THE JOSEPH SEARS SCHOOL

KENILWORTH SCHOOL DISTRICT NO. 38

Memo to: Board of Education Members and Crystal LeRoy, Ed.D.

From: Kelley M. Kalinich, Ed.D.

Date: June 15, 2015

Re: Recommended Revisions to the Kenilworth School District No. 38 Teacher Evaluation Instrument

Background

The Teacher Evaluation Instrument is a bargained part of the Kenilworth Education Association Contract Agreement. It is a component of the Agreement that can be negotiated separately from the main body of the Agreement. The Professional Growth Committee, comprised of Administrators and Teachers, have the responsibility to review and monitor the Evaluation Instrument. Periodically, in response to best practice or legal requirements, the Professional Growth Committee will formally meet to examine the document and make recommendations for revisions.

Our District has had a Performance Evaluation Reform Act (PERA) Committee in place since the fall of 2014 to prepare for the inclusion of a student growth component to the evaluation process. We are required to implement the student growth component with the start of the 2016-2017 school year. As a portion of this committee work, we conducted an audit of our existing Evaluation Instrument to ensure the components were aligned with the PERA requirements.

The Professional Growth Committee met on June 9, 2015, to identify the recommended revisions as presented in the posted document.

Presentation of Revised Document for Consideration

The posted documents for this item reflect both a redlined copy, noting the specific edits being recommended, as well as a "final" copy, all presented in block font with stricken information removed.

The proposed document is reflective of the new evaluation requirements outlined in PERA. There are also edits included that reflect best practice (i.e. wording change from "non-tenure" to "pre-tenure") and edits offered to provide clear alignment throughout the document.

With the approval of these revisions, we will be able to prepare for the start of the 2015-2016 school year, at which time the Professional Growth Committee will pilot the student growth component of the Teacher Evaluation Instrument.

Recommendation

I recommend approval of the revisions to the Kenilworth School District No. 38 Teacher Evaluation Instrument. Upon approval, the Kenilworth Education Association (KEA) will seek

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approval from their membership.

The PERA Committee will then prepare a presentation to provide orientation to all faculty during the August 2015 Institute Days.

I look forward to entertaining any of your questions or thoughts regarding the revisions during the Closed Session discussion initially and then in Open Session, if needed.

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Kenilworth School District No. 38

Teacher Evaluation Instrument

Updated June 2015
Common Core State Standards and
Performance Evaluation and Reform Act (PERA) Inclusive

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KENILWORTH SCHOOL DISTRICT NO. 38
TEACHER EVALUATION

INTRODUCTION

Kenilworth School District Beliefs and Commitments

Beliefs	Commitments
District 38 believes that the teacher evaluation process recognizes...	***In order to support these beliefs, District 38 is committed to...***
The primary purpose of performance evaluation is to improve the quality of **student learning**. A skilled teacher guides students in setting goals, fostering intrinsic motivation, developing student potential, and empowering students to achieve academic success and become lifelong learners.	• Using the Danielson framework as a common definition of skillful teaching • Providing ongoing professional development related to: student goal setting, use of assessments and data collection to chart student progress. • Providing resources of time and materials in order to meet differentiated needs of students.
The teacher evaluation process will foster **self-evaluation and reflection**, while motivating **continued improvement towards excellence.**	• Joint goal setting between teacher and evaluator. • Providing differentiated support based on teacher role. • Incorporating dialogue among colleagues, teams and evaluators to achieve active participation and promote self-reflection.
The importance of a common understanding of excellence to **ensure quality of instruction** and adherence to **District standards.**	• Professional Development on the Framework for Teaching • Defining criteria of excellence through the use of a common language • Clearly defining District standards • Providing teachers opportunities to share evidence of professional practice and student learning • Sharing timely and continuous feedback to address opportunities and affirm growth
The **evaluators are knowledgeable** about teacher effectiveness providing authentic, valid, constructive and measurable feedback, creating **a culture of trust** which results in reciprocal learning by both the teacher and evaluator.	• Ensuring that all teacher evaluators have completed the *required training and certification* • Providing training for teachers on the *professional framework* and related expectations and practices • Ensuring teachers create a *professional growth plan* to achieve agreed upon goals • Developing a District and School culture that *fosters trust* among all faculty members.

Philosophy of Teacher Evaluation

The teacher evaluation process recognizes and values teacher contributions to the School District programs. The professional responsibilities of a Kenilworth School District No. 38 teacher are defined in four domains: I. Planning and Preparation, II. The Classroom Environment, III. Instruction and IV. Professional Responsibilities. These four domains provide basic essentials for Kenilworth School District teachers' effective performance and are based on the work of Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*.

The evaluator must be knowledgeable about teacher effectiveness, be trained in evaluation techniques (Qualified Evaluator per the Illinois State Board of Education), and be in direct professional contact with the teacher being evaluated. For pre-tenured teachers, there must be a least three observations of which two are formal observations by the evaluator. For tenured teachers, there must be at least two observations of which one is a formal observation by the evaluator.

Purpose of Teacher Evaluation

Teacher evaluation, a cooperative effort between the evaluator and the teacher being evaluated, recognizes that the primary purpose of performance evaluation is to improve the quality of student learning, improve the quality of teaching, encourage self-evaluation of teaching performance, and promote adherence to District standards. The evaluation process must be continuous and constructive, providing teachers the opportunity to develop their potential in an atmosphere of cooperation, professionalism, mutual trust and respect.

In the first four years of a pre-tenured teacher's employment, evaluation serves to affirm the selection of the teacher for the specific assignment in Kenilworth School District No. 38. As a teacher's career proceeds (tenured), evaluation should serve to assess excellence and motivate continued professional and personal growth within a climate which encourages collaboration, risk-taking and innovation. The teacher evaluation domains serve as criteria for performance and should encourage and recognize excellent teaching practices.

EVALUATION PROCESS

Evaluation Notification

At the start of the school term (i.e. the first day students are required to be in attendance), the District shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:

- A copy of the rubric to be used to rate the teacher against identified standards and goals, as well as other tools to be used to determine the performance rating;
- A summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of "excellent", "proficient", "needs improvement" and "unsatisfactory" as set forth in Section 24A-5(e) and 34-85c of the School Code; and
- A summary of the District's procedures related to the provision of professional development in the event a teacher receives a "needs improvement" or remediation in the event a teacher receives an "unsatisfactory" rating to include evaluation tools to be used during the remediation period.

Formal and Informal Observation Process

Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.

- In advance of this conference, the teacher shall submit to the qualified evaluator a written lesson or unit plan and/or other evidence of planning for the instruction that will be conducted during the window of time when the formal observation may occur and make recommendations for areas on which the qualified evaluator should focus during the observation.
- The qualified evaluator and the teacher shall discuss the lesson or unit plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable.

A formal observation shall allow the qualified evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills and shall involve one of the following activities: an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time; or an observation during a complete lesson; or an observation during an entire class period, depending on which is determined within the Master Schedule. The qualified evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice and shall provide feedback following a formal observation in writing.

Following an informal observation, the qualified evaluator shall provide feedback to the teacher either orally or in writing and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator. Evidence gathered during the informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.

EVALUATION PROCESS: PRE-TENURED TEACHERS

Pre-tenured faculty will be evaluated at least twice every year. An orientation to the evaluation process will occur prior to September 17th of each school year. At this time the pre-tenured faculty will be introduced to the evaluation instrument and procedures. The evaluator and teacher to be evaluated will meet no later than October 1st to establish individual professional growth objectives for the upcoming school year. The evaluator will conduct a minimum of two formal observation cycles and ongoing (at least one) informal appraisals prior to February 28th. A formal observation cycle shall consist of a pre-observation conference, an observation, and a post-observation conference.

The post-observation conference will follow within ten school days of the observation. At this time, the evaluator and teacher will discuss the observed lesson's focus, strengths and weaknesses and set future goals. The first formal observation cycle will be completed by November 28th. The second formal observation cycle will be completed prior to February 28th. Informal observations will also contribute to the evaluation process.

In addition, a midterm evaluation conference and a summative evaluation conference will be held. The focus of these conferences will include information generated by the completed teacher evaluation forms. The midterm evaluation conference will occur prior to Winter Break. The summative evaluation conference will be completed by March 7th.

EVALUATION PROCESS: TENURED TEACHERS AND PART-TIME TEACHERS WITH FOUR OR MORE YEARS OF CONTINUOUS TEACHING EXPERIENCE IN KENILWORTH SCHOOL DISTRICT NO. 38

Tenured teachers and part-time teachers who have completed four years of continuous teaching experience at The Joseph Sears School will be evaluated a minimum of every other year. During an evaluation year, an orientation to the evaluation process will occur prior to September 17th of each school year. At this time the tenured faculty will be introduced to the evaluation instrument and procedures. The evaluator and teacher to be evaluated will meet no later than October 1st to establish individual professional growth objectives for the upcoming school year. The Student Growth Data will be documented by March 1st of each school year. The evaluator will conduct a minimum of one formal observation cycle and ongoing (at least one) informal appraisals prior to May 1st of each school year.

The post-observation conference will follow within ten school days of the observation. At this time, the evaluator and teacher will discuss the observed lesson's focus, strengths and weaknesses and set future goals. In addition to the formal observation, informal observations will also contribute to the evaluation process.

QUALIFICATIONS FOR EVALUATOR

All pre-tenured and tenured faculty shall be evaluated according to the teacher Kenilworth School District No. 38 Evaluation Instrument through personal observation in the classroom and throughout The Joseph Sears School, and professional knowledge by qualified administrators listed in Appendix D under Section 24A3 of *The School Code of Illinois*.

EVALUATION TIMELINE: PRE-TENURED TEACHER

Prior to:	**Task:**	**Date Scheduled:**
First Day of School	Evaluation Notification	_____
September 17	Orientation to the evaluation process	_____
October 1	Conference and Goal Planning with evaluator	_____
November 28	Completion of first formal observation cycle and conference	_____
Mutually agreed upon date prior to mid-term evaluation conference	Submit completed self-evaluation to evaluator	_____
Winter Break	Completion of midterm evaluation conference within ten days of the observation	_____

February 28	Completion of second formal observation cycle and conference	_____
	At this conference, the teacher will submit completed self-evaluation to evaluator	_____
March 7	Completion of summative evaluation conference within ten days of the observation.	_____

EVALUATION TIMELINE: TENURED TEACHERS AND PART-TIME TEACHERS WITH FOUR OR MORE YEARS OF CONTINOUS TEACHING EXPERIENCE IN KENILWORTH SCHOOL DISTRICT NO. 38

Prior to:	**Task:**	**Date Scheduled:**
First Day of School	Evaluation Notification	_____
September 17	Orientation to the evaluation process	_____
October 1	Conference and Goal Setting with evaluator	_____
March 1	Completion of Student Growth Data	_____
May 1	Completion of summative evaluation and conference	_____

EVALUATION RATINGS

An "Excellent" or a "Proficient" rating for a pre-tenured teacher does not guarantee reemployment or the granting of tenure.

Any tenured teacher rated "Needs Improvement" or "Unsatisfactory" on a summative evaluation is subject to conditions set forth in Article XII Section A5 of the KEA/Board of Education agreement, 2013-2016.

If a tenured teacher is rated "Needs Improvement", the procedures prescribed in *The School Code of Illinois,* as explained in the "Procedures for Remediation with "Needs Improvement" Rating in Appendix E, shall apply.

If a tenured teacher is rated "Unsatisfactory", the procedures prescribed in *The School Code of Illinois,* as explained in the "Procedures for Remediation with "Unsatisfactory" Rating" in Appendix G, shall apply.

Appendix A

GUIDE FOR FORMAL AND INFORMATIONAL OBSERVATIONS AND SUMMATIVE EVALUATION CONFERENCES

Formal Observation Cycle Planning and Communications (includes pre-observation conversation, observation and post-observation conversation)

Prior to the Pre-Observation Conference/Conversation

- ✓ The teacher reviews the Guide to Pre-Observation Conference (Appendix B) in preparation for conversation with the evaluator.
- ✓ The teacher prepares their lesson plan to bring to the conference and is also encouraged to bring all relevant artifacts.
- ✓ Complete the Self- Reflection Form (Appendix I) to review with the evaluator at the conference.

During the Pre-Observation Conference/Conversation

- ✓ The evaluator and teacher will engage in discussion using the Guide to Pre-Observation Conference.
- ✓ The evaluator and teacher will discuss the content of the Self-Reflection Form and finalize goal(s).

During the Observation

- ✓ The observation will be scheduled in advance and will last as outlined in the section entitled "Formal and Information Observation Process".
- ✓ The evaluator will use an observation form correlated to the evaluation instrument domains for the purpose of documenting observed classroom teaching and/or professional practices.

During the Post-Observation Conference/Conversation

- ✓ The evaluator will schedule and conduct the post-observation conference within ten (10) school days after the observation.
- ✓ The teacher will bring relevant artifacts to the conference to review with the evaluator.
- ✓ The evaluator and teacher will discuss/confirm the Guide to Observation Reflection (Appendix C) and will collaboratively determine Areas of Strength and Areas of Growth, updating the Self-Reflection Form, if appropriate.

Informal Observation and Potential Conference

- ✓ The evaluator will provide written evidence for the purpose of documenting observed classroom teaching and/or professional practices.
- ✓ The data obtained from the informal observations will be used by teachers to review and reflect on professional practices.
- ✓ The data from information observations will be gathered by the evaluator and used for on-going conversations, as well as the summative evaluation.

Summative Evaluation Conference

- ✓ The evaluator and teacher will review and discuss the Kenilworth School District No. 38 Evaluation Instrument which contains evidence and summative comments.
- ✓ The evaluator and teacher will review and confirm the domain ratings, as well as the overall summative rating on the Kenilworth School District No. 38 Evaluation Instrument.
- ✓ The evaluator and teacher will discuss the progress of goal(s) as noted on the Self-Reflection Form.

Appendix B

GUIDE TO PRE-OBSERVATION CONFERENCE

Conversation Components		**Observable Components**	
Domain 1 *Planning and Preparation*	Domain 4 *Professional Responsibilities*	Domain 2 *Classroom Environment*	Domain 3 *Instruction*
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 Assessments	4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	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	3a Communicating with Students 3b Using Questioning and Discussion 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

Listed below are questions that are designed to foster reflection and dialogue about your practice for the pre-observation conference. Please reflect on the questions below in preparation for the conversation. (Written responses will not be collected.) *Please bring a copy of your lesson plan and any other artifacts that might be relevant to the conversation.*

- ✓ Briefly describe the students in your class. What learner characteristics guided planning for this lesson? (1b and 1e)
- ✓ How does this lesson fit within the unit of study or the curriculum? (1e)
- ✓ What are the specific objectives of the lesson? How have you designed the lesson to ensure that the students will meet these objectives? (1a-1f)
- ✓ Discuss any changes you may have made to your classroom environment and why? (2a-e and 4a)
- ✓ How have you organized the overall structure, pacing and materials within this lesson to engage students in the learning process? (1e, 2a, 2d, 2e and 3c)
- ✓ How do you communicate directions, procedures, content and learning expectations to your students? (3a)
- ✓ What questioning and discussion techniques are you integrating into this lesson and with what targeted outcome? (3b)
- ✓ How will you differentiate instruction for individuals or groups of students in the class? (1a-1f)
- ✓ How will you know whether the students have learned what you intended? (1c and 1f)
- ✓ Discuss how you have adjusted instruction in response to the results of ongoing (either formative or summative) assessments? (3d and 3e)
- ✓ Describe how you manage classroom procedures to maximize student learning. (i.e. instructional groups, transitions, handling of supplies, use of instructional assistants and/or other non-instructional tasks.) (1b, 1d, 4e, 2c, 2d and 3e)
- ✓ Share how you have created a respectful classroom that is supportive of all learners. (1b, 1e, 2a and 2b)
- ✓ Thinking beyond the classroom, how have you communicated and connected with students' families to help build a link between home and school? (4c)

- ✓ How has information from families influenced how you meet instructional or behavioral needs of individual students? (2d, 3c, 3e, 4c)
- ✓ How has your practice been influenced by collaboration with other teachers and/or participation in professional development activities? (4a, 4d and 4e)
- ✓ Reflect on how your professionalism is displayed in the work that you do as Kenilworth School District No. 38. (4f)
- ✓ How does this lesson relate to your Professional Growth Plan (PGP)? (4a and 4e)
- ✓ Is there any specific information you would like the evaluator to collect or observe? (4a and 4e)

Appendix C

GUIDE TO OBSERVATION REFLECTION

Listed below are questions that are designed to foster reflection and dialogue about your practice and performance during the post-observation conference. Please reflect on the questions below in preparation for the conversation. (Written responses will not be collected.) *Please bring any artifacts that might be relevant to the conversation.*

- ✓ As you reflect on the lesson, to what extent were students productively engaged?
- ✓ As you reflect on the lesson, what do you think went especially well? Why?
- ✓ Did the students learn what was intended? Were instructional goals met? How do I know?
- ✓ Were goals or instructional plans altered as the lesson was taught? If so, why?
- ✓ If given the opportunity to teach the lesson again, what suggestions for change would you have? Why?

You may wish to provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their work.

Appendix D

LIST OF QUALIFIED EVALUATORS

Ms. Julia R. Jones, Director of Student Services

Mrs. Kendra N. Wallace, Principal

Appendix E

PROCEDURE FOR REMEDIATION WITH "NEEDS IMPROVEMENT" RATING

Within thirty (30) calendar days after receiving a written summative evaluation of a tenured teacher that reflects a rating of "Needs Improvement", the evaluator develops a Professional Development Plan (PDP) (Appendix E) in consultation with the teacher.

Within the first four weeks of the start of the school term, a meeting is held with the evaluator, teacher and others who will be providing support, to review and confirm the PDP.

By Winter Break, the following actions will be completed by the evaluator: walk-throughs, informal observations, formal observations and on-going check in and support. Additionally, during this time period, a Mid-Plan meeting will be held to review/update the PDP, reviewing all evidence and professional progress.

After Winter Break, the following actions will be completed by the evaluator: walk-throughs, informal observation(s), formal observation(s) and on-going check in and support. Additionally, during this time period, a review of the PDP and related evidence will take place.

By March 1, the Summative Evaluation should be completed with the next steps clearly identified to include:

- Overall rating of "Proficient" or "Excellent"- complete a PDP;
- Overall rating of "Needs Improvement" – converts to an "Unsatisfactory" rating and requires a remediation plan; or
- Overall rating of "Unsatisfactory" – requires a remediation plan.

The District's failure to strictly comply with the time requirements for the required evaluations and ratings shall not invalidate the results of the remediation plan.

Appendix F

GUIDE FOR CREATING A PROFESSIONAL DEVELOPMENT PLAN (PDP) FOR A TENURED TEACHER RATED "NEEDS IMPROVEMENT"

The Performance and Evaluation Reform Act (PERA) includes the language regarding the creation of a Professional Development Plan (PDP) for a tenured teacher who is rated "Needs Improvement."

This Professional Development Plan (PDP) is to be created within thirty (30) school days after the completion of an evaluation resulting in the "Needs Improvement" rating by the evaluator in consultation with the teacher. The PDP 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. After development of the PDP, the teacher and evaluator will collaborate to determine the target completion date, but it can be no later than March 1.

Tenured teachers must be evaluated at least once in the school year following the Professional Development Plan. Teachers who are rated "Proficient" or "Excellent" at that time will be reinstated to the Tenured Teacher Evaluation Process.

For tenured teachers who are evaluated less than "Proficient" at the completion of the PDP, the District will start a remediation plan under the provisions of Illinois School Code 105 ILCS 5/24A-5.

PDP Components

- **Areas of Improvement**: List one domain rated "Needs Improvement" on a separate form.
- **Rationale for Area of Improvement**: Evidence from observations that show an area needing improvement.
- **Domain/ Component**: List the domain and/or component rated needs improvement.
- **Indicators for Effective Teaching**: Find examples of sources of evidence for the domain/component rated "Needs Improvement" that will show or produce evidence of effective teaching.
- **Improvement Strategies**: Provide strategies the teacher can use to show improvement in needed domain/component.
- **Tasks to Complete**: Specific tasks the teacher will complete that will improve the domain/component
- **Support and Resources**: List of supports and resources the teacher can use to improve, e.g. workshops, observe colleagues, ask a specialist, books/journals.
- **Indicators of Progress**: How the teacher will show progress towards "Proficient" or "Excellent" ratings in domain/component through informal observation, data, evidence, etc.

Appendix G

PROCEDURE FOR REMEDIATION WITH "UNSATISFACTORY" RATING

Within thirty (30) calendar days after a written summative evaluation of a tenured teacher reflects a rating of "Unsatisfactory", the District shall develop a remediation plan designed to correct the areas identified as unsatisfactory, provided the deficiencies are deemed remediable.

The remediation plan shall provide for evaluations and ratings within forty-five (45) school days, which shall occur during the ninety (90) school days immediately following the teacher's receipt of a remediation plan based upon the unsatisfactory evaluation.

The evaluations and rating shall be conducted by a qualified administrator under Section 24A of *The School Code of Illinois*.

The District's failure to strictly comply with the time requirements for the required evaluations and ratings shall not invalidate the results of the remediation plan.

The designated qualified administrator under Section 24A of *The School Code* shall conduct the third and final evaluation within 10 days after the conclusion of the ninety (90) school day remediation period immediately following the teacher's receipt of a remediation plan based upon an unsatisfactory evaluation.

Any teacher who successfully completes the ninety (90) school day remediation period by receiving a "Proficient" or better rating shall be reinstated to the District's regular biennial tenured teacher evaluation cycle in accordance with the evaluation plan procedures for Kenilworth School District No. 38 tenured teachers.

Participants in the remediation plan shall include the teacher deemed unsatisfactory, a qualified administrator, and a consulting teacher. The remediation plan may include the participation of other personnel selected by the qualified administrator to assist in correcting areas identified as unsatisfactory.

The consulting teacher shall be chosen by Kenilworth School District No. 38 from a list developed by the Kenilworth Education Association. The qualified consulting teacher shall be one who has received a rating of "Excellent" and, in the opinion of the qualified administrator, has reasonable familiarity with the assignment of the teacher under remediation. The list shall name at least five (5) such teachers – or the names of all teachers so qualified if that number is less than five (5) – each of whom has agreed to perform the duties of a consulting teacher, if selected by the District.

If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher.

The consulting teacher shall coach and advise the teacher rated as unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.

The consulting teacher shall not participate in any of the required thirty (30) school day evaluations or ratings, nor be engaged to evaluate or rate the performance of the teacher under remediation.

The consulting teacher shall be informed, through two conferences with the qualified administrator and the teacher under remediation, of the results of the first two 30-school day evaluations and ratings in order to continue to provide assistance to the teacher under a remediation plan.

Any tenured teacher who fails to complete the ninety (90) school day remediation plan with a “Proficient” or better rating shall be dismissed in accordance with Section 24-12 and 24A-5(j) of *The School Code of Illinois*.

Appendix H

AGENDA FOR ORIENTATION MEETING

The evaluation instrument is a cumulative evaluation of the teacher's performance as a professional, not just related to the lessons that are formally observed. (See Kenilworth School District No. 38 Evaluation Instrument in Appendix L.)

The purpose of the evaluation is to examine the teacher's performance within the four domains. Evidence of performance in each domain will include formal and informal observations.

Pre-Observation Conference/Conversation

The conference will include:

- Getting to know you and your classroom;
- Establishing general teacher goals or areas of focus for the year by completion of the Self-Reflection Form (Appendix I);
- Identifying any supports or resources needed to meet the goals; and
- Planning the timeline for the observations and evaluation.

The evaluation instrument will also be reviewed for understanding.

Observation

Review of lesson plan preparation including: Goal of lesson, Common Core State Standards related to the goal, context for lesson (background knowledge needed, etc.), description of lesson, expected outcomes for student learning and how the student learning will be assessed. Model Lesson Plan formats are included in Appendix J for guidance and use, if you desire to use a template.

Completion of Reflection of Lesson Observation

Use the questions in Appendix C (Guide to Observation Reflection) to guide your reflection on the lesson. (You may make informal notes for your reference. This does not need to be turned in for review.) This will be discussed during your Post-Observation Conference/Conversation.

Post-Observation Conference/Conversation

Review the actual observation and discuss the strengths and goals for growth observed.

Completion of Self-Evaluation

This is the completion of the Teacher Rating section on the Kenilworth School District No. Evaluation Instrument (Appendix L). This information is not provided to influence the overall evaluator rating; however, it is an opportunity to identify common and differentiated perceptions.

Evaluation Meeting

Review and discuss the completed evaluation instrument. This occurs at the Summative Evaluation meeting (tenured and pre-tenured), as well as the Midterm Evaluation meeting (pre-tenured, only).

Timeline Expectations

Pre-Tenured teachers will be evaluated first during the school year, as there is both a Midterm and Summative Evaluation.

Tenured teachers will typically be formally evaluated once with a Summative Evaluation at any point throughout the school term.

Appendix I

KENILWORTH SCHOOL DISTRICT NO. 38 SELF-REFLECTION FORM

Purpose: The self-reflection will serve three purposes: (1) to create a time and place for you to reflect on your practice and assess your performance, (2) to help inform and facilitate a reflective dialogue with your evaluator, and (3) to help you identify areas for improvement and areas for growth/professional development this school year.

Directions: Please complete. No written responses are required for the prompts in Part 1, and try to focus only on the most relevant questions, with the goal being to prompt thinking regarding strengths and areas for growth. After reviewing the prompts, the educator will complete parts 2 and 3. By completing this three-part reflection, the educator is preparing for a meaningful and targeted conversation with their evaluator, where the educator and evaluator can collaborate to establish Professional Growth goals and reflect on growth throughout the year.

Part 1: Prompts for Reflection (Beginning of Year Prompts):

1. In what areas did my students grow last year and where did they struggle, based upon state, district or teacher created assessments?

2. What strategies can I employ to help improve student learning outcomes this school year? What data, procedures, and information can I use to drive my instructional choices to ensure that I meet the educational needs of all the students in my classroom?

3. What can I do to make sure my support team and/or colleagues know my needs and can help guide me through tough decisions?

4. In what ways could I improve and monitor the extent to which I am being consistent enough for the students to comprehend my management expectations?

5. How can I build rapport and respectful relationships with my students to help boost their learning?

6. How do I begin to plan so that the reflective cycle of inquiry (plan-teach-assess-reflect) is routinely a part of my daily practice?

7. What are the areas I would like to focus on this year for my professional growth and what types of activities do I think would be helpful to continuously grow and improve my instructional practice and impact on student learning?

Part 2: Self Reflection

Directions: Identify at least one component from The Kenilworth School District No. 38 Evaluation Instrument (Appendix L) that is an area of strength and one that is an area for growth within each Domain. (This will result in at least four total strengths and four areas for growth). Use prior evaluations and other data to provide rationale as to why you selected these competencies. Record the strengths and areas for growth in the appropriate box below.

Domain	Strength	Area for Growth
Domain #1 Planning and preparation		
Domain #2 Classroom Environment		
Domain #3 Classroom Instruction		
Domain #4 Professional Responsibilities		

Part 3: Self-Reflection Narrative

Directions: Please respond to each of the following prompts with written responses.

1. **Prioritize -** Review your areas of growth identified above. Reflect on your professional growth over the last year and prioritize your areas of growth into those that are most important for your professional growth and will yield the best outcomes for your students.

1. 2. 3. 4.

2. **Summarize -** Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas and how focusing on these growth areas will help you improve as a professional. These areas of growth will be the basis of your Professional Growth Plan.

3. **Additional Information -** 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.)?

Appendix J1

MODEL LESSON TEMPLATE #1 FOR FORMAL OBSERVATIONS

Class:	**Date:**
Unit:	**Lesson Title:**
Content Standard Alignment:	
Lesson Objectives/Instructional Outcomes: *(Framework Domain 1c: Setting Instructional Goals)* **Outline** the concept, knowledge, skill, or application students can demonstrate upon lesson completion. This may be the same as or very similar to the content standard; however, it could be narrower or perhaps broader. Objectives may be stated in the form of critical questions students should be able to answer.	
Relationship to Unit Structure: *(Framework Domain 1e: Designing Coherent Instruction)* How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence?	
Instructional Materials/Resources: *(Framework Domain 1d: Demonstrating Knowledge of Resources)* List all materials and resources required by teacher and/or students, include preparation or other special instructions; e.g. paper based materials such as text books, technology equipment, science equipment or supplies, art materials or equipment.	
Methods and Instructional Strategies *(Framework Domain 1a: Demonstrating Knowledge of Content and Pedagogy)*	
Anticipated Student Misconceptions:	
Concept Prerequisites: List all key concepts and terminology necessary for students to understand the concepts as well as meet the standards, goals and objectives of the lesson**.**	
Introduction-Anticipatory Set:	
Instructional Activities: Includes questioning techniques, grouping strategies, and pedagogical approaches.	
Wrap Up-Synthesis/Closure:	

Differentiation According to Student Needs: *(Framework Domain 1b: Demonstrating Knowledge of Students)* Address diverse student needs including students with an IEP or 504, cultural linguistic needs.
Assessment (Formative and Summative): *(Framework Domain 1f: Assessing Student Learning)* May indicate the type of assessment most appropriate, or it may provide sample questions, entire tests, portfolio guidelines or rubrics if available submitted along with the lesson plan as attachments.

How your Plan Affects Teaching
RUBRICS for the FRAMEWORK for TEACHING

Below are 35 instances where the word "Plan" is listed in the Danielson Framework. Keep these areas in mind when developing your own lesson plans for students.

Component 1a: Knowledge of Content Pedagogy

Level 4

Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Level 3

Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.

Level 2

Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

CRITICAL ATTRIBUTES

- Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.

Level 1

In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student' learning of the content. Teacher does not consider prerequisite relationships when planning.

- Teacher's plans use inappropriate strategies for the discipline.

Component 1b: Demonstrating Knowledge of Students

Level 4

CRITICAL ATTRIBUTES

In addition to the characteristics of a level of performance 3:

- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Level 3

CRITICAL ATTRIBUTES

- The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.

Level 2

CRITICAL ATTRIBUTES

- Teacher cites developmental theory but does not seek to integrate it into lesson planning.

Component 1c: Setting Instructional Outcomes

Level 4

CRITICAL ATTRIBUTES

- Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.

Component 1e: Designing Coherent Instruction

Level 4

Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.

CRITICAL ATTRIBUTES

- Lesson plans differentiate for individual student needs.

Level 3

CRITICAL ATTRIBUTES

- The plan for the lesson or unit is well structured, with reasonable time allocations.

Level 1

CRITICAL ATTRIBUTES

- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

Component 1f: Designing Student Assessments

Level 4

Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Teacher intends to use assessment results to plan future instruction for individual students.

Level 3

Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Teacher intends to use assessment results to plan for future instruction for groups of students.

CRITICAL ATTRIBUTES

- Plans indicate modified assessments for some students as needed.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

Level 2

Teacher intends to use assessment results to plan for future instruction for the class as a whole.

CRITICAL ATTRIBUTES

- Only some of the instructional outcomes are addressed in the planned assessments.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

Level 1

Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.

CRITICAL ATTRIBUTES

- Assessment results do not affect future plans.

Appendix J2

Model Lesson Plan Template #2 for Formal Observations

Primary Subject Area and Grade Level: *List the primary content area for this lesson. List the beginning and ending grade levels for which this lesson is appropriate.*
Interdisciplinary Connections: *Provide a listing of the subject area(s), in addition to the primary subject area that is incorporated in this lesson.* **(1a: Demonstrating Knowledge of Content and Pedagogy)**
Lesson Duration: *State the approximate time frame for this lesson.* **(1e: Designing Coherent Instruction)**
Relevance/Rationale: *Consider how your outcomes and plan will engage students cognitively and build understanding. Why are the lesson outcomes important in the real world? How is this lesson relevant to students in this class (interests, cultural heritages, needs)?* **(1b: Demonstrating Knowledge of Students**)
Outcomes/Objectives: *What will students know and be able to do as a result of this lesson? Outcomes should be written in the form of student learning and suggest viable methods of assessment. For teachers of English language learners: What language objectives will be addressed?* **(1c: Setting Instructional Outcomes)**
Content Standard(s) and/or Common Core Learning Standard(s): *For example: (CCSS) 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. Content area teachers should include appropriate English Language Arts Common Core Standards for Content Areas, if appropriate, in addition to content standards.* **(1c: Setting Instructional Outcomes)**
Use of Formative Assessment to Inform Planning: *Describe your student's current levels of understanding of the content related to the outcome for this lesson. What are some of the indicators that let you know that these outcomes and the lesson activities represent the appropriate amount of cognitive challenge for all students?* **(1f: Designing Student Assessments)**
Class Information: *Describe any unique characteristics of the class (considerations may include: special needs, language levels, learning styles, etc.). Describe how other adults (paraprofessionals, volunteers, co-teachers, resource teachers, etc.) will support student learning, if applicable. Also include any other circumstances an observer should know about.* **(1b: Knowledge of Students)**

Overview: *Provide a brief overview of the lesson. The overview should provide the observer with a description of the lesson's content and how it relates to the larger unit. Include prerequisite knowledge required to meet lesson outcomes and relationship to future learning.*

(1a: Demonstrating Knowledge of Content and Pedagogy)

Technologies and Other Materials /Resources: *List all materials, handouts, resources, and technology tools that are needed by the student or the teacher to execute the lesson. Technologies may include hardware, software, and websites, etc. Materials and resources may include physical resources (e.g. books, manipulatives, supplies, equipment, etc.) and/or people resources (e.g. guest speakers, librarian, etc.).*

(1d: Demonstrating Knowledge of Resources)

Grouping Strategy: *Describe how you will group students to facilitate learning of the outcomes of this lesson. What is the rationale for the grouping strategy?*

(1e: Designing Coherent Instruction)

Academic Vocabulary: *What key terms are essential to this content? What terms are essential to develop and extend students vocabulary?*

(1a: Knowledge of Content and Pedagogy; 1b: Knowledge of Students)

Lesson Procedures: *The procedures should clearly describe the sequence of learning activities and should identify where and how all materials, technology tools and student-created technology products, and reproducible materials/handouts are utilized in the lesson. Describe the lesson sequence:*

- *How will the lesson launch?*
- *How will the material be presented?*
- *What questions will be posed to the students? What are the expected responses?*
- *How and when will the teacher model?*
- *What opportunities will there be for guided practice, group work and individual practice?*
- *How and when will you monitor student understanding throughout the lesson?*
- *What opportunities will there be for reflection and closure?*

Include approximate time allocations for each portion of the lesson. Be very precise when explaining the teacher and student tasks during the learning activities.

(1a: Demonstrating Knowledge of Content and Pedagogy; 1e: Designing Coherent Instruction)

Differentiation: *Describe how you will differentiate instruction for a variety of learners, including students will special needs, English Language Learners, and high achieving students to ensure that all students have access to and are able to engage appropriately in this lesson. Be specific.*

(1e: Designing Coherent Instruction)

Assessment Criteria for Success: • *How and when will you assess student learning throughout the lesson (formative)?* • *How will you and your students know if they have successfully met the outcomes?* • *What are the criteria for mastery of the lesson outcome(s)?* • *Describe any (formative and summative) assessments to be used.* **(1f: Designing Student Assessments)**
Anticipated Difficulties: *What difficulties or possible misunderstanding do you anticipate that students may encounter? How will you prevent them from occurring?* **(1a: Demonstrating Knowledge of Content and Pedagogy)**
Reflections: *List at least three questions you will ask yourself **after** the lesson is taught.* **(4a: Reflecting on Teaching)**

Appendix K

EXAMPLES OF ARTIFACTS

Kenilworth School District No. 38
Evaluation Instrument

Name of Teacher/Educator: _____ **Grade/Subject:** _____

Name of Evaluator: _____ **Date of Observation(s):** _____

___Tenured or ___Non-Tenured **Evaluation: ___Midterm (if non-tenured) ___Summative**

Domain 1: Planning and Preparation

Component	Unsatisfactory (0 points)	Needs Improvement (1 point)	Proficient (2 points)	Excellent (3 points)
1a: Demonstrating knowledge of content and pedagogy	• In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. • Teacher displays little or no understanding of the range of the pedagogical approaches suitable to student learning of the content.	• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	• Teacher displays a solid knowledge of the important concepts in the discipline and how these relate to one another. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	• Teacher displays extensive knowledge of the important concepts in the discipline and how these relate to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐
Component	**Unsatisfactory (0 points)**	**Needs Improvement (1 point)**	**Proficient (2 points)**	**Excellent (3 points)**
1b: Demonstrating knowledge of students	• Teacher demonstrates limited knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	• Teacher recognizes the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and displays this knowledge only for the class as a whole, and such knowledge may be incomplete or inaccurate.	• Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and displays 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 the class as a whole, for groups of students or individual students, as needed.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐

Component	Unsatisfactory (0 points)	Needs Improvement (1 point)	Proficient (2 points)	Excellent (3 points)
1c: Setting instructional outcomes	• Outcomes represent low expectations for students and lack of rigor, and do not reflect important learning in the discipline. • Outcomes are stated as activities, rather than as student learning. • Outcomes reflect only one type of learning in the discipline or strand, and are suitable for only some students. • Outcomes do not permit viable methods of assessment.	• Outcomes represent moderate expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. • Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. • Most of the outcomes are suitable for some of the students in the class based on global assessments of student learning.	• Outcomes are stated as goals reflecting high-level and important learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and able to be assessed. • The outcomes reflect opportunities for integration within or across disciplines, as appropriate. • Outcomes usually take into account the varying needs of individual students.	• All outcomes represent rigorous and important learning in the discipline. • The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. • Outcomes reflect several different types of learning and, where appropriate, represent opportunities for integration within or across disciplines. • Outcomes take into account the varying needs of all students.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐

Component	Unsatisfactory (0 points)	Needs Improvement (1 point)	Proficient (2 points)	Excellent (3 points)
1d: Demonstrating knowledge of resources	• Teacher demonstrates limited familiarity with resources available to enhance own knowledge, to use in teaching, or for students.	• Teacher displays limited instructional awareness of resources available for use, for expanding one's own knowledge and for students.	• Teacher is fully aware of the broad range of resources available to enhance own knowledge for use in teaching, and for students.	• Teacher seeks out a broad range of resources to enhance own knowledge for use in teaching, and for students.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐

Component	Unsatisfactory (0 points)	Needs Improvement (1 point)	Proficient (2 points)	Excellent (3 points)
1e. Designing coherent instruction	• The series of learning experiences are poorly or partially aligned with the instructional outcomes with time parameters, and do not represent a coherent structure. • Instructional groups do not support the instructional outcomes and offer no variety.	• Some elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. • Teacher's lesson or unit has a recognizable structure. • Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	• Most elements of the instructional design support the stated instructional goals and engage students in meaningful learning. • The lesson or unit has a clearly defined structure.	• All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning and show evidence of student choice. • Teacher's lesson or unit is highly coherent, has a clear structure and engages students in high level cognitive activities that are differentiated for students in the class.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐

Component	Unsatisfactory (0 points)	Needs Improvement (1 point)	Proficient (2 points)	Excellent (3 points)
1f. Designing student assessment	• Assessment procedures are not congruent with instructional outcomes. • Proposed approach contains no criteria or standards. • Teacher has no plan to incorporate formative assessment in the lesson or unit. • Teacher has no plans to use assessment results in designing future instruction.	• Some instructional outcomes are assessed through the proposed approach, but others are not. • Assessment criteria and standards have been developed, but they are not clear. • Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. • Teacher intends to use assessment results to plan for future instruction for the class as a whole.	• Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. • Assessment criteria and standards are clear. • Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. • Teacher intends to use assessment results to plan for future instruction for groups of students.	• Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student choice and participate when appropriate. • Assessment methodologies may have been adapted for individuals, and the teacher and student use assessment results to plan future instruction.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐

Teacher Comments:

Evaluator Comments:

Domain 1 will be rated as follows:

Excellent (18-17 points) – To receive this rating, the teacher must demonstrate a rating of "excellent" in five or more components with no "needs improvement" or "unsatisfactory."
Proficient (16-11 points) – To receive this rating, the teacher must demonstrate a rating of "excellent" or "proficient" in no fewer than five components with no more than one "needs improvement" and no "unsatisfactory."
Needs Improvement (10-5 points) – To receive this rating, the teacher must demonstrate a rating of "needs improvement" in two or more components, and no more than one "unsatisfactory."
Unsatisfactory (4-0 points) – To receive this rating, the teacher must demonstrate a rating of "unsatisfactory" in two or more components.

Summary of Domain 1 Rating: ___Unsatisfactory ___Needs Improvement ___Proficient ___Excellent

Domain 2: The Classroom Environment

Component	Unsatisfactory (0 points)	Needs Improvement (1 point)	Proficient (2 points)	Excellent (3 points)
2a: Creating an environment of respect and rapport	• Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to student's ages, cultural backgrounds, and developmental levels. • Interactions are characterized by sarcasm, put-downs, or conflict. • Teacher does not respond to disrespectful behavior.	• Patterns of classroom interactions, both between the teacher and students and among students are not always appropriate and occasionally reflect inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. • Students lack respect for one another. • Teacher attempts to respond to disrespectful behavior with uneven results.	• Classroom interactions between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. • Teacher responds successfully to disrespectful behavior among students.	• Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. • Students themselves contribute high levels of civility among members of the class. • Students feel safe taking intellectual risks.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐
Component	**Unsatisfactory (0 points)**	**Needs Improvement (1 point)**	**Proficient (2 points)**	**Excellent (3 points)**
2b: Establishing a culture for learning	• The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. • Hard work is not expected or valued. • Low expectations for student achievement are the norm.	• The classroom culture is characterized by little commitment to learning by teacher or students. • The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task rather than quality. • The teacher conveys that student success is the result of natural ability rather than hard work. • High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	• The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. • The teacher conveys that with hard work, students can be successful. • Students understand their role as learners and consistently expend effort to learn. • Classroom interactions support learning and hard work.	• The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. • The teacher conveys high expectations for learning by all students and insists on hard work. • The majority of students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐
Component	**Unsatisfactory (0 points)**	**Needs Improvement (1 point)**	**Proficient (2 points)**	**Excellent (3 points)**
2c: Managing classroom procedures	• Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, instructional assistants, volunteers, transitions, and/or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines.	• Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, instructional assistants, volunteers, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. • With regular guidance and prompting, students follow established routines • Volunteers and instructional assistants are productively engaged during portions of class time but require frequent supervision.	• Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time. • Volunteers and paraprofessionals are productively and independently engaged during the entire class.	• Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning. • Volunteers and instructional assistants make a substantive contribution to the classroom environment.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐

Component	Unsatisfactory (0 points)	Needs Improvement (1 point)	Proficient (2 points)	Excellent (3 points)
2d: Managing student behavior	• There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is disrespectful of student dignity.	• Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries with uneven results to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct.	• Standards of conduct appear to be clear, concise and limited in number. The teacher monitors student behavior against those standards. • Teacher response to student behavior is appropriate, respectful to students, and is effective.	• Standards of conduct are clear, concise and limited in number, with evidence of student participation in setting them where appropriate. • Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐
Component	**Unsatisfactory (0 points)**	**Needs Improvement (1 point)**	**Proficient (2 points)**	**Excellent (3 points)**
2e: Organizing physical space	• Teacher's classroom is safe and essential learning is accessible to some students, but the physical arrangement only partially supports the learning activities. • Teacher's use of physical resources is limited.	• Teacher's classroom is safe and essential learning is accessible to most students. • Teacher's use of physical resources is moderately effective. • Teacher may attempt to modify the physical arrangement to suit learning activities with partial success.	• Teacher's classroom is safe and learning is accessible to all students. • Teacher ensures that the physical arrangement supports the learning activities. • Teacher makes effective use of physical resources.	• Teacher's classroom is safe and learning is accessible to all students. • Teacher makes effective use of physical resources, and ensures that the physical arrangement is strategic to the learning activities. • Students contribute to the use or adaptation of the physical environment to advance learning, when appropriate.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐

Teacher Comments:

Evaluator Comments:

<u>Domain 2 will be rated as follows</u>:

Excellent (15-14 points) – To receive this rating, the teacher must demonstrate a rating of "excellent" in four or more components with no "needs improvement" or "unsatisfactory."
Proficient (13-9 points) – To receive this rating, the teacher must demonstrate a rating of "excellent" or "proficient" in four or more components and no more than one "needs improvement" and no "unsatisfactory."
Needs Improvement (8-4 points) – To receive this rating, the teacher must demonstrate a rating of "needs improvement" in two or more components and no more than one "unsatisfactory".
Unsatisfactory (3-0 points) – To receive this rating, the teacher must demonstrate a rating of "unsatisfactory" in two or more components.

Summary of Domain 2 Rating: ___Unsatisfactory ___Needs Improvement ___Proficient ___Excellent

Domain 3: Instruction

Component	Unsatisfactory (0 points)	Needs Improvement (1 point)	Proficient (2 points)	Excellent (3 points)
3a: Classroom communications	• At no time during the lesson does the teacher convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. • The teacher's vocabulary is inappropriate to the age or culture of the students.	• The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's explanation of the content consists of a monologue, with minimal participation of intellectual engagement by students. • The teacher makes no serious content errors but may make minor ones. • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile for students.	• The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Students engage with the learning task, indicating that they understand what they are to do. • In appropriate, the teacher models the process to be followed in the task. • The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher's vocabulary is appropriate to students' ages and levels of development.	• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐
Component	**Unsatisfactory (0 points)**	**Needs Improvement (1 point)**	**Proficient (2 points)**	**Excellent (3 points)**
3b: Using questioning and discussion techniques	• Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussions.	• The teacher frames some questions designed to promote student thinking, but many have a single correct answer and teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so.	• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without on-going mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning and most attempt to do so.	• Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐

Component	Unsatisfactory (0 points)	Needs Improvement (1 point)	Proficient (2 points)	Excellent (3 points)
3c: Engaging students in learning	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small group) when variety would promote more student engagement.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven – suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐
Component	**Unsatisfactory (0 points)**	**Needs Improvement (1 point)**	**Proficient (2 points)**	**Excellent (3 points)**
3d: Using Assessment in Instruction	• The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback or feedback is global or directed by only one student. • The teacher does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment.	• The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students.	• Students indicate that they clearly understand the characteristics of high-quality work and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐

Component	Unsatisfactory (0 points)	Needs Improvement (1 point)	Proficient (2 points)	Excellent (3 points)
3e: Demonstrating flexibility and responsiveness	• Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to student questions. • Teacher assumes no responsibility for students' failure to understand.	• Teacher makes limited attempts to modify the lesson when needed and to respond to student question and interests. • Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	• Teacher promotes the successful learning of all students making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. • The teacher persists in seeking approaches for all students drawing on a broad repertoire of strategies.	• Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student needs, interests and questions. • Teacher persists in seeking effective approaches for all students. • Teacher uses an extensive repertoire of instructional strategies and solicits additional resources .
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐

Teacher Comments:

Evaluator Comments:

Domain 3 will be rated as follows:

Excellent (15-14 points) – To receive this rating, the teacher must demonstrate a rating of "excellent" in four or more components with no "needs improvement" or "unsatisfactory."
Proficient (13-9 points) – To receive this rating, the teacher must demonstrate a rating of "excellent" or "proficient" in four or more components and no more than one "needs improvement" and no "unsatisfactory."
Needs Improvement (8-4 points) – To receive this rating, the teacher must demonstrate a rating of "needs improvement" in two or more components and no more than one "unsatisfactory".
Unsatisfactory (3-0 points) – To receive this rating, the teacher must demonstrate a rating of "unsatisfactory" in two or more components.

Summary of Domain 3 Rating: ___Unsatisfactory ___Needs Improvement ___Proficient ___Excellent

Domain 4: Professional Responsibilities

Component	Unsatisfactory (0 points)	Needs Improvement (1 point)	Proficient (2 points)	Excellent (3 points)
4a: Reflecting on Teaching	• Teacher does not know if a lesson was effective or achieved its goals or profoundly misjudges the success of a lesson. • Teacher has no suggestions for how a lesson may be improved another time.	• Teacher has a limited awareness of a lesson's effectiveness and the extent to which instructional outcomes were met. • Upon reflection, teacher makes limited suggestions about how a lesson could be improved.	• Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. • Teacher reflects on how to improve the lesson.	• Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strength of each. • Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐
Component	**Unsatisfactory (0 points)**	**Needs Improvement (1 point)**	**Proficient (2 points)**	**Excellent (3 points)**
4b: Maintaining Accurate Records	• Teacher's system for maintaining both instructional and non-instructional records is either non-existent, in disarray, rudimentary or only partially effective, resulting in errors and confusion. • Teacher's record keeping is not completed in a timely manner.	• Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. • Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors. • Sometimes teacher's record keeping is not completed in a timely manner.	• Teacher's system for maintaining both instructional and non-instructional records is accurate, timely, efficient and effective.	• Teacher's system for maintaining both instructional and non-instructional records is accurate, timely, efficient and effective, and students contribute to its maintenance, as appropriate.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐
Component	**Unsatisfactory (0 points)**	**Needs Improvement (1 point)**	**Proficient (2 points)**	**Excellent (3 points)**
4c: Communication with Families	• Teacher communication with families about the instructional program or about individual students is sporadic. • Teacher makes little attempt to engage families in the instructional program. • Communications are not timely, professional and/or always appropriate to the cultures of families.	• Teacher adheres to the school's required procedures for communicating with families. • Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. • Teacher makes modest and partially successful attempts to engage families in the instructional program.	• Teacher communicates frequently with families and successfully engages them in the instructional program. • Information to families about individual students is conveyed in a timely manner.	• Teacher's communication with families is frequent and sensitive to cultural traditions; students may contribute to the communication. • Response to family concerns is handled in a pro-active, timely and professional manner. • Teacher successfully engages families in the instructional program, as appropriate.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐

Component	Unsatisfactory (0 points)	Needs Improvement (1 point)	Proficient (2 points)	Excellent (3 points)
4d: Participating in a Professional Community	• Teacher avoids participating in a professional community or in School and District events and projects. • Relationships with colleagues may be strained, negative or self-serving at times. • Teacher does not operate within the scope of his/her authority and requires supervision.	• Teacher becomes involved in the school's culture of professional inquiry only when invited to do so or required. • Teacher maintains cordial relationships with colleagues to fulfill duties that the School or District requires. • Teacher participates in school events and school district projects when specifically asked. • Teacher rarely operates within the scope of his/her authority and sometimes requires supervision.	• Teacher participates actively in the professional community, and in school and district events and projects. • Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. • Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. • Teacher usually operates within the scope of his/her authority with limited supervision.	• Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. • Teacher takes a leadership role in promoting a culture of professional inquiry. • Teacher volunteers to participate in School events and District projects, making a substantial contribution, and assuming a leadership role in at least one aspect of School or District life. • Teacher always operates within the scope of his/her authority without supervision.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐
Component	**Unsatisfactory (0 points)**	**Needs Improvement (1 point)**	**Proficient (2 points)**	**Excellent (3 points)**
4e: Growing and Developing Professionally	• Teacher engages in no professional development activities to enhance knowledge or skill. • Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	• Teacher participates in professional activities to a limited extent when they are convenient. • Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. • Teacher finds limited ways to contribute to the profession.	• Teacher participates actively in professional development based on an individual assessment of need. • Teacher welcomes feedback from supervisors and colleagues. • Teacher actively shows expertise with others and finds ways to contribute to the profession.	• Teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. • Teacher seeks out feedback from supervisors and colleagues. • Teacher initiates activities to contribute to the profession.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐
Component	**Unsatisfactory (0 points)**	**Needs Improvement (1 point)**	**Proficient (2 points)**	**Excellent (3 points)**
4f: Demonstrating Professionalism	• Teacher displays dishonesty in interactions with colleagues, students, and the public. • Teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school. • Teacher makes decisions and recommendations based on self-serving interests. • Teacher does not comply with school and district regulations. • The school or district community is impacted by the teacher's lack of ethics.	• Teacher is honest in interactions with colleagues, students and the public. • Teacher's attempts to serve students are inconsistent and results in some students being ill-served by the school. • Teacher's decisions and recommendations are based on limited though genuinely professional considerations. • Teacher complies minimally with school and district regulations, doing just enough to get by. • Teacher displays inconsistent sense of ethics.	• Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. • Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. • Teacher maintains an open mind in team or departmental decision-making. • Teacher complies fully with school and district regulations. • Teacher displays a high level of ethics and professionalism.	• Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. • Teacher is highly proactive in serving students, seeking out resources when needed. • Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in school. • Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. • Teacher complies fully with School and District regulations, taking a leadership role with colleagues. • Teacher displays the highest standards of ethical conduct.
Teacher Rating:	☐	☐	☐	☐
Evaluator Rating:	☐	☐	☐	☐

Teacher Comments:

Evaluator Comments:

Domain 4 will be rated as follows:

Excellent (18-17 points) – To receive this rating, the teacher must demonstrate a rating of "excellent" in five or more components with no "needs improvement" or "unsatisfactory."
Proficient (16-11 points) – To receive this rating, the teacher must demonstrate a rating of "excellent" or "proficient" in no fewer than five components with no more than one "needs improvement" and no "unsatisfactory."
Needs Improvement (10-5 points) – To receive this rating, the teacher must demonstrate a rating of "needs improvement" in two or more components, and no more than one "unsatisfactory."
Unsatisfactory (4-0 points) – To receive this rating, the teacher must demonstrate a rating of "unsatisfactory" in two or more components.

Summary of Domain 4 Rating: ___Unsatisfactory ___Needs Improvement ___Proficient ___Excellent

Overall Evaluator Comments: (Include strengths and areas for growth.)

Overall Rating will be determined as follows:

Excellent – To receive this rating, the teacher must demonstrate a rating of "excellent" in three or more domains with no "needs improvement or "unsatisfactory."
Proficient – To receive this rating, the teacher must demonstrate a rating of "excellent" or "proficient" in no fewer than three domains and no more than one "needs improvement" and no "unsatisfactory".
Needs Improvement – To receive this rating, the teacher must demonstrate a rating of "needs improvement" in two or more domains and no more than one "unsatisfactory".
Unsatisfactory – To receive this rating, the teacher must demonstrate a rating of "unsatisfactory" in two or more domains.

Overall Rating (check one): ___Unsatisfactory ___Needs Improvement ___Proficient ___Excellent

***Points noted next to each domain rating do not impact the prioritizing for Reduction in Force (RIF) listings. The overall evaluation rating is the only information from the teacher evaluation that is included in the RIF groupings list.**

Teacher Comments: (Optional)

_____ _____
Date **Signature of Teacher**

_____ _____
Date **Signature of Evaluator**

Attendance Report as of (date):_____

Sick Leave_____ Professional Leave_____ Jury Duty_____

Personal Leave_____ Leave Without Pay _____ Accumulated Sick Leave_____

TEACHER'S RIGHT TO RESPOND
Each teacher and evaluator shall be required to sign and receive a copy of the teacher evaluation. A teacher may respond in writing to the evaluation if he/she so chooses. The written response shall be signed by the evaluator to acknowledge he/she has received and read the response. The response will then be appended to the teacher's evaluation and placed in the teacher's personnel file. The signature of the teacher and evaluator on this form indicate knowledge of the evaluation but not necessarily concurrence with the evaluation.

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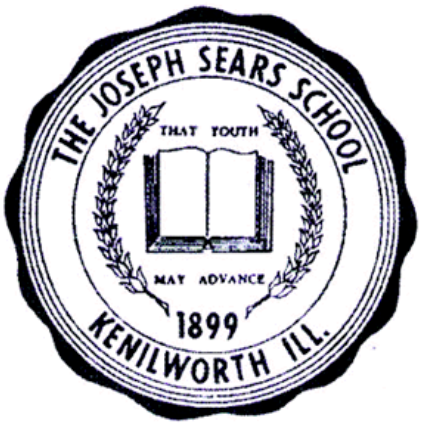
Kenilworth School District No. 38

Teacher Evaluation Instrument



Updated June 2015
Common Core State Standards and
Performance Evaluation and Reform Act (PERA) Inclusive

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KENILWORTH SCHOOL DISTRICT NO. 38
TEACHER EVALUATION

INTRODUCTION

Kenilworth School District Beliefs and Commitments

Beliefs	Commitments
District 38 believes that the teacher evaluation process recognizes...	***In order to support these beliefs, District 38 is committed to...***
The primary purpose of performance evaluation is to improve the quality of **student learning**. A skilled teacher guides students in setting goals, fostering intrinsic motivation, developing student potential, and empowering students to achieve academic success and become lifelong learners.	• Using the Danielson framework as a common definition of skillful teaching • Providing ongoing professional development related to: student goal setting, use of assessments and data collection to chart student progress. • Providing resources of time and materials in order to meet differentiated needs of students.
The teacher evaluation process will foster **self-evaluation and reflection**, while motivating **continued improvement towards excellence.**	• Joint goal setting between teacher and evaluator. • Providing differentiated support based on teacher role. • Incorporating dialogue among colleagues, teams and evaluators to achieve active participation and promote self-reflection.
The importance of a common understanding of excellence to **ensure quality of instruction** and adherence to **District standards.**	• Professional Development on the Framework for Teaching • Defining criteria of excellence through the use of a common language • Clearly defining District standards • Providing teachers opportunities to share evidence of professional practice and student learning • Sharing timely and continuous feedback to address opportunities and affirm growth
The **evaluators are knowledgeable** about teacher effectiveness providing authentic, valid, constructive and measurable feedback, creating **a culture of trust** which results in reciprocal learning by both the teacher and evaluator.	• Ensuring that all teacher evaluators have completed the *required training and certification* • Providing training for teachers on the *professional framework* and related expectations and practices • Ensuring teachers create a *professional growth plan* to achieve agreed upon goals • Developing a District and School culture that *fosters trust* among all faculty members.

Philosophy of Teacher Evaluation

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The teacher evaluation process recognizes and values teacher contributions to the School District programs. The professional responsibilities of a Kenilworth School District No. 38 teacher are defined in four domains: I. Planning and Preparation, II. The Classroom Environment, III. Instruction and IV. Professional Responsibilities. These four domains provide basic essentials for Kenilworth School District teachers' effective performance and are based on the work of Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*.

The evaluator must be knowledgeable about teacher effectiveness, be trained in evaluation techniques, and be in direct professional contact with the teacher being evaluated. For pre-tenured teachers, there must be a least three observations of which two are formal observations by the evaluator. For tenured teachers, there must be at least two observations of which one is a formal observation by the evaluator.

Purpose of Teacher Evaluation

Teacher evaluation, a cooperative effort between the evaluator and the teacher being evaluated, recognizes that the primary purpose of performance evaluation is to improve the quality of student learning, improve the quality of teaching, encourage self-evaluation of teaching performance, and promote adherence to District standards. The evaluation process must be continuous and constructive, providing teachers the opportunity to develop their potential in an atmosphere of cooperation, professionalism, mutual trust and respect.

In the first four years of a pre-tenured teacher's employment, evaluation serves to affirm the selection of the teacher for the specific assignment in Kenilworth School District No. 38. As a teacher's career proceeds (tenured), evaluation should serve to assess excellence and motivate continued professional and personal growth within a climate which encourages collaboration, risk-taking and innovation. The teacher evaluation domains serve as criteria for performance and should encourage and recognize excellent teaching practices.

EVALUATION PROCESS

Evaluation Notification

At the start of the school term (i.e. the first day students are required to be in attendance), the District shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:

- A copy of the rubric to be used to rate the teacher against identified standards and goals, as well as other tools to be used to determine the performance rating;
- A summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of "excellent", "proficient", "needs improvement" and "unsatisfactory" as set forth in Section 24A-5(e) and 34-85c of the School Code; and
- A summary of the District's procedures related to the provision of professional development in the event a teacher receives a "needs improvement" or remediation in the event a teacher receives an "unsatisfactory" rating to include evaluation tools to be used during the remediation period.

Formal and Informal Observation Process

Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.

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- In advance of this conference, the teacher shall submit to the qualified evaluator a written lesson or unit plan and/or other evidence of planning for the instruction that will be conducted during the window of time when the formal observation may occur and make recommendations for areas on which the qualified evaluator should focus during the observation.
- The qualified evaluator and the teacher shall discuss the lesson or unit plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable.

A formal observation shall allow the qualified evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills and shall involve one of the following activities: an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time; or an observation during a complete lesson; or an observation during an entire class period, depending on which is determined within the Master Schedule. The qualified evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice and shall provide feedback following a formal observation in writing.

Following an informal observation, the qualified evaluator shall provide feedback to the teacher either orally or in writing and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator. Evidence gathered during the informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.

EVALUATION PROCESS: PRE-TENURED TEACHERS

Pre-tenured faculty will be evaluated at least twice every year. An orientation to the evaluation process will occur prior to September 17th of each school year. At this time the pre-tenured faculty will be introduced to the evaluation instrument and procedures. The evaluator and teacher to be evaluated will meet no later than October 1st to establish individual professional growth objectives for the upcoming school year. The evaluator will conduct a minimum of two formal observation cycles and ongoing (at least one) informal appraisals prior to February 28th. A formal observation cycle shall consist of a pre-observation conference, an observation, and a post-observation conference.

The post-observation conference will follow within ten school days of the observation. At this time, the evaluator and teacher will discuss the observed lesson's focus, strengths and weaknesses and set future goals. The first formal observation cycle will be completed by November 28th. The second formal observation cycle will be completed prior to February 28th. Informal observations will also contribute to the evaluation process.

In addition, a midterm evaluation conference and a summative evaluation conference will be held. The focus of these conferences will include information generated by the completed teacher evaluation forms. The midterm evaluation conference will occur prior to Winter Break. The summative evaluation conference will be completed by March 7th.

EVALUATION PROCESS: TENURED TEACHERS AND PART-TIME TEACHERS WITH FOUR OR MORE YEARS OF CONTINUOUS TEACHING EXPERIENCE IN KENILWORTH SCHOOL DISTRICT NO. 38

Tenured teachers and part-time teachers who have completed four years of continuous teaching experience at The Joseph Sears School will be evaluated a minimum of every other year. During an evaluation year, an orientation to the evaluation process will occur prior to September 17th of each school year. At this time the tenured faculty will be introduced to the evaluation instrument and procedures. The evaluator and teacher to be

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evaluated will meet no later than October 1st to establish individual professional growth objectives for the upcoming school year. The Student Growth Data will be documented by March 1st of each school year. The evaluator will conduct a minimum of one formal observation cycle and ongoing (at least one) informal appraisals prior to May 1st of each school year.

The post-observation conference will follow within ten school days of the observation. At this time, the evaluator and teacher will discuss the observed lesson's focus, strengths and weaknesses and set future goals. In addition to the formal observation, informal observations will also contribute to the evaluation process.

QUALIFICATIONS FOR EVALUATOR

All pre-tenured and tenured faculty shall be evaluated according to the teacher Evaluation Instrument through personal observation in the classroom and throughout The Joseph Sears School, and professional knowledge by qualified administrators listed in Appendix D under Section 24A3 of *The School Code of Illinois*.

EVALUATION TIMELINE: PRE-TENURED TEACHER

Prior to:	Task:	Date Scheduled:
First Day of School	Evaluation Notification	
September 17	Orientation to the evaluation process	
October 1	Conference and Goal Planning with evaluator	
November 28	Completion of first formal observation cycle and conference	
Mutually agreed upon date prior to mid-term evaluation conference	Submit completed self-evaluation to evaluator	
Winter Break	Completion of midterm evaluation conference within ten days of the observation	
February 28	Completion of second formal observation cycle and conference	
	At this conference, the teacher will submit completed self-evaluation to evaluator	
March 7	Completion of summative evaluation conference within ten days of the observation	

EVALUATION TIMELINE: TENURED TEACHERS AND PART-TIME TEACHERS WITH FOUR OR MORE YEARS OF CONTINOUS TEACHING EXPERIENCE IN KENILWORTH SCHOOL DISTRICT NO. 38

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Prior to:	Task:	Date Scheduled:
First Day of School	Evaluation Notification	_____
September 17	Orientation to the evaluation process	_____
October 1	Conference and Goal Setting with evaluator	_____
March 1	Completion of Student Growth Data	_____
May 1	Completion of summative evaluation and conference	_____

EVALUATION RATINGS

An "Excellent" or a "Proficient" rating for a pre-tenured teacher does not guarantee reemployment or the granting of tenure.

Any tenured teacher rated "Needs Improvement" or "Unsatisfactory" on a summative evaluation is subject to conditions set forth in Article XII Section A5 of the KEA/Board of Education agreement, 2013-2016.

If a tenured teacher is rated "Needs Improvement", the procedures prescribed in *The School Code of Illinois,* as explained in the "Procedures for Remediation with "Needs Improvement" Rating in Appendix E, shall apply.

If a tenured teacher is rated "Unsatisfactory", the procedures prescribed in *The School Code of Illinois,* as explained in the "Procedures for Remediation with "Unsatisfactory" Rating" in Appendix G, shall apply.

Appendix A

GUIDE FOR FORMAL AND INFORMATIONAL OBSERVATIONS AND SUMMATIVE EVALUATION CONFERENCES

Formal Observation Cycle Planning and Communications (includes pre-observation conversation, observation and post-observation conversation)

Prior to the Pre-Observation Conference/Conversation

- ✓ The teacher reviews the Guide to Pre-Observation Conference (Appendix B) in preparation for conversation with the evaluator.
- ✓ The teacher prepares their lesson plan to bring to the conference and is also encouraged to bring all relevant artifacts.
- ✓ Complete the Self- Reflection Form (Appendix I) to review with the evaluator at the conference.

During the Pre-Observation Conference/Conversation

- ✓ The evaluator and teacher will engage in discussion using the Guide to Pre-Observation Conference.

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- ✓ The evaluator and teacher will discuss the content of the Self-Reflection Form and finalize goal(s).

During the Observation

- ✓ The observation will be scheduled in advance and will last as outlined in the section entitled "Formal and Information Observation Process".
- ✓ The evaluator will use an observation form correlated to the evaluation instrument domains for the purpose of documenting observed classroom teaching and/or professional practices.

During the Post-Observation Conference/Conversation

- ✓ The evaluator will schedule and conduct the post-observation conference within ten (10) school days after the observation.
- ✓ The teacher will bring relevant artifacts to the conference to review with the evaluator.
- ✓ The evaluator and teacher will discuss/confirm the Guide to Observation Reflection (Appendix C) and will collaboratively determine Areas of Strength and Areas of Growth, updating the Self-Reflection Form, if appropriate.

Informal Observation and Potential Conference

- ✓ The evaluator will provide written evidence for the purpose of documenting observed classroom teaching and/or professional practices.
- ✓ The data obtained from the informal observations will be used by teachers to review and reflect on professional practices.
- ✓ The data from information observations will be gathered by the evaluator and used for on-going conversations, as well as the summative evaluation.

- ✓ **Summative Evaluation Conference** The evaluator and teacher will review and discuss the Kenilworth School District No. 38 Evaluation Instrument which contains evidence and summative comments.
- ✓ The evaluator and teacher will review and confirm the domain ratings, as well as the overall summative rating on the Kenilworth School District No. 38 Evaluation Instrument.
- ✓ The evaluator and teacher will discuss the progress of goal(s) as noted on the Self-Reflective Form.

Appendix B

GUIDE TO PRE-OBSERVATION CONFERENCE

Conversation Components		Observable Components	
Domain 1 *Planning and Preparation*	Domain 4 *Professional Responsibilities*	Domain 2 *Classroom Environment*	Domain 3 *Instruction*
1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of	4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and	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	3a Communicating with Students 3b Using Questioning and Discussion 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and

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Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	Developing Professionally 4f Showing Professionalism	Space	Responsiveness

Listed below are questions that are designed to foster reflection and dialogue about your practice for the pre-observation conference. Please reflect on the questions below in preparation for the conversation. (Written responses will not be collected.) *Please bring a copy of your lesson plan and any other artifacts that might be relevant to the conversation.*

- ✓ Briefly describe the students in your class. What learner characteristics guided planning for this lesson? (1b and 1e)
- ✓ How does this lesson fit within the unit of study or the curriculum? (1e)
- ✓ What are the specific objectives of the lesson? How have you designed the lesson to ensure that the students will meet these objectives? (1a-1f)
- ✓ Discuss any changes you may have made to your classroom environment and why? (2a-e and 4a)
- ✓ How have you organized the overall structure, pacing and materials within this lesson to engage students in the learning process? (1e, 2a, 2d, 2e and 3c)
- ✓ How do you communicate directions, procedures, content and learning expectations to your students? (3a)
- ✓ What questioning and discussion techniques are you integrating into this lesson and with what targeted outcome? (3b)
- ✓ How will you differentiate instruction for individuals or groups of students in the class? (1a-1f)
- ✓ How will you know whether the students have learned what you intended? (1c and 1f)
- ✓ Discuss how you have adjusted instruction in response to the results of ongoing (either formative or summative) assessments? (3d and 3e)
- ✓ Describe how you manage classroom procedures to maximize student learning. (i.e. instructional groups, transitions, handling of supplies, use of instructional assistants and/or other non-instructional tasks.) (1b, 1d, 4e, 2c, 2d and 3e)
- ✓ Share how you have created a respectful classroom that is supportive of all learners. (1b, 1e, 2a and 2b)
- ✓ Thinking beyond the classroom, how have you communicated and connected with students' families to help build a link between home and school? (4c)
- ✓ How has information from families influenced how you meet instructional or behavioral needs of individual students? (2d, 3c, 3e, 4c)
- ✓ How has your practice been influenced by collaboration with other teachers and/or participation in professional development activities? (4a, 4d and 4e)
- ✓ Reflect on how your professionalism is displayed in the work that you do as Kenilworth School District No. 38. (4f)
- ✓ How does this lesson relate to your Professional Growth Plan (PGP)? (4a and 4e)
- ✓ Is there any specific information you would like the evaluator ro collect or observe? (4a and 4e)
- ✓

Appendix C

GUIDE TO OBSERVATION REFLECTION

Listed below are questions that are designed to foster reflection and dialogue about your practice and performance during the post-observation conference. Please reflect on the questions below in preparation for the conversation. (Written responses will not be collected.) *Please bring any artifacts that might be relevant to the conversation.*

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- ✓ As you reflect on the lesson, to what extent were students productively engaged?
- ✓ As you reflect on the lesson, what do you think went especially well? Why?
- ✓ Did the students learn what was intended? Were instructional goals met? How do I know?
- ✓ Were goals or instructional plans altered as the lesson was taught? If so, why?
- ✓ If given the opportunity to teach the lesson again, what suggestions for change would you have? Why?

You may wish to provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their work?

Appendix D

LIST OF QUALIFIED EVALUATORS

Mrs. Kendra N. Wallace, Principal

Ms. Julia R. Jones, Director of Student Services

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Appendix E

PROCEDURE FOR REMEDIATION WITH "NEEDS IMPROVEMENT" RATING

Within thirty (30) calendar days after receiving a written summative evaluation of a tenured teacher that reflects a rating of "Needs Improvement", the evaluator develops a Professional Development Plan (PDP) (Appendix E) in consultation with the teacher.

Within the first four weeks of the start of the school term, a meeting is held with the evaluator, teacher and others who will be providing support, to review and confirm the PDP.

By Winter Break, the following actions will be completed by the evaluator: walk-throughs, informal observations, formal observations and on-going check in and support. Additionally, during this time period, a Mid-Plan meeting will be held to review/update the PDP, reviewing all evidence and professional progress.

After Winter Break, the following actions will be completed by the evaluator: walk-throughs, informal observation(s), formal observation(s) and on-going check in and support. Additionally, during this time period, a review of the PDP and related evidence will take place.

By March 1, the Summative Evaluation should be completed with the next steps clearly identified to include:

- Overall rating of "Proficient" or "Excellent"- complete a PDP;
- Overall rating of "Needs Improvement" – converts to an "Unsatisfactory" rating and requires a remediation plan; or
- Overall rating of "Unsatisfactory" – requires a remediation plan.

The District's failure to strictly comply with the time requirements for the required evaluations and ratings shall not invalidate the results of the remediation plan.

Appendix F

GUIDE FOR CREATING A PROFESSIONAL DEVELOPMENT PLAN (PDP) FOR A TENURED TEACHER RATED "NEEDS IMPROVEMENT"

The Performance and Evaluation Reform Act (PERA) includes the language regarding the creation of a Professional Development Plan (PDP) for a tenured teacher who is rated "Needs Improvement."

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This Professional Development Plan (PDP) is to be created within thirty (30) school days after the completion of an evaluation resulting in the "Needs Improvement" rating by the evaluator in consultation with the teacher. The PDP 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. After development of the PDP, the teacher and evaluator will collaborate to determine the target completion date, but it can be no later than March 1.

Tenured teachers must be evaluated at least once in the school year following the Professional Development Plan. Teachers who are rated "Proficient" or "Excellent" at that time will be reinstated to the Tenured Teacher Evaluation Process.

For tenured teachers who are evaluated less than "Proficient" at the completion of the PDP, the District will start a remediation plan under the provisions of Illinois School Code 105 ILCS 5/24A-5.

PDP Components

- **Areas of Improvement**: List one domain rated "Needs Improvement" on a separate form.
- **Rationale for Area of Improvement**: Evidence from observations that show an area needing improvement.
- **Domain/ Component**: List the domain and/or component rated needs improvement.
- **Indicators for Effective Teaching**: Find examples of sources of evidence for the domain/component rated "Needs Improvement" that will show or produce evidence of effective teaching.
- **Improvement Strategies**: Provide strategies the teacher can use to show improvement in needed domain/component.
- **Tasks to Complete**: Specific tasks the teacher will complete that will improve the domain/component
- **Support and Resources**: List of supports and resources the teacher can use to improve, e.g. workshops, observe colleagues, ask a specialist, books/journals.
- **Indicators of Progress**: How the teacher will show progress towards "Proficient" or "Excellent" ratings in domain/component through informal observation, data, evidence, etc.

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Appendix G

PROCEDURE FOR REMEDIATION WITH "UNSATISFACTORY" RATING

Within thirty (30) calendar days after a written summative evaluation of a tenured teacher reflects a rating of "Unsatisfactory", the District shall develop a remediation plan designed to correct the areas identified as unsatisfactory, provided the deficiencies are deemed remediable.

The remediation plan shall provide for evaluations and ratings within forty-five (45) school days, which shall occur during the ninety (90) school days immediately following the teacher's receipt of a remediation plan based upon the unsatisfactory evaluation.

The evaluations and rating shall be conducted by a qualified administrator under Section 24A of *The School Code of Illinois*.

The District's failure to strictly comply with the time requirements for the required evaluations and ratings shall not invalidate the results of the remediation plan.

The designated qualified administrator under Section 24A of *The School Code* shall conduct the third and final evaluation within 10 days after the conclusion of the ninety (90) school day remediation period immediately following the teacher's receipt of a remediation plan based upon an unsatisfactory evaluation.

Any teacher who successfully completes the ninety (90) school day remediation period by receiving a "Proficient" or better rating shall be reinstated to the District's regular biennial tenured teacher evaluation cycle in accordance with the evaluation plan procedures for Kenilworth School District No. 38 tenured teachers.

Participants in the remediation plan shall include the teacher deemed unsatisfactory, a qualified administrator, and a consulting teacher. The remediation plan may include the participation of other personnel selected by the qualified administrator to assist in correcting areas identified as unsatisfactory.

The consulting teacher shall be chosen by Kenilworth School District No. 38 from a list developed by the Kenilworth Education Association. The qualified consulting teacher shall be one who has received a rating of "Excellent" and, in the opinion of the qualified administrator, has reasonable familiarity with the assignment of the teacher under remediation. The list shall name at least five (5) such teachers – or the names of all teachers so qualified if that number is less than five (5) – each of whom has agreed to perform the duties of a consulting teacher, if selected by the District.

If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher.

The consulting teacher shall coach and advise the teacher rated as unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.

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The consulting teacher shall not participate in any of the required thirty (30) school day evaluations or ratings, nor be engaged to evaluate or rate the performance of the teacher under remediation.

The consulting teacher shall be informed, through two conferences with the qualified administrator and the teacher under remediation, of the results of the first two 30-school day evaluations and ratings in order to continue to provide assistance to the teacher under a remediation plan.

Any tenured teacher who fails to complete the ninety (90) school day remediation plan with a "Proficient" or better rating shall be dismissed in accordance with Section 24-12 and 24A-5(j) of *The School Code of Illinois*.

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Appendix H

AGENDA FOR ORIENTATION MEETING

The evaluation instrument is a cumulative evaluation of the teacher's performance as a professional, not just related to the lessons that are formally observed. (See the Faculty/Staff Handbook for a copy of the Kenilworth School District No. 38 Evaluation Instrument.)

The purpose of the evaluation is to examine the teacher's performance within the four domains. Evidence of performance in each domain will include formal and informal observations.

A **Pre-Observation Conference/Conversation**

The conference will include:

- Getting to know you and your classroom;
- Establishing general teacher goals or areas of focus for the year by completion of the Self-Reflection Form (Appendix I);
- Identifying any supports or resources needed to meet the goals; and
- Planning the timeline for the observations and evaluation.

The evaluation instrument will also be reviewed for understanding.

Observation

Review of lesson plan preparation including: Goal of lesson, Common Core State Standards related to the goal, context for lesson (background knowledge needed, etc.), description of lesson, expected outcomes for student learning and how the student learning will be assessed. Model Lesson Plan formats are included in Appendix J for guidance and use, if you desire to use a template.

Completion of Reflection of Lesson Observation

Use the questions in Appendix C (Guide to Observation Reflection) to guide your reflection on the lesson. (You may make informal notes for your reference. This does not need to be turned in for review.) This will be discussed during your Post-Observation Conference/Conversation. **Post-Observation Conference/Conversation**

Review the actual observation and discuss the strengths and goals for growth observed.

Completion of Self-Evaluation

This is the completion of the Teacher Rating section on the Kenilworth School District No. Evaluation Instrument (Appendix L). This information is not provided to influence the overall evaluator rating; however, it is an opportunity to identify common and differentiated perceptions.

Evaluation Meeting

Review and discuss the completed evaluation instrument. This occurs at the Summative Evaluation meeting (tenured and pre-tenured), as well as the Midterm Evaluation meeting (pre-tenured, only).

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Timeline Expectations

Pre-Tenured teachers will be evaluated first during the school year, as there is both a Midterm and Summative Evaluation.

Tenured teachers will typically be formally evaluated once with a Summative Evaluation at any point throughout the school term.

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Appendix I

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KENILWORTH SCHOOL DISTRICT NO. 38 SELF-REFLECTION FORM

Purpose: The self-reflection will serve three purposes: (1) to create a time and place for you to reflect on your practice and assess your performance, (2) to help inform and facilitate a reflective dialogue with your evaluator, and (3) to help you identify areas for improvement and areas for growth/professional development this school year.

Directions: Please complete. No written responses are required for the prompts in Part 1, and try to focus only on the most relevant questions, with the goal being to prompt thinking regarding strengths and areas for growth. After reviewing the prompts, the educator will complete parts 2 and 3. By completing this three-part reflection, the educator is preparing for a meaningful and targeted conversation with their evaluator, where the educator and evaluator can collaborate to establish Professional Growth goals and reflect on growth throughout the year.

Part 1: Prompts for Reflection (Beginning of Year Prompts):

1. In what areas did my students grow last year and where did they struggle, based upon state, district or teacher created assessments?
2. What strategies can I employ to help improve student learning outcomes this school year? What data, procedures, and information can I use to drive my instructional choices to ensure that I meet the educational needs of all the students in my classroom?
3. What can I do to make sure my support team and/or colleagues know my needs and can help guide me through tough decisions?
4. In what ways could I improve and monitor the extent to which I am being consistent enough for the students to comprehend my management expectations?
5. How can I build rapport and respectful relationships with my students to help boost their learning?
6. How do I begin to plan so that the reflective cycle of inquiry (plan-teach-assess-reflect) is routinely a part of my daily practice?
7. What are the areas I would like to focus on this year for my professional growth and what types of activities do I think would be helpful to continuously grow and improve my instructional practice and impact on student learning?

Part 2: Self Reflection

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Directions: Identify at least one component from The Kenilworth School District No. 38 Evaluation Instrument (Appendix L) that is an area of strength and one that is an area for growth within each Domain. (This will result in at least four total strengths and four areas for growth). Use prior evaluations and other data to provide

rationale as to why you selected these competencies. Record the strengths and areas for growth in the appropriate box below.

Domain	Strength	Area for Growth
Domain #1 Planning and preparation		
Domain #2 Classroom Environment		
Domain #3 Classroom Instruction		
Domain #4 Professional Responsibilities		

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Part 3: Self-Reflection Narrative

Directions: Please respond to each of the following prompts with written responses.

1. **Prioritize** - Review your areas of growth identified above. Reflect on your professional growth over the last year and prioritize your areas of growth into those that are most important for your professional growth and will yield the best outcomes for your students.

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2. **Summarize** - Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas and how focusing on these growth areas will help you improve as a professional. These areas of growth will be the basis of your Professional Growth Plan.

3. **Additional Information -** 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.)?

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MODEL LESSON TEMPLATE #1 FOR FORMAL OBSERVATIONS

Class:	**Date:**

Unit:	**Lesson Title:**

Content Standard Alignment:

Lesson Objectives/Instructional Outcomes: *(Framework Domain 1c: Setting Instructional Goals)*
Outline the concept, knowledge, skill, or application students can demonstrate upon lesson completion. This may be the same as or very similar to the content standard; however, it could be narrower or perhaps broader. Objectives may be stated in the form of critical questions students should be able to answer.

Relationship to Unit Structure: *(Framework Domain 1e: Designing Coherent Instruction)*
How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence?

Instructional Materials/Resources: *(Framework Domain 1d: Demonstrating Knowledge of Resources)*
List all materials and resources required by teacher and/or students, include preparation or other special instructions; e.g. paper based materials such as text books, technology equipment, science equipment or supplies, art materials or equipment.

Methods and Instructional Strategies
(Framework Domain 1a: Demonstrating Knowledge of Content and Pedagogy)

Anticipated Student Misconceptions:

Concept Prerequisites:
List all key concepts and terminology necessary for students to understand the concepts as well as meet the standards, goals and objectives of the lesson.

Introduction-Anticipatory Set:	
Instructional Activities: Includes questioning techniques, grouping strategies, pedagogical approaches.	
Wrap Up-Synthesis/Closure:	

Differentiation According to Student Needs: *(Framework Domain 1b: Demonstrating Knowledge of Students)*
Address diverse student needs including students with an IEP or 504, cultural linguistic needs.

Assessment (Formative and Summative): *(Framework Domain 1f: Assessing Student Learning)* May indicate the type of assessment most appropriate, or it may provide sample questions, entire tests, portfolio guidelines or rubrics if available submitted along with the lesson plan as attachments.

How your Plan Affects Teaching
RUBRICS for the FRAMEWORK for TEACHING

Below are 35 instances where the word "Plan" is listed in the Danielson Framework. Keep these areas in mind when developing your own lesson plans for students.

Component 1a: Knowledge of Content Pedagogy

Level 4

Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Level 3

Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.

Level 2

Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

CRITICAL ATTRIBUTES

- Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.

Level 1

In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student' learning of the content. Teacher does not consider prerequisite relationships when planning.

- Teacher's plans use inappropriate strategies for the discipline.

Component 1b: Demonstrating Knowledge of Students

Level 4

CRITICAL ATTRIBUTES

In addition to the characteristics of a level of performance 3:

- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Level 3

CRITICAL ATTRIBUTES

- The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.

Level 2

CRITICAL ATTRIBUTES

- Teacher cites developmental theory but does not seek to integrate it into lesson planning.

Component 1c: Setting Instructional Outcomes

Level 4

CRITICAL ATTRIBUTES

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- Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.

Component 1e: Designing Coherent Instruction

Level 4

Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.

CRITICAL ATTRIBUTES

- Lesson plans differentiate for individual student needs.

Level 3

CRITICAL ATTRIBUTES

- The plan for the lesson or unit is well structured, with reasonable time allocations.

Level 1

CRITICAL ATTRIBUTES

- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

Component 1f: Designing Student Assessments

Level 4

Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Teacher intends to use assessment results to plan future instruction for individual students.

Level 3

Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Teacher intends to use assessment results to plan for future instruction for groups of students.

CRITICAL ATTRIBUTES

- Plans indicate modified assessments for some students as needed.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

Level 2

Teacher intends to use assessment results to plan for future instruction for the class as a whole.

CRITICAL ATTRIBUTES

- Only some of the instructional outcomes are addressed in the planned assessments.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

Level 1

Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.

CRITICAL ATTRIBUTES

- Assessment results do not affect future plans.

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Appendix J2

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Model Lesson Plan Template #2 for Formal Observations

Primary Subject Area and Grade Level: *List the primary content area for this lesson. List the beginning and ending grade levels for which this lesson is appropriate.*

Interdisciplinary Connections: *Provide a listing of the subject area(s), in addition to the primary subject area that is incorporated in this lesson.*

(1a: Demonstrating Knowledge of Content and Pedagogy)

Lesson Duration: *State the approximate time frame for this lesson.*

(1e: Designing Coherent Instruction)

Relevance/Rationale: *Consider how your outcomes and plan will engage students cognitively and build understanding. Why are the lesson outcomes important in the real world? How is this lesson relevant to students in this class (interests, cultural heritages, needs)?*

(1b: Demonstrating Knowledge of Students)

Outcomes/Objectives: *What will students know and be able to do as a result of this lesson? Outcomes should be written in the form of student learning and suggest viable methods of assessment. For teachers of English language learners: What language objectives will be addressed?*

(1c: Setting Instructional Outcomes)

Content Standard(s) and/or Common Core Learning Standard(s): *For example: (CCSS) 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. Content area teachers should include appropriate English Language Arts Common Core Standards for Content Areas, if appropriate, in addition to content standards.*

(1c: Setting Instructional Outcomes)

Use of Formative Assessment to Inform Planning: *Describe your student's current levels of understanding of the content related to the outcome for this lesson. What are some of the indicators that let you know that these outcomes and the lesson activities represent the appropriate amount of cognitive challenge for all students?*

(1f: Designing Student Assessments)

Class Information: *Describe any unique characteristics of the class (considerations may include: special needs, language levels, learning styles, etc.). Describe how other adults (paraprofessionals, volunteers, co-teachers, resource teachers, etc.) will support student learning, if applicable. Also include any other circumstances an observer should know about.*

(1b: Knowledge of Students)

Overview: *Provide a brief overview of the lesson. The overview should provide the observer with a description of the lesson's content and how it relates to the larger unit. Include prerequisite knowledge required to meet lesson outcomes and relationship to future learning.*

(1a: Demonstrating Knowledge of Content and Pedagogy)

Technologies and Other Materials /Resources: *List all materials, handouts, resources, and technology tools that are needed by the student or the teacher to execute the lesson. Technologies may include hardware, software, and websites, etc. Materials and resources may include physical resources (e.g. books, manipulatives, supplies, equipment, etc.) and/or people resources (e.g. guest speakers, librarian, etc.).*

(1d: Demonstrating Knowledge of Resources)

Grouping Strategy: *Describe how you will group students to facilitate learning of the outcomes of this lesson. What is the*

rationale for the grouping strategy?

(1e: Designing Coherent Instruction)

Academic Vocabulary: *What key terms are essential to this content? What terms are essential to develop and extend students vocabulary?*

(1a: Knowledge of Content and Pedagogy; 1b: Knowledge of Students)

Lesson Procedures: *The procedures should clearly describe the sequence of learning activities and should identify where and how all materials, technology tools and student-created technology products, and reproducible materials/handouts are utilized in the lesson. Describe the lesson sequence:*

- *How will the lesson launch?*
- *How will the material be presented?*
- *What questions will be posed to the students? What are the expected responses?*
- *How and when will the teacher model?*
- *What opportunities will there be for guided practice, group work and individual practice?*
- *How and when will you monitor student understanding throughout the lesson?*
- *What opportunities will there be for reflection and closure?*

Include approximate time allocations for each portion of the lesson. Be very precise when explaining the teacher and student tasks during the learning activities.

(1a: Demonstrating Knowledge of Content and Pedagogy; 1e: Designing Coherent Instruction)

Differentiation: *Describe how you will differentiate instruction for a variety of learners, including students will special needs, English Language Learners, and high achieving students to ensure that all students have access to and are able to engage appropriately in this lesson. Be specific.*

(1e: Designing Coherent Instruction)

Assessment Criteria for Success:

- *How and when will you assess student learning throughout the lesson (formative)?*
- *How will you and your students know if they have successfully met the outcomes?*
- *What is the criteria for mastery of the lesson outcome(s)?*
- *Describe any (formative and summative) assessments to be used.*

(1f: Designing Student Assessments)

Anticipated Difficulties: *What difficulties or possible misunderstanding do you anticipate that students may encounter? How will you prevent them from occurring?*

(1a: Demonstrating Knowledge of Content and Pedagogy)

Reflections: *List at least three questions you will ask yourself **after** the lesson is taught.* **(4a: Reflecting on Teaching)**

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Appendix K

EXAMPLES OF ARTIFACTS

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