' starting points?*	Population *Who are you going to include in this objective?*	Objective *What will students learn?*	Rationale *Why did you choose this objective?*	Strategies *What methods will you use to accomplish this objective?*	Assessment *How will you measure the outcome of the objective?*	Targeted Growth *What is your goal for student achievement?*
15 out of 35 students scored below 25% on the assessment. 3 students scored above 50% on the pre-test. Students struggle most with identifying processes by which organisms change over time and explaining how external and internal energy sources drive Earth processes. Most students (13 out of 25) student read below grade level. Many students (18 out of 25) can describe interactions between solid earth,	35 students in 9th grade Earth Science course.	Students will increase their ability to 1) identify and apply concepts that describe the features and processes of the Earth and its resources, 2) identify and apply concepts that explain the composition and structure of the universe and Earth's place in it, and 3) read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently	Students need to improve their identify processes by which organisms change and explain how energy sources drive Earth processes, which are Illinois Science standards (12.E.4a, 12.E.4b, 12.F.4a, 12,F.4b) and concepts struggled with on the pre-test. Additionally, students are reading below grade level and need be able to read grade level science texts proficiently.	Higher order thinking questions, exit tickets at least 2 times per week, daily independent reading with science texts, regular progress reports sent home, small, medium, and large group work with heterogeneous and homogenous grouping based upon reading level, hands-on experiments.	30 question teacher-created test (Type III); 25 multiple choice recall and content/skill questions; 3 short response questions based upon text (Strategic Thinking level), and 2 open response questions on 5-level rubric (Extended Thinking Level).	75% of students who scored below 25% will improve by at least 40 percentage points. 75% of students who scored between 25% and 40% will improve by at least 35 percentage points. 75% of students who scored between 40% and 50% will improve by at least 30 percentage points. 75% of students who scored above 50% will improve by at least 20 points.

oceans, atmosphere, and organisms.		(CCSS.ELA-Literacy.RST.9-10.10).				

Example SLO – Junior High Music

Baseline	Population	Objective	Rationale	Strategies	Assessment	Targeted Growth
What does the data show you about students' starting points?	*Who are you going to include in this objective?*	*What will students learn?*	*Why did you choose this objective?*	*What methods will you use to accomplish this objective?*	*How will you measure the outcome of the objective?*	*What is your goal for student achievement?*

15 out of 20 students can perform musical instruments demonstrating technical skill. 18 out 20 students can read and interpret the traditional music notation of note values and letter names.6 out of 20 students can perform at least 6 of the major scales from memory within 1 minute. Few students (5 out of 20) can perform with expression and accuracy. 10 students scored below 40% on the pre-test; 5 students scored between 40% and 50%; 5 students scored above 50%.	20 students in 7th grade Band	Students will increase their ability to perform musical pieces with accuracy and expression, play scales by memory, and read and interpret traditional music notation in a varied repertoire.	Students need to improve their ability to perform with expression since most students have mastered technical skills. Students need to learn to play scales to improve their ability to perform with technical accuracy. Students cannot read some varied notation of more complex musical pieces, so new musical notation needs to be introduced.	Scale assignments; regular formative assessments (2 x a month), small groupings based upon instrument type (brass, flutes and clarinets, large woodwinds, percussion); "Notation of the week," solo performances, quartet performances, whole band performances.	Teacher-created with musical piece performance, performance of 12 major scales, and written identification of musical notations; 50 total points (30 for musical piece, using 5 level rubric, 12 points for musical scales, 8 points for notation identification).	75% of students scoring below 40% will improve by at least 30 percentage points. 75% of students scoring between 40% and 50% will improve by at least 25 percentage points. 75% of students scoring above 50% will improve by at least 20 percentage points.

Example SLO – 3rd Grade ELA

Baseline *What does the data show you about students' starting points?*	Population *Who are you going to include in this objective?*	Objective *What will students learn?*	Rationale *Why did you choose this objective?*	Strategies *What methods will you use to accomplish this objective?*	Assessment *How will you measure the outcome of the objective?*	Targeted Growth *What is your goal for student achievement?*
6 students scored below 20% on the pre-test. 8 students scored between 20% and 30%. 7 students scored between 30% and 40%. 4 students scored above 40%. Students struggle most with writing informative text to clearly convey information, especially grouping related information together, developing the topic using facts and details, and providing a concluding statement. Most students (14 out of 25) also struggle with reading grade-level text with purpose and understanding. Almost all students (22 out of 25) can identify the meaning of common prefixes and derivational suffices and decoding multi-syllable words. 60% of students read below grade level.	25 students in 3rd grade ELA	Students will improve their ability to apply grade-level phonics and word analysis skills in decoding words (CCSS.ELA-Literacy.RF.3.3), read with sufficient accuracy and fluency to support comprehension (CCSS.ELA-Literacy.RF.3.4), and write informative/ explanatory texts to examine a topic and convey ideas and information clearly (CCSS.ELA-Literacy.W.3.2).	Students need to improve their ability to writing informational texts by grouping related content together, using facts and details, and providing a concluding statement since this is a Common Core Standard and students struggle most with this topic, according to the pre-test. Many students also struggle with reading on grade-level, and students will need to read grade-level texts with purpose and understanding. These skills will be crucial for foundational reading and preparation for the 4th grade.	Small, medium, and large group instruction using heterogeneous and homogenous grouping, leveled readers across subjects, 15 minutes free writing every day, weekly progress sent home to parents aligned with specific skills and the CCSS, use of higher-order thinking questions, daily differentiated instruction and activities based upon student reading level, daily use of text-based questioning, student choice in tasks, Basal reading, regular use of complex texts, co-observing and -	Teacher-created (Type III) test. 20 multiple choice questions identifying common prefixes and derivational suffixes, read irregularly spelled words, (Level 1: Recall), decoding words with common Latin suffixes, decoding multisyllable words, and comprehending grade-level texts (Level 2: Content/Skill). 2 written informational responses to a grade-level text, based upon 5-level rubric assessing: 1) introduction of a topic and group related content, 2) development of the topic with facts, definitions, and details, 3), use of linking words, and 4) use of a concluding statement	75% of students scoring below 20% will improve by at least 45 percentage points. 75% of students scoring between 20% and 30% will improve by at least 40 percentage points. 75% of students scoring between 30 and 40% will improve by at least 35 points. 75% of students scoring above 40% will improve by at least 25 percentage points.

				planning with other ELA teachers	or section (Level 3: Strategic Thinking).	

Baseline	Population	Objective	Rationale	Strategies	Assessment	Targe
What does the data show you about students' starting points?	*Who are you going to include in this objective?*	*What will students learn?*	*Why did you choose this objective?*	*What methods will you use to accomplish this objective?*	*How will you measure the outcome of the objective?*	*What students achiev*
☐ Uses **allowable data** to drive instruction and set growth targets ☐ Is **measureable** ☐ Targets **specific academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs	☐ **90% attendance** is assumed ☐ **Pre-test data** available for each student included ☐ **Exceptions** are allowed, based upon evaluator approval	☐ **Rigorous** ☐ Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available ☐ Use **baseline data** to guide selection and instruction ☐ Targets **year-long, semester-long, or quarter-long c**oncepts, skills, or behaviors ☐ Is **measureable** ☐ **Collaboration** required	☐ Aligns with **school and district improvement plans** ☐ Aligns with **teaching strategies** and **learning content** ☐ Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior	☐ Identifies the **model of instruction** or **key strategies** to be used ☐ Is **appropriate for learning content and skill level** observed in assessment data provided throughout the year ☐ Follows **research-based best practices**	☐ Administered in a **consistent manner** and **data is secure** ☐ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop ☐ Produces **timely and useful data** ☐ **Standardized**; has the same content, administration, and results reporting for all students ☐ **Aligned with state or district standards**	☐ Maxi ☐ Expre **num** ☐ **Enco colla** teach distri ☐ **Cove popu** ☐ Base **asses** ☐ **Allow data** asses form asses previ grad achie atter stude ☐ Stude **upho achie** ☐ **Quar**

Alton Student Learning Objective Framework – Teacher's Form

Teacher Name: _____ Class/Course:

_____Date: _____

___ Approved   ___ Not approved   Evaluator Signature: _____ Date: _____

See next page for comments if not approved.

Criteria not met and reason(s) why:

Approval Tool for Type III (Teacher-Created) Assessments – <mark>For Reference Only</mark>

Teacher: _____ **Course/Class:** _____

Directions: For any Type III assessment used for SLOs, it is required that teachers complete the steps below, using the *Standards Alignment and Coverage Check Chart*, *Rigor Analysis Chart*, and *Assessment Approval Rubric*.

1) Using the assessment and any applicable scoring guide/rubric, identify which standards align to which items or tasks on your assessment. Use National Common Core State Standards, if applicable. Type standards next to assessment questions. Then, use the *Standards Alignment and Coverage Check Chart* to note which questions are aligned to which standards and to ensure that each standard is covered by sufficient number of items or tasks. Attach this chart to the assessment. **Note:** Not all performance-based assessments may need several tasks for each standard, but all tasks should be aligned to standards. Thus, even teachers using performance-based assessments must align any tasks to standards using the *Standards Alignment and Coverage Check Chart*.

2) Use the *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting at least three levels of rigor. Attach this chart to the assessment.

3) Review the format of the assessment questions. Check for the following:
   - Are questions/tasks written clearly?
   - Are there a variety of types of questions/tasks?
   - Are the questions/tasks free of bias?
   - Are the questions appropriate for the subject/grade level?

4) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:

5) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Learning Objective for this course?

Please return this form to your primary evaluator, along with a copy of the assessment(s), *Standards Alignment and Coverage Check Chart*, *Assessment Rigor Analysis Chart*, and any additional supporting materials (rubrics, scoring guides, etc).

Adapted from: Indiana Department of Education RISE Evaluation and Development System. *Student Learning Objectives Handbook Version 2.0.* 30 January 2013. Accessed at http://www.riseindiana.org/sites/default/files/files/Student%20Learning%20Objectives%20Handbook%202%200%20final%284%29.pdf

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Standards Alignment and Coverage Check

Teacher(s): _____ **Course/Class**:

_____

Directions: After aligning assessment items or tasks to any available standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Only fill in the total number of standards that apply.

Standard:	Standard Description	Question Numbers/Tasks

Assessment Rigor Analysis – Depth of Knowledge (DOK)

Teacher: _____ **Course/Class**: _____

Directions: Use the chart below to categorize assessment questions, if applicable. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of at least three levels of rigor.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
Level 1: **Recall**	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat, Indicate, Show	How many...? Label parts of the…. Find the meaning of...? Which is true or false...? Point to … Show me (the time signature/the piece of Renaissance art). Identify (which instrument is playing/the art form/home plate/the end zone)	
Level 2: **Skill/Concept**	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify, Describe, Perform a Technical Skill, Perform a Skill with Accuracy	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will…. Shoot 10 lay-ups in a minute, 5 free throws (out of 10 shots), and remain in control of dribbling the ball for 1 minute. Memorize and perform a theatrical scene with at least 85% accuracy in terms of line memorization, cues, and staging. Perform a piece of music with technical accuracy. Demonstrate knowledge and skills to create works of visual art using sketching and constructing.	
Level 3: **Strategic Thinking**	Requires reasoning, planning, using evidence, problem-solving, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare, Argue, Perform a task using Problem-solving, Writing with Textual Analysis and Support	Construct a defense of…. Can you illustrate the concept of…? Apply the method used to determine...? What might happen if….? Use evidence to support…. Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.	

			Use problem-solving to perform an appropriate basketball/football/baseball play in a given scenario (e.g. complete a double play, set up a basketball screen, run the spread offense for a first down). Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts.	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, thinking, designing, creating, and evaluating, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains. Student may use or perform a variety of methods or mediums to convey complex ideas or solve problems.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Evaluate, Design, Create and Perform Complex Performance- or Project-Based Assessment Tasks	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that…. Evaluate which tools or creative processes are best for x theatre or musical production. Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making. Perform a complex musical piece with a high level of expression and accuracy. Design and perform a complex basketball or football play appropriate for a given situation. Evaluate and perform various offensive plays or movements in a basketball/football/baseball game, based upon the defensive scenario. Evaluate the use of various mediums to communicate ideas and construct 2 and 3 dimension works of art using these mediums.	

Adapted from: *Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006.* *http://www.wcer.wisc.edu/WAT/index.aspx and UW Teaching Academy http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm*

SAMPLE Assessment Approval Rubric for Type III (Teacher-Created) Assessments

Teacher: _____ **Grade Level/Subject**: _____

	Excellent	Proficient	Needs Improvement	Unsatisfactory
Assessment	Contains all items from Proficient category AND: • Items represent all 4 DOK levels/tasks • Extends and deepens understanding of each student's level of achievement • Uses a collaborative scoring process • Uses a variety of item types to accurately gauge student growth	• Items represent at least 3 DOK levels/tasks • Grade level appropriate for class/course • Scoring is objective (includes scoring guides/rubrics) • Item type and length of assessment is appropriate for the grade-level /subject • Sufficient number of standards, based upon course or subject and grade-level, with at least 5 standards covered (excluding any applicable performance-based assessment) • 3-5 items or tasks for each standard/skill to be assessed for content-area subjects • Question stem and answer choices are clear, free from bias, and do not cue the correct answer	• Items represent only 2 DOK levels/tasks • Grade level appropriate for class/course • Scoring may be subjective, and the scoring guide/rubric does not adequately describe the critical elements of the task for each performance level • Either the item type or length of assessment is insufficient for the grade-level/subject • Question stem or answer choices indicate bias • Question stem or answer choices cue the correct answer • Question stem or answer responses are either too broad or too narrow to elicit the intended response.	• Items represent only 1 DOK level/task • Inappropriate for the grade level for the class/course • No scoring guide/rubric is provided • Both item type or length of assessment is insufficient for the grade-level/subject • Question stem or answer choices indicate bias • Question stem or answer choices cue the correct answer • Question stem or answer choices are unclear and invite a wide range of responses.

☐   I approve of this assessment/task and any accompanying rubrics without further change.

☐   Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics:

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Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Alton Summative Student Growth and Performance Evaluation Rating Form

Teacher:_____

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

Directions: Use table and thresholds above to indicate both the percent of students meeting their targets and the growth rating for each SLO **AND** in the last row, the average of all SLO ratings. Please attach any comments or evidence to amend or exempt any student data from the summative rating.

SLO #	% of Students Meeting Target	Student Growth Rating
1		
2		
3		
4		
5		
6		
Overall		

70% Professional Practice Rating = _____

30% Student Growth Rating = _____ (from table above)

= Summative Performance Evaluation Rating of _____ (using attached matrix)

Teacher Signature: _____ Date: _____

Evaluator Signature: _____

Appeals Process for Unsatisfactory Summative Performance Evaluation Ratings

1.   Notice of Appeal

A teacher rated unsatisfactory on a summative evaluation issued after July 1, 2020 may appeal the rating by submitting a timely written notice of appeal to the Superintendent. The teacher's written notice of appeal must be submitted within five (5) school days of the summative conference or issuance of the final Summative Rating Form, whichever occurs last. Upon receipt of a timely appeal, the Superintendent or designee shall inform the evaluator who issued the unsatisfactory rating of the appeal and convene a panel of qualified evaluators to conduct a review of the appeal. Untimely appeals will not be advanced to the panel of qualified evaluators.

Engaging the appeals process shall not prevent or delay The District from developing or implementing a remediation plan for the teacher issued an unsatisfactory rating. Filing an appeal does not excuse the teacher's participation in development or implementation of the remediation plan.

2.   Content of the Notice of Appeal

The teacher must specify in the notice of appeal the reasons the unsatisfactory rating is erroneous and identify all facts or evidence to support the basis for appeal. This includes, but is not limited to, the teacher identifying the type of error as: (a) computational error, (b) procedural error, and/or (c) misinterpretation or misapplication of the professional practice rating. Appeals may be based on student growth ratings in whole or in part only if the teacher identifies in the notice of the appeal an error in the computation of the student growth rating. Reasons, facts or evidence not specified in the written notice of appeal will not be considered by the panel and will be deemed to have been waived. The Superintendent may develop a form to be used for the notice of appeal.

The evaluator who issued the unsatisfactory rating may, at their election, submit a written response to the teacher's notice of appeal within five (5) school days of the Superintendent's receipt of the teacher's notice of appeal.

3.   The Written Record of the Rating

Following receipt of a timely appeal, the Superintendent or designee shall prepare the written record of the rating and submit it to the panel of qualified evaluators once convened. The written record of the rating shall be limited to the following records:

(a) the school district's complete evaluation plan;

(b) documents and materials submitted by the teacher to the evaluator during pre- and post-conferences and observations;

(c) the teacher's observation reports, including any formal or informal observation reports;

(d) the teacher's summative evaluation;

(e) any written communications between the teacher and any administrator participating in the teacher's evaluation process which is relevant to the teacher's performance;

(f) the teacher's written notice of appeal specifying any and all bases for the appeal; and

(g) any written response to the appeal from the evaluator.

A copy of the written record of the rating shall be provided to the teacher and the evaluator.

4.   Panel of Qualified Evaluators

The panel of qualified evaluators shall be comprised of three (3) administrators who are: (a) employed by The District, employed by another school district or are retired; and (b) meet the definition of "evaluator" as defined in *School Code* Section 24A-2.5. The panel may not include the evaluator who issued the unsatisfactory rating.

The Superintendent and Union President shall confer within two (2) days after receipt of a timely notice of appeal in an effort to mutually agree upon the three (3) administrators to serve on the panel. If the Superintendent determines that no agreement can be reached, he/she has the sole discretion to determine who will serve on the panel. The Superintendent shall convene the panel by sending an email to notify each administrator of their appointment to the panel.

5.   Standard of Review for the Appeal

The teacher has the burden of demonstrating that their unsatisfactory rating is erroneous. As such, the panel's review and assessment should focus on answering two questions: (1) were there errors in the summative rating, and, if so, (2) were the errors determinative (i.e., would the teacher have received a higher rating if the error(s)

had not been made). Panel members should be careful not to substitute their opinion for that of the evaluator who witnessed the teacher's lesson.

The panel may revoke an unsatisfactory rating only if a majority of the panel agree that the evidence demonstrates it is substantially more likely than not that the teacher should have received a summative rating higher than "unsatisfactory." Minor procedural errors under the evaluation plan cannot serve as the basis for revoking an "unsatisfactory" rating.

6.   Panel Decision on Appeal

Upon receipt of the written record of the rating, the panel of qualified evaluators shall conduct an expedited review of the appeal. The panel must meet at least once as part of the review process.

The review shall be limited to the information contained in the written record of the rating. The panel has the authority to require the presence of both the teacher and the evaluator at its discretion. Tenured teachers shall have the right to appear before the panel if requested in the notice of appeal.

The panel shall notify the Superintendent and the teacher in writing of its decision to uphold or revoke the unsatisfactory rating within ten (10) school days after receipt of the written record of the rating. The teacher shall provide a copy of the decision to the Union President. The Superintendent shall provide a copy of the decision to the evaluator. The decision of the panel is final and not subject to further review.

If the panel determines that the unsatisfactory rating is erroneous and should be revoked, the panel shall also make a recommendation on the replacement rating to be issued by The District. If either the Superintendent or the Union disagrees with the recommended replacement rating, they have three (3) school days to issue a written request to bargain the replacement summative rating for that teacher. Otherwise, the panel's recommended replacement rating shall be issued by The District and is final.

Notice of Appeal Form

ALTON COMMUNITY UNIT SCHOOL DISTRICT NO. 11
NOTICE OF APPEAL
OF UNSATISFACTORY SUMMATIVE EVALUATION RATING

This form is for use if a teacher desires to appeal an unsatisfactory summative evaluation rating issued after July 1, 2020. **Teachers should review the Appeals Process for "Unsatisfactory" Summative Performance Evaluation Ratings set forth in the Alton CUSD No. 11 "Educator Evaluation Plan" prior to completing this form**. Please print or type and submit the completed notice of appeal to the Superintendent. Untimely appeals will not be advanced to the panel of qualified evaluators for review.

Name: _____   Position: _____

Tenure: Yes _____   No _____

If Tenured, I Request to Meet with the Panel of Qualified Evaluators: Yes _____   No _____

Evaluator: _____   Evaluation Period: _____

Date of Summative Conference: Date Summative Rating Form Issued:

_____   _____

General Instructions to Teacher:

Please state the reasons the "unsatisfactory" rating is erroneous. You must identify all facts or evidence to support the basis for your appeal. You must also identify the type of error: (a) computational error; (b) procedural error; and/or (c) misinterpretation or misapplication of the professional practice rating. Reasons, facts or evidence not specified in this form will not be considered by the panel and will be deemed to have been waived.

Reasons for Appeal:

_____
_____
_____
_____
_____.

(Attach additional sheets, if necessary)

Teacher Signature: _____   Date Submitted: _____

To be completed by the Superintendent:

Dated Received: _____

Panel of Qualified Evaluators: _____

Date Written Record of the Rating was Prepared: _____

Dated Written Record Submitted to Panel: _____

To be completed by Panel of Qualified Evaluators:

Date of Receipt of Written Record of the Rating: _____

Date(s) Panel Met: _____

The appeal of the above-named teacher was reviewed and we determined that the "unsatisfactory" summative evaluation rating be: Upheld _____   Revoked _____

If Revoked, it is the panel's recommendation that NTDSE issues the following replacement rating to the teacher: Excellent _____ Proficient _____ Needs Improvement _____.

Signed: Date:

_____   _____

_____   _____

_____   _____

APPENDIX A

Professional Educator/Service Groups
Evaluation Rubrics

Observation Rubric for Counselors/Therapists

The Alton Framework for Teaching: Observation Rubric for Counselors/Therapists

Directions: Evaluators will use the Observation Rubric when observing and providing written feedback following any observation. Evaluators will note any evidence collected in the "Evidence" rows underneath each component description.

DOMAIN 1: PREPARATION AND PLANNING			
Unsatisfactory ○	**Needs Improvement** ○	**Proficient** ○	**Excellent** ○
1a: Demonstrating knowledge of counseling/ therapy theory and techniques Counselor/therapist demonstrates little understanding of counseling/therapy theory and techniques.	Counselor/therapist demonstrates basic understanding of counseling/therapy theory and techniques.	Counselor/therapist demonstrates understanding of counseling/therapy theory and techniques.	Counselor/therapist demonstrates a thorough understanding of counseling/therapy theory and techniques.
Strengths			
Areas of Improvement			
Evidence			
Unsatisfactory ○	**Needs Improvement** ○	**Proficient** ○	**Excellent** ○
1b: Demonstrating knowledge of child development Counselor/therapist displays little or no knowledge of child development.	Counselor/therapist displays knowledge of child development.	Counselor/therapist displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general pattern.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor/therapist displays knowledge of the extent to which individual students follow the general patterns.
Strengths			
Areas of Improvement			
Evidence			

	Unsatisfactory ○	**Needs Improvement** ○	**Proficient** ○	**Excellent** ○
1c: Establishing goals for the counseling/ therapy services	Counselor/therapist has no clear goals for the counseling/therapy services, or they are inappropriate to either the situation or the age of the students.	Counselor's/therapist's goals for the counseling/therapy services are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's/therapist's goals for the counseling/therapy services are clear and appropriate to the situation in the school and to the age of the students.	Counselor's/therapist's goals for the counseling/therapy services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	**Needs Improvement** ○	**Proficient** ○	**Excellent** ○
1d: Demonstrating knowledge of regulations and of resources	Counselor/therapist demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor/therapist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources more broadly.	Counselor/therapist displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's/therapist's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
1e: Planning the counseling/ therapy services	Counseling/therapy services consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's/therapist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor/therapist has developed a plan that includes the important aspects of counseling in the setting.	Counselor's/therapist's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
1f: Developing an evaluation plan	Counselor/therapist has no plan to evaluate the services or resists suggestions that such an evaluation is important.	Counselor/therapist has a rudimentary plan to evaluate the counseling/therapy services.	Counselor's/therapist's plan to evaluate the services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's/therapist's evaluation plan is highly refined, with creative sources of evidence and a clear path toward improving the services on an ongoing basis.
Strengths				
Areas of Improvement				
Evidence				

DOMAIN 2: THE ENVIRONMENT				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2a: Creating an environment of respect and rapport	Counselor's/therapist's interactions with students are negative or inappropriate, and the counselor/therapist does not promote positive interactions among students.	Counselor's/therapist's interactions are a mix of positive and negative; the counselor's/therapist's efforts at encouraging positive interactions among students are partially successful.	Counselor's/therapist's interactions with students are positive and respectful, and the counselor/therapist actively promotes positive student-student interactions.	Counselor's/therapist's interactions with students reflect a high degree of comfort and trust and are appropriate, positive and respectful.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2b: Establishing a culture for productive communication	Counselor/therapist makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's/therapist's attempts to promote culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor/therapist promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor/therapist, is maintained by both teachers and students.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2c: Managing routines and procedures	Counselor's/therapist's routines for the counseling/therapy center are nonexistent or in disarray.	Counselor/therapist has rudimentary and partially successful routines for the counseling/therapy center.	Counselor's/therapist's routines for the counseling/therapy center work effectively.	Counselor's/therapist's routines for the counseling/therapy center are seamless, and students assist in maintaining them.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2d: Establishing standards of conduct	Counselor/therapist has established no standards of conduct for students during counseling/therapy sessions and makes no contribution to maintaining an environment of civility in the school.	Counselors'/therapist's efforts to establish standards of conduct for counseling/therapy sessions are partially successful. Counselor/therapist attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor/therapist has established clear standards of conduct for counseling/therapy sessions and makes a significant contribution to the environment of civility in the school.	Counselor/therapist has established clear standards of conduct for counseling/therapy sessions, and students contribute to maintaining them. Counselor/therapist takes a leadership role in maintaining the environment of civility in the school.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's/therapist's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling/therapy center arrangements are inviting and conducive to the planned activities.	Counseling/therapy center arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
Strengths				
Areas of Improvement				
Evidence				

Observation Rubric for Nurses

The Alton Framework for Teaching: Observation Rubric for Nurses

Directions: Evaluators will use the Observation Rubric when observing and providing written feedback following any observation. Evaluators will note any evidence collected in the "Evidence" rows underneath each component description.

CLUSTER 1: PREPARATION AND PLANNING				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
1a: Demonstrates nursing knowledge	Lacks current nursing information and logical approach to nursing practice.	Uses current information and a systematic approach to problem-solving in nursing practice.	Demonstrates solid understanding of principles of public health, district and department procedures and their relationships/connections with other school services.	Displays extensive knowledge of the nursing discipline and its connection with other school services and a continuing search for improved practice.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
1b: Knowledge of and collection of data for a health history	The school nurse does not demonstrate fundamental knowledge of health history components.	The school nurse demonstrates minimal knowledge of health history components.	The school nurse demonstrates consistent understanding of health history components.	The school nurse applies the knowledge of thoroughly collecting the data for a health history while making intervention decisions.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
1c: Knowledge of emergencies in the school setting and appropriate responses to emergencies	The school nurse does not follow general emergency guidelines and first aid measures for emergency care in the school setting	The school nurse has a basic understanding of general emergency guidelines and first aid measures.	The school nurse uses the knowledge of basic first aid measures and general emergency guidelines while responding to an emergency situation in the school setting.	The school nurse demonstrates appropriate assessment skills of an emergency situation in the school setting by administering, instructing, and/or delegating to others first aid emergency care.
Strengths				
Areas of Improvement				
Evidence				

CLUSTER 2: RECORDS AND PROCEDURAL COMPLIANCE

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2a: Organizes physical space	Limited awareness of safety implications of furniture or equipment placement in and around the health office and safety in regard to handling medication.	Maintains an orderly, safe and confidential health office that reduces the potential for errors in medication administration and treatments.	Demonstrates the importance of providing an orderly, safe and confidential health office by emphasizing the plan to all persons who avail themselves to health services.	Expands the importance of providing orderly, safe, and confidential areas in all school offices.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2b: Management of health records	The school nurse does not possess an understanding of compliance with state, federal laws, regulations and guidelines governing school health records	The school nurse has a basic understanding of the need for compliance of school health records.	The school nurse maintains accurate and complete health records on each student while maintaining confidentiality.	The school nurse efficiently interprets health record information. The school nurse seeks out clarification of incomplete records while striving for the goal of compliance of all records according to state law.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2c: Medication policy	The school nurse does not possess an understanding of the district medication policy regulating the authorization of medication in the school setting.	The school nurse has a basic understanding of the district medication policy regulating the authorization and administration of medication in the school setting.	The school nurse implements the district medication policy as defined.	The school nurse collaborates with parents, physicians, and students regarding safe distribution of medication. The school nurse maintains proper authorization and documentation of records. The school nurse provides appropriate storage of medications.
Strengths				
Areas of Improvement				
Evidence				

CLUSTER 3: DELIVERY OF SERVICES AND RESOURCES

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
3a: Implements screening and health promotion programs	Demonstrates limited understanding of mandated and voluntary school health activities.	Complies with planning requirements for district screenings and district programs.	Completes thorough follow up activities to maximize screening efforts and plans and participates in health service activities	Consistently obtains high referral completion rates and actively promotes health service activities
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
3b: Awareness of available resources and community agencies	The school nurse is unaware of available resources and does not provide appropriate referrals.	The school nurse has general knowledge of resources and can refer appropriately as needed.	The school nurse has comprehensive knowledge of available resources and makes appropriate referrals as needed.	The school nurse is a resource for others in sharing knowledge and making referrals to community resources and agencies.
Strengths				
Areas of Improvement				
Evidence				

CLUSTER 4: PROFESSIONAL RESPONSIBILITIES AND COMPETENCIES

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4a: Communicates with families at clients level of understanding. Has rapport with staff and clients. Has appropriate communication with principal and supervisor.	Rarely communicates with families in written or spoken form.	Communicates accurate information to families in a timely manner.	Has regular communication with families of particular students and proactively seeks resolution of difficult situations	Creates an atmosphere for open communication with members of the school community, including a regular column in the school newsletters
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4b: Demonstrates professionalism	Demonstrates little awareness of ethical and legal behavior.	Acts in a manner consistent with high professional standards and the Illinois Nurse Practice Act.	Advocates for student and families within parameters of ethical and legal practice.	Challenges negative attitudes and actively seeks and models ethical consideration for students and colleagues.

Strengths			
Areas of Improvement			
Evidence			

ATTENDANCE			
Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
Educator Attendance NOT APPLICABLE	Educator exceeds the number of sick/personal days allotted and used unapproved dock days and/or educator fails to properly notify supervisor AND fails to enter absence(s) into the district's electronic employee system for reporting absences (currently eSchool Solutions)	Educator does not exceed the number of sick/personal days allotted or used unapproved dock days. Educator also properly notifies supervisor in a timely fashion AND enter absence(s) into the district's electronic employee system for reporting absences (currently eSchool Solutions)	NOT APPLICABLE
NOTES:			

Observation Rubric for Social Worker

Evaluation Rubric for Educator Professional Groups   PROFESSIONAL GROUP:___Social Work_____

CLUSTER 1: PLANNING AND PREPARATION			
	Unsatisfactory○	**Needs Improvement**○	**Proficient**○	**Excellent**○

	Unsatisfactory○	Needs Improvement○	Proficient○	Excellent○
1a: Planning and developing school-based and social emotional programs/ interventions for students	Social worker demonstrates no evidence of prior planning for the provision of social/emotional education.	Social worker provides social emotional programs/intervention but does not participate in the planning or development of such. Evidence of planning is limited or inconsistent.	Social worker develops and/or implements school-based social/emotional interventions/programs in a tiered format.	Social worker develops and/or implements school-based social emotional interventions in partnership with school team including social and emotional education programs.
Standard or Component Aligned to:	Standard 7 (Workload Management) from The NASW Standards for School Social Work Services			
Evidence Examples:	Publications/forms/communication developed, tracking tool, Power RtI entries, SAIG Group Schedules, Completed Tier II Fidelity Checklists			

	Unsatisfactory○	Needs Improvement○	Proficient○	Excellent○
1b: Establishing goals for social work services appropriate to the setting and the students served.	Social Worker has goals that are not aligned to IEP and are not observable or measurable.	Social Worker provides goals that are aligned to IEP however are not observable or measurable.	Social Worker has goals that are aligned to IEP and goals are observable and measurable.	Social Worker has goals that are aligned to the IEP, are observable and measurable, and have been developed following consultations with students/parents and/or colleagues.
Standard or Component Aligned to:	Standard 9 (Cultural Competence) and Standard 3 (Assessment) from The NASW Standards for School Social Work Services			
Evidence Examples:	Goals provided, IEP documentation, data sheets with measurable outcomes, caseload reports, parent contact log, RtI meeting minutes			

	Unsatisfactory○	Needs Improvement○	Proficient○	Excellent○
1c: Demonstrating knowledge of child and adolescent development, influence of culture, background and mental health disorders.	School Social Worker demonstrates little to no knowledge of child and adolescent development and does not include the influence of culture, background and mental health disorders to determine student needs.	School Social Worker demonstrates a general understanding of child and adolescent development and the influence of culture, background and mental health disorders to determine student needs but applies the knowledge inconsistently.	School Social Worker demonstrates a solid understanding of child and adolescent development and the influence of culture, background and mental health disorders to determine student needs and applies the knowledge consistently.	School Social Worker demonstrates extensive knowledge and understanding of child and adolescent development and the influence of culture, background and mental health disorders to determine student needs. Social Worker also purposefully acquires knowledge from multiple sources to address student needs and applies the knowledge consistently.

Standard or Component Aligned to:	Standard 9 (Cultural Competence) from The NASW Standards for School Social Work Services
Evidence Examples:	Professional development, lesson plans, presentations, transition events/plans, meeting agendas, PBIS meetings, problem solving meetings, IEPs/504s, Rtl meetings, ODR referrals used to determine need, documented observations, collaborations with staff, FBAs/BIPS, DSM

CLUSTER 2: RECORDS AND PROCEDURAL COMPLIANCE

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2a: Assisting students and teachers with the development of academic, personal, social and behavior plans	Social Worker does not actively participate in the formulation of social/emotional, behavioral and/or academic plans with students and teachers.	Social Worker creates plans with students and teachers that are ambiguous and/or irrelevant to the behavior, emotional/social and/or academic needs of the students and teachers.	Social Worker actively creates plans with students and teachers that are accurate, specific and relevant to the academic, social/emotional, and/or behavioral needs of the student.	Social worker actively creates academic, personal, social and behavioral plans and reviews the efficacy of the plans and/or interventions based on data while seeking out opportunities to collaborate with other professionals, teachers and family to ensure that the needs of the student are being addressed.
Standard or Component Aligned to:	Standard 3 (Assessment) from The NASW Standards for School Social Workers			
Evidence Examples:	Rtl plans, 504 plans, IEPs, FBA/BIPs, Tiered Interventions			

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2b: Collecting and maintaining accurate and appropriate documentation (Reports, SDS, Incident reports, DR. summaries, IEP data)	Social Worker does not adequately collect or maintain information. Reports contain inaccurate and/or insufficient information.	Social worker does not collect and complete documentation in a timely and professional manner. Information may be insufficient.	Social worker collects and maintains accurate documentation and writes professional reports in a timely manner.	Social Worker collects and maintains documentation from a variety of sources. Reports provide accurate, detailed, specific information and are completed promptly.
Standard or Component Aligned to:	Standard 6 (Record Keeping) from The NASW Standards for School Social Workers			
Evidence Examples:	SDS, Social Review, Isolated Time Out Reports, PBIS Secondary/Tertiary Documentation (ex: TFI, TT, Recognition), Billing			

CLUSTER 3: DELIVERY OF SERVICES AND RESOURCES			
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
3a: Assessing Student Needs	Social worker does not assess student needs, or assessment does not correlate to developmental functioning.	Social worker's assessment of student needs is somewhat applicable and somewhat relates to developmental functioning.	Social worker's assessment of student needs is applicable. Social worker assesses needs in correlation to developmental functioning using one data source.	Social worker's assessment of student needs is highly applicable. Social worker assesses needs in correlation to developmental functioning using multiple sources.
Standard or Component Aligned to:	Standard 3 (Assessment) from The NASW Standards for School Social Work Services			
Evidence Examples:	Rtl Screener; FBA; Attendance; Discipline Data; Social Development Study; Grades; Parent, Student and Teacher input; CICO			
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
3b: Assisting students and teachers in formulation of social emotional interventions	Social worker does not assist teachers or students in formulating social/emotional plans for students.	Social worker inconsistently assists students and teachers in formulating social/emotional plans for students.	Social worker consistently assists students and teachers in formulating social/emotional plans for students	Social worker consistently assists students and teachers in formulating social/emotional plans for students with follow up to ensure appropriateness of the plan.
Standard or Component Aligned to:	Standard 4 (Intervention) from The NASW Standards for School Social Work Services.			
Evidence Examples:	FBA/ BIP; IEP goals; Individualized CICO; Trauma Screeners, Behavior Plan meetings; Staffings			

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
3c: Communicating with Families	Social worker is unavailable to families for questions and planning. Social worker makes no attempt to connect families to requested resources.	Social worker is sometimes available to families for questioning and planning and inconsistently attempts to connect families to requested resources.	Social worker is consistently available to families for questions and planning. Social worker responds to requests for collaboration. Social worker attempts to connect families to requested resources.	Social worker initiates contact with families for questions and planning. Social worker seeks out collaborative opportunities with the family and makes time to communicate and plan accordingly. Social worker continuously attempts to connect families to requested resources.
Standard or Component Aligned to:	Standard 10 (Interdisciplinary Leadership and Collaboration) from The NASW Standards for School Social Workers Standard 11 (Advocacy) from The NASW Standards for School Social Workers			
Evidence Examples:	Communication Log, emails, Remind App, Meeting notes			

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
3d: Demonstrating knowledge of resources, both within and beyond the school and district	Social Worker demonstrates little or no knowledge of social work resources available through the school or district.	Social Worker demonstrates basic knowledge of social work resources available through the school or district, but no knowledge of resources available more broadly.	Social Worker demonstrates thorough knowledge of social work resources available through the school or district and has some familiarity with resources external to school.	Social Worker demonstrates extensive knowledge of social work resources available through the school or district, and extensive familiarity with resources outside the school district. Social Worker proactively shares resources with parents, students, and school personnel as appropriate.
Standard or Component Aligned to:	Standard 2 (Qualifications) from The NASW Standards for School Social Work Services			
Evidence Examples:	Noted in parent contact log, RtI meeting minutes, District social work web page, Copies of referrals to community resources, handouts listing resources, resource boards maintained by social worker in individual buildings			

CLUSTER 4: PROFESSIONAL RESPONSIBILITIES AND COMPETENCIES				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4a: Collaborating with Teachers and Administrators	Social worker is not available to staff for questions and planning and declines to provide background materials when requested.	Social worker is inconsistently available to staff for questions and planning and may or may not provide requested materials.	Social worker is consistently available to staff for questions and planning and provides requested materials.	Social worker initiates contact with staff and administrators to collaborate and plan regarding individual students. Social worker is prepared with requested materials.
Standard or Component Aligned to:	Standard 10 (Interdisciplinary Leadership and Collaboration) from NASW Standards for School Social Work Services			
Evidence Examples:	FBA and Behavior plans; Student Observations; CICO data; RtI and 504 meeting notes; IEP goals			
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4b: Participating in a Professional Community	Social worker does not attend required school/district meetings.	Social worker inconsistently attends required school/district meetings. Social worker does not actively participate in the meetings	Social worker consistently attends required school/district meetings. Social worker actively participates in the meetings.	Social worker consistently attends required school/district meetings. Social worker participates and accepts leadership opportunities.
Standard or Component Aligned to:	Standard 10 (Interdisciplinary Leadership and Collaboration) from The NASW Standards for School Social Workers			
Evidence Examples:	Agendas, Notes and Sign in sheets from PLC meetings, Faculty meetings, PBIS meetings, RtI meetings, IEP meetings			

	Unsatisfactory⃝	Needs Improvement⃝	Proficient⃝	Excellent⃝
4c: Engaging in Professional Development	Social worker does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Social worker participates in a limited capacity in professional development activities. Social worker does not utilize information/skills to improve practice.	Social worker consistently participates in professional development activities. Social worker applies information and skills to improve practice.	Social worker consistently participates in professional development activities. Social worker initiates professional development activities by seeking presenters or attending additional professional development opportunities.
Standard or Component Aligned to:	Standard 8 (Professional Development) from The NASW Standards for School Social Work Services			
Evidence Examples:	Handouts and Agendas from Trainings; PDU and CEU certificates			

ATTENDANCE				
	Unsatisfactory⃝	Needs Improvement⃝	Proficient ⃝	Excellent⃝
Educator Attendance	NOT APPLICABLE	Educator exceeds the number of sick/personal days allotted and used unapproved dock days and/or educator fails to properly notify supervisor AND fails to enter absence(s) into the district's electronic employee system for reporting absences (currently eSchool Solutions)	Educator does not exceed the number of sick/personal days allotted or used unapproved dock days. Educator also properly notifies supervisor in a timely fashion AND enter absence(s) into the district's electronic employee system for reporting absences (currently eSchool Solutions)	NOT APPLICABLE
NOTES:				

Observation Rubric for Speech-Language Pathologist

Evaluation Rubric for Educator Professional Groups   PROFESSIONAL GROUP: **Speech-language Pathologists**

Staff Name: Date:

CLUSTER 1: PLANNING AND PREPARATION				
Not Observed ⦿	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
1a: Establishing goals for the therapy services appropriate to the setting and the students served	Specialist has no clear goals for the therapy services, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy services are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy services are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with teachers.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	*Goals developed from S/L evaluations *Information from teachers on present level page of IEP * informal observations during therapy - write on data sheets			
Observation Notes:				

Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
1b: Planning the therapy services, integrated with the regular school program, to meet the needs of individual students	Therapy services consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's therapy services have a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the IEP goals.	Specialist has developed therapy services that are relevant to students' IEP goals.	Specialist's therapy services are highly coherent and serves to support students individually, within the educational setting.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	• lesson plan/data sheets • goals and objectives on IEP • use of evaluation results/classroom performance • teacher/family concerns			
Observation Notes:				

Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
1c: Developing a plan to evaluate the therapy services	Specialist has no plan to evaluate the services or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy services	Specialist's plan to evaluate the services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's plan to evaluate therapy services is highly organized, and specialist takes action to improve the services on an ongoing basis.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	• progress monitoring to show progress • data sheets • progress reports showing quarterly performance			
Observation Notes:				

CLUSTER 2: RECORDS AND PROCEDURAL COMPIANCE				
Not Observed ◯	Unsatisfactory ◯	Needs improvement ◯	Proficient ◯	Excellent ◯
2a: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone. Specialist takes initiative to provide staff with written notice of procedures annually.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	Speech/Language Developmental Expectations Request for S/L screening form Screening results Domains meeting Department procedures			
Observation Notes:				

Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
2b: Maintaining an effective data-management system	Specialist's data management system is neither nonexistent of in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data management system for monitoring student progress and occasionally uses it t adjust treatment when needed.	Specialist has developed an effective data management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	• tracking log-attendance/goals • Progress reports • Billing			
Observation Notes:				

Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
2c: Collecting information; documenting evaluation results	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist takes initiative in collecting important information, consulting with teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	• District diagnostic report template • data sheets • billing • IEP writing			
Observation Notes:				

Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
2d: Evaluating student needs	Specialist makes hasty assessments of student needs without taking into account student's linguistic backgrounds or student performance across settings.	Specialist makes adequate assessments of student needs within the therapy environment but does not consider student needs across settings.	Specialist makes thorough assessment of student needs and considers the impact of communication needs across settings.	Specialist makes highly competent assessments of student needs by considering all aspects of the impact of communication needs across settings, seeking out consultations with teachers and parents as necessary.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	department criteria Not Observed			
Observation Notes:				

CLUSTER 3: DELIVERY OF SERVICES AND RESOURCES				
Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
3a: Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively engage students and incorporate evidenced-based practices.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	• IEP goals • Diagnostic summaries/standard scores • using data to guide planning for future goals • developmental milestones • District criteria			
Observation Notes:				

Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
3b. Establishing rapport with students	Specialists interactions with students are negative or inappropriate.	Specialists interactions with students are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialists interactions with students are positive and respectful.	Specialists interactions with students reflect a high degree of comfort and trust and are appropriate, positive and respectful.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	observing therapist with students			
Observation Notes:				

Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
3c: Establishing standards of conduct in the treatment center	No Standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	Therapy room rules posted PBIS plan School rules posted Behavior chart Reward system (Class Dojo, sticker chart)			
Observation Notes:				

CLUSTER 4: PROFESSIONAL RESPONSIBILITIES AND COMPETENCIES

Not Observed ○	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4a: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	• SWISHA • PLCs • Monthly Speech meetings • ASHA/ISHA convention • presenting at monthly meetings • professional development conferences			
Observation Notes:				

Not Observed ○	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	• emails • Faculty meeting / grade level PLC • IEP meetings • RTI meetings • notifying staff of Speech Language Developmental Expectations/contact form • BIP meetings • collaborate with teachers on behavior plans for students in all settings			
Observation Notes:				

Not Observed ○	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4c: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing information with colleagues.
Standard or Component Aligned to:	Alton Framework for Teaching: Observation Rubric for Speech Therapist ASHA Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists 2014			
Evidence Examples:	• ASHA • SWISHA • Continuing Education • Teaching Certificate • IL license • any PD conference			
Observation Notes:				

ATTENDANCE

	Unsatisfactory	Needs Improvement ○	Proficient ○	Excellent
Educator Attendance	**NOT APPLICABLE**	Educator exceeds the number of sick/personal days allotted and used unapproved dock days and/or educator fails to properly notify supervisor AND fails to enter absence(s) into the district's electronic employee system for reporting absences (currently eSchool Solutions)	Educator does not exceed the number of sick/personal days allotted or used unapproved dock days. Educator also properly notifies supervisor in a timely fashion AND enter absence(s) into the district's electronic employee system for reporting absences (currently eSchool Solutions)	**NOT APPLICABLE**
NOTES:				

Educator's Signature

Date

Administrator's Signature

Date

Observation Rubric for School Psychologist

School Psychologist Evaluation Rubric	Name:		Date:	
CLUSTER 1: PLANNING AND PREPARATION				
Not Observed ⭕	Unsatisfactory ⭕	Needs Improvement ⭕	Proficient ⭕	Excellent ⭕
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students.	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluation students.	Psychologist uses a limited number of psychological instruments to evaluate students	Psychologist uses a variety of psychological instruments to evaluate students and determine accurate eligibility.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
Standard or Component Aligned to:	Alton Framework, 1a			
Evidence Examples:	- Case study psychological evaluation/report - Narrative of how we explain the evaluations or other data to those participating at an IEP meeting · - RtI planning - Copy of assessment protocol or score report - Best Practices Guidelines - Other artifacts you deem appropriate			
Observation Notes:				

Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist displays little or no knowledge of child and adolescent development and psychopathology.	Psychologist displays knowledge of child and adolescent development and psychopathology.	Psychologist displays accurate understanding of child and adolescent development and psychopathology.	In addition to accurate understanding of child and adolescent development and psychopathology, Psychologist displays knowledge of variations of the typical patterns.
Standard or Component Aligned to:	Alton Framework: 1b			
Evidence Examples:	• BIP's case study psychological evaluation/report • Training of staff – agendas, notes and sign-in sheets • IEP meetings and assessments • Referral Conference • Other artifacts you deem appropriate			
Observation Notes:				

Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
1c: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for strengths available through the school or district.	Needs Improvement Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
Standard or Component Aligned to:	Alton Framework: 1d			
Evidence Examples:	• Completion of appropriate paperwork within established timelines • Dissemination/organizations and collection of appropriate materials for programming for individualized students • Emails to parents or staff • Workshops • Professional Development • CEU's • Other artifacts you deem appropriate			
Observation Notes:				

CLUSTER 2: RECORDS AND PROCEDURAL COMPLIANCE				
Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
2a: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has procedures for referrals, but details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear.	Procedures for all aspects of referral and testing protocols are developed and are clear to everyone.
Standard or Component Aligned to:	Alton Framework: 2c			
Evidence Examples:	• Domains paperwork • Referral criteria • RTI data • Attendance and participation at RTI meetings and referral conferences • Knowledge of appropriate evaluation tools specific to the child's needs • Other documents you deem appropriate			
Observation Notes:				

Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
2b: Maintaining accurate records	Unsatisfactory Psychologists records are in disarray; they may be missing, illegible, or stored in an insecure location.	Needs Improvement Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Excellent Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
Standard or Component Aligned to:	Alton Framework: 4c			
Evidence Examples:	• Copy of IEP's • Google calendar • Narrative of the filing system • IEP documentation • 504 plans as applicable • Other artifacts you deem appropriate			
Observation Notes:				

CLUSTER 3: DELIVERY OF SERVICES AND RESOURCES				
Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
3a: Responding to referrals; consulting with teachers and administrators	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist rarely consults with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral
Standard or Component Aligned to:	Alton Framework: 3a			
Evidence Examples:	- Copies of requests if available along with copies of referral paperwork - Copies of referral sign in pages - RTI meeting notes - Domains and/or meeting notes from referral/pre-assessment conference			
Observation Notes:				

Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
3b: Evaluating student needs in compliance with state guidelines.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established timelines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are followed.	Psychologist selects, from a broad range, those assessments that are most appropriate to the referral questions and communicates with colleagues to ensure that they fully understand procedural timelines and safeguards.
Standard or Component Aligned to:	Alton Framework: 3b			
Evidence Examples:	- Initial and/or reevaluation reports - Documentation of evaluation results and eligibility determination forms - Ie Point sheets - Domains and/or meeting notes from referral/pre-assessment conference - Assessment case log and/or relevant organizational tools			
Observation Notes:				

Not Observed	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c: Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing eligibility paperwork.	Psychologist assumes leadership of the evaluation team as a standard expectation.	Psychologist assumes leadership of the evaluation team and takes initiatives in assembling materials for meetings.
Standard or Component Aligned to:	Alton Framework: 3c			
Evidence Examples:	- Meeting agendas - IEP paperwork - Completed initial/re-evaluation cover sheet - Updated contact sheets - Ie Point sheet - Evidence of attempts at parent contact - Evidence of contact with teachers			
Observation Notes:				

CLUSTER 4: PROFESSIONAL RESPONSIBILITIES AND COMPETENCIES				
Not Observed	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Communicating with Families	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with family and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
Standard or Component Aligned to:	Alton Framework 4b			
Evidence Examples:	- Emails/narratives - Domain paperwork with documented signatures - Invitations - Permission slips - Log of parent meetings - IEP documentation - Phone logs - Other artifacts you deem appropriate			
Observation Notes:				

Not Observed ◯	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
4b: **Participating in a professional community**	Psychologist does not attend Professional Learning Communities or Professional Development opportunities	Psychologist attends PLCs and Professional Development opportunities when specifically requested	Psychologist attends PLCs and Professional Development opportunities as they are available. Psychologist is a member of a school team and participates in a leadership, RTI, PBIS, etc. team.	Psychologist attends and participates in PLCs and Professional Development opportunities as they are available. Psychologist is a member of a school team and participates in a leadership, RTI, PBIS, etc. team. Psychologist initiates opportunities to share resources and contribute to continued learning environment.
Standard or Component Aligned to:	Alton Framework: 4d			
Evidence Examples:	- Professional memberships - Professional Development - CEU's - Narratives of community involvement - Faculty meetings - Sharing resources – handouts, teaching materials, PowerPoints, websites, workshops - Conferences - Mentoring/sharing knowledge and resources - Presentation at PD Institute - Building relations in professional community - Collaboration with colleagues - School events/volunteering - Other artifacts you deem appropriate			
Observation Notes:				

ATTENDANCE				
	Unsatisfactory	Needs Improvement ◯	Proficient ◯	Excellent
Educator Attendance	NOT APPLICABLE	Educator exceeds the number of sick/personal days allotted and used unapproved dock days and/or educator fails to properly notify supervisor AND fails to enter absence(s) into the district's electronic employee system for reporting absences (currently eSchool Solutions)	Educator does not exceed the number of sick/personal days allotted or used unapproved dock days. Educator also properly notifies supervisor in a timely fashion AND enter absence(s) into the district's electronic employee system for reporting absences (currently eSchool Solutions)	NOT APPLICABLE
NOTES:				

Staff Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Observation Rubric for Art Therapist

Evaluation Rubric for Educator Professional Groups   PROFESSIONAL GROUP:_ Art Therapist_

	CLUSTER 1: PLANNING AND PREPARATION			
	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
1a: Establishing Goals for Art Therapy Services	The Art Therapist has entered goals in the IEP but they are not connected to recent assessment of student present level of functioning. the Art Therapist has multiple incidences with goals not being entered in a timely manner, and/or the goals are frequently not clearly worded or measurable.	The Art Therapist develops goals that address identified social emotional needs. The goals do not consistently connect to recent assessment of student present level of functioning, the goals were not entered in a timely manner, or the goals are not clearly worded or measurable.	The Art Therapist develops measurable goals that address identified social emotional needs and ensures timely entry of goals in student's IEP.	The art therapist exceeds proficient rating by including the student, guardian and IEP team's input in developing the goal. Documentation is presented in a manner that the student, guardian and IEP team can understand.
Standard or Component Aligned to:	Art Therapy Credential Board (ATCB) Code of Ethics: **1.2 Professional Competence and Integrity, 2.6 Measurement and Evaluation, 2.7 Documentation**			
Evidence Examples:	IEP Document, Observation in IEP meetings, Documentation of contact with students, parents, other stakeholders for purposes of assessment of needs.			
Observation Notes:				

	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
1b: Planning the Art Therapy Services	The Art Therapist is not prepared for the session. The art therapy space is not conducive or safe for therapeutic interventions. Planning and forethought is not evident in sessions observed.	The Art Therapist is not consistent in planning the session. While a plan may be evident, there are inconsistencies with the readiness of the art space for the session and/or it is unclear how the plan connects to the student's current presenting needs	The Art Therapist demonstrates awareness of the student's presenting needs and strengths and provides the appropriate structure, environment, and art material options to facilitate a productive session that address current IEP goals.	The art therapist exceeds proficient rating by following through with plans established in previous sessions. The Art Therapist demonstrates flexibility to incorporate student input or unanticipated changes to best meet the students' goals.
Standard or Component Aligned to:	Art Therapy Credential Board (ATCB) Code of Ethics: **1.1 Responsibility to Clients, 1.2 Professional Competence and Integrity, 2.6 Measurement and Evaluation 2.7 Documentation**			
Evidence Examples:	Observation of session, review of session documentation			
Observation Notes:				

	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
1c: Demonstrating knowledge of child and adolescent development, influence of culture, background and mental health disorders.	The Art Therapist demonstrates little to no knowledge of child and adolescent development and does not include the influence of culture, background and mental health disorders to determine student needs.	The Art Therapist demonstrates some knowledge and understanding of child and adolescent development and the influence of culture, background and mental health disorders to determine student needs and/or applies the knowledge inconsistently.	The Art Therapist demonstrates knowledge and understanding of child and adolescent development and the influence of culture, background and mental health disorders to determine student needs and applies the knowledge consistently.	The art therapist exceeds proficient rating by purposefully acquiring knowledge from multiple sources to address student needs and applies the knowledge consistently. The Art Therapist is a resource for the team when considering the impact of development, cultural, and mental health factors.
Standard or Component Aligned to:	Art Therapy Credential Board (ATCB) Code of Ethics- .1.1 **Responsibility to Client, 1.2 Professional Competence and Integrity**			
Evidence Examples:	Observation of session, IEP- present level of functioning/Goals/Objectives, Professional Development attended or provided, Art Therapy PLC Meetings Minutes (addressing client consultation), observation in all IEP, BIP/FBA, PLC team addressing case consultation.			
Observation Notes:				

CLUSTER 2: RECORDS AND PROCEDURAL COMPLIANCE				
	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
2a: Collecting and maintaining accurate and appropriate documentation	The Art Therapist does not adequately collect or maintain information. Reports contain inaccurate and/or insufficient information.	The Art Therapist does not consistently collect and complete documentation in a timely and professional manner. Information may be insufficient.	The Art Therapist collects and maintains accurate documentation and writes professional reports in a timely manner.	The Art Therapist exceeds the proficient rating by seeking input from variety of sources when available. Documentation is presented in a manner that the student, guardian and IEP team can understand.
Standard or Component Aligned to:	Art Therapy Credential Board (ATCB) Code of Ethics- **2.7 Documentation**			
Evidence Examples:	IEP, Art Therapist's Log of Progress, Documentation of contact with students, parents, other stakeholders for purposes of assessment of needs. Documentation for other school-based or profession based requirements ie: critical incident reports, isolated timeout/restraint documentation, documentation for mandated reporting.			
Observation Notes:				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c: Implementing and re-evaluating IEP goals and objectives.	The Art Therapist demonstrates significant inconsistencies in effectively articulating the student's present level of functioning, developing relevant goals and objectives, or completing in a timely manner.	The Art Therapist demonstrates some inconsistencies in effectively articulating the student's present level of functioning, developing relevant goals and objectives, or completing in a timely manner.	The Art Therapist develops a report on the student's present level of functioning that incorporates relevant strengths and areas needing support. The Art Therapist develops IEP goals and objectives that address identified needs in a timely manner.	The Art Therapist exceeds the proficient rating by involving the student and other stakeholders when possible to help develop and assess the progress of goals/objectives. Documentation is presented in a manner that the student, guardian and IEP team can understand.
Standard or Component Aligned to:	Art Therapy Credential Board (ATCB) Code of Ethics- **1.2 Professional Competence and Integrity, 2.6 Measurement and Evaluation ,2.7 Documentation**			
Evidence Examples:	Documentation for Data related to student input in goal development, IEP Goal Page, Data collected to inform goal development, Art Therapist's Log of Progress, Documentation of contact with students, parents, other stakeholders for purposes of assessment of needs.			
Observation Notes:				

CLUSTER 3: DELIVERY OF SERVICES AND RESOURCES				
	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Assessing student needs	There is little to no evidence of a consistent or effective plan for assessing needs for students entering services or for ongoing evaluation. The Art Therapist is not effective in articulating the needs of the student to the IEP team.	The Art Therapist's format for assessment is inconsistent. The Art Therapist is inconsistent in applying data to assess on going services for each student served.	The Art Therapist follows an established format for assessing student needs both at the point of initial assessment and for ongoing review of progress. The Art Therapist uses data from sessions conducted to support their assessment.	The Art Therapist exceeds the proficient rating by involving the student and other stakeholders when possible to help assess student needs. The Art Therapist is effective at articulating how the data and developmental, cultural, and mental health factors impact the assessment's recommendations.
Standard or Component Aligned to:	Art Therapy Credential Board (ATCB) Code of Ethics **1.1 Responsibility to Clients, 1.2 Professional Competence and Integrity, 2.6 Measurement and Evaluation**			
Evidence Examples:	Assessment Documentation, Art Therapy Referral Form, Documentation of contact with family/guardian, IEP Amendment (When applicable), Present level of functioning, goals and objectives (when goals are added), Data collected to inform goal development, Art Therapist's Log of Progress, Documentation of contact with students, parents, other stakeholders for purposes of assessment of needs.			
Observation Notes:				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b: Creating Environment of Safety, Respect and Positive Therapeutic Rapport.	The Art Therapist is not demonstrating the basic therapeutic skills to establish and maintain a safe, respectful and positive therapeutic rapport.	The Art Therapist promotes safety, respect and positive therapeutic rapport, but has some observed inconsistencies in certain settings or with certain individuals.	The Art Therapist is consistently promotes safety, respect and positive therapeutic rapport in all settings.	The Art Therapist exceeds the proficient rating by involving the students in contributing to safety, respect and positive rapport. The Art Therapist is effective and professional in advocating for a culture of safety, respect and positive rapport with all students and the school team.
Standard or Component Aligned to:	Art Therapy Credential Board (ATCB) Code of Ethics- **1.1 Responsibility to Clients 1.2 Professional Competence and Integrity, 2.1 Confidentiality, 2.2 Use and reproduction of Client Art Expression and Therapy sessions**			
Evidence Examples:	Observation of session. Observation of Art Therapist in meetings and interacting within the school community.			
Observation Notes:				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c: Using Art Therapy Counseling Techniques in Sessions	The Art Therapist does not effectively employ art therapy-based and other verbal/non-verbal counseling interventions and there are some significantly and concerning inconsistencies in what the students present as needs and strength and what the Art Therapist attempts to apply as intervention in the session. The Art Therapist has significant difficulty articulating how interventions employed met current therapeutic goals or objectives.	The Art Therapist employs art therapy-based and other verbal/non-verbal counseling interventions but there is some observed inconsistencies in what the students present as needs and strength and what the Art Therapist attempts to apply as intervention in the session. The Art Therapist has some difficulty articulating how interventions employed met current therapeutic goals or objectives.	The Art Therapist effectively applies art, verbal and non-verbal counseling interventions to address the student(s)' presenting needs and strengths. The Art Therapist is capable of articulating how the interventions provided in the session were tied to relevant therapy goals.	The Art Therapist exceeds the proficient rating by remaining attuned to the student. The art therapist demonstrates clinical flexibility to reassess and respond with appropriate interventions based on the student's present level of functioning. When clinically appropriate the art therapist considers the student's input in developing and evaluating the session.
Standard or Component Aligned to:	Art Therapy Credential Board (ATCB) Code of Ethics- **1.1 Responsibility to Client, 1.2 Professional Competence and Integrity, 2.1 Confidentiality, 2.2 Use and reproduction of Client Art Expression and Therapy sessions**			
Evidence Examples:	Observation of session. Observation of Art Therapist in meetings and interacting within the school community.			
Observation Notes:				

CLUSTER 4: PROFESSIONAL RESPONSIBILITIES AND COMPETENCIES			
Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
4a: Following Routines for Scheduling and Providing Sessions	The Art Therapist is struggling to develop, maintain and communicate a clear schedule that meets the student's basic service as planned on the IEP.	The Art Therapist is inconsistent in developing and maintaining a schedule or communicating when a change in schedule impacts a student or classroom.	The Art Therapist develops and maintains a schedule that the students and the school staff can rely on. The Art Therapist effectively communicates with staff and students when there are schedule changes.	The Art Therapist exceeds the proficient rating by having an effective system for managing time. The Art Therapist collaborates with all stakeholders to ensure whenever possible that the student's art therapy sessions are provided at the most supportive and least academically disruption part of their day. The Art Therapist shows flexibility when possible to change an established routine if in the best clinical interest of the student

Standard or Component Aligned to:	Art Therapy Credential Board (ATCB) Code of Ethics- **1.1 Responsibility to Client, 2.1 Confidentiality**
Evidence Examples:	Therapist schedule. Observation of session. Observation of Art Therapist in meetings and interacting within the school community. Emails that address scheduling with staff or parents. Log of services that show sessions provided. Documentation of contact with students, parents, other stakeholders for purposes of assessment of needs
Observation Notes:	

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
4b: Collaborating with Families, Teachers, Administrators and Other Service Providers	The Art Therapist does not have a clear communicated plan for contacting and is often unavailable to stakeholders for questions and planning. The Art Therapist makes no attempt to make an initiate contact with stakeholders and highly inconsistent in responding when stakeholders attempt to contact or collaborate.	The Art Therapist's options for communication are not always clear. The Art Therapist's responses to efforts by others to communicate or collaborate are inconsistent.	The Art Therapist is consistently available to all stakeholders for questions and planning and clearly communicates options for how to reach them. The Art therapist responds to requests for collaboration in timely manner.	The Art Therapist exceeds the proficient rating by employing a variety of appropriate ethical communication avenues. The Art Therapist sets up and/or attends meetings when direct contact with stakeholder is needed. During collaborations, the Art Therapist's contribution is strength based and fosters a positive relationships for the growth of the student.

Standard or Component Aligned to:	Art Therapy Credential Board (ATCB) Code of Ethics- **1.1 Responsibility to Client, 1.2 Professional Competence and Integrity, 2.1 Confidentiality**
Evidence Examples:	PLC and other meeting Minutes that involve team members/IEP team. Documentation in Student file of parent contact. Emails with parents or staff discussing or scheduling consultations. Observation of the Art Therapist collaborating in meeting with team members or other stakeholders.
Observation Notes:	

	Unsatisfactory	Needs Improvement	Proficient	Excellen
4c: Organizing Physical Space Ensuring Art Materials are Accessible and In Working Condition	The Art Therapy space does not appear to be organized, safe and/or conducive for therapeutic interventions. The Art Therapist is unable to access needed tools or materials due to issues with organization and planning and not due to factors out of the Art Therapist's control.	The Art Therapy space has elements that are conducive for therapeutic art interventions, but are not organized in a way that allows full access to opportunities for all students.	The Art Therapy space is generally organized and conducive for therapeutic art interventions. The Art Therapist communicates professionally regarding supply/material needs in a timely manner.	The Art Therapist exceeds the proficient rating by promoting students to be part of keeping the space, safe, respectful and organized. The Art Therapist collaborates with the district to find creative and cost effective ways to acquire additional materials.
Standard or Component Aligned to:	Art Therapy Credential Board (ATCB) Code of Ethics- **1.1 Responsibility to Client, 1.2 Professional Competence and Integrity**			
Evidence Examples:	Observation of art room space and accessibility of materials during session. Interview of Art Therapist regarding practices and safety or clinical consideration for how materials are stored and made accessible. Evidence verbal prompts or visuals in the art room to assist the student with maintaining save space. Emails with administration regarding space/materials.			
Observation Notes:				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d: Engaging in Professional Development and Participating in the Professional Community.	The Art Therapist does not attend required school/district meetings and/or other professional development opportunities.	The Art Therapist inconsistently attends required school/district meetings. The Art Therapist does not actively participate in the meetings.	The Art Therapist attends required school-based meetings and/or other professional development opportunities. The Art Therapist actively participates in the meetings and contributes to mandatory school functions.	The Art Therapist exceeds the proficient rating by serving as a mental health resource and support for the district. The Art Therapist shares information gained from recent trainings with the team. The Art Therapist promotes a positive school environment for the students, staff and families who are in the school building.
Standard or Component Aligned to:	Art Therapy Credential Board (ATCB) Code of Ethics- **1.1 Responsibility to Client, 1.2 Professional Competence and Integrity**			
Evidence Examples:	Handouts and Agendas from Trainings; CEU certificates, Evidence of shared information in PLC meeting minutes			
Observation Notes:				

ATTENDANCE				
	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
Educator Attendance	**NOT APPLICABLE**	Educator exceeds the number of sick/personal days allotted and used unapproved dock days and/or educator fails to properly notify supervisor AND fails to enter absence(s) into the district's electronic employee system for reporting absences (currently eSchool Solutions)	Educator does not exceed the number of sick/personal days allotted or used unapproved dock days. Educator also properly notifies supervisor in a timely fashion AND enter absence(s) into the district's electronic employee system for reporting absences (currently eSchool Solutions)	**NOT APPLICABLE**

NOTES:

_____   _____
Educator's Signature   Administrator's Signature

_____   _____