

# Proviso Area for Exceptional Children



## Licensed Educator Evaluation Process

# PROVISO AREA FOR EXCEPTIONAL CHILDREN

## ENHANCING PROFESSIONAL PRACTICE A FRAMEWORK FOR TEACHING

CHARLOTTE DANIELSON

The Danielson “Framework for Teaching” identifies those aspects of a teacher’s responsibilities that have been documented through impartial studies and theoretical research as promoting improved student learning. These responsibilities seek to define what teachers should know and be able to apply in the exercise of their profession.

In this framework, the complex activity of teaching is divided into 22 components clustered into the following four Domains of teaching responsibility:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Within the domains are 21 components and descriptive elements that serve to further refine and clarify the practice of teaching. The framework defines four levels of performance for each element. The levels of performance are *Excellent*, *Proficient*, *Needs Improvement* and *Unsatisfactory*.

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**The Illinois Framework for Teacher Performance Evaluation**

An Instructional Framework aligned to the Illinois Professional Teaching Standards

Teaching Diverse Students	Content Area and Pedagogical Knowledge	Planning for Differentiated Instruction	Learning Environment	Instructional Delivery	Reading, Writing and Oral Communication	Assessment	Collaborative Relationship	Professionalism, Leadership and Advocacy
---------------------------	--	---	----------------------	------------------------	---	------------	----------------------------	--

70% Professional Practice



Planning, Instruction, Classroom Management, Teacher Attendance  
 Competency in Subject Matter,  
 Testing Strengths & Weaknesses

30% Student Growth  
 (25% in the first and second years for PAEC Cooperative)  
 2016-17 and 2017-18



Multiple Achievement Measures  
 that include at least  
 one Type I or Type II Assessment  
 and at least one Type III Assessment

Summative Performance Evaluation Rating

EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Certified Educator Evaluation Timelines in Brief**

Professional Practice Goals and Student Growth Goals process begins in May based upon the prior Summative Evaluation/End of Year Conference. Teachers will receive notice by September 1<sup>st</sup> if they are scheduled to be evaluated during the school year.

Professional Practice Goals and Student Growth Goals are set by September 15<sup>th</sup> of the year that the evaluation will take place.

Teacher observations will be conducted between October 1<sup>st</sup> and December 15<sup>th</sup> first semester and between January 15<sup>th</sup> and April 1<sup>st</sup> second semester. (See Teacher Evaluation Process on page 7 for the required number of formal and informal observations).

Pre-Observation Conference form and the lesson plan must be completed by the teacher prior to the Pre-Observation Conference.

Post-Observation Reflection form must be completed by the teacher within 3 days of the observation for discussion at the Post-Observation Conference.

The evaluator must provide oral and written feedback to the teacher within 10 school days of the formal observation during the Post-Observation Conference.

Summative Teacher Evaluations must be completed no later than May 1<sup>st</sup> for all teachers being evaluated.

## **PROVISO AREA FOR EXCEPTIONAL CHILDREN**

### **Levels of Performance**

#### ***(Excellent)***

##### **Domain 1: Planning and Preparation**

Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans – instructional outcomes, learning activities, materials, resources, and assessments – are in alignment and are adapted as needed for individual students.

##### **Domain 2: The Classroom Environment**

The classroom environment is well organized and functions smoothly when implementing the individual components. The teacher demonstrates highly positive personal interactions, high expectations based on the individual ability levels of students, seamless routines, clear standards of conduct, and a physical environment conducive to student learning.

##### **Domain 3: Instruction**

Students are engaged in learning and participate during instruction. The teacher provides well planned, coordinated and executed instruction using a range of research- based approaches to meet the individual needs of students.

##### **Domain 4: Professional Responsibilities**

The teacher's ethical standards and sense of professionalism are highly developed showing perceptive use of reflection, reflective systems for record-keeping and communication with families, leadership roles in school/cooperative projects, and extensive professional development activities.

#### ***(Proficient)***

##### **Domain 1: Planning and Preparation**

Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.

##### **Domain 2: The Classroom Environment**

The classroom environment functions smoothly with little loss of instructional time. Expectations for student learning are highly based on the individual ability level of students and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Levels of Performance- Continued**

**Domain 3: Instruction**

Students are engaged in learning as a result of clear communication, successful use of questioning, discussion techniques and other strategies. Activities and assignments are of a high quality and the teacher makes productive use of assessments. The teacher demonstrates flexibility in contributing to the success of the lessons and the individual needs of students.

**Domain 4: Professional Responsibilities**

The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflections on instruction, maintaining accurate records, communicating frequently with families, actively participating in school/cooperative events, and engaging in activities for professional development.

***(Needs Improvement)***

**Domain 1: Planning and Preparation**

Teacher's plans reflect moderate understanding of the content, the students and available resources. Some instructional outcomes are suitable to the students as a group and the approaches to assessment are partially aligned to goals.

**Domain 2: The Classroom Environment**

Classroom environment functions somewhat effectively, with modest expectations for student learning and behavior, classroom routines and use of space that partially support student learning. Strategies for facilitating positive interactions with students are utilized on an inconsistent basis.

**Domain 3: Instruction**

Only some students are engaged in learning because of only partially clear communication, inconsistent use of classroom and other suitable strategies, and only some suitable instructional activities and materials. The teacher demonstrates some use of instruction and is moderately flexible in adjusting the instructional plan in response to students' needs and their success in learning.

**Domain 4: Professional Responsibilities**

The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school/ cooperative projects and activities for professional growth.

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Levels of Performance- Continued**

***(Unsatisfactory)***

**Domain 1: Planning and Preparation**

The teacher's plans reflect little understanding of the content, the students and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.

**Domain 2: The Classroom Environment**

Classroom environment is characterized by disorganization, with low expectations for learning, no clear standards of student behavior expectations, poor use of physical space, and negative interactions between individuals.

**Domain 3: Instruction**

Instruction is characterized by poor communication, minimal interactions with students, low student engagement, little or no use of assessment in learning and rigid adherence to an instructional plan despite evidence that it should be revised or modified.

**Domain 4: Professional Responsibilities**

The teacher demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and cooperative responsibilities and participation in activities for professional growth.

## **PROVISO AREA FOR EXCEPTIONAL CHILDREN**

### **Teacher Evaluation Process**

The plan shall provide for an evaluation at least once every two years of each teacher in contractual continued service (i.e., tenured); however, a tenured teacher who has obtained a “needs improvement” or “unsatisfactory” rating on the previous year’s evaluation shall be evaluated in the next school year after receiving that rating . (See Section 24A-5 of the School Code.)

The plan shall provide for an evaluation at least once every year of each teacher not in contractual continued service (i.e., nontenured). (See Section 24A-5 of the School Code.)

The evaluation plan shall consider the teacher’s attendance and her/his competency in the content being taught, as well as specify the teacher’s strengths and areas that need improvement. There should be explanation for identifying the areas as such.

Evidence of professional practice shall be collected through the use of multiple sources that include formal observations, informal observations and other sources of relevant information/data. A formal observation (scheduled by Evaluator and Teacher) and informal observations (unannounced) 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/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.

The qualified evaluator may designate another person to conduct the observation in situations in which she or he cannot complete all of the observations, or the observations cannot be completed in a timely manner, provided the individual designated is a qualified evaluator.

The timeline for completing the Summative Teacher Evaluation will be by May 1<sup>st</sup> for each school year. Teachers will receive notice by September 1<sup>st</sup> if they are scheduled to be evaluated during the year.

Teacher observations will be conducted between October 1<sup>st</sup> and December 15<sup>th</sup> first semester and between January 15<sup>th</sup> and April 1<sup>st</sup> second semester.

For each tenured teacher who received either an “excellent” or “proficient” performance evaluation rating in her/his last performance evaluation, a minimum of two observations are required during the cycle in which the current evaluation is conducted, one of which must be a formal observation. The formal evaluation will be conducted during the first semester between October 1<sup>st</sup> and December 15<sup>th</sup>. The informal evaluation will be conducted second semester between January 15<sup>th</sup> and April 1<sup>st</sup>.

For each tenured teacher who received a “needs improvement” or “unsatisfactory” performance evaluation rating in her/his last performance evaluation, a minimum of three observations shall be required in the school year immediately following the year in which the ‘needs improvement’ or ‘unsatisfactory’ rating was assigned, of which two must be formal observations. One formal observation will be conducted first semester between October 1<sup>st</sup> and December 15<sup>th</sup>. A second formal evaluation will be conducted second semester between January 15<sup>th</sup> and April 1<sup>st</sup>. An informal observation shall be conducted first or second semester during the time frames indicated above at the discretion of the evaluator.

For each non-tenured teacher, a minimum of three observations shall be required each school year. One formal observation will be conducted first semester during the time frames indicated above. A second formal observation will be conducted second semester during the time frames indicated above. A third informal observation shall be conducted first or second semester during the time frames indicated above at the discretion of the evaluator.



**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Measuring Student Growth**

**Illinois Assessment Types:**

- Type 1: A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois.
- Type II: Any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area.
- Type III: Any assessment that is rigorous, that is aligned to the course curriculum, and that the qualified evaluator and teacher determine measures student learning in that course.

**NOTE:** Type I and Type II assessments also may be considered Type III if they align to the curriculum and are capable of measuring student learning in the subject (Illinois Administrative Code, Part 50, Sub. A., Sec. 50.30).

The PAEC operated programs utilizing Type III Assessments for measuring Student Growth must utilize a minimum of two Type III Assessments. The second Type III Assessment may be delayed until the second year of implementation, however, if only Type III Assessments are being utilized, it is recommended to use a minimum of two each year.

Student growth shall represent at least 25% of a Teacher's Performance Evaluation rating in the first and second years of PAEC's implementation (2016-17 and 2017-18). Thereafter, student growth shall represent 30% of the rating assigned.

Type III Assessments identified include: Teacher-created assessments; assessments designed by textbook publishers; student work samples or portfolios; check lists, task analyses; research-based interventions; curriculum based measures; assessments incorporated in published research-based interventions; AIMSweb Benchmark Assessments; survey level assessments; progress monitoring in reading and math and other core academic areas; and assessments designed by staff with expertise in content administered commonly across the PAEC programs, departments or grade levels.

The Type III Assessments must be rigorous, aligned with the curriculum and/or priority student goals. The assessments should be administered with fidelity and be subject to verification by the qualified evaluator through demonstration.

Student growth measures will only include students who take the pre and post-test assessments and are present at school at least 70% of school days per year during the evaluation cycle. The qualified evaluator and teacher will review baseline measures of student growth from which to set student growth goals and timelines that are consistent with the assessment and model selected.

The qualified evaluator in consultation with a teacher will determine a uniform process for collecting formative student learning data at the midpoint of the evaluation cycle. Student progress will be assessed in order to make instructional adjustments but this assessment data will not be included in final student growth scores.

The qualified evaluator and teacher will discuss considerations regarding characteristics of students during the assessment process.

***See page 10 for the explanation of Professional Practice Goals and Student Growth Goals***

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Professional Development Plans and Remediation Plans**

Within 30 school days after assigning a Tenured Teacher a “Needs Improvement” rating, the PAEC Administration, in consultation with the teacher and taking into account the teacher’s ongoing professional responsibilities will develop for that teacher a “Professional Development Plan” directed to the area that needs improvement including any supports the district will provide to address the areas that need improvement.

Within 30 school days, after assigning a tenured teacher an “Unsatisfactory” rating, the PAEC Administration will develop and commence a 90 School Day Remediation Plan designed to correct the cited deficiencies.

## PROVISO AREA FOR EXCEPTIONAL CHILDREN

### Professional Responsibilities

**Note:** These are guidelines to help in sharing your professional responsibilities under Domain IV. It is not all inclusive nor does each line/category need to have an item associated with it.

**Please indicate professional activities that you have engaged in.**

Professional Organizations:

Professional Readings:

Workshops, Seminars or Classes:

Committees (Building or Cooperative):

Parent Communication (How do you involve parents weekly, monthly, etc.):

Extracurricular Activities:

Mentoring Other Teachers:

Providing Training Sessions in Area of Expertise:

Other:

Please provide artifacts demonstrating evidence of above professional responsibilities or activities.

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Teacher Professional Goals**

**Goal Setting**

- All teachers must have professional practice (2-3) goals and student growth (1-2) goals for every school year.
- Process commences prior school year in May, based upon the prior summative evaluation/End-of Year Conference.
- Set 1-2 student growth goals based on Type II and III pre-assessments.
- Based on mutual responsibility and collaboration between the teacher and evaluator.

**Professional Practice Goals**

- In collaboration with evaluator, set two/three professional practice goals prior to the end of the previous school year, generally in May.
- For teachers in their first year, two/three professional practice goals are set by September 15<sup>th</sup>.  
(This would apply to the first year of implementation of this evaluation process-2016-17)

**Student Growth Goals**

- In collaboration with evaluator, identify assessments to be used to measure student growth.
- Teacher analyzes Type II/III pre-assessment data, identifying one/two potential goals.
- Evaluator meets with individual/team to provide feedback about goals; final goals determined based upon collaborative dialogue.

Student growth goals are set no later than September 15<sup>th</sup>.

**PROVISO AREA FOR EXCEPTIONAL CHILDREN COOPERATIVE**  
**Teacher Professional Goals Form**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

School/Program: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

Evaluator: \_\_\_\_\_

<p><u>Goal Setting</u></p> <ul style="list-style-type: none"> <li>• All teachers must have professional practice (2-3) goals and student growth (1-2) goals for every school year.</li> <li>• Process commences prior school year in May, based upon the prior summative evaluation/End of Year Conference.</li> <li>• Set 1-2 student growth goals based on Type II and III pre-assessments.</li> <li>• Based on mutual responsibility and collaboration between the teacher and evaluator.</li> </ul>	<p><u>Professional Practice Goals</u></p> <ul style="list-style-type: none"> <li>• In collaboration with evaluator, set two/three professional practice goals prior to the end of the previous school year, generally in May.</li> <li>• For teachers in their first year, two/three professional practice goals are set by September 15<sup>th</sup>.</li> </ul> <p><u>Student Growth Goals</u></p> <ul style="list-style-type: none"> <li>• In collaboration with evaluator identify assessments to be used to measure student growth.</li> <li>• Teacher analyzes Type II/III pre-assessment data, identifying one/two potential goals.</li> <li>• Evaluator meets with individual/team to provide feedback about goals; final goals determined based upon collaborative dialogue.</li> <li>• Student growth goals are set no later than September 15<sup>th</sup> of current year evaluation for 2016-17.</li> </ul>
---	--

Professional Practice Goals:	Student Growth Goals:
1.	1.
2.	2.
3.	3.
4.	4.

**PROVISO AREA FOR EXCEPTIONAL CHILDREN COOPERATIVE**  
**Special Education Teacher's Yearly Goals**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

School/Program: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

Evaluator: \_\_\_\_\_

*Please set 1-3 goals ONLY in the targeted Domains*

DOMAIN:	<b>SPECIAL EDUCATION TEACHER'S GOAL(S) STATED IN TERMS OF PERFORMANCE OUTCOMES (1-3 PER DOMAIN)</b>	
Targeted Components:	<b>STRATEGIES:</b> What will the Special Education Teacher do to achieve goal(s)?	Sources of Data/Proof/Evidence:
DOMAIN:	<b>SPECIAL EDUCATION TEACHER'S GOAL(S) STATED IN TERMS OF PERFORMANCE OUTCOMES (1-3 PER DOMAIN)</b>	
Targeted Components:	<b>STRATEGIES:</b> What will the Special Education Teacher do to achieve goal(s)?	Sources of Data/Proof/Evidence:

Please attach pre-assessment data to serve as the baseline for establishing Student Growth Goals

**PROVISO AREA FOR EXCEPTIONAL CHILDREN COOPERATIVE**  
**Teacher Summative Evaluation**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

School/Program: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Instructions:** On the following pages are teaching and performance criteria expected of PAEC's tenured and non-tenured educators. The evaluator's task is to rate each domain and compile it into an overall rating.

Pre-Conference Date	Observation Date	Post Conference Date

Other Observation Dates: \_\_\_\_\_

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Pre-Observation Process**

Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher. The Pre-Observation Conference form will be completed prior to the Pre-Observation Conference and discussed at the scheduled Conference.

In advance of this conference, the teacher shall submit to the qualified evaluator a written lesson plan for the instruction that will be conducted during the formal observation.

The qualified evaluator and the teacher shall discuss the lesson plan, the completed Pre-Observation Conference questions completed by the teacher and any areas which the qualified evaluator should focus on during the observation, if applicable.







**PROVISO AREA FOR EXCEPTIONAL CHILDREN**

**Professional Practice**  
**Calculating Performance Ratings and Summary Ratings**

**Domain I: Preparation and Planning for Instruction**

**Domain II: Classroom Environment**

**Domain III: Instruction**

**Domain IV: Professional Responsibilities**

**Calculating Performance Ratings:**

For each domain, the evaluator will enter a rating for each component. The points from all components should then be added and divided by the total number of components for that domain to find the average rating. All calculations should be rounded to the nearest tenth.

***Example:***

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
a) Demonstrates knowledge of content and pedagogy.			3	
b) Demonstrates knowledge of students			3	
c) Selects appropriate instructional goals			3	
d) Demonstrates knowledge of resources		2		
e) Designs coherent instruction			3	
f) Effectively assesses student learning	1			

- In the example above, the total score (3+3+3+2+3+1) =15. The total number of components is 6. The average is found using  $15/6 = 2.5$ . Rounding to the nearest tenth, the average rating is 2.5
- After completing all 4 domains, the average ratings for the 4 domains are added together and divided by 4 to calculate the overall average.
- To continue the example, consider the average ratings for each of the 4 domains as follows:  
**Domain 1: 2.5      Domain 2: 2.8      Domain 3: 2.6      Domain 4: 2.3**
- Using those ratings, first, add them together (2.5 + 2.8 + 2.6 +2.3) = 10.2. Then to find the average of the 4 scores, divide the total by 4 ( $10.2/4$ ) =2.55. Rounding to the nearest tenth, the average overall rating is 2.6 across all domains.

**Determining Summary Rating:**

- The scale below is being recommended to determine the overall Summary Rating based on the average score across the 4 domains.

<b>Summary Rating</b>	<b>Scale</b>
Excellent	3.5 – 4.0
Proficient	2.5 – 3.4
Needs Improvement	1.5 – 2.4
Unsatisfactory	1.0 – 1.4

Using this scale for the above example, the Summary Rating for a teacher whose average score is calculated to be 2.6 would be: Proficient.

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Classroom Observation Form**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School/Program: \_\_\_\_\_  
 Grade Level/Subject Area: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_

**Domain I: Preparation and Planning for Instruction**

Planning and Preparation	1 Unsatisfactory	2 Needs Improvement	3 Proficient	4 Excellent
a) Demonstrates knowledge of content and pedagogy.				
b) Demonstrates knowledge of students				
c) Selects appropriate instructional goals				
d) Demonstrates knowledge of resources				
e) Designs coherent instruction				
f) Effectively assesses student learning				

Total score (1-4) ÷ by 6 components = Average Rating      **Average rating for Domain I:** \_\_\_\_\_

Strengths:

Focus Area for Improvement:

Comments:

**Domain II: Classroom Environment**

Planning and Preparation	1 Unsatisfactory	2 Needs Improvement	3 Proficient	4 Excellent
a) Creating an environment of respect and rapport				
b) Establishing a culture for learning				
c) Managing classroom procedures				
d) Managing student behavior				
e) Organizing physical space				

Total score (1-4) ÷ by 5 components = Average Rating      **Average rating for Domain II:** \_\_\_\_\_

Strengths:

Focus Area for Improvement:

Comments:

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Classroom Observation Form - Continued**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

School/Program: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Domain III: Instruction**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
a) Communicating clearly and accurately				
b) Using questioning and discussion techniques				
c) Engaging students in learning				
d) Providing feedback to students				
e) Demonstrating flexibility and responsiveness				

\*Total score (1-4) ÷ by 5 components = Average Rating **Average rating for Domain III:** \_\_\_\_\_

Strengths:

Focus Area for Improvement:

Comments:

**Domain IV: Professional Responsibilities**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
a) Reflecting on teaching				
b) Maintaining accurate records				
c) Communicating with families				
d) Contributing to the school and district				
e) Growing and developing professionally				
f) Showing professionalism				
g) Attendance				

Total score (1-4) ÷ by 7 components = Average Rating **Average rating for Domain IV:** \_\_\_\_\_

Strengths:

Focus Area for Improvement:

Comments:

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Classroom Observation Form - Continued**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School/Program: \_\_\_\_\_  
 Grade Level/Subject Area: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_

The scale below is being recommended to determine the overall Summary Rating based on the average score across the 4 domains.

<b>Summary Rating</b>	<b>Scale</b>
Excellent	3.5 – 4.0
Proficient	2.5 – 3.4
Needs Improvement	1.5 – 2.4
Unsatisfactory	1.0 – 1.4

Using this scale for the above example, the Summary Rating for a teacher whose average score is calculated to be 2.6 would be: Proficient.

Average Rating for Domains:

**Domain I** \_\_\_\_ **Domain II** \_\_\_\_ **Domain III** \_\_\_\_ **Domain IV** \_\_\_\_

**Summary Rating Average** \_\_\_\_\_

**Composite Ratings For Observation:**

\_\_\_\_\_ Excellent    \_\_\_\_\_ Proficient    \_\_\_\_\_ Needs Improvement    \_\_\_\_\_ Unsatisfactory

\_\_\_ Check if Teacher Comment Page is attached.

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

(Signature indicates a review of the completed observation. It does not signify agreement with the contents. The employee may attach a written response to this observation).

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Post Observation Conference**

Following a formal observation, the qualified evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice. The qualified evaluator shall meet to discuss the Post-Observation Reflection questions completed by the teacher and provide oral and written feedback following a formal observation to the teacher within 10 school days. The teacher will be provided an opportunity to discuss the evidence collected during the formal observation, and if applicable, provide to the qualified evaluator additional information.

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Post-Observation Reflection Form**  
**Completed by Teacher**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
School/Program: \_\_\_\_\_  
Grade Level/Subject Area: \_\_\_\_\_  
Evaluator: \_\_\_\_\_

*Pre-Observation*                      *Observation*                      *Post-Observation*  
*Date:* \_\_\_\_\_                      *Date:* \_\_\_\_\_                      *Date:* \_\_\_\_\_

**Please complete questions and return to evaluator (within 3 days of observations) for discussion at the conference. If you need more space please refer to page 28-29.**

1. In general, how successful was the lesson? Did students learn the lesson content being presented? How did you assess whether or not students learned the lesson content?
  
2. What do your samples of student work or data reveal about student engagement and understanding? (Bring evidence of student work samples and/or data collection forms related to the specific lesson observed)
  
3. Comment on your classroom procedures, student and staff engagement, behavior management, and your use of physical space. How did these contribute to student learning?
  
4. Did you depart from your lesson plan? If so, how and why?
  
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, assistive technology, visuals, and resources). To what extent were they effective?
  
6. If you had an opportunity to teach this lesson again to the same group of students, what if anything would you do differently?

**Other Comments:**

\_\_\_\_\_  
Teacher Signature/Date

\_\_\_\_\_  
Evaluator Signature/Date



## PROVISO AREA FOR EXCEPTIONAL CHILDREN

### Summative Teacher Rating Form

(Evaluator – all non-tenure and tenure teachers on FORMAL evaluation process)

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

School/Program: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

Evaluator: \_\_\_\_\_

#### Professional Practice Component (70%)

Date of Evaluation \_\_\_\_\_ Name of Teacher \_\_\_\_\_

Name of Evaluator \_\_\_\_\_

#### Domain I:

<b>Planning and Preparation</b>	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources designing coherent instruction				
1e: Designing student assessment				
<b>Overall Rating for Domain I</b>				

Total score ÷ by number of components \_\_\_\_\_

Comments:

#### Domain II:

<b>Classroom Environment</b>	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
<b>Overall Rating for Domain II</b>				

Total score ÷ by number of components \_\_\_\_\_

Comments:

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Summative Teacher Rating Form - Continued**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School/Program: \_\_\_\_\_  
 Grade Level/Subject Area: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_

**Domain III:**

<b>Instruction</b>	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
<b><i>Overall Rating for Domain III</i></b>				

**Total score ÷ by number of components** \_\_\_\_\_

**Comments:**

**Domain IV:**

<b>Professional Responsibilities</b>	Unsatisfactory	Needs Improvement	Proficient	Excellent
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				
<b><i>Overall Rating for Domain 1</i></b>				

**Total score ÷ by number of components** \_\_\_\_\_

**Comments:**

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Summative Teacher Rating Form - Continued**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School/Program: \_\_\_\_\_  
 Grade Level/Subject Area: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_

**Determining Summary Rating For Professional Practice:**

The scale below is used to determine the overall Summary Rating based on the average score across the 4 domains.

Summary Rating	Scale
Excellent	3.5 – 4.0
Proficient	2.5 – 3.4
Needs Improvement	1.5 – 2.4
Unsatisfactory	1.0 – 1.4

After completing all 4 domains, the average ratings for the 4 domains are added together and divided by 4 to calculate the overall Summary Rating for Professional Practice.

Domain 1: \_\_\_\_\_  
 Domain 2: \_\_\_\_\_  
 Domain 3: \_\_\_\_\_  
 Domain 4: \_\_\_\_\_  
**TOTAL:** \_\_\_\_\_  $\div 4 =$  **Summary Rating** \_\_\_\_\_

**Student Growth Metric**

The following metric determines Teachers' Student Growth Rating for the Summative Evaluation. The Student Growth Rating will serve as 25% of the Summative Teacher Evaluation for two (2) years (2016-17 and 2017-18). Thereafter, the Student Growth Rating will serve as 30% of the Teacher Summative Evaluation.

Unsatisfactory Growth (#1 Rating)	Needs Improvement Growth (#2 Rating)	Proficient Growth (#3 Rating)	Excellent Growth (#4 Rating)
0% - 15% of students advanced	16% - 43% of students advanced	44% - 79% of students advanced	80% - 100% of students advanced

Example for 75% Professional Practice Growth and 25% Student Growth

$$\begin{array}{l} \text{Professional Practice} \quad 2.8 \times .75 = 2.1 \\ \text{Student Growth} \quad 3.0 \times .25 = \underline{.75} \\ \hline 2.85 \text{ -Total Composite Rating for Summative Evaluation} \end{array}$$

Example for 70% Professional Practice and 30% Student Growth

$$\begin{array}{l} 2.8 \times .70 = 1.96 \\ 3.0 \times .30 = \underline{.90} \\ \hline 2.86 \text{ - Total Composite Rating for Summative Evaluation} \end{array}$$

**PROVISO AREA FOR EXCEPTIONAL CHILDREN**  
**Summative Teacher Rating Form - Continued**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
School/Program: \_\_\_\_\_  
Grade Level/Subject Area: \_\_\_\_\_  
Evaluator: \_\_\_\_\_

**RATINGS:**

Professional Practice Summary Rating: \_\_\_\_\_

\_\_\_\_ Excellent      \_\_\_\_ Proficient      \_\_\_\_ Needs Improvement      \_\_\_\_ Unsatisfactory

Student Growth Rating: \_\_\_\_\_

\_\_\_\_ Excellent      \_\_\_\_ Proficient      \_\_\_\_ Needs Improvement      \_\_\_\_ Unsatisfactory

Composite Rating: \_\_\_\_\_

\_\_\_\_ Excellent      \_\_\_\_ Proficient      \_\_\_\_ Needs Improvement      \_\_\_\_ Unsatisfactory

\_\_ Check if Teacher Comment Page is attached.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

(Signature indicates a review of the completed evaluation. It does not signify agreement with the contents. The employee may attach a written response to this evaluation).



