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August 2017

Dear School District 104 Teacher:

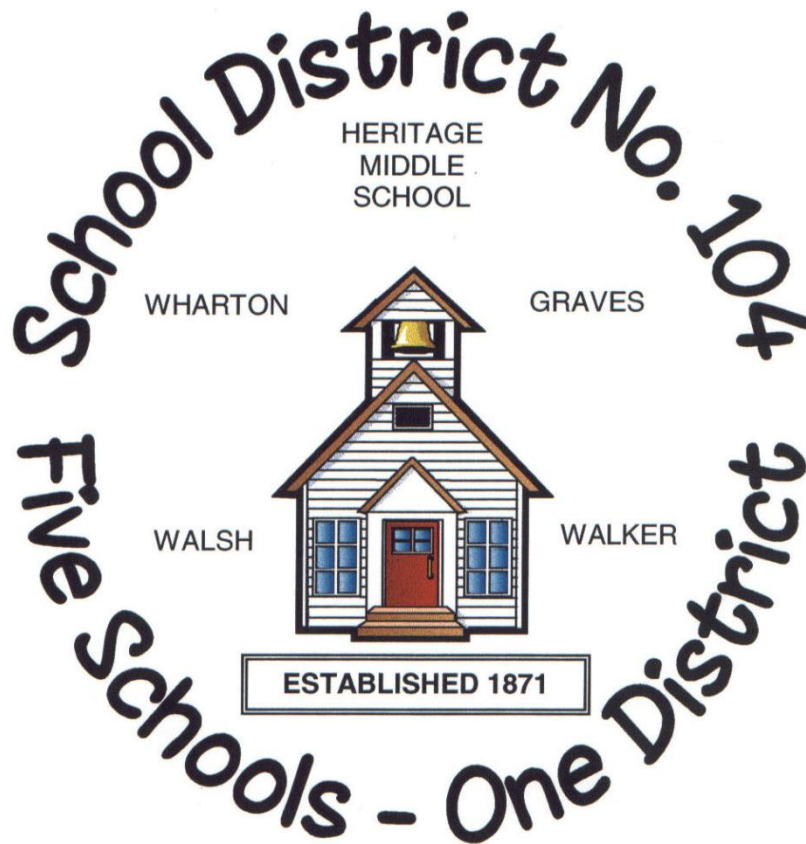
Pursuant to Performance Evaluation Reform Act (PERA), teachers are to receive written notification of the evaluation no later than the first day of student attendance. The notification is to include the student growth rubric, professional growth rubric, scoring matrix, and identification of the mandatory four rating levels that will be used.

Please consider this letter and the enclosed evaluation packet as meeting the PERA notification requirements. The four rating levels that will be used in your 2017-18 School year evaluation include: Excellent, Proficient, Needs Improvement, and Unsatisfactory. Please note that this year 30% of your final rating will be based upon student growth.

If you are being evaluated this year, your assigned evaluator will contact you after the start of the school year to schedule your observations.

Sincerely,

Dr. Troy J. Whalen  
Superintendent



# Teacher Evaluation Tool

# Teacher Evaluation Tool

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# Introduction

Cook County School District 104 has cooperatively developed this Teacher Evaluation Tool with teachers and administrators to assist evaluators and teachers through the teacher evaluation process. The evaluation is based upon professional practice and measures of student growth. Professional practice will be evaluated as described by the four domains presented by Danielson in her book *Frameworks for Education*. In accordance with PERA teacher evaluations shall include a student growth rating as part of their overall performance rating. In 2017-18, and thereafter, student growth will represent 30% of a teacher’s total performance evaluation. Timelines for the teacher evaluation and those who will be evaluated this year is defined in the current collective bargaining agreement between the Board of Education and the Union and will be followed as illustrated below.

<b>All Probationary Teachers and Tenured Teachers Rated “Needs Improvement/Unsatisfactory” on Prior Year’s Evaluation (Every Year)</b>	<b>Tenured Teachers Rated “Excellent/Proficient” on Prior Year’s Evaluation (At Least Once Every 2 Years*)</b>
<p><b>Notification by First Day of School</b> At least 3 observations: 2 Formal Observations including: Pre-Conference Observation Post Observation Conference, and 1 Informal Observation</p> <p><b>Summative Conference: <u>On, or before, April 1st</u></b></p>	<p><b>Notification by First Day of School</b> At least 2 observations: 1 Formal Observation including: Pre-Conference Observation Post Observation Conference , and 1 Informal Observation</p> <p><b>Summative Conference: <u>On, or before, April 1st</u></b> <small>*Tenured teachers can be put back on cycle only if significant concerns arise, or have been observed since the last evaluation.</small></p>

## How to Use the Forms in This Booklet

This booklet contains forms that will be used by all teachers and evaluators as part of the teacher evaluation process. The chart below identifies form and the purpose of each.

<b>Teacher Forms</b>	
<b>Document</b>	<b>Purpose</b>
Self-Assessment Reflection Form	Teacher(s) shall use this form to reflect upon their strengths and weaknesses as it relates to Danielson’s four domains.
Formal Pre-observation Form	Teacher(s) shall complete prior to formal observation meeting with evaluator to assist in the discussion of learning objectives and lesson goals.
Formal Observation Lesson Plan	Teacher(s) shall complete prior to formal observation meeting with evaluator to provide an overview of the lesson to be observed.
Teacher Post-observation Form	Teacher(s) shall complete this form within 5 working days of the observation.
SLO Form	Teacher(s) shall complete if they elect to use an SLO as the assessment type to measure student growth.
Mid-point Evaluation Form	Teacher(s) shall complete for each SLO used to measure student growth.
<b>Evaluator Forms</b>	
<b>Document</b>	<b>Purpose</b>
Pre-evaluation Form	Evaluator shall complete this form with the teacher’s input during the pre-evaluation conference held at the beginning of each evaluation cycle.
Post-observation Feedback	Evaluator shall complete this form after each formal observation and provide a copy to the teacher.
Final Rating Scoring Tool	Evaluator shall use this tool to summarize the formal observations and provide a final evaluation rating for that cycle.
Final Summative Conference Form	Evaluator shall use this form to record the final evaluation rating and provide a copy to the teacher during the summative conference.

**Part 1**

**Professional Practice Component**

## Teacher Self-Assessment Reflection Form *(Required)*

Identify at least one strength and one area for development within each Domain of the *Danielson Framework for Teaching*. Use prior evaluations and other data to provide rationale as to why you selected these competencies. Record the areas for development and strengths in the appropriate box based upon the domains to which they align. The areas that you identify will prepare you for the pre-evaluation conference meeting you will have with your evaluator.

Domain	Strength	Area for Development
<b>Domain 1</b> Planning and Preparation		
<b>Domain 2</b> The Classroom Environment		
<b>Domain 3</b> Instruction		
<b>Domain 4</b> Professional Responsibilities		

**(Optional)**

**Individual Criterion Ratings:** rank your performance on each criterion on a scale from 1-4 with 1 being the least successful and 4 being the most successful, based upon Domains 2 & 3 above.

- Engages students in work that develops higher level thinking skills: \_\_\_\_*
- Checks for student understanding and responds to student misunderstandings: \_\_\_\_*
- Differentiates instruction for student needs by employing a variety of instructional strategies: \_\_\_\_*
- Facilitates organized, student-centered, objective driven lessons: \_\_\_\_*
- Communicates content and concepts to students: \_\_\_\_*
- Maximizes instructional time: \_\_\_\_*
- Designs lesson plans, units, and assessments: \_\_\_\_*
- Collects, tracks, and uses student data to drive instruction: \_\_\_\_*
- Develops student learning goals: \_\_\_\_*
- Students actively participating in lesson activities: \_\_\_\_*
- Promotes high academic expectations for students: \_\_\_\_*
- Builds a positive, respectful classroom environment: \_\_\_\_*
- Sets and implements discipline management procedures: \_\_\_\_*

**Individual Criteria Ratings:** Rank your performance on each criterion on a scale from 1-4 with 1 being least successful and 4 being most successful, based upon Domains 1 & 4 above.

- Complies with policies and procedures at school: \_\_\_\_*
- Treats colleagues with respect throughout all aspects of work: \_\_\_\_*
- Complies with teacher attendance policies: \_\_\_\_*
- Dresses professionally according to school policy: \_\_\_\_*
- Collaborates with colleagues: \_\_\_\_*
- Implements school rules: \_\_\_\_*
- Communicates with parents throughout the year: \_\_\_\_*
- Seeks feedback in order to improve performance: \_\_\_\_*
- Participates in professional development and applies learning: \_\_\_\_*

**1. Summarize:** Briefly summarize the top priority area from Domain 2 & 3 ranking and Domain 1 & 4 ranking (two total items) that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority area of growth and how focusing on these development areas will help you improve as a professional. These areas of development will be the basis for discussion during the pre and post observation conferences.

**2.** Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, major program change, new management structure, etc.)?

## Evaluator Pre-evaluation Conference Form *(required)*

This form should be completed by the evaluator during the Pre-evaluation Conference meeting conducted prior to the start of each evaluation cycle.

Name of Teacher:		Assignment:	
Evaluation Period:		Date of Conference:	
Name of Evaluator:		Evaluator Title:	
Establishment of Performance Goals		Criteria for Goal Evaluation	
Teacher Signature:		Evaluator Signature:	
Date:		Date:	



## Teacher Formal Pre-observation Form *(required)*

The teacher should complete this form and attach a completed “Formal Observation Lesson Plan Template” at least 2 working days prior to the Pre-observation Conference. (If an evaluator cancels an observation teachers will only be required to provide an oral update prior to the rescheduled observation regarding the lesson to be observed. Teachers will not be required to amend this form.)

Name of Teacher:	
School:	
Grade Level/ Subject(s):	
Name of Observer:	
Date of Pre-observation Conference:	
Date of Formal Classroom Observation:	
Type of Lesson:	
Learning Outcomes: (1c)	

Evidence will be gathered in all components in domains 2 and 3, however, there might be specific components where additional feedback is requested. Which specific components within domains 2 and 3 would you like the observer to pay special attention to during the lesson?

Component Focus:	Domain 2 :	Domain 3:
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**Pre-observation Conference Interview:** In preparation for your formal observation, please answer the questions below and attached the appropriate lesson plan and any other supportive materials.

1. What learning objectives or standards will you target during the class?
2. How will you know if students are mastering/have mastered the objective?
3. Is there anything you would like the observer to know about this class in particular?
4. Are there any skills or new practices you have been working on that the observer should look for?

## Teacher Formal Observation Lesson Plan *(required)*

The teacher should complete this form and submit it to the evaluator 2 working days prior to the formal observation.

Name of Teacher:	
School:	
Grade Level/Subject(s):	
Name of Evaluator:	
Date of Scheduled Observation:	
Type of Lesson:	
Illinois State Standards:	

Throughout the lesson plan, demonstrate knowledge of content and structure of the discipline you teach.  
**(1a: Demonstrating Knowledge of Content and Pedagogy)**

Prompt	Evidence
Describe any unique characteristics of the students in the class. <b>(1b: Demonstrating Knowledge of Students)</b> <ul style="list-style-type: none"> <li>• Student background</li> <li>• Cultures</li> <li>• Skills</li> <li>• Language proficiency</li> <li>• Interests</li> <li>• Use of knowledge to differentiate</li> </ul>	
State your instructional goals and objectives for this lesson. <b>(1c: Setting Instructional Outcomes)</b> <ul style="list-style-type: none"> <li>• What do you expect students to learn?</li> <li>• How will they demonstrate their learning?</li> <li>• How will you modify for individual student needs?</li> <li>• How do goals support state standards?</li> <li>• Do goals link to other disciplines?</li> </ul>	

<p>What resources are available to you to enhance your students' experiences during this lesson?  <b>(1d: Demonstrating Knowledge of Resources)</b></p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Resources in and beyond School</li> <li>• Professional Organizations</li> <li>• Community experts</li> </ul>	
<p>Outline your instructional plan for this lesson.  <b>(1e: Designing Coherent Instruction)</b></p> <ul style="list-style-type: none"> <li>• Coordinate knowledge of content, students and resources.</li> <li>• Maintain clear structures</li> <li>• Captivate students for substantial learning</li> <li>• Differentiate where appropriate</li> <li>• Include time elements</li> <li>• Describe use of instructional grouping</li> <li>• Describe materials/resources to be used</li> </ul>	<p><i>(attach separate page if needed)</i></p>
<p>How do you plan to assess the students' attainment of this lesson's goals?  <b>(1f: Designing Student Assessments)</b></p> <ul style="list-style-type: none"> <li>• Describe procedures you will use</li> <li>• Align with instructional outcomes found in (1c)</li> <li>• Adapt for individuals as needed</li> <li>• Present a plan for using assessment results</li> </ul>	

## Teacher Post-observation Form *(required)*

Teachers are to complete this form within 5 working days of the observation and supply a copy to the evaluator at the conclusion of the meeting.

Name of Teacher:	
School:	
Grade Level/Subject(s):	
Evaluator:	
Date of Post-observation Conference:	

1. What went well?
2. What didn't go so well?
3. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? (If not, why do you think it did not go as planned?)
4. If you were to teach this lesson again, what would you do differently?
5. Did the results of this lesson influence, or change your planning for future lessons?

## Evaluator Formal/Informal Classroom Observation Feedback Form *(required)*

This form should be completed by the evaluator after each observation and shared with the teacher within 10 working days of the formal classroom observation.

Name of Teacher: _____ Name of Evaluator: _____ Date of Observation _____ / _____ / _____	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
<b>DOMAIN 1: PLANNING AND PREPARATION</b>				
1a: Demonstrating Knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessment				
<b>Overall rating for DOMAIN 1</b>				
<b>DOMAIN 2: CLASSROOM ENVIRONMENT</b>				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
<b>Overall rating for DOMAIN 2</b>				
<b>DOMAIN 3: INSTRUCTION</b>				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
<b>Overall rating for DOMAIN 3</b>				
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
4a: Reflecting on teaching				
4b: Communicating with families				
4c: Participating in a professional community				
4d: Growing and developing professionally				
4e: Showing professionalism				
<b>Overall rating for DOMAIN 4</b>				

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

**Teacher Signature:** \_\_\_\_\_ **Evaluator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Professional Practice Summative Rating Guide

The evaluator will use this guide when completing the “Final Summative Rating Form” prior to the Summative Conference. The evaluator should use all evidence collected, which will include: documentation from formal observations, informal observations, conferencing, and any additional evidence the teacher has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible before making any conclusions. The evaluator will follow the process below to complete the scoring table:

**Gather and assess evidence for each domain.** At the end of the observation cycle, the assigned evaluator will assess all the evidence available for a given teacher to rate a teacher using the new Summit Teachers Evaluation Tool.

**Use component ratings to establish overall domain ratings.**

- **Excellent:** A teacher will receive a domain rating of *Excellent* if the teacher has received *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient:** A teacher will receive a domain rating of *Proficient* if the teacher received no more than one component rated *Needs Improvement*, with the remaining components rated *Proficient* or *Excellent*.
- **Needs Improvement:** A teacher will receive a domain rating of *Needs Improvement* if the teacher received one *Unsatisfactory* component rating or two *Needs Improvement* component ratings.
- **Unsatisfactory:** A teacher will receive a domain rating of *Unsatisfactory* if more than one component is rated *Unsatisfactory*.

**Summative Rating Examples:**

## Excellent

- Domain 1: Planning and Preparation has six components 1a-1f. If the teacher receives 3 *Excellent* and 3 *Proficient* ratings on the components in this domain, he or she will receive a domain rating of *Excellent*.
- Domain 2, Domain 3 and Domain 4 each has 5 components-2a-2e, 3a-3e, and 4a-4e. If a teacher receives 3 *Excellent* ratings and 2 *Proficient* ratings on the components in domains 2, 3, or 4, he or she will receive a domain score of *Excellent*.

## Proficient

- If the teacher receives 2 *Excellent* ratings and 4 *Proficient* ratings in Domain 1, the teacher will receive a domain rating of *Proficient*. If the teacher receives 2 *Excellent* component ratings, 3 *Proficient* ratings and 1 *Needs Improvement* component rating in Domain 1, the teacher will receive a domain rating of *Proficient*.
- If the teacher receives 2 *Excellent*, 2 *Proficient*, and 1 *Needs Improvement* component rating in domain 2, domain 3, or domain 4, he or she will receive a score of *Proficient*.

## Needs Improvement

- If the teacher receives 1 *Excellent* component rating, 3 *Proficient* component ratings, and 2 *Needs Improvement* component ratings in domain 1, he or she will receive a *Needs Improvement* domain rating.
- If the teacher receives 1 *Excellent* component rating, 2 *Proficient* component ratings, and 2 *Needs Improvement* component ratings in domain 2, domain 3, or domain 4, he or she will receive a domain rating of *Needs Improvement*.
- If the teacher receives 2 *Excellent* component ratings, 1 *Proficient* component rating, and 2 *Needs Improvement* component ratings in domain 2, domain 3, or domain 4, the teacher will receive a domain rating of *Needs Improvement*.

## Unsatisfactory

- If the teacher receives 1 *Excellent* component rating, 3 *Proficient* component ratings, and 2 unsatisfactory component ratings in domain 1, he or she will receive an *Unsatisfactory* domain rating.
- If the teacher receives 1 *Excellent* component rating, 1 *Proficient* component rating, 1 *Needs Improvement* component rating, and 2 *Unsatisfactory* component ratings in domain 2, domain 3, or domain 4, the teacher will receive a domain rating of *Unsatisfactory*.

**Use domain ratings to establish a final teacher practice rating.** To roll-up domain ratings into one final teacher practice rating, evaluators will use the following operating principals as established by the evaluation committee. Use the wording in the final summative rating scoring tool to determine each teachers summative rating score per evaluation and for the final summative rating.

Non tenured teachers may have 4 different evaluations. Use the summative rating for each to determine the overall rating. If Teacher X had 1 evaluation with an overall rating of excellent, 2 overall evaluation ratings as proficient, and 1 overall evaluation rating was needs improvement, they would receive a proficient score as their final summative rating.

**Excellent** = A teacher will receive a final teacher practice rating of *Excellent* if at least half of (or two of) the domains, with the remaining domains rated no lower than *Proficient*.

**Proficient** = A teacher will receive a final teacher practice rating of *Proficient* if no more than one domain was rated *Needs Improvement*, with the remaining domains rated at *Proficient* or *Excellent*.

**Needs Improvement** = A teacher will receive a final teacher practice rating of *Needs Improvement* if one domain is rated *Unsatisfactory*, or more than one domain is rated *Needs Improvement*.

**Unsatisfactory** = A teacher will receive a final teacher practice rating of *Unsatisfactory* if more than one domain is rated *Unsatisfactory*.

**Part 2**

**Student Growth Component**



# Student Growth Assessment Types

Assessments to be used to measure student growth must fall within one of three categories listed below in table 1.1. (23 IL Admin Code 50.110)

Table 1.1

Student Growth Assessments		
Assessment Type	Description	Example Assessments
I	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	MAP, PARCC, STAR Reading
II	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.	Common Core Assessment, Text Book Unit Tests, Grade Level Tests
III	Any assessment that is rigorous, that is aligned to the course curriculum, and the qualified evaluator and teacher determine measure student learning in that course.*	Teacher Created Tests (SLO), Textbook Unit Tests,
* A Type I or a 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.		

## Assessment Assignment

Both teacher and evaluator will discuss the assigned student growth assessments listed in Table 1.2 during the pre-evaluation conference. Teachers must select, and administer, two assessments during the evaluation cycle (*please note the two assessments may be of the same type or they may be a combination of types*).

Table 1.2 Student Growth Assessment Assignment

Teacher Category	Type I Assessment	Type II Assessment	Type III Assessment
Pre-Kindergarten	NA	Grade Level Test	SLO
K-5 Classroom	MAP, STAR	Textbook, Grade Level Test	SLO
K-5 Resource	MAP, STAR	Textbook, Grade Level Test	SLO
6-8 Classroom	MAP, STAR	Textbook, Grade Level Test	SLO
6-8 Resource	MAP, STAR	Textbook, Grade Level Test	SLO
Specials (PE, Health Art, Music , Technology)	MAP, STAR	NA	SLO
Dual Language	MAP, STAR	NA	SLO

If a teacher elects to use the MAP assessment, the student projected growth goal (*published on the fall test report*) from NWEA will be used to measure student growth between fall and winter testing sessions. The number of students meeting their projected growth goal will be divided by the total number of students

included in the measurement group to determine the percentage of students that met their projected growth goal.

For example, if a teacher is assessing 20 students in the area of reading and 15 students met their growth targets between fall and winter, the percentage of students that met their growth goal would be 75% (15 divided by 20). This would mean that 75% of the students in this class met their growth target in reading. If the teacher elects to use Student Learning Outcomes (SLO) they must be designed to be at least 4 weeks in duration.

## Student Growth Expectations

All students are expected to make measured growth during the course of an academic quarter, semester, or unit of study. For the purposes of the performance evaluation the following student growth gains will result in the corresponding points in Table 1.3 below. *23 IL Admin Code 50.110 Item (b) 4*

Table 1.3	
Student Growth Scoring Rubric	
% Students that Made Goal	Point Value
< 24%	1
25-49%	2
50 -74%	3
75% >	4

## Measurement Model Form *(required)*

The following Measurement Model Form will be used to determine student growth. Teachers shall complete the Measurement Model for each assessment selected. Teachers using MAP tests shall measure student growth between the fall and winter test administration and SLOs must be at least 4 weeks in duration. The measurement model must employ multiple data points and analyze two or more assessment scores to identify a change in a student’s knowledge or skills over time. For each data point, assessments may be different, but must address the same instructional content. (23 IL Admin Code 50.30 and 50.110 (b & c))

### Measurement Model Form

Target Population & Growth Measure						
Assessment 1						
Student ID	Pre-Test Score	Post-Test Score	Growth Goal	Actual Growth	95% Attendance (Y/N)	Made Goal (Y/N)
Totals						
% M/E						
Assessment 2						
Student ID	Pre-Test Score	Post-Test Score	Growth Goal	Actual Growth	95% Attendance (Y/N)	Made Goal (Y/N)
Total						
% M/E						

Teachers and evaluators will discuss and identify the students to be assessed during the pre-evaluation conference taking into account student characteristics (e.g. special education placement, English language learners, and low income populations).

- A minimum of 15 students, or 50% of the students assigned to the teacher (whichever is less), shall be included in the assessment to measure student growth.
- Students must be enrolled prior to the pre-test and be present for 95% of the days/classes enrolled during the identified instructional unit to be included in the student growth measure.

## **Type III Assessment (SLO) Teacher Guide**

If a Type III assessment is to be used, a completed Student Learning Outcomes (SLO) form will be shared during the pre-evaluation conference. Type III Assessments will include the following: teacher created assessments, assessments provided by text book 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 are in a school. *For the 2015-16 school year only, teachers required to use two Type III assessments may be allowed to administer only one Type III assessment.*

### **Student Learning Objectives (SLO) Template**

A Student Learning Objective (SLO) is a detailed process used to organize evidence of student growth over a specified period of time. The SLO process is appropriate for use in all grade levels and content areas and establishes meaningful goals aligned with curriculum, instruction, and assessment. This template guides teachers and evaluators through a collaborative SLO process. Teachers who are required to use a Type III assessment shall complete the template below for each SLO submitted. *(23 IL Admin Code 50.110 Item (b) 3A & (b) 3B)*

## Cook County School District 104 SLO Form *(required if using SLO)*

Directions: teachers and evaluators are to complete all sections of this form. A copy of the completed form shall be attached to the teachers' evaluation. Any changes to the SLO during the evaluation cycle must be mutually agreed upon by both the teacher and the evaluator.

### Educator information

Academic Year	
Educator Name	
School Name	

### Planning Information

Course/Subject Name	
Grade Level	
Interval of Instruction	

### Timeline and Sign-Off

Evaluator Name/Title	
Initial SLO Evaluator Sign-Off	
Midcourse Check-in Sign Off	
Description of changes made during the Midcourse check-in:	
Due Date of Final SLO	

### Element #1 Learning Goal

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment. The learning goal encompasses a big idea that integrates multiple content standards.

Domain 1 Planning & Preparation

1a Demonstrating Knowledge of Content and Pedagogy

1c Setting Instructional Outcomes

1e Designing Coherent Instruction

Domain 3: Instruction

3c Engaging Students in Learning

Describe the Learning Goal	
What big idea is supported by the learning goal?	
Which content standards are associated with this big idea?	
Describe the student population	
Describe the instruction and strategies you will use to teach this learning goal. <i>Be specific</i>	
Identify the time span for teaching the learning goal ( <i>e.g. daily class -45 minutes for the entire school year</i> )	
Explain how this time span is appropriate and sufficient for teaching the learning goal.	

### Questions to guide discussion:

1. Why is this learning goal important and meaningful for students to learn?
2. In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured (e.g. cognitive complexity)

### Element #2

Assessments and scoring procedures should be used to support and measure the learning goal. Consider how the assessment and scoring procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.

Domain 1 Planning & Preparing  
 1d Demonstrating Knowledge of Resources  
 1f Designing Student Assessments

Domain 3: Instruction  
 3d Using Assessment in Instruction

Describe the assessment and scoring procedures (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students' understanding of the learning goal.	
Describe how the assessments and scoring procedures may be differentiated to meet the needs of all students described in the student population.	
Explain how student performance is defined and scored using the assessments. Include the specific rubric and /or scoring criteria to be used.	

**Questions To guide discussion:**

1. How often will you collect data to monitor student progress toward this learning goal?
2. How will you use this information to monitor student progress and to differentiate instruction for all students?

**Element #3 Expected Growth Targets**

In order to identify expected growth targets, educators must first identify student's actual performance through a review of available data reflecting students; stating points (i.e. baseline) concerning the learning goal. After the expected growth targets are identified, both the teacher and evaluator should reflect on whether the growth targets are ambitious, yet realistic for students to achieve in the specified time period.

**Domain 1 Planning & Preparing**

1b Demonstrating Knowledge  
 1c Setting Instructional Outcomes

Identify the actual performance (e.g. test scores, performance tasks, etc.) to establish starting points (i.e. baseline) for students.	
Using students' starting points (i.e. baseline) identify the number of percentage of students expected at each growth target based on their assessment performance(s) (i.e. expected growth). Be sure to include any appropriate sub-groups.	

**Questions to guide discussion:**

Describe the courses, assignments, and/or experiences used to establish starting points and expected outcomes for students' understanding of the learning goal (i.e. baseline)

**Element #4 Actual Outcomes**

**Domain 3: Instruction**

3e Demonstrating Flexibility & Responsiveness

**Domain 4: Professional Responsibilities**

4a Reflecting in Teaching  
 4b Maintaining Accurate Records

Record the actual number of percentage of students who achieved the student growth targets. Be sure to include any appropriate sub-groups.	
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Please provide and comments you wish to include about the actual outcomes...

**Required for Evaluator**

Explain how the actual number of percentage of students who achieved student growth targets translates into an appropriate teacher rating	
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**Element #5 Teacher Rating**

Unsatisfactory	1	0-24% of students met the indicated growth target(s).
Needs Improvement	2	25 to 49% of students met the indicated growth target(s).
Proficient	3	50 to 74% of students met the indicated growth target(s).
Excellent	4	75-100% of students met the indicated growth target(s).
Date:		Teacher Signature:
Date:		Evaluator Signature:

# SLO Student Growth Statement [Sample]

## Individualized Growth Target

The following sample is used when growth targets are individualized for each student based on the pre assessments score. In Figure 1, growth is based on the formula which requires students to grow by increasing 35% of their potential growth.

Figure 1

### **SLO Statement Example:**

From August 20xx to April 20xx, 100% of third grade reading students will improve their knowledge of vocabulary and comprehension skills as measured by the ABC School Third Grade Reading SLO Assessments. Students will increase from their pre assessment scores to these post assessment scores as follows:

The minimum expectation for individual growth is based on the formula which requires each student to grow by increasing his/her score by 35% of his /her potential growth.

$$\text{Pre-Assessment Score} + [(100 - \text{Pre-Assessment Score}) \times \text{Expected Growth}] = \text{Target}$$

Example calculation using a student's score of **40** on a reading Pre-Assessment:

$$40 + [(100-40) \times 0.35]$$

$$40 + [60 \times 0.35]$$

$$40 + 21 = \mathbf{61}$$

A score of **61** is the expected growth target for the Post –Assessment for this student.





## Teacher Growth Score Tool *(for evaluator use only)*

The evaluator will use the data obtained in Table 1.5 to complete the scoring rubric (Table 1.6) to provide the teacher with a student growth score to be included in the calculation of the teachers final evaluation rating *23 IL Admin Code 50.110 Item (d)*. Evaluator shall transfer the calculated student growth score in table 1.6 to the teacher's Final Summative Conference Form.

Table 1.6

Student Growth Scoring Rubric				
% Students that Made Goal	Points	Assessment 1	Assessment 2	Average (1+2)/2
< 24%	1			
25-49%	2			
50 -74%	3			
75% >	4			
			Total	

## Final Summative Rating Calculation Example

Use this table to determine the point equivalency for the evaluation.

Professional Practice (70%)		Student Growth (30%)	
Excellent	4 Points	75% >	4 Points
Proficient	3 Points	50 -74%	3 Points
Needs Improvement	2 Points	25-49%	2 Points
Unsatisfactory	1 Point	< 24%	1 Point

If “Teacher A” received an overall score of excellent on his/her professional practice portion of the evaluation, they would be assigned a score of 4 points. You would then multiply this score by .70, as professional practice counts as 70% of the overall teacher rating.

Example:  $4 \times .70 = 2.8$  [(2.8) would then be entered under section (A) as the total summative score for professional practice]

If 25-49% of “Teacher A’s” students meet their growth expectations on the first assessment and 50-74% of his/her students meet their growth expectations on the second assessment, “Teacher A” would get 2 points for the first, and 3 points for the second. This is total is then averaged by dividing by 2.

Example:  $2 + 3 = 5$       $5 \div 2 = 2.5$

You would then take the average of 2.5 and multiply it by .30, or 30%, to determine the student growth score.

Example:  $2.5 \times .30 = .75$  [(0.75) would be entered under section (B) on the student growth scoring rubric.]

To obtain “Teacher A’s” final evaluation score you would add together the two scores [ $2.8 + .75 = 3.55$ ].

This would result in a final summative rating of excellent, since his/her score is above 3.25.

## Cook County School District 104

### Final Summative Rating Form *(required)*

This form shall be completed prior to the Final summative conference with the teacher. A copy shall be shared with the teacher and a copy placed in the teacher's personnel file.

Name of Teacher:		Assignment:	
Date:		School:	
Evaluator:		Title:	

**Summative Rating Equivalent**

Excellent	4
Proficient	3
Needs Improvement	2
Unsatisfactory	1

Professional Practice Scoring Rubric		Student Growth Scoring Rubric				
Domains:	Rating	% Students that Made Goal	Points	Assessment 1	Assessment 2	Score
Domain 1 Summative Rating:		< 24%	1			
Domain 2 Summative Rating:		25-49%	2			
Domain 3 Summative Rating:		50 -74%	3			
Domain 4 Summative Rating:		75% >	4			
Final Summative Rating:		(A1 + A2)/2				
Summative Rating Equivalent (SRE)		Student Growth Score (SGS)				
(A) SRE X 70%		(B) SGS X 30%				
Total Summative Score (A) + (B)						

**Summative Rating Scale Range**

Excellent	4.00 to 3.25
Proficient	3.24 to 2.25
Needs Improvement	2.24 to 1.25
Unsatisfactory	1.24 >

Final Summative Rating: \_\_\_\_\_ School Year: \_\_\_\_\_

Comments:
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Evaluator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date \_\_\_\_\_