

Teacher Evaluation System: Procedures & Requirements

The Annual Evaluation will consist of the following components:

- A conference with the teacher and administrator
- Two goals for the teacher to focus on for the school year
- One observation, conducted by the administrator
- *The Annual Evaluation Professional Responsibility Checklist*

Conference

The conference initiates the annual evaluation process with a dialogue between the principal and the teacher regarding their priorities for the approaching school year. If the teacher is returning to the same school, it may be conducted any time prior to the beginning of the school year. If a teacher is new to a school, the conference must occur prior to the third Friday of the school year, although the parties recommend it occur before the start of school. The template for the conference, *Framework for Teacher-Principal Conference for Annual Evaluations*, is attached.

Goals:

- During the conference, or within two weeks, the two goals for the process shall be selected.
- The teacher will select one individual goal from *The Teacher Goals*.
- The principal may select one goal from a menu of goals related to the school's approved OnePlan_and/or mapped to the Appraisal Tool for Building Principals, *The School Goals*. However if the principal does not select a goal, the teacher and principal shall together agree on a second individual goal from that menu.
- For a teacher new to a building, even if they completed a conference for their old school, the goals shall be reselected for the new school.

All goals are related to improving student growth. However, some goals will be identified for measurement. Of the two goals selected, at least one must be identified in this way.

Scoring: The summary sheet scoring options for each goal are:

- Not Met the teacher has failed to demonstrate sufficient activities towards completing and meeting the goal.
- Met the teacher has demonstrated the expected activities and progress towards meeting the goal that has positively influenced student growth.
- Exceeded not only has the teacher met the goal but has demonstrated that student growth was substantially impacted by their concentration on the goal.

Observation

The administrator will conduct an observation at least once annually under the current guidelines of the Teacher Evaluation System.

Framework for Annual Evaluation Teacher-Principal Conference

1. What would you like to focus on this school year?

2. As your principal, these are the areas I am interested in focusing on this school year.

3. What are your strengths & weaknesses as a teacher?

4. As your principal, these are what I believe are your strengths & weaknesses.

5. As a teacher, what are the ways you would hope that I would support you?

6. As principal, this is what I expect from you as a teacher.

7. What are the barriers that keeps the school from being as effective as we both would like? How can they be broken down?

8. When I come in your classroom, what should I expect to observe?

Discussion & selection of goals.

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#	The Teacher Goals
**1	Based on student data, I have selected an indicator for additional attention this year. I will focus my professional development and instructional skills to improve student growth for this indicator.
2	I will establish and maintain an individual website this year, in compliance with the district's requirements. The website shall grow to include the classroom syllabus, student assignments, missed assignment, external resources, classroom and school announcements and other pertinent information.
3	I will establish and maintain periodic communications with students' families, including the use of technology for electronic exchange of information. Also, I will focus on strategies this year to improve the parent engagement of my students, including their attendance at parent conferences, meetings, PTO and their interest in the work of their child.
4	If part of a team, I will improve my teaming strategies and behaviors.
5	I will participate in school and district leadership opportunities.
**6	I will, either individually or as part of a team, articulate instructional needs among and between grades. This work will be informed by student growth data.
**7	I will, either individually or as part of a team, develop and implement interdisciplinary units of study throughout the school year.
**8	I will increase the opportunities to integrate, embed, and use technology to assist instruction and student learning. Technology will be used not only for presentations but also as an important part of student work.
**9	I will improve my expertise and knowledge in my content fields and demonstrate how I have used my growth to improve student instruction and growth.
**10	I will identify and use effective routines and procedures in my classroom. These routines shall maximize instructional time.
**11	I will utilize a variety of instructional strategies to meet the varied needs of all students.
12	I will participate in and implement professional development offered by CPS through Mayerson or another provider for at least one of the following strategies: <ol style="list-style-type: none"> 1. Establishing classroom procedures and practice 2. Differentiated Instruction 3. Classroom discourse using higher order thinking skills 4. Coteaching strategies & practices 5. Accommodating students with IEP's 6. Experiential Learning

** Indicates the goal is to be measured based on data or other evidence of student growth.

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ATBP	#	The School Goals
2.2	**P1	My curriculum, instructional materials, and active learning strategies are aligned to promote student growth.
2.1 4.1	P2	I will work collaboratively to make sure that all lessons meet standards.
2.1 2.4	P3	During my classes, in all subjects, students shall read, write and use numeric skills and technology regularly.
1.5 2.2 2.3	**P4	I will use common planning time and other time to analyze student data and work to plan instruction and develop courses of action to address individual student needs.
1.5 2.3	**P5	I will use extensive and varied assessments to monitor my student's learning and make mid-course corrections when needed to improve student growth.
2.1 5.2	**P6	I will post standards for quality work, and use rubrics/scoring guides to inform my students and parents of the student's level of learning toward the benchmark indicators. I will give prompt, specific feedback to students on their work in relation to these standards.
2.2 2.4	P7	My students shall have appropriate opportunities to demonstrate their learning in multiple ways: through writing, speaking, technology and artistic expression.
2.2 2.3	**P8	My professional development is directly linked and is implemented to address student-learning needs as identified by my students' data.
5.2	P9	I have a process for helping families of my students understand the academic and performance expectations for their child, and to assist them to help their child meet those expectations.
3.1 3.2	P10	My classroom provides a safe and orderly environment for all my students.

** Indicates the goal is to be measured based on data or other evidence of student growth.

ATBP column lists the indicator from the *Administrators Tool for Building Principals* to which the goal is mapped. Each of these goals is based on student growth.

The Annual Evaluation Professional Responsibility Checklist

Professional Responsibility	Not Met	Met
1. Submits Grades in a timely manner, posting them on PowerSchool pursuant to the Collective Bargaining Agreement.		
<i>Evidence:</i>		
2. Shows evidence of lesson planning		
<i>Evidence:</i>		
3. Follows through with professional commitments I make.		
<i>Evidence:</i>		
4. Attends parent conferences, open house, school orientation		
<i>Evidence:</i>		
5. Arrives to work on time		
<i>Evidence:</i>		
6. Attends faculty meetings, team meetings, learning team meetings		
<i>Evidence:</i>		
7. Performs assigned school duties pursuant to Collective Bargaining Agreement.		
<i>Evidence:</i>		
8. Deals professionally with all staff		
<i>Evidence:</i>		
9. Deals professionally with all students, family, and community members.		
<i>Evidence:</i>		
10. Assists appropriate staff with accommodations for their students with IEP's, LEP's, WEP's		
<i>Evidence:</i>		
11. Completes IEP's, LEP's, WEP's in a timely manner		
<i>Evidence:</i>		
12. Reviews and implements IEP's, LEP's, WEP's annually		

So that a staff member may improve, the staff member must have received a written notice of concern and evidence regarding not meeting any responsibility prior to this checklist designation. The Annual Evaluation Professional Responsibility Checklist will be filed with the Annual Evaluation.

Teacher Evaluation System: Procedures & Requirements

The Performance Review Evaluation consists of three major components and is developed in order to improve student growth:

Reflection & Analysis

Initial Reflection The purpose of the reflection component is to improve student growth through the teacher's self-reflection. This reflective paper should, in part, be based on the teacher's previous comprehensive evaluation. If the teacher received a 3 in either Domain 2 or 3, the teacher will write a reflection paper on one standard from one of those domains for which they received the 3. If the teacher received all 4's on Domain 2 and 3, they may select from one of the other domains. The standard selected shall be the one that required most improvement in their last comprehensive evaluation for the domain selected. The principal will review the reflection and determine if the goal was met.

The principal will schedule a conference with the teacher and discuss the reflection and they will collaboratively determine strategies the teacher may use to improve their performance in that standard. When the principal does the two observations that year, the principal shall pay particular attention to how the teacher is implementing those strategies.

Analysis of Year During April, the teacher will write a reflective paper discussing his/her implementation of the strategies and evidence of improvement in student growth in that standard. The principal shall review the analysis of the school year no later than May 15th and provide written feedback to the teacher. Either may subsequently request a conference.

Goals

The teacher shall select an individual goal, the principal may select a school goal, and the teacher shall select one of the Superintendent's goals . If the principal does not select a school goal, the teacher and principal may mutually select any of the goals from the options as the third goal. At least two of these three goals must be identified as improving student growth as noted on the menu of goals. The teacher and principal will decide how to measure these goals by October 1st. Each of these goals will receive a score of *not met*, *met*, or *exceeded*.

Observations

The teacher will undergo two observations during the school year. One observation will be announced, with the teacher providing three alternate dates for the principal to observe. If an observation must be cancelled, another will be rescheduled within an appropriate time period, not to exceed eight school days. Dates should be recommended by the teacher so that the lesson exemplifies the standard(s) from the teacher's reflection and the strategy identified to improve student growth. The other observation may be announced or unannounced at the principal's discretion.

The observation form used for the PRE will be the same as those used for the Annual Evaluation. Paying particular attention to the standards selected in the teacher's reflection and the strategy chosen in the goals, the principal is expected to provide feedback and determine the teacher's score.

Annual Evaluation Summary Sheet

Name, Etc

Date of Conference(s) to set goals: _____

Individual Goal:

School Goal:

Observation Components

Observation	Date	Score	Post-Observ. Conf Date	Not Met	Met	Exceeded
Announced						

Additional Evaluation Components

Component	Not Met	Met	Exceeded
School Goal			
District Goal			

In order to have a successful Annual Evaluation, one must meet or exceed the two goals with at least one being related to Student Achievement for SY2011/12.

Signatures, Dates, etc

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Summary By May 15th, the principal shall give the teacher the *Performance Review Evaluation Summary*. The teacher may request a conference after receiving the summary. Appeals of disputed evaluation scores shall be submitted and adjudicated by the TES Appeals Panel. Issues regarding adherence to the process shall be submitted to the appropriate representatives of the District and Federation.

Performance Review Evaluation Summary

Name, Etc

Date of Conference(s) to set goals: _____

Individual Goal:

School Goal:

District Goal

Observation Components

Observation	Date	Post-Observ. Conf Date	Not Met	Met	Exceeded
Announced:					
Unannounced:					

Additional Evaluation Components

Component	Not Met	Met	Exceeded
Initial Reflection			
Analysis of Teacher's Year			
Individual Goal			
School Goal			
District Goal			

In order to have a successful Performance Review Evaluation, one must meet or exceed at least five of the seven components. However, at least one of the goals met or exceeded must have been measured by student achievement and growth. After the pilot's review in Spring 2012, if the parties agree, the intent will be to require that two be of the goals met or exceeded must have been measured by student achievement and growth.

Signatures, Dates, etc