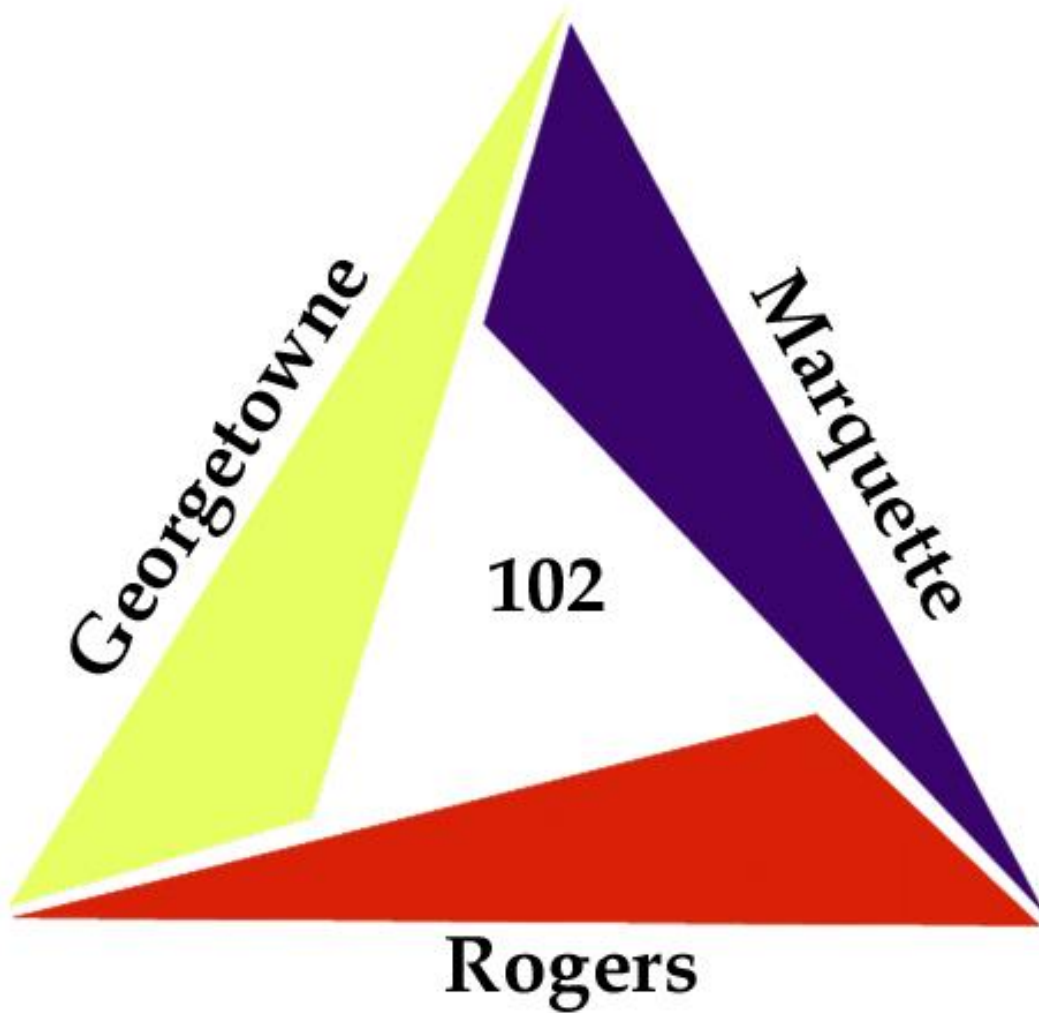


North Pekin-Marquette Heights District 102 Certified Staff Evaluation Handbook

Revised May 2017



INTRODUCTON

District 102 is committed to providing the best educational program possible for its students. In order to promote the continuous professional improvement and provide feedback to all staff, we have created a performance evaluation system that is based on standards of excellence.

Purposes

The purposes of the District 102 Certified Staff Evaluation System are as follows:

1. To recognize, support, and reinforce effective teaching practices.
2. To promote instructional improvement.
3. To enhance student learning and increase student achievement.
4. To encourage sound professional habits.
5. To support each building's school improvement plan.
6. To document strengths and deficiencies and provide feedback to teachers

Tenured Certified Staff

Once every two years, tenured certified staff will participate in a summative evaluation consisting of at least one formal observation and at least one informal observation during the school year, with no formal observations taking place before October 1st. Informal observations can occur at any time over the two-year evaluation cycle. Each formal classroom observation will include a pre-conference and a post-conference between the staff member and the evaluator (i.e. the building principal or assistant principal). At the conclusion of the formal and informal classroom observations for the school year, the evaluator will complete a summative evaluation. One copy of the completed evaluation report will be given to the staff member, and the original will be placed in the staff member's personnel file. The summative evaluation will be completed prior to the end of the school year.

Non-tenured Certified Staff

Each year, non-tenured certified staff will participate in a summative evaluation consisting of three formal observations, and at least one informal observation with no formal observations taking place before September 15th. Informal observations can occur at any time during the evaluation cycle. Each formal classroom observation will include a pre-conference and a post-conference between the staff member and the evaluator (i.e. the building principal or assistant principal). At the conclusion of the formal and informal classroom observations for the school year, the evaluator will complete a summative evaluation. One copy of the completed evaluation report will be given to the staff member, and the original will be placed in the staff member's personnel file. The summative evaluation will be completed prior to the end of February each year.

Each evaluation will consist of two parts; a Professional Practice component and a Student Growth component. For the overall Summative rating, the Professional Practice rating will constitute 70% and the Student Growth rating will constitute 30% of the Summative rating. The overall Summative ratings will be categorized according to the performance levels of *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Excellent*. This District 102 Certified Staff Evaluation Handbook will guide the analysis of each classroom observation and summative evaluation

EVALUATION PROCEDURES – PROFESSIONAL PRACTICE

The Professional Practice portion of the evaluation is organized into four overall domains which may be revised and updated per Danielson’s model as needed. Professional Practice will count for 70% of the certified staff member’s overall summative evaluation. Teachers will be notified of any revisions that occur. The four domains are broken into five to six components that identify the key teaching behaviors in that domain.

The Framework for Teaching: Components of Professional Practice

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 2: Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 3: Instruction

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching (2nd Edition)*. Alexandria, VA: Association for Supervision and Curriculum Development.

Professional Practice Evaluation Ratings

The knowledge, skills, and dispositions described within each component of the professional practice portion of the evaluation are categorized according to the performance levels of *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Excellent*. The Professional Practice rating score will be determined by averaging the four domain scores. Based on the final score a rating will be determined as follows:

Rating	Professional Practice Rating Scale		
<i>Unsatisfactory</i>	1.0	through	1.5
<i>Needs Improvement</i>	1.6	through	2.5
<i>Proficient</i>	2.6	through	3.5
<i>Excellent</i>	3.6	through	4.0

To arrive at the average, the following process will be used:

- Each component within each of the four domains will be awarded a point value based on its rating. Needs Improvement=1, Unsatisfactory=2, Proficient=3, Excellent =4
- The average will be calculated for each Domain.
- The average for each Domain will then be used to calculate an average for all four Domains.
- The final average will determine the score for the Professional Practice portion of the evaluation based on the chart above.

Exceptions:

- An average rating in the Excellent range for Professional Practice will be lowered to a Proficient if any domain rating is below a Proficient.
- An average rating in the Proficient range for Professional Practice will be lowered to a Needs Improvement if any domain rating is Unsatisfactory.
- An average rating in the Needs Improvement range for Professional Practice will be lowered to an Unsatisfactory if any domain rating is Unsatisfactory.

Certified staff members will be required to set two professional goals each evaluation cycle. The evaluator may recommend goals; however final goals will be established based on mutual agreement. The creation of goals for an evaluation cycle will occur upon completion of the prior evaluation cycle. Goals may be adjusted or revised during the evaluation cycle due to a change in a teaching assignment, for example. These goals will be based on specific domains, components, or elements in the North Pekin Marquette Heights District 102 Certified Staff Evaluation Handbook or on the building school improvement plan or other building or district initiatives.

EVALUATION PROCEDURES – STUDENT GROWTH

All-In Model

The All-In Model for the measurement of the Student Growth component of the PERA regulations will use the same measure for all certified staff. The measure must be part of the School Improvement Plan (SIP) using STAR or AIMS web assessment data as determined by school or grad level. Performance levels for the Student Growth Component of the evaluation will be rated as follow: *Unsatisfactory, Needs Improvement, Proficient, or Excellent.* Student growth will count for 30% of the certified staff member’s overall summative evaluation (15% for each of the two goals).

Each school’s SIP team, led by the building principal, will meet to determine and finalize student growth goals. The team will strive to set or approve the targets by group consensus. If there isn’t consensus on the targets, then the building administrator will make the final decision.

Specifically, two building wide goals will be created, one for reading and one for math. These goals will be reported as a percentage of the total student population meeting the individual growth targets set by STAR or AIMS web assessment results.

To be successful, students need to be working at grade level. We will work to move all students as close to grade level or above grade level as possible by helping them achieve the mid-point score for their grade level by January each year.

A student's mid-year target will be that mid-point score for his/her grade using the grade equivalent or instructional level scores for that grade. For example, the mid-point score for a second grade student would be a grade equivalent or instructional (reading or math) level score of 2.5. In sixth grade, the mid-point score would be 6.5.

Students will be counted as having successfully achieved student growth in the following ways.

- *Students whose scores at the beginning of the year are already at or above the mid-point score for that grade level (3.5 GE for a third grader, for example) must remain at that level or improve their score on the mid-year benchmark and cannot drop below.*
 - *Example – An eighth grade student who scores a GE score of 8.6 on the beginning of the year STAR math test, but scores a GE of 8.5 on the mid-year math assessment would not successfully achieve student growth.*
- *If a student's beginning of the year assessment score is than less than 4 months (.4) below the mid-year target, the student must only improve enough on the mid-year assessment to meet the mid-year target and qualify for successful growth.*
 - *Example - A fifth grader who scores a 5.3 on the STAR reading assessment at the beginning of the year and then scores a GE of 5.5 on the mid-year assessment would successfully achieve student growth.*
- *Remaining students must show a minimum of 4 months growth (increase of .4) to qualify for successful growth.*
 - *Example – A fourth grade student who scores a GE of 3.8 on the beginning of the year STAR reading assessment, then scores a GE of 4.2 during the mid-year assessment would successfully achieve student growth.*

Certified staff members who serve in multiple buildings will have the evaluation process based on student growth from the building in which the principal/evaluator serves.

Suggested Timeline for Student Growth Process

August - September - Initial Testing

September - Testing Results Analyzed

September - SIP Teams set/approve the Growth Targets

September - Growth Targets are communicated to all certified staff (no later than Sept. 30)

September through December - Student learning toward target

November – Midpoint assessment is given to students

January - Winter Testing - Results will be used for all teacher evaluations

January - May - Summative Evaluations

Student Growth Evaluation Ratings

Scores will be assigned according to the following scale for both reading and math goals:

- a. Excellent (4) – Exceeds target with 76% to 100% of students meeting/exceeding their goal.

- b. Proficient (3) - Meets target with 51% to 75% of students meeting/exceeding their goal.
- c. Needs Improvement (2) - Does not meet target, with 25% to 50% of students meeting/exceeding their goal.
- d. Unsatisfactory (1) – Significantly below target, with less than 25% of students meeting/exceeding their goal.

EVALUATION PROCEDURES – SUMMATIVE EVALUATION

The overall summative evaluation for a teacher will be calculated using the Professional Practice rating and the Student Growth rating. Professional Practice will constitute 70% of the Summative Rating while Student Growth will count for 30% of the overall summative evaluation (15% for each of the two goals). After weighting the Professional Practice point total and Student Growth point total to determine an overall Summative Evaluation point total, the following scale will be used to determine the Summative Evaluation rating.

Summative Rating Scale

Excellent = 3.25 - 4.00

Proficient = 2.75 - 3.24

Needs Improvement = 2.00 - 2.74

Unsatisfactory = 1.00 - 1.99

SPECIAL CIRCUMSTANCES

If an unusual situation would arise during the evaluation cycle of an employee and the evaluation cannot be completed within the timeframes set by the district, the certified staff member should consult with their evaluator. The plan created by the certified staff member and the evaluator to address the situation must be approved by the union and the district office.

Evaluation of Special Area Staff Members

In some cases, it is appropriate to consider special circumstances pertaining to specific groups of staff. The following list includes some examples but is not exhaustive:

1. For component 1b (Demonstrating Knowledge of Students), the level of performance will be determined with consideration to the increased number of students and/or less frequent contact with students.
2. The level of performance for component 2e (Organizing Physical Space) will be determined with consideration to the fact that the physical classroom space is not necessarily completely within the control of the staff member.
3. For component 4c (Communicating with Families), "when necessary" will be substituted for the word "frequent" at the *Proficient* and *Excellent* levels of performance.

Evaluation Option for New Principals

A principal has the option during his/her first year in a new assignment to evaluate any or all certified staff regardless of the evaluation cycle. This would reset the evaluation cycle for those certified staff.

FINAL SUMMATIVE RATING SCENARIOS

If Needs Improvement Rating

Should a certified staff member receive a *Needs Improvement* summative rating, it is required by law that within thirty (30) school days after the certified staff receives the rating, the evaluator, in consultation with the certified staff member, shall develop a “professional development plan” that is directed to the areas of needed improvement. The plan must take into account the certified staff’s ongoing professional responsibilities. The plan also must describe any support the district will provide to address any areas identified as needing improvement. The certified staff member will be evaluated the following year.

Then Professional Development Plan

A “Professional Development Plan” (PDP) is written for a teacher in contractual continued service (tenured) whose summative rating is “Needs Improvement.” The Professional Development Plan (PDP):

- is to be created within 30 days after the completion of an evaluation resulting in the “Needs Improvement” rating;
- is to be developed by the evaluator in consultation with the teacher and take into account the teacher’s on-going professional responsibilities including his/her regular teaching assignments;
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement (if any) and;
- does not have a required minimum length of time. The plan can last until the teacher is evaluated in the next school year).

PROFESSIONAL DEVELOPMENT PLAN PROCESS In accordance with Chapter 105s 5/24A-5, of the Illinois School Code		
TIME OF YEAR	PROCESS	FORMS
Within 10 school days of the evaluator determining that an observation may lead to a rating of Needs Improvement	Evaluator will notify teacher that the observation may lead to a rating of Needs Improvement	

Within 30 school days of teacher receiving an Summative rating of Needs Improvement	<p>Review the Teacher Performance Evaluation to confirm Areas of Strength and Areas for Further Development</p> <p>Evaluator writes the Professional Development Plan (PDP) in consultation with the teacher, submits it to Superintendent Evaluator and teacher will determine timelines for the plan. The plan can last as long as until the teacher evaluation the following year</p>	Teacher Performance Evaluation Professional Development Plan
As determined by plan	<p>Support is provided to the teacher as listed on plan Walkthroughs and reflective conversations are held</p> <p>Lesson Plans and other evidence is reviewed</p> <p>Teacher meets with evaluator per plan description</p>	Pre-Observation Conference Form, Observation Documentation, Post Observation Conference Form, Summative Evaluation for Teachers Worksheet, etc. as needed
No later than the following year	<p>Evaluation is conducted consisting of a minimum of three observations, one of which is informal, walkthroughs at the discretion of the evaluator, two pre-conferences and two post-conference, same as a normal evaluation</p> <p>Teacher provides evidence for Domains 1 and 4</p>	Pre-Observation Conference Form, Observation Documentation, Post Observation Conference Form, Summative Evaluation for Teachers Worksheet
At the end of the plan	<p>Summative Evaluation determines evaluation status: if Excellent or Proficient, return to normal evaluation cycle.</p> <p>If Needs Improvement or Unsatisfactory, initiate a 90-day Remediation Plan</p>	Summative Evaluation for Teachers Worksheet or Remediation Plan

If Unsatisfactory Summative Rating

Should a certified staff member receive an *Unsatisfactory* summative rating, it is required by law that within thirty (30) school days after the certified staff member receives the rating, the District shall develop a “remediation plan” with input from a district-appointed Consulting Teacher for Remediation. Once the plan is created, the certified staff member shall have ninety (90) school days of remediation. Midpoint and final evaluations must be completed during the remediation process. Recommendations for correction must be identified, provided to the certified staff member in writing, and discussed within ten (10) school days of the date of evaluation. Upon completion of the remediation process, if an *Unsatisfactory* rating remains or is now a *Needs Improvement*, the Board of Education has the option to proceed with dismissal procedures. If the rating is *Proficient* or *Excellent*, the regular evaluation cycle will proceed normally.

Then Remediation Plan

A “Remediation Plan” is written for a teacher in contractual continued service (tenured) whose summative rating is “Unsatisfactory” in order to correct deficiencies cited, provided the deficiencies can be remediated. The Remediation Plan:

- is to be created within 30 days after the completion of an evaluation resulting in a “Unsatisfactory” rating;
- provides for 90 school days of remediation within the teachers assignment;
- provides a consulting teacher (see definition) selected by the evaluator who participates in developing the remediation plan;
- provides at least a mid-point and final evaluation during the remediation period with the final evaluation including a summative rating and any deficiencies in performance and recommendation for correction being identified;
- provides a decision within 10 days after the conclusion of the respective remediation plan (although a district does not lose jurisdiction to discharge a teacher in the event of the evaluation not being issued within 10 days);
- teacher must receive a rating of Proficient or higher to be reinstated to the evaluation schedule at the end of the remediation plan. If the teacher does not receive a rating of Proficient or higher, the teacher will be subject to dismissal; and
- provides that the evaluation process for remediation is separate and distinct from required annual evaluations and the forms may be different from district Evaluation plan forms.

REMEDATION PLAN PROCESS In accordance with Chapter 105s 5/24A-5, of the Illinois School Code		
TIME	PROCESS	FORMS
Within 10 school days of the evaluator determining that an observation may lead to a rating of Needs Improvement	Evaluator will notify teacher that the observation may lead to a rating of Needs Improvement or Unsatisfactory	
At the beginning of the 90 day Remediation Plan	Confirm implementation of Remediation Plan between Teacher/Provider, Evaluator, and Consulting Teacher	Remediation Plan Form
Before and After the midpoint of the Remediation Plan	Formal observations, walkthroughs and reflective conversations per plan specifications	Pre-Observation Conference Form Observation Documentation Post Observation Conference Form Summative Evaluation for Teachers Worksheet
At 45 days of the Remediation Plan	Formal observations, walkthroughs and reflective conversations per plan specifications	Pre-Observation Conference Form Observation Documentation Post Observation Conference Form Summative Evaluation for Teachers Worksheet

At the conclusion of the 90 day Remediation Plan	Summative Evaluation per the remediation plan If Needs Improvement or Unsatisfactory, recommend dismissal to board. If Proficient or Excellent, reevaluate the following year	Summative Evaluation for Teachers Worksheet Remediation Plan Form
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Role of the Consulting Teacher for Remediation

A Consulting Teacher for Remediation (CTR) will be appointed by the district to any certified staff member who receives a summative rating of *Unsatisfactory*. The CTR must have earned a summative rating of *Proficient* or *Excellent* on their last evaluation. The CTR may have input in developing the remediation plan with the district. Their role is to provide advice to the certified staff member on how to improve areas of deficiency in order to successfully complete the remediation plan.

REDUCTION IN FORCE

Reduction in Force (RIF), addressed in Article 9 of the contract, will be performed in compliance with Illinois State Law. With regard to the sequence for dismissal, all certified staff member must be categorized into one or more positions for which the certified staff is qualified to hold, based upon legal qualifications and any other qualifications established in a district by May 10th of the prior school year. Within each position, and subject to agreements by the joint committee, the school district or joint agreement must establish four (4) groups of teachers qualified to hold the position as follows.

Group One – any non-tenured certified staff member who has not yet received a summative rating.

Group Two – any certified staff member with a *Needs Improvement* or *Unsatisfactory* summative rating on either of the last two (2) evaluations.

Group Three – any certified staff member with a summative rating of at least *Proficient* on both of the last two (2) evaluations (or on last rating, if only one is available).

Group Four – any certified staff member whose last two (2) summative ratings are *Excellent* and each certified staff with two (2) *Excellent* ratings out of the certified staff's last three (3) summative evaluations (with the third being *Proficient*).

Exceptions for Non-tenured Certified Staff

No reason is required to dismiss non-tenured certified staff in their first or second years of employment, regardless of their summative rating. For certified staff in their third year of employment, a reason for dismissal is only required if three consecutive years of *Excellent* summative ratings have been achieved. A reason for dismissal is required in any notice for a teacher completing their fourth year of probationary service. Therefore, the remediation and professional development plans required for *Unsatisfactory* and *Needs Improvement* summative ratings may not apply.

NOTES

Amendment to the Evaluation Procedures

These procedures may be changed at any time if required by law or as otherwise determined by the district.

Further Questions

For questions not answered within the contract or this document, please consult your evaluator.

Summative Evaluation Instrument

North Pekin-Marquette Heights District 102

Summative Evaluation for Teachers

Employment Information

Teacher's Name: _____

Employment Status: Tenured Non-tenured

School Year: _____

School(s) of Employment: _____

Teaching Assignment: _____

Total Years in District: _____

Attendance

Days Absent (Current Year): _____

Days Absent (Previous Year): _____

Punctual to work, meetings and other duties: Yes No

Attends required meetings and school activities: Yes No

Evaluator

Evaluator's Name/Title: _____

Date of Summative Evaluation: _____

Summative Rating Calculation

	<u>Points</u>	<u>Weighting</u>	<u>Points Earned</u>
Professional Practice Rating		0.70	0.00
Student Growth Rating - Goal 1		0.15	0.00
Student Growth Rating - Goal 2		0.15	0.00
Overall Summative Rating			0.00
Rating =			-

Summative Rating Scale

Excellent = 3.25 - 4.00
 Proficient = 2.75 - 3.24
 Needs Improvement = 2.00 - 2.74
 Unsatisfactory = 1.00 - 1.99

The employee's signature indicates only that the Summative Evaluations has been reviewed and discussed. In no case shall the employee's signature be construed to mean that he or she necessarily agrees with the contents of the evaluation. An employee may submit additional comments to the written evaluation if he/she desires (5 working days from signature date).

I have added additional comments. _____ (Employee initials)

One copy of this evaluation will be given to the teacher and a second copy will be placed in the teacher's personnel file.

	Check if Needed	Date Initiated	Expected Completion Date	Date Completed
Professional Development Plan				
Remediation Plan				

COMPLETED SAMPLE

North Pekin-Marquette Heights District 102 Professional Practice Evaluation for Teachers

Teacher's Name: _____

<i>Observation Sequence</i>	<i>Date of Pre-Conference</i>	<i>Date of Performance Observation</i>	<i>Type of Observation</i>	<i>Date of Reflective Conference</i>
<i>First Observation</i>	-	-	-	-
<i>Second Observation</i>	-	-	-	-
<i>Third Observation</i>	-	-	-	-

The evaluation instrument for teachers is based on *The Framework for Teaching* developed by Charlotte Danielson. This Framework is comprised of four domains and a total of twenty-two components for instruction that cover the full spectrum of teaching. Listed below are the domains, components for instruction and guidelines for teachers. Even though many components may be observed in the classroom setting, some components must be inferred to or be presented as artifacts for evaluation purposes.

Domain I				
Planning and Preparation	Unsatisfactory*	Needs Improvement	Proficient	Excellent*
1a. Demonstrating Knowledge of Content and Pedagogy		x		
1b. Demonstrating Knowledge of Students			x	
1c. Selecting Instructional Outcomes			x	
1d. Demonstrating Knowledge of Resources			x	
1e. Designing Coherent Instruction				x
1f. Designing Student Assessments		x		
Domain Totals	0	2	3	1
Domain Score:	2.83	Rating:	Proficient (3)	
Comments:				

Domain II

Classroom Environment	Unsatisfactory*	Needs Improvement	Proficient	Excellent*
2a. Creating an Environment of Respect and Rapport		x		
2b. Establishing a Culture for Learning		x		
2c. Managing Classroom Procedures			x	
2d. Managing Student Behavior			x	
2e. Organizing Physical Space			x	
Domain Totals	0	2	3	0
Domain Score:	2.60	Rating:	Proficient (3)	

Comments:

Domain III

Instruction	Unsatisfactory*	Needs Improvement	Proficient	Excellent*
3a. Communicating with Students		x		
3b. Using Questioning and Discussion Techniques		x		
3c. Engaging Students in Learning			x	
3d. Using Assessments in Instruction			x	
3e. Demonstrating Flexibility and Responsiveness			x	
Domain Totals	0	2	3	0
Domain Score:	2.60	Rating:	Proficient (3)	

Comments:

Domain IV

Professional Responsibilities	Unsatisfactory*	Needs Improvement	Proficient	Excellent*
4a. Reflecting on Teaching		x		
4b. Maintaining Accurate Records		x		
4c. Communicating with Families			x	
4d. Participating in a Professional Community		x		
4e. Growing and Developing Professionally			x	
4f. Showing Professionalism			x	
Domain Totals	0	3	3	0
Domain Score:	2.50	Rating:	Needs Improvement (2)	

Comments:

Domain Totals				
	Unsatisfactory*	Needs Improvement	Proficient	Excellent*
Planning & Preparation			x	
Classroom Environment			x	
Instruction			x	
Professional Responsibilities		x		
Overall Totals	0	1	3	0

*Refer to the observation rubric for a description of the rating for each domain.

Professional Practice Rating Scale			
Pts. Awarded for Prof. Pract. Rating	Low Pt.	Professional Practice Rating	High Pt.
1	1.0	Unsatisfactory (1)	1.5
2	1.6	Needs Improvement (2)	2.5
3	2.6	Proficient (3)	3.5
4	3.6	Excellent (4)	4.0

Professional Practice Average:	3.00
Calculated Prof. Pract. Rating:	Proficient (3)
Actual Prof. Pract. Rating:	Proficient (3)

If no exception listed below needs to apply.

If exception listed below applies.

Exceptions:

*A Professional Practice Rating in the Excellent range will be lowered to a Proficient if any domain rating is below a Proficient.

*A Professional Practice Rating in in the Proficient range will be lowered to a Needs Improvement if any domain rating is Unsatisfactory.

*A Professional Practice Rating in in the Needs Improvement range will be lowered to an Unsatisfactory if any domain rating is Unsatisfactory.

Areas of Strength:
Recommendations for Improved Practice:

Teacher Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

**Sample
Observation
Rubric**

OBSERVATION ANALYSIS

Name of Teacher:		Administrator's Name:		School:
Date of Observation		Subject Matter:		Grade Level:
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1A Demonstrating Knowledge of content and pedagogy	Teacher's plans and practices display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practices reflect solid knowledge of content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student understanding.
1 B Demonstrating Knowledge of Students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills language proficiency, interests, and special needs, and attains this knowledge for the class as a whole	Teacher indicates the importance of understanding students' backgrounds, cultures, skills language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources and attains this knowledge for individual students.
1C Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration and take account of the needs of individual students.
1 D Demonstrating Knowledge of Resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1 E Designing Coherent Instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.

<p>1 F Designing Student Assessments</p>	<p>Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>
<p>2 A Creating an Environment of Respect and Rapport</p>	<p>Negativity, insensitivity to cultural backgrounds, sarcasm, and putdowns characterize interactions both between teacher and students, and among students.</p>	<p>Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.</p>
<p>2 B Establishing a Culture for Learning</p>	<p>Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.</p>	<p>Teacher's attempt to create a culture for learning is only partially successful, with both teacher and students appear to be only "going through the motions." Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.</p>	<p>The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work.</p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share in a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.</p>
<p>2 C Managing Classroom Procedures</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional activities.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p>	<p>Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>
<p>2 D Managing Student Behavior</p>	<p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of students behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the student's' dignity.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventative as well as sensitive to the student's needs. Students take an active role in monitoring the standards of behavior.</p>

<p>2 E Organizing Physical Space</p>	<p>The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes attempts to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students: teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology .</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use of adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>
<p>3 A Communicating with Students</p>	<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.</p>	<p>Expectations for learning, directions, procedures, and explanations of content are clarified after initial confusion: teacher's use of language is correct but may not be completely appropriate to students' cultures or level of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development and anticipates possible student misconceptions.</p>
<p>3B Using Questioning and Discussion Techniques</p>	<p>Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful</p>	<p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows for sufficient time for students to answer. All students participate in the discussion with the teacher stepping aside when appropriate.</p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
<p>3C Engaging Students in Learning</p>	<p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.</p>	<p>Activities and assignments, materials, and groupings of students are appropriate to the instructional outcomes, or students' cultures or levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student grouping, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
<p>3D Using Assessment in Instruction</p>	<p>Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.</p>

<p>3 E Demonstrating Flexibility and Responsiveness</p>	<p>Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, need and interests.</p>	<p>Teacher seizes an opportunity to enhance learning building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional activities.</p>
<p>4 A Reflecting on Teaching</p>	<p>Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.</p>	<p>Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.</p>	<p>Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.</p>	<p>Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.</p>
<p>4 B Maintaining Accurate Records</p>	<p>Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.</p>	<p>Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.</p>	<p>Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.</p>	<p>Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful.</p>
<p>4C Communicating with Families</p>	<p>Teacher communication with families about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p>	<p>Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.</p>
<p>4D Participating in a Professional Community</p>	<p>Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p>	<p>Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p>	<p>Teacher participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>	<p>Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.</p>
<p>4 E Growing and Developing Professionally</p>	<p>Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.</p>	<p>Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.</p>	<p>Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.</p>
<p>4F Showing Professionalism</p>	<p>Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.</p>	<p>Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by".</p>	<p>Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.</p>	<p>Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.</p>

ADDITIONAL NOTES/COMMENTS:

RECOMMENDATIONS:

Administrator's Signature:

Teacher's Signature:

Sample Forms

(Additional Forms May Be Used as Needed to Gather Information)

**North Pekin Marquette Heights District 102
Overview of Teacher Evaluation Forms**

Form	Title	Required/Optional
A	Documentation of Professional Activity	Year 1 – 4 (required) Tenured (required)
B	Family Contact Log – (Use of form is optional, but teacher must keep log of family contact.)	Year 1 (required) Year 2 (optional)
C	Individual Student Profile	Year 1 (optional)
D	Personal Reflection of Progress at Mid-year (Form D1) Or Personal Reflection of Progress at Mid-year (Form D2)	Year 1 – 4 (required)
E	Individual Teacher Reflection Document	(optional)
F	Professional Goals	Year 1 – 4 (required) Tenured (required)
G	Pre-Observation Conference Form	Year 1 – 4 (required) Tenured (required)
H	Post Observation Conference Form	Year 1 – 4 (required) Tenured (required)

**North Pekin Marquette Heights District 102
Documentation of Professional Activity**

Teacher's Name:
School:

School Year:
Grade Level and/or Subject:

Directions: Please complete including event or service, date(s) of attendance/participation, description of the event, and any other relevant information.

In-service Training (Building and District)

School Committee Participation

District Committee Participation

Conferences and Workshops

Graduate Coursework

School, District, and Community Events (related to teaching)

Other Professional Development

Adapted from Teacher Evaluation: A Comprehensive Guide to New Directions and Practices, 2nd ed.
(Peterson, 2000)

**North Pekin Marquette Heights District 102
Individual Student Profile**

Directions: After reviewing one student's cumulative folder, please make notes in the following areas based on the information you find in the folder and information you have gathered from your own first-hand experiences with this student and his/her family.

Student's First Name D.O.B.

Attendance Patterns

Standardized Test Scores

Special Needs and Instructional Adaptations/Modifications

Classroom Observations

Student Strengths/Weaknesses

Other Information

**North Pekin Marquette Heights District 102
Personal Reflection of Progress at Mid-year
Form D1**

Directions: Please reflect upon your progress as a teacher, referring to the North Pekin Marquette Heights District 102 Teacher Self-reflection and Evaluation Guide for detailed descriptions in each area.

What is going well?

What has been my greatest challenge?

How can I be more effective as a teacher?

**North Pekin Marquette Heights District 102
Personal Reflection of Progress at Mid-year
Form D2**

Directions: Please reflect upon your progress in each of the following domains, referring to the North Pekin Marquette Heights District 102 Teacher Self-reflection and Evaluation Guide for detailed descriptions in each area.

Planning and Preparation

Classroom Environment

Instruction

Professional Responsibilities

**North Pekin Marquette Heights District 102
Individual Teacher Reflection Form**

Name_____

Please be honest. This is a reflection of your strengths and areas for increased strength.

Return to me by _____ . Thanks!

1. Please reflect on your strengths and areas to improve from the first half of the school year.

2. How do you plan to change/improve the second half of the school year? What is at least one goal for yourself for the second half of the year?

**North Pekin Marquette Heights District 102
Professional Goals**

*Directions: Please articulate and develop a plan toward the achievement of two professional goals that you believe will reinforce effective teaching practices, promote instructional improvement, enhance student learning, increase student achievement, develop sound professional habits, **and/or** support your building's school improvement plan.*

Goal 1:

To which domain (from Danielson's Framework) or SIP Goal (from your building's school improvement plan) is this professional goal related?

Method of Achieving:

Timeline:

Indicators of Success:

Goal 2:

To which domain (from Danielson's Framework) or SIP Goal (from your building's school improvement plan) is this professional goal related?

Method of Achieving:

Timeline:

Indicators of Success:

Remediation Plan

Teacher/Provider: _____ Evaluator _____ Date*: _____

This 90-school day Remediation Plan has been developed in response to the unsatisfactory evaluation rating. The Summative Evaluation Form dated _____ identifies the following areas in which performance was determined to be unsatisfactory.

Through the cooperation of the Union, _____ was selected as the consulting teacher to provide assistance in developing and implementing this Plan. Other participants in the development of the Plan were _____. The plan was reviewed and finalized on (date)_____.

This Plan is divided into two parts. The first part sets forth the major areas of unsatisfactory performance identified in the Summative Evaluation Form. Examples of the deficiencies are given in Part 1. These examples have been taken from observations and documents that have previously been shared with the teacher. Each of the major areas is followed by remedial activities to help raise his/her performance to a satisfactory level.

The second part of the Plan addresses significant issues relating to implementation of the Plan.

Part 1: Deficiencies and Remedial Activities

Domain 1: Planning and Preparation

Deficiencies (list from evaluation):	Remedial Activities:
Component 1a:	1a:
Component 1b:	1b:
Component 1c:	1c:
Component 1d:	1d:
Component 1e:	1e:
Component 1f:	1f:

Domain 2: Classroom Environment

Deficiencies (list from evaluation):	Remedial Activities:
Component 2a:	2a:
Component 2b:	2b:
Component 2c:	2c:
Component 2d:	2d:
Component 2e:	2e:

Domain 3: Instruction	
Deficiencies (list from evaluation):	Remedial Activities:
Component 3a:	3a.
Component 3b:	3b.
Component 3c:	3c.
Component 3d:	3d.
Component 3e:	3e.

Domain 4: Professionalism	
Deficiencies (list from evaluation):	Remedial Activities:
Component 4a:	4a.
Component 4b:	4b.
Component 4c:	4c.
Component 4d:	4d.
Component 4e:	4e.
Component 4f:	4f.

Part 2: Implementation

- Evaluator(s): _____ will be responsible for conducting an evaluation and rating conference every 30 school. While not expected, changes in the evaluators will be discussed with you and the consulting teacher as soon as reasonably possible.
- Evaluation and Rating Conferences: The three evaluation and rating conferences will be held, to the extent reasonably possible during the following weeks:
 1st Conference – week of _____
 2nd Conference - week of _____
 3rd Conference - week of _____

At each conference, the observations that occurred during the rating period, the Summative Evaluation Form, including an overall rating, will be reviewed. The evaluator will prepare the evaluation instruments and determine the rating. While the consulting teacher will not participate in the observations or evaluate your performance, he/she will be informed of the results of the first two evaluations and may attend those conferences. Each rating will be based on the District's Professional Evaluation Plan.

At the last conference, the summative evaluation form containing the rating of your performance over the entire remediation period will be presented. The evaluator will review the results of the remedial period and must concur with the rating. It will be on the basis of this rating that a decision will be made on your employment status. If this rating is Needs Improvement or Unsatisfactory, your dismissal will be recommended to the Board of Education. If the rating is Excellent or Proficient, you will be evaluated again next year.

3. Observations: The observation schedule for the first evaluation and rating period will be as follows, to the extent reasonably possible:

<u>Week</u>	<u>Observer(s)</u>
_____	_____
_____	_____
_____	_____

The actual dates of scheduled observations will be established, if reasonably possible, by the observers by the end of the week preceding the observation. Observations and conferences will be held in the same basic manner as is customary during a regular evaluation cycle.

For the second and third evaluation and rating periods, the observation schedule for the next period will be established in connection with the rating conference. Unscheduled, drop-in observations may be conducted between scheduled observations. The observer will advise you of the drop-in observation at the beginning of the observation and then provide you an opportunity for a conversation in the same basic manner as is customary for other teachers. Other indications of performance that arise outside of the formal classroom observation context generally will be documented and will be reviewed during the post-conferences and/or during the rating conference.

4. Problems/Changes: Significant problems and concerns on the part of any participant must be reduced to writing as soon as reasonably possible after the problem or concern arises to facilitate efforts to resolve the matter. Similarly, significant changes in this Remediation Plan should be made in writing only after discussions with you and the consulting teacher. It is the hope and expectation of all participants in this Remediation Plan that problems, concerns and changes will be few and that you will complete the remediation period with at least a Proficient rating.

Professional Development Plan

Teacher/Provider: _____ Evaluator _____ Date*: _____

*to be written within 30 days of summative evaluation

Use separate sheet for each domain identified as an area needing improvement

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain / Component:		Indicators for Effective Teaching (refer to Sources of Evidence for Framework for Teaching		
Improvement Strategies:		Task to Complete:	Supports and Resources:	Target Completion Date

Domain / Component	Indicators of Progress:

Evaluator Comments	
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Evaluator:		Teacher/Provider:	
Date:		Date:	

Signatures above indicate the plan was developed by the evaluator in consultation with the teacher/provider

Professional Development Plan Summary

Teacher/Provider: _____ Evaluator _____ Date of PDP: _____

Improvement Area 1	Domain _____	Component _____
Completed ?	Yes	No

Improvement Area 2 (if Indicated)	Domain _____	Component _____
Completed ?	Yes	No

Improvement Area 3 (if Indicated)	Domain _____	Component _____
Completed ?	Yes	No

Next Steps:

Teacher/Provider completion of Professional Development Plan: Yes ___ No ___

Evaluator		Teacher/Provider:	
Date:		Date:	

The Teacher's signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that the Teacher received a copy of this Professional Development Plan Summary.

North Pekin Marquette Heights Dist. 102

STUDENT GROWTH GOALS

**Goals must be determined no later than September 30.

Name: Marquette School **Date:** _____

- **Student Growth:** A demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time
- **Assessment:** Any instrument that measures a student’s acquisition of specific knowledge and skills
- **Measurement Model:** Manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student’s knowledge or skills over time

	Student Growth Goal #1	Student Growth Goal #2
Subject	Marquette School Reading	Marquette School Math
Assessment/ Measure	Assessments to be used are: - Pre-K will use the ____ assessment and compare. . . .(GE, nonsense words etc.) - Kindergarten will use the ____ assessment and compare. . . .(GE, nonsense words etc.) - First grade will use the ____ assessment and compare. . . .(GE, nonsense words etc.) Second grade will use the ____ assessment and compare. . . .(GE, nonsense words etc.)STAR	Assessments to be used are: - Pre-K will use the ____ assessment and compare. . . .(GE, number sense, etc.) - Kindergarten will use the ____ assessment and compare. . . .(GE, number sense, etc.) - First grade will use the ____ assessment and compare. . . .(GE, number sense, etc.) Second grade will use the ____ assessment and compare. . . .(GE, number sense, etc.)
Measurement Model	The Fall grade level assessment will be compared to the Winter grade level assessment results to determine growth.	The Fall grade level assessment will be compared to the Winter grade level assessment results to determine growth.
Baseline	See attached document for specific Fall Reading Assessment data for all students.	See attached document for specific Fall Math Assessment data for all students.
Target	76% of students will demonstrate: - Students whose scores at the beginning of the year are already at or above the mid-point score for that grade level (1.5 GE for a first grader, for example) must remain at that level or improve their score on the mid-year benchmark and cannot drop below. - If a student's beginning of the year assessment score is than less than 4 months (.4) below the mid-year target, the student must only improve enough on the mid-year assessment to meet the mid-year target and qualify for successful growth, - Remaining students must show a minimum of 4 months growth (increase of .4) to qualify for successful growth.	76% of students will demonstrate: - Students whose scores at the beginning of the year are already at or above the mid-point score for that grade level (1.5 GE for a first grader, for example) must remain at that level or improve their score on the mid-year benchmark and cannot drop below. - If a student's beginning of the year assessment score is than less than 4 months (.4) below the mid-year target, the student must only improve enough on the mid-year assessment to meet the mid-year target and qualify for successful growth, - Remaining students must show a minimum of 4 months growth (increase of .4) to qualify for successful growth.
Results		
Rating	____ Excellent (4) – 76% to 100% meet/exceed goal ____ Proficient (3) - 51% to 75% meet/exceed goal ____ Needs Improvement (2) - 25% to 50% meet/ exceed goal ____ Unsatisfactory (1) – Less than 25% of students meeting/exceeding their goal	____ Excellent (4) – 76% to 100% meet/exceed goal ____ Proficient (3) - 51% to 75% meet/exceed goal ____ Needs Improvement (2) - 25% to 50% meet/ exceed goal ____ Unsatisfactory (1) – Less than 25% of students meeting/exceeding their goal

North Pekin Marquette Heights Dist. 102 STUDENT GROWTH GOALS

**Goals must be determined no later than September 30.

School Name: Rogers School **Date:** _____

- **Student Growth:** A demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time
- **Assessment:** Any instrument that measures a student’s acquisition of specific knowledge and skills
- **Measurement Model:** Manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student’s knowledge or skills over time

	Student Growth Goal #1(Reading)	Student Growth Goal #2 (Math)
Area	Rogers School Reading – Grade Equivalency Score (GE)	Rogers School Math – Grade Equivalency Score (GE)
Assessment/ Measure	STAR Reading GE Score	STAR Math GE Score
Measurement Model	The Fall STAR Reading Grade Equivalency results will be compared to the Winter STAR Reading Grade Equivalency results.	The Fall STAR Math Grade Equivalency results will be compared to the Winter STAR Math Grade Equivalency results.
Baseline	List Baseline Data Below (Attach supporting documents if necessary.)	List Baseline Data Below (Attach supporting documents if necessary.)
Target	<p>76% of students will demonstrate:</p> <ul style="list-style-type: none"> - Students whose scores at the beginning of the year are already at or above the mid-point score for that grade level (3.5 GE for a third grader, for example) must remain at that level or improve their score on the mid-year benchmark and cannot drop below. - If a student's beginning of the year assessment score is than less than 4 months (.4) below the mid-year target, the student must only improve enough on the mid-year assessment to meet the mid-year target and qualify for successful growth, - Remaining students must show a minimum of 4 months growth (increase of .4) to qualify for successful growth. 	<p>76% of students will demonstrate:</p> <ul style="list-style-type: none"> - Students whose scores at the beginning of the year are already at or above the mid-point score for that grade level (3.5 GE for a third grader, for example) must remain at that level or improve their score on the mid-year benchmark and cannot drop below. - If a student's beginning of the year assessment score is than less than 4 months (.4) below the mid-year target, the student must only improve enough on the mid-year assessment to meet the mid-year target and qualify for successful growth, - Remaining students must show a minimum of 4 months growth (increase of .4) to qualify for successful growth.
Results		
Rating	<p>____ Excellent (4) – 76% to 100% meet/exceed goal</p> <p>____ Proficient (3) - 51% to 75% meet/exceed goal</p> <p>____ Needs Improvement (2) - 25% to 50% meet/ exceed goal</p> <p>____ Unsatisfactory (1) – Less than 25% of students meeting/exceeding their goal</p>	<p>____ Excellent (4) – 76% to 100% meet/exceed goal</p> <p>____ Proficient (3) - 51% to 75% meet/exceed goal</p> <p>____ Needs Improvement (2) - 25% to 50% meet/ exceed goal</p> <p>____ Unsatisfactory (1) – Less than 25% of students meeting/exceeding their goal</p>

North Pekin Marquette Heights Dist. 102 STUDENT GROWTH GOALS

**Goals must be determined no later than September 30.

School Name: Georgetowne School **Date:** _____

- **Student Growth:** A demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time
- **Assessment:** Any instrument that measures a student’s acquisition of specific knowledge and skills
- **Measurement Model:** Manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student’s knowledge or skills over time

	Student Growth Goal #1	Student Growth Goal #2
Area	Georgetowne School Reading – Grade Equivalency Score (GE)	Georgetowne School Math – Grade Equivalency Score (GE)
Assessment/ Measure	STAR Reading GE Score	STAR Math GE Score
Measurement Model	The Fall STAR Reading Grade Equivalency results will be compared to the Winter STAR Reading Grade Equivalency results.	The Fall STAR Math Grade Equivalency results will be compared to the Winter STAR Math Grade Equivalency results.
Baseline	See attached document for specific Fall Reading Assessment data for all students.	See attached document for specific Fall math Assessment data for all students.
Target	<p>76% of students will demonstrate:</p> <ul style="list-style-type: none"> - Students whose scores at the beginning of the year are already at or above the mid-point score for that grade level (6.5 GE for a sixth grader, for example) must remain at that level or improve their score on the mid-year benchmark and cannot drop below. - If a student's beginning of the year assessment score is than less than 4 months (.4) below the mid-year target, the student must only improve enough on the mid-year assessment to meet the mid-year target and qualify for successful growth, - Remaining students must show a minimum of 4 months growth (increase of .4) to qualify for successful growth. 	<p>76% of students will demonstrate:</p> <ul style="list-style-type: none"> - Students whose scores at the beginning of the year are already at or above the mid-point score for that grade level (6.5 GE for a sixth grader, for example) must remain at that level or improve their score on the mid-year benchmark and cannot drop below. - If a student's beginning of the year assessment score is than less than 4 months (.4) below the mid-year target, the student must only improve enough on the mid-year assessment to meet the mid-year target and qualify for successful growth, - Remaining students must show a minimum of 4 months growth (increase of .4) to qualify for successful growth.
Results		
Rating	<p>___ Excellent (4) – 76% to 100% meet/exceed goal</p> <p>___ Proficient (3) - 51% to 75% meet/exceed goal</p> <p>___ Needs Improvement (2) - 25% to 50% meet/ exceed goal</p> <p>___ Unsatisfactory (1) – Less than 25% of students meeting/exceeding their goal</p>	<p>___ Excellent (4) – 76% to 100% meet/exceed goal</p> <p>___ Proficient (3) - 51% to 75% meet/exceed goal</p> <p>___ Needs Improvement (2) - 25% to 50% meet/ exceed goal</p> <p>___ Unsatisfactory (1) – Less than 25% of students meeting/exceeding their goal</p>