



Dixon Public School District #170

Teacher Evaluation Process

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Definitions

In an effort to ensure all participants have a thorough and common understanding of the terms being used, this section defines key terms that are associated with *Part 50 Evaluation of Certified Employees – Under Articles 24A and 34 of the School Code*.

Performance Evaluation Plan - a plan to evaluate a teacher that includes data and indicators that measures the teacher’s professional practice.

Formal Observation – a specific window of time that is scheduled with the teacher to directly observe professional practices in the classroom or in the school.

Informal Observation – observations of a teacher that are not announced in advance of the observation and not subject to a minimum time amount.

Performance Evaluation Rating – the final rating of a teacher’s performance using the rating levels of “excellent”, “proficient”, “needs improvement”, or “unsatisfactory” regarding their professional practice.

Philosophy of Education and Instruction

The primary focus of Dixon Public Schools #170 is to provide opportunities which encourage learning to the maximum potential of each student. Student learning depends on effective teaching. Evaluation of teaching depends on assessment of best practices and student learning. Specific, research-based criteria exist and are necessary for a balanced, clinical, and holistic understanding of teacher performance.

Learning is enhanced when all members of the school community fulfill their obligations to the educational program. A cooperative approach is used in the selection of materials while the teacher assumes the primary role in the instructional process and is responsible for effective utilization of materials and methodology. The learning achieved by students helps them become:

1. Contributing adults in their work, family and community.
2. Informed decision-makers.
3. Life-long learners able to cope with a changing society.

The foundation for this learning is laid in the academic basic skill areas which receive top priority. Social, emotional, physical, and career development are built upon this foundation.

Philosophy of Personnel Evaluations

The purpose of evaluation of the professional teaching staff is to improve the quality of instruction. By improving the quality of instruction we are allowing all students the ability to learn at high levels. This goal can best be achieved through teacher evaluation systems which accomplish the following objectives:

1. Improve specific skills.
2. Recognize proficient and excellent performance.
3. Communicate expectations to the teacher.
4. Facilitate two-way communication between evaluator and teacher.
5. Develop trust and confidence between evaluator and teacher.
6. Provide a needs assessment for staff development programs.
7. Motivate the professional development of individuals.
8. Provide information needed for personnel decisions such as tenure, promotion, transfer, and termination.

Evaluation judgments and decisions are limited by the quality of data collected. Data sources include work, observation by the evaluator and others, and interviews with the teacher. As the significance of the evaluation decision increases, the number of sources of data expands. The teacher may request reasonable, additional data collection. The teacher evaluation system shall include:

1. Research-based criteria reflecting the current findings in effective instructional and administrative practice.
2. Clearly stated standards of performance.
3. Evaluation procedures incorporating the due process rights of the teacher and evaluator.
4. Training for evaluators and teachers which provides for the effective accomplishment of the objectives of personnel evaluation.

This evaluation process should be continuous, constructive and cooperative in nature.

Plan Components Required for the Evaluation of Teachers

The district has stated in its philosophy of Personnel Evaluation that “the purpose of evaluation of the professional staff is to improve the quality of instruction.” The evaluation procedures outlined below provide the employer the opportunity to assess and evaluate the professional performance evaluation criteria. This evaluation process is intended to be continuous, constructive and cooperative in nature.

A. On or before the first day of student attendance, the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted during that school year 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:

1. A copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;
2. A summary of the manner in which measures of student growth (2016-2017) and professional practice (see Teacher Evaluation Performance Rating Form) to be used in the evaluation related to the performance evaluation ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”; and
3. 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.

B. Teachers in contractual continued service (i.e., tenured) shall normally be evaluated, in accordance with the following policies, formally at least once every two years. If a tenured teacher has obtained a “needs improvement” or “unsatisfactory” Performance Evaluation Rating on the previous year’s evaluation, the teacher shall be evaluated in the next school year after receiving that rating.

C. Teachers not in contractual continued service (i.e., non-tenured) shall have a minimum of two formal evaluations each year.

D. Any teacher may be evaluated on a more frequent basis for the following reasons:

- A significant change in the teacher's program or assignment.
- An unsatisfactory or needs improvement rating on the Performance Evaluation Rating.
- The teacher's current performance has significantly declined since the last evaluation.
- A principal new to a building may choose to evaluate any teachers within a school during their first year as principal.

There shall be a minimum of one formal observation during this evaluation cycle. Additional observations may be scheduled at the discretion of the evaluator or the request of the teacher.

Professional Practice Components for Teachers

In order to assess the quality of the teacher's professional practice, the evaluation plan shall include an instructional framework developed or adopted by the school district that is based upon research regarding effective instruction; addresses at least planning, instructional delivery, and classroom management; and aligns to the Illinois Professional Teaching Standards. The evaluation plan shall consider the teacher's attendance and his or her competency in the subject matter taught.

- 1) The instructional framework shall align to the roles and responsibilities of each teacher who is being evaluated.
- 2) The evaluation plan shall contain a rubric to be used in rating professional practice that aligns to the instructional framework developed or adopted by the district.

- 3) The district shall quantify the relative importance of each portion of the framework to the performance rating.
 - 4) The teacher's strengths and weaknesses and the reasons for identifying the areas as such will also be specified.
- A. Informal observations will be conducted and the qualified evaluator shall provide feedback to the teacher either orally or in writing (electronic or paper) 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.

Input from supervisors and other district administration familiar with the teacher's work may be used to assist in getting a total picture of the teacher's performance. Information from parents and community members may be considered for informal and formal observation reports. If said input will be used in an evaluation it will be provided to the teacher in writing, and the accuracy of the stated information will be verified before being included in the formal observation report.

- B. Each formal observation shall cover a complete lesson; or an entire class period; or a minimum of 45 minutes at a time.
- C. The evaluation observation, formal or informal, shall be reduced to writing and a copy of it given to the teacher within five (5) school days after the observation. The evaluation instrument will be given to the teacher prior to the post observation conference. A post observation conference will be held in order to discuss the observation and written evaluation.
- D. After the discussion of any written evaluation or observation report, the form shall be signed and dated by both parties. Each shall have a copy. The teacher's signature does not indicate agreement with the evaluation/observation, but rather signifies awareness of the content.

It is the intent of the evaluation cycle that each conference provide positive reinforcement, identification of areas of strength, areas that need improvement, and planning for improved future performance.

- E. Before any evaluation or observation report becomes a part of his/her permanent file, the teacher will have fifteen (15) school days following receipt of the report to include a written response for clarification or to add information or opinion. This response becomes a permanent part of the evaluation report.
- F. The evaluation becomes a part of the teacher's personnel file housed at the district office.
- G. Written suggestions for improvement may be made by the evaluator whenever he/she deems it necessary. In order to provide an opportunity to improve their instructional performance, teachers who are rated in their Performance Evaluation Rating to "need improvement" or "unsatisfactory" must have a minimum of three observations in the next school year in which two must be formal observations. The evaluator's role is to assist teachers, and such a system shall include but not be limited to:
 - 1. Notification, in writing, of areas where improvements are needed.
 - 2. Specific recommendations for improvement within a specified time and methods by which improvement will be assessed.
 - 3. Additional resources, if any, to be utilized to assist in implementing such recommendations.

Within 30 school days of receiving a Performance Evaluation Rating of "needs improvement" for a tenured teacher, a professional development plan will be created collaboratively by the evaluator and teacher. The professional development plan will be directed to the areas that need improvement, and state any supports that the district will provide to address the areas identified as needing improvement.

Review of the professional development plan will occur at a minimum of every forty (40) school days between the evaluator and teacher. The review will include an update on the progress of the professional development plan to ensure that progress is being made toward areas identified as needing improvement.

- H. Upon completion of a Performance Evaluation Rating of “unsatisfactory” for a tenured teacher, a remediation plan must be developed. Evaluations during the remediation period will occur at the mid-point (45 days) and at the end point (90 days), with a written copy of deficiencies and recommendations for correction provided within 10 days. In the event that a formal remediation plan must be developed, all parties will refer to Illinois School Code section 105 ILCS 5/24A-5.

The teacher and/or evaluator may request and shall mutually agree upon another district and/or administrator, and a consulting teacher to help a teacher in need of intensive assistance.

Rights regarding the employee’s personnel file and any evaluative data contained therein are subject to the statutes of the State of Illinois and the Dixon Education Association collective bargaining agreement with the Dixon Board of Education.

- I. Prior to the first day of student attendance, evaluators will familiarize teachers with the procedures and materials used in the evaluation system.
- J. Before any teacher can be evaluated on district or school wide initiatives, training must be provided.

The Evaluation Cycle

- Non-Tenured teacher = a minimum of (3) observations per year, of which two (2) must be formal observations. Non-tenured teachers will be observed three times a year for 4 years. The observations, will occur a minimum of 2 months apart.
 - 1) Building Level Evaluation Orientation Meeting
 - 2) Pre-observation
 - 3) Observation
 - 4) Post Observation

- Tenured teacher = who received either an “excellent” or “proficient” Performance Evaluation Rating in his or her last evaluation will have a minimum of two observations required every (2) years, one of which must be a formal observation.
 - 1) Building Level Evaluation Orientation Meeting
 - 2) Pre-observation
 - 3) Observation
 - 4) Post Observation

A. Evaluation Orientation Meeting

Prior to the first day of student attendance, an evaluation orientation meeting will be held. The meeting will occur prior to any formal observation. The purpose of this meeting is to provide an orientation and updating for the teacher related to the evaluation process.

The orientation meeting will include a review of the following information:

- 1) the evaluation rubric;

- 2) a summary of the manner in which measures of professional practices to be used in the evaluation related to the performance evaluation ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”;

3) 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;

B. Pre-observation

No later than two working days prior to the scheduled observation, the teacher will submit lesson plans (their own or district template) which may include recommendations for areas on which the qualified evaluator should focus during the observation.

The teacher will state his/her objectives for the lesson, the State Goal(s), materials to be used, instructional procedures, evaluation/assessments, and other information which the teacher deems pertinent may be noted.

C. Observation

The observation will encompass a complete lesson; or an entire class period; or a minimum of 45 minutes at a time. During the observation, the evaluator will follow procedures listed below:

1. The evaluator is expected to arrive promptly at the scheduled time and is expected to remain for the complete lesson; or an entire class period; or a minimum of 45 minutes at a time.
2. The evaluator will look for evidence that the teacher is meeting the established performance characteristics as outlined in the teacher evaluation instrument.
3. Observational practices will be consistent with the Dixon Public Schools Philosophy of Personnel Evaluation, but the activities will vary in the experiences and needs of the teacher.

The evaluator will:

- a. Observe the total classroom situation.
- b. Try to remain inconspicuous, although under certain circumstances he/she may enter into activity with the class.
- c. Consider the class activities before and after the period being observed.

D. Post Observation Conference

The primary purpose of the post observation conference is to identify strengths and provide recommendations to overcome areas needing improvement. Following the observation visit, the evaluator will analyze the data collected. The evaluation shall be reduced to writing and a copy given to the teacher within five (5) school days after the observation.

The evaluator may review the teacher's past evaluation based upon district-established performance areas, district goals and objectives, and previously established SMART goals. Upon receiving the evaluation, a discussion can occur immediately, or another mutually agreed upon date can be scheduled to review the evaluation report. It is the teacher's responsibility to provide the evaluator any additional information he/she wishes to be attached to the teacher evaluation report.

The evaluation shall not be predicated upon lawful non-school related activities which have no impact or bearing on his/her effectiveness as an employee.

Upon receiving the teacher evaluation report, the teacher may, within fifteen (15) school days, file a written response which would be attached to the evaluation report and be included in the teacher's personnel file.

E. Performance Evaluation Rating:

- a. Each Domain Rating will be calculated by averaging the five components.

- b. The tenured Summative Evaluation Rating will be calculated by averaging the four domain ratings.
- c. Non-tenured teachers will receive a Performance Evaluation Rating on each of their formal evaluations. A final Summative Evaluation Rating will be calculated by averaging all Performance Evaluation Ratings.

SMART Goals

SMART Definition:

Specific – Well defined. Answers the question – Who?

Measurable – The success toward the goal can be measured. The purpose is to have continual growth and progress toward a goal. Answers the question – What?

Attainable – Goal will be divided into increments to assess progress and reflect upon growth. Answers the question – How?

Relevant – Focused on goals related to teacher, grade level/department, building, or district improvement. Answers the question – Why?

Time Based – Goals have a clearly defined time frame including a target date. Answers the question – When?

The Dixon Teacher Performance Evaluation system requires that two (2) SMART goals be written, monitored, and reflected upon during each two-year cycle for tenured teachers. For non-tenured teachers, one SMART goal per year is required.

The purpose of SMART goals is to support professional growth during one or two year evaluation cycles. SMART goal work should be actively pursued during the evaluation cycle as an on-going and flexible process that needs to be monitored, reflected upon, and documented.

A. Accomplishment of SMART goals is a dual task. Part of the responsibility for change/improvement/monitoring is with the teacher and some is assumed by the evaluator.

B. The SMART goals will be agreed upon by the teacher and evaluator.

Due Process

It is understood that everyone involved in the Dixon Public Schools' Performance Evaluation System is to be provided substantive due process, i.e., what is to be done in the evaluation process is fair, rational, and reasonable. This means that the teacher who is not presently meeting job standards must be given the time, the support, and the opportunity to improve.

The Dixon Public Schools' system of teacher performance evaluation has the following provisions to guarantee due process protection for evaluators and teachers:

A. All parties have had extensive involvement and committee representation in the design, research, and development of the evaluation process.

B. The teacher evaluation process will be available on the district website.

C. Annually, every teacher and administrator is provided an opportunity for familiarization and training related to the process, its procedures and its use.

- D. Teachers are provided rebuttal opportunity as a part of each reporting cycle.
- E. All reports of needs improvement or unsatisfactory performance must be in writing and must be specific in manner and include suggestions for improvement. (all parties will refer to Illinois School Code section 105 ILCS 5/24A-5).
- F. Each teacher is provided access to the file of his/her evaluation reports located at the district office.

This document will be reviewed on a yearly basis by administration and DEA representatives.