



Successor Teacher Evaluation Plan

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STEP Committee

Resulting from the 2011-2015 contract, “an Evaluation Plan Committee, which shall be composed of an equal number of Board and Association representatives, shall develop a Successor Teacher Evaluation Plan (STEP) to be used to evaluate all teachers. The STEP shall conform to the State’s statutory mandates for teacher evaluation plans including the student growth component.”

Introduction

Deerfield Public Schools District 109 recognizes the complexity of teaching and the importance of each staff member’s performance to the growth of children. The design of our evaluation plan is to provide a constructive, cooperative, and continuing process for improving the quality of instruction for the children of the district. Ultimately, this evaluation system seeks to provide the necessary support and conditions for each individual to strive for excellence. To that end, our evaluation system is highly individualized and includes informal daily experiences and interactions, as well as formal observations and discussions between the staff member and evaluator. Through reflection and collaboration, the evaluation process supports staff members in recognizing and understanding their strengths and areas for growth as they relate to their professional responsibilities.

Our evaluation system utilizes the frameworks for teaching taken from the research of Charlotte Danielson (*Enhancing Professional Practice: A Framework for Teaching, 2007 and 2013*) The Danielson Framework is based on empirical studies and theoretical research regarding both teaching and learning. Using an agreed-upon framework helps to structure conversations about performance to guide novice staff members and enhance the performance of veteran staff members. The four domains of teaching responsibility are the following:

- **Domain 1:** Planning and Preparation
- **Domain 2:** The Classroom Environment (The Environment)
- **Domain 3:** Instruction (Delivery of Service)
- **Domain 4:** Professional Responsibilities

Within each domain are components that define a distinct area of the domain. Each component is further broken down into more specific and distinct elements. Taken together, the domains, components, and elements constitute a comprehensive framework reflecting the many different aspects of teaching. Although distinct, each area of the framework is interrelated.

**Beginning in Fall 2016, to meet the requirements of current School Code, Student Growth will be incorporated as an additional component of the evaluation plan.*

Evaluation Groups

Each staff member within the Deerfield Education Association bargaining group will be placed into one of the seven categories listed below. This is critical as each category has subtle differences to the verbiage within the various domains, components, and elements with the Danielson “Framework for Teaching.”

Evaluation Group	DPS109 Position
FFT – 2013 General	Teacher, RTI Specialist, Physical Education, Adaptive Physical Education, Special Education, Instrumental Music, ELL, Art, Music, CHAMPS, TAP
FFT – 2007 Instructional Specialists	Instructional Coach
FFT – 2007 Library Media Specialists	Library Information Specialist
FFT – 2007 School Counselors	Guidance Counselor and School Social Worker
FFT – 2007 School Nurses	School Nurse
FFT – 2007 School Psychologists	School Psychologist
FFT – 2007 Therapeutic Specialists	Speech/Language Pathologist, Physical Therapist, Occupational Therapist

Evaluation Plan Procedures Meeting

The building principal or appropriate evaluator shall acquaint each staff member tentatively under his/her evaluation caseload with the procedures that guide the evaluation process. This meeting will provide everyone in attendance with the complete evaluation plan, performance rating information, an overview of the evaluation procedures and timelines, and the tentative name of evaluator who will be responsible for the evaluation of a staff member’s performance in an on-cycle year. This meeting will take place at the monthly

staff meeting in April, or within four (4) weeks from the date on which employment actually begins for staff members hired after the school year begins.

Staff members who are hired prior to the beginning of the school year will participate in the Evaluation Plan Procedures Meeting as part of New Teacher Orientation.

**A final list of who will be responsible for the evaluation of a staff member's performance in an on-cycle year will be produced prior to the September staff meeting.*

Walk-Through Observation

The walk-through observation is an unannounced non-evaluative means for an evaluator to be present where delivery of service takes place. Optimistically, walk-through observations should occur so frequently that they are an integral and expected part of a staff member's routine. By design, a walk-through observation encourages reflective dialogue between both parties as it may be followed with a reflective conversation. Walk-through observations are not intended to be used for the evaluation of a staff member. However, a walk-through observation does not preclude an evaluator from both documenting and sharing information regarding what he/she observed with the staff member. If the evidence observed in a walk-through observation becomes documented within five (5) school days, then the walk-through observation is now defined as an informal observation.

Informal Observation

An informal observation focuses on teaching, learning, and the delivery of services between staff members and students and/or staff members and other adults. An informal observation is intended to provide more frequent information on a wider variety of contributions made by staff members either in the classroom or to the school community as a whole. Evaluators may conduct informal observations by visiting classrooms, observing instruction, and noting work in non-classroom settings at various times throughout the evaluation cycle. The evaluator will supply informal observation data via the "**Report of Informal Observation**" (**Appendix A**) form within five (5) school days. The Report of Informal Observation may be distributed via e-mail. Distribution of the document through an evaluator's e-mail account will serve as an official signature and date. The evaluator shall then briefly meet to follow-up on the report with a conversation regarding strengths, targeted areas for growth, and/or concerns deemed significant unless otherwise mutually agreed upon between staff member and evaluator.

**All staff members will have at least one informal observation prior to the first formal observation unless mutually agreed upon between evaluator and staff member.*

Pre-Observation Conference

A pre-observation conference is a scheduled meeting between the evaluator and staff member preceding each formal observation. A pre-observation conference allows participants to articulate goals for improving instruction/delivery of service, identify the focus of the observation, discuss the goals of the lesson/meeting, determine the block of time for the observation, and identify any unique difficulties. The "**Pre-Observation Form**" (**Appendix B**) is the established instrument to narrow the focus of the formal observation. Evaluators concentrate on specific elements within the observation and provide evidence-based feedback for those elements. Moreover, the pre-observation conference allows the observer to gather background knowledge prior to the scheduled observation, and thus enhance the validity and reliability of the observation. The staff member shall complete the Pre-Observation Form prior to the meeting.

Formal Observation

The evaluator and staff member collaboratively schedule formal observations. Formal observations will typically be of classroom instruction or other areas specific to the applicable employee job descriptions, which include, but are not limited to, parent/teacher conferences, IEP meetings, curriculum nights, coaching sessions, or other events. Formal observations may begin after the Evaluation Plan Procedures Meeting has been held with on-cycle employees. A formal observation must last for a minimum of one class period or a mutually agreed upon allotment of time.

The evaluator collects data by using the methods that may be collaboratively determined in the pre-observation conference, which may include use of an observation instrument or, in the case of an unfocused observation, completing a running record of observable evidence. There are a variety of techniques that the evaluator can use to gather evidence in a formal observation. Some techniques

provide a more detailed picture of what is occurring in the classroom setting; others focus on specific aspects of the learning environment.

Post-Observation Conference

Following a formal observation, the evaluator and staff member shall meet to discuss the evidence collected about the staff member’s professional practice in a post-observation conference. This collaborative conversation seeks to identify strengths and targeted areas of growth of the observed lesson, as well as to develop plans to improve and guide professional growth.

Prior to the post-observation conference, the staff member shall reflect upon the lesson using the **“Formal Observation Reflection” (Appendix C)** form prior to the meeting. In turn, the evaluator shall complete a written **“Report of Formal Observation” (Appendix D)**. Included in this report is an interpretation of evidence gathered from the formal observation and the resulting dialogue captured from the post-observation conference. The report of formal observation is to be considered a working document until after the post-observation conference has occurred and will be considered final documentation of both the formal observation and the post-observation conference.

The post-observation conference should be conducted within five (5) school days of the observation, with the staff member receiving a final written report of formal observation within five (5) school days of the post-observation conference unless otherwise mutually agreed upon between staff member and evaluator.

Frequency of Informal and Formal Observations

	<i>FT/PT Years 1 & 2</i>	<i>FT/PT Years 3 & 4</i>	<i>Tenured or PT 5+</i>	<i>Remediation Plan or Professional Development Plan</i>
Minimum Number of Formal Observations	2	2	1	Defined by Plan
Minimum Number of Informal Observations	3	2	2	Defined by Plan

Timeframes for Informal and Formal Observations

	<i>FT/PT Years 1 & 2</i>	<i>FT/PT Years 3 & 4</i>	<i>Tenured or PT 5+</i>	<i>Remediation Plan or Professional Development Plan</i>
First Informal and Formal Observation	Nov. 1	Dec. 1	1 st Informal - Winter Break 1 st Formal – N/A	Defined by Plan
Minimum Number of Required Informal and Formal Observations	Feb. 1	Feb. 1	Feb. 15	Defined by Plan

Understanding Evidence, Interpretation, and Bias

Evidence Collected in an Observation

During the formal observation, evaluators will record evidence. Evidence is what he or she explicitly sees, hears, or reads—not the interpretation of what he or she sees. Evidence may be what the staff member and students say or what they do, including body language - e.g., staff member walking around the classroom, students waving their hands in the air to be recognized, students slumping in their chairs, students putting their heads on their desks.

Interpretation of Observation Evidence

Upon completion of an observation, the evaluator will need to interpret the collected evidence. However, while they are in the process of collecting evidence, they should refrain from making interpretative statements. It would be interpretation to say, for example, that the students appear comfortable, happy, or bored. These are interpretations of the actual evidence from the classroom, which would describe what students actually did or what they said.

Understanding Bias within an Observation

Bias occurs whenever there is variability in an observer's report based on a deep-seated belief about or stereotype of the individuals in the classroom. Biases can be unique to observers or can be shared across observers.

People develop biases over the course of their lifetime as they filter their experiences with, and exposure to, other people and situations. Biases also can be developed as a result of processing information or misinformation about the world. Bias may appear in the form of a strong opinion or feeling toward a group (defined by geographical location, income levels, race or ethnicity, sexual orientation, or another characteristic) or behavior (e.g., way of doing things). Biases are extremely complex; the underlying reasons for a bias may not be easily identified or explained.

Biases and personal preferences are, in many ways, the results of generalizations. We rely on our ability to generalize to manage the massive amounts of information we receive every minute of each day, but sometimes those generalizations may not be entirely true.

Early Performance Feedback

In order to provide a staff member with the optimum opportunity to improve or correct any deficiencies, the evaluator shall provide any concerns that may affect a staff member's final summative rating of professional practice in writing, whether personally observed by the evaluator during a walk-through observation, informal observation, formal observation, or reported to the evaluator, within a reasonable time after observation or receipt of such report. This requirement may be satisfied by any written instrument, including, but not limited to, a notice of deficiency; suggestion for improvement; comment on performance or conduct; observational reports; complaint from a parent, student, community member, or another employee; or any written form of discipline. The evaluator is not prohibited from raising any issue merely because similar conduct or performance issues occurred in the past.

Artifact File

Although certainly in the staff member's best interest, the artifact file is **optional**. If an artifact file is created then it shall contain evidence that is representative of a staff member's evaluation cycle. It will profile any of the facets of teaching students, delivery of service, or areas of professional practice. Artifacts may be used as evidence to establish a rating in a specific domain and component. Please refer to "**Suggested Artifacts**" (**Appendix E**) for examples. Submitted artifact files shall be organized according to the criteria listed below:

Format	<ul style="list-style-type: none">• Organize them by the four domains.
Labeling	<ul style="list-style-type: none">• Include a one-sentence caption, which explains the artifact and identifies the component.
Page Count	<ul style="list-style-type: none">• Submit single-sided pages. (Pages with text on two sides count as two pages.)• Submit no more than **20 pages in total, whether or not each piece of paper has text and/or images on the entire page. <p><i>*materials submitted to evaluators that are related to formal observations do not count toward the 20 page limit</i> <i>**the spirit of the STEP Committee's work regarding the artifact file is that the total number of artifacts submitted would not exceed twenty (20).</i></p>

If the artifact file is created then non-tenured staff members shall submit artifact files to their evaluator no later than January 15. Tenured staff members shall submit artifact files no later than February 15. If the due date for artifact files should fall on a weekend, the due date will be extended to the first calendar date that employees are scheduled to work after the weekend has concluded.

Rubrics for Evaluation

Each of the seven evaluation groups defined within this evaluation plan will be rated based on rubrics designed by Charlotte Danielson in her book, *Enhancing Professional Practice: A Framework for Teaching, 2007 and 2013*. Her work is based on empirical studies and theoretical research regarding both teaching and learning. In the framework for teaching, levels of performance are provided for the four (4) domains and for each of the elements that make up the components of the domains. The levels of performance are Unsatisfactory, Basic (Needs Improvement), Proficient, and Distinguished (Excellent).

Summative Review of Professional Practice

The Summative of Professional Practice reflects more than just the formal observations. The evaluator develops a written **“Summative Review of Professional Practice” (Appendix F)** based on formal and informal observations, in addition to an appraisal of other relevant data, including, but not limited to, the staff members artifact file, student work samples, committee participation, contributions to the school/district, and continuing education/professional development. The final summative review includes day-to-day observations of the staff member, including performance since the previous formal evaluation. The summative evaluation and subsequent documentation will be reviewed with non-tenured staff members no later than February 15 and by March 15 for tenured staff members. If the due date to review the summative evaluation should fall on a day in which employees are not scheduled to work, the meeting must take place prior to the applicable due date.

Both the staff member and the evaluator will sign the final summative review and rating, indicating that both have reviewed it. The staff member signature does not indicate agreement but that the summary was reviewed. The staff member and evaluator retain a copy of the evaluation and the original is sent to the Superintendent or Superintendent’s designee for placement in the personnel file.

Determination of Summative Rating of Professional Practice

On the **“Summative Rating of Professional Practice” (Appendix G)** form, each professional will be given a whole number rating for only the evidenced components within each of the four domains based on the following three-point scale:

Excellent	3 points
Proficient	2 points
Needs Improvement	1 point
Unsatisfactory	0 points

Next, the evidenced components will be the basis for an average rating in each domain. The average numerical rating for each of the four domains will then be averaged to determine an overall rating to the hundredths place. The final number will correlate to the following four categories defined by the Illinois School Code.

Excellent	2.51-3.00
Proficient	1.51-2.50
Needs Improvement	0.51-1.50
Unsatisfactory	0.00-0.50

To earn an Excellent rating in professional practice, the staff member must have all of the following:

- An overall average rating of at least 2.51;
- No less than a rating of Excellent in Domain 3;
- If the staff member has an average rating of 2.51 or better and does not earn a rating of Excellent in Domain 3, they will be classified as proficient.

To earn a Proficient rating in professional practice, the staff member must have all of the following:

- An overall average rating of at least 1.51;
- No less than a rating of Proficient in Domain 3;
- No rating of Unsatisfactory in any of the other three Domains;
- If the staff member has an average rating of 1.51 or better and does not earn a rating of Proficient in Domain 3, they will be classified as Needs Improvement.

Determination of Final Summative Rating with Student Growth

Beginning in the 2016-2017 school year, the final piece of the **“Final Summative Rating” (Appendix G)** form will include each professional earning a final summative rating of Excellent (E), Proficient (P), Needs Improvement (NI), or Unsatisfactory (U) based on the chart below. 70% of the final summative rating is determined by the professional practice score outlined above and 30% is determined by the outcome of the student growth goals. Mathematically, Excellent = 4, Proficient = 3, Needs Improvement = 1, Unsatisfactory = 0; rounded to the tenths decimal place.

		Teacher Practice (70%)			
		<i>E</i>	<i>P</i>	<i>NI</i>	<i>U</i>
Student Growth (30%)	<i>E</i>	E	P	NI	NI
	<i>P</i>	E	P	NI	NI
	<i>NI</i>	P	P	NI	U
	<i>U</i>	P	P	NI	U

General Descriptors of the Four Ratings of Professional Practice

Rating of Excellent: The staff member demonstrates exemplary performance that exceeds expectations.

- The staff member exceeds criteria denoted in the Successor Teacher Evaluation Plan with multiple strengths.
- The data reveals performance of exceptional quality.
- The staff member is self-directed in growing continually as a professional.
- The staff member’s impact upon students is significant and is a model for the school environment.

Rating of Proficient: The staff member demonstrates strong performance that meets expectations.

- The staff member effectively meets criteria denoted in the Successor Teacher Evaluation Plan.
- The data reveals expected levels of performance.
- The staff member understands areas for professional growth and seeks opportunities to do so.
- The staff member’s impact upon students and the school environment is positive.

Rating of Needs Improvement: The staff member demonstrates performance that does not consistently meet expectations.

- The staff member inconsistently meets criteria denoted in the Successor Teacher Evaluation Plan.
- The data reveals minimal levels of performance.
- Identified weaknesses in performance can be improved through collaboration.
- The staff member’s impact upon students and the school environment is inconsistent.

Rating of Unsatisfactory: The staff member demonstrates ineffective performance that does not meet expectations.

- The staff member fails to meet criteria in two or more sections of the Successor Teacher Evaluation Plan.
- The data reveals unacceptable levels of performance.
- Weaknesses have been identified that require formal remediation.
- The staff member’s impact upon students and the school environment is negative.

Appeal Procedure

If the staff member feels there is a serious discrepancy in his or her final review and rating of professional practice, the staff member may seek assistance in the resolution of the problem from the Superintendent or the Superintendent’s designee. However, the staff member is first required to address the concern with his/her evaluator.

The staff member is also permitted to attach a written response to his/her final review and rating of professional practice. The staff member and evaluator will sign the written response; a copy will be placed in the personnel file and both the staff member and evaluator should maintain a signed copy for his/her records. The signature indicates receipt and not necessarily agreement with the written response. The written response shall be submitted within twenty (20) school days of the summative conference to his/her evaluator.

Professional Development Plan Following an Overall Needs Improvement Rating

Within thirty (30) school days after assigning a tenured staff member an overall Needs Improvement rating, the evaluator, in consultation with the staff member and taking into account the staff member's on-going professional responsibilities (including his/her regular staff member assignments) will develop a written individual Professional Development Plan (PDP) directed to the specific areas that need improvement. The written PDP will include any supports the district will provide to address the areas that need improvement, a timeline for implementation, and a plan for the formal monitoring of progress. The PDP will be conducted in accordance with applicable Illinois School Code.

In order to assist in focusing the "Professional Development Plan," the evaluator and staff member are encouraged to utilize the more specific "component" rubrics from Danielson (2007 and 2013) as applicable to the specific area(s) of concern. These "component" rubrics provide specific feedback in the elemental areas of the domain.

Remediation Plan Following an Overall Unsatisfactory Rating

Within thirty (30) school days after assigning a tenured staff member an overall Unsatisfactory rating, the district is required to develop and commence a **"Remediation Plan" (Appendix H)** designed to correct the cited deficiencies. The remediation plan will be conducted in accordance with applicable Illinois School Code and the Deerfield Education Association Collective Bargaining Agreement.



Successor Teacher Evaluation Plan

Appendix A – Report of Informal Observation

Category - All

Staff Member: _____
Grade Level: Choose Here
Observation Start Time: _____
Administrator: _____

Date of Informal Observation:
Subject Area Observed: Choose Here
Observation Stop Time: _____

Domain 1 - Planning and Preparation

Strengths

Target Areas of Growth

Domain 2 - Classroom Environment (The Environment)

Strengths

Target Areas of Growth

Domain 3 - Instruction (Delivery of Service)

Strengths

Target Areas of Growth

Domain 4 - Professional Responsibilities

Strengths

Target Areas of Growth

Concerns Deemed Significant

Evaluator Signature

Date

**Observation within any single or combination of domains is acceptable.*



Successor Teacher Evaluation Plan

Appendix B – Pre-Observation Conference Form

Category - All

Staff Member: _____

Date of Pre-Observation Meeting: Choose Here

Grade Level Observed: Choose Here

Subject Area Observed: Choose Here

Observation Start Time: _____

Observation Stop Time: _____

Administrator: _____

Directions: Please provide a one- or two-sentence response to each of the following questions, and either e-mail the form to your evaluator or bring this sheet with you to the pre-observation conference. Also, please attach any lesson plans, activity sheets, or other information that will help clarify the lesson.

- Lesson Context:** How does this lesson relate to what the students already know and to what they will learn in the future?
- Learner Characteristics:** Are there any particular characteristics of the students of which the observer should be made aware (e.g. students with IEPs and/or other special accommodations)?
- Lesson Outcomes:** Which concepts, course outcomes, objectives, and state standards/benchmarks will be covered in the observed lesson?
- Assessment:** How will you assess student mastery of the objectives/outcomes covered in this lesson in a formative and summative manner?
- Instructional Strategies:** What resources, methods, techniques, and alternative strategies will you use to teach this lesson to meet the needs of all students in your class?
- 21st Century Learning:** If the opportunity presents itself, how will you use [or have you used] digital and/or media literacy, global awareness, technology, and self-directed learning to enhance instructional opportunities in this lesson or unit of study?
- Engaged Learning:** How will you engage students with the content of today's lesson? Examples include, problem solving, communicating, working on teams and/or making connections.
- Observation Setting:** Do you have any comments that are pertinent to the observational setting?

9. **Observer Focus:** Check the domain/component on which you would like me to focus during the formal observation.

<input type="checkbox"/> Domain 1	<input type="checkbox"/> Domain 2	<input type="checkbox"/> Domain 3	<input type="checkbox"/> Domain 4
<input type="checkbox"/> Component 1A	<input type="checkbox"/> Component 2A	<input type="checkbox"/> Component 3A	<input type="checkbox"/> Component 4A
<input type="checkbox"/> Component 1B	<input type="checkbox"/> Component 2B	<input type="checkbox"/> Component 3B	<input type="checkbox"/> Component 4B
<input type="checkbox"/> Component 1C	<input type="checkbox"/> Component 2C	<input type="checkbox"/> Component 3C	<input type="checkbox"/> Component 4C
<input type="checkbox"/> Component 1D	<input type="checkbox"/> Component 2D	<input type="checkbox"/> Component 3D	<input type="checkbox"/> Component 4D
<input type="checkbox"/> Component 1E	<input type="checkbox"/> Component 2E	<input type="checkbox"/> Component 3E	<input type="checkbox"/> Component 4E
<input type="checkbox"/> Component 1F		<input type="checkbox"/> Component 3F	<input type="checkbox"/> Component 4F



Successor Teacher Evaluation Plan

Appendix C – Formal Observation Reflection Form

Category - All

Staff Member: _____

Grade Level Observed: Choose Here

Observation Start Time: _____

Administrator: _____

Date of Observation: Choose Here

Subject Area Observed: Choose Here

Observation Stop Time: _____

Directions: Please provide a brief response to each of the following questions, and either e-mail the form to your evaluator or bring this sheet with you to the post-observation conference.

1. As you reflect on the lesson/activity, to what extent were the participants positively engaged?
2. What elements of the lesson/activity went well?
3. How do you feel the participants responded to the lesson/activity?
4. Did the participants learn what you intended? Were your goals met? How do you know?
5. Did you alter your goals or instructional plan as you taught the lesson or led the activity? What difficulties arose during the lesson? Why?
6. If you had the opportunity to teach this lesson or lead this activity again to this same group of participants, what would you do differently? Why?
7. What did you learn from this lesson? How will it inform your future instruction?



Successor Teacher Evaluation Plan

Appendix D – Report of Formal Observation

Category - All

Staff Member: _____
Grade Level Observed: Choose Here
Observation Start Time: _____
Administrator: _____

Date of Formal Observation: Choose Here
Subject Area Observed: Choose Here
Observation Stop Time: _____

Following each formal observation, the evaluator shall complete a written report of formal observation. Included in this report is an interpretation of evidence gathered from the formal observation and the resulting dialogue captured from the post-observation conference. The report of formal observation is to be considered a working document until after the post-observation conference has occurred and will be considered final documentation of both the formal observation and the post-observation conference.

On Choose Here, shared with me pre-observation information. I observed lesson and distributed the following observations. Moreover, specific elements observed in the lesson may be listed by the applicable domain and component number.

Domain 1: Planning & Preparation	Domain 2: Classroom Environment (The Environment)
Domain 3: Instruction (Delivery of Service)	Domain 4: Professional Responsibilities

Summary of Observation:

Strengths and Positive Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

Staff Member Signature
**Signature acknowledges receipt of document.*

Date

Evaluator Signature

Date



Successor Teacher Evaluation Plan

Appendix E – Suggested Artifacts

Category - All

Domain 1 - Planning and Preparation

- Daily lesson plans with instructional goals
- Unit lesson plans with instructional goals and assessment procedures
- Grading rubric and grade book
- Discipline guidelines and classroom management procedures
- Substitute plans
- Demonstration of use of resources from professional organizations or the larger community
- Demonstration of plans for differentiated instruction
- Connection of learning experiences to other disciplines

Domain 2 - Classroom Environment (The Environment)

- Strategies used to develop a respectful and caring environment
- Physical layout of the room (rationale)
- Strategies for maintaining of a safe and orderly classroom
- Seating arrangement (rationale)
- Classroom rules and routines
- Bulletin boards and display of student work
- Homework plans
- Cooperative learning strategies
- Tools used to develop behavior and/or classroom management routines
- Differentiated behavior management plans

Domain 4 - Personal and Professional Responsibilities

- Parent communication (phone logs, classroom newsletters, etc.)
- Handouts for parent curriculum night
- Graduate coursework, conferences, workshops
- Attendance
- Evidence of collaboration
- Maintenance of student records
- Reflective journaling/reflection on practice
- Mentoring a new teacher
- Supervising a student teacher
- Professional involvement (District committees, school committees, professional organizations, community projects)
- Research to practice (professional reading / journals)
- Publishing original work or presenting at a conference
- Leading in-district professional development initiatives
- Serving as team coordinator
- Teaching at a local university

Domain 3 - Instruction (Delivery of Service)

- Units of study/thematic units
- Use of the classroom library
- Flexible grouping plans
- Samples of student work/evidence of student learning
- Homework assignments and guidelines
- Providing feedback to students (e.g., rubrics)
- Instructional materials suitable to instructional goals
- Assessment aligned to instructional goals
- Use of technology in instruction
- Curriculum integration efforts
- Videotaping of instruction for reflection
- Enrichment and/or reinforcement activities/differentiation
- Differentiated questioning techniques
- Differentiated assessments
- Techniques for enhancing students participation/engagement
- Evidence of student responsibility for learning



Successor Teacher Evaluation Plan

Appendix F – Final Summative Review of Professional Practice

Category – General

Staff Member: _____

Grade Level(s): _____

Status:

Date of Summative Conference: [Choose Here](#)

Subject Area(s): _____

Administrator: _____

DOMAIN 1 – PLANNING and PREPARATION – OFF STAGE

1A. Demonstrating Knowledge of Content and Pedagogy

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

1B. Demonstrating Knowledge of Students

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

1C. Setting Instructional Outcomes

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

1D. Demonstrating Knowledge of Resources

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-
-

1E. Designing Coherent Instruction

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-
-

1F. Designing Student Assessments

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

DOMAIN 2 – THE CLASSROOM ENVIRONMENT – ON STAGE

2A. Creating an Environment of Respect and Rapport

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-
-

2B. Establishing a Culture of Learning

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

2C. Managing Classroom Procedures

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

2D. Managing Student Behavior

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

2E. Organizing Physical Space

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

DOMAIN 3 – INSTRUCTION – OFF STAGE

3A. Communicating with Students

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

3B. Using Questioning and Discussion Techniques

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-
-

3C. Engaging Students in Learning

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-
-

3D. Using Assessment in Instruction

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-
-

3E. Demonstrating Flexibility and Responsiveness

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

DOMAIN 4 – PLANNING and PREPARATION – OFF STAGE

4A. Reflect on Teaching

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

4B. Maintaining Accurate Records

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

4C. Communicating with Families

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

4D. Participating in a Professional Community

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

4E. Growing and Developing Professionally

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-

4F. Showing Professionalism

Strengths and Positive Teaching Techniques:

-

Target Areas of Growth:

-

Concerns Deemed Significant:

-



Successor Teacher Evaluation Plan

Appendix G – Final Summative Rating of Professional Practice

Category - General

Teacher: _____

Date of Summative Conference: [Choose Here](#)

Grade Level(s): _____

Subject Area(s): _____

Status:

Administrator: _____

Final Summative Rating of Professional Practice - General					
“U” Unsatisfactory “N” Needs Improvement “P” Proficient “E” Excellent					
Domain 1: Planning and Preparation - General		U	N	P	E
1A	Demonstrating knowledge of content and pedagogy				
1B	Demonstrating knowledge of students				
1C	Selecting instructional outcomes				
1D	Demonstrating knowledge of resources				
1E	Designing coherent instruction				
1F	Designing student assessments				
Overall Rating for Domain 1					
Domain 2: Classroom Environment - General		U	N	P	E
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				
Overall Rating for Domain 2					
Domain 3: Instruction - General		U	N	P	E
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				
Overall Rating for Domain 3					
Domain 4: Professional Responsibility - General		U	N	P	E
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				
Overall Rating for Domain 4					
Final Summative Rating of Professional Practice - General		U	N	P	E
Final Summative Rating					

Staff Member Signature
**Signature acknowledges receipt of document.*

Date

Evaluator Signature

Date



Successor Teacher Evaluation Plan

Appendix H – Remediation Plan/Professional Development Plan

Category - All

REMEDIATION PLAN DETAILS – UNSATISFACTORY RATING

Copied from the Collective Bargaining Agreement between the Board of Education, Deerfield School District No. 109, and Deerfield Education Association, IEA-NEA 2011-2015.

- 10.9 Unsatisfactory Evaluation
- 10.9.1 Within thirty (30) school days of receiving a rating of Unsatisfactory, the development by the District of a remediation plan shall be initiated, which shall be designed to correct the areas identified as Unsatisfactory, provided the deficiencies are deemed remediable.
- 10.9.1.1 The remediation plan shall provide for a period of remediation of ninety (90) school days immediately following the teacher's receipt of a remediation plan based on an Unsatisfactory evaluation.
- 10.9.1.2 Evaluations shall be conducted, at a minimum, at the mid-point of the remediation period and at the final point of the final remediation period, culminating in an overall rating. Such evaluations shall be conducted by a qualified administrator.
Failure to strictly comply with the time lines for the required evaluations because of events such as summer months, illness, or certain leaves granted teachers under a remediation plan shall not invalidate the results of the remediation plan.
- 10.9.1.3 The remediation plan shall provide reinstatement to a schedule of biennial evaluations for any teacher who successfully completes the ninety (90) school day remediation plan by receiving a Satisfactory or Proficient or better rating, unless the District's plan requires more frequent evaluations.
- 10.9.2 Participants in the remediation plan shall include the teacher deemed Unsatisfactory, a qualified evaluator, and a consulting teacher meeting the statutory qualifications and selected by the evaluator from a list of at least five (5) candidates selected by the Association. The remediation plan may also include the participation of other personnel to assist in correcting areas identified as Unsatisfactory. The final decision as to the evaluation shall be done solely by the evaluator.
- 10.9.3 Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those evaluations. The evaluator may, but is not required to use the forms provided for the annual evaluation of teachers.
- 10.9.4 Teacher under remediation may request another qualified evaluator, provided a qualified evaluator is available, to participate in the remediation plan. The teacher's request must be submitted in writing to the Superintendent.
- 10.9.5 Consulting Teacher
- 10.9.5.1 The participation of the consulting teacher shall be voluntary.
- 10.9.5.2 The qualified consulting teacher shall be one who has received a rating of excellent on his or her most recent evaluation, has a minimum of five (5) years of experience in teaching, and has a reasonable familiarity with the assignment of the teacher being evaluated. Where no teachers who meet these criteria are available within the District, the District shall request and the State Board of Education shall supply, to participate in the remediation process, an individual who meets these criteria.
- 10.9.5.3 The consulting teacher shall be chosen from a list developed by the District or, in Districts with an exclusive bargaining agent, the bargaining agent may, if so chooses, supply a roster of at least five (5) qualified teachers from which the consulting teacher is to be selected, or the names of all teachers so qualified if that number is less than five (5). In the event of a dispute as to qualification, the State Board shall determine qualification.
- 10.9.5.4 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.
- 10.9.5.5 The consulting teacher shall provide advice to the teacher rated as Unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.
- 10.9.5.6 The consulting teacher shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the teacher under remediation.
- 10.9.5.7 The consulting teacher shall be informed, through conferences with the qualified administrator and the teacher under remediation, of the results of the evaluations conducted pursuant to the remediation plan in order to enable the consulting teacher to provide assistance to the teacher under a remediation plan.
- 10.9.5.8 Any teacher selected as a consulting teacher and working in conjunction with the District will be provided protection under Section 10-20.20 of the *School Code* as follows:

§ 10-20.20. Protection from Suit. To indemnify and protect school districts, members of school boards, employees, volunteer personnel authorized in Sections 10-22.34, 10-22.34a and 10-22.34b of this Code, mentors of certified staff as authorized in Article 21A and Sections 2-3.53a, 2-3.53b, and 34-18.33 of this Code, and student teachers against civil rights damage claims and suits, constitutional rights damage claims and suits and death and bodily injury and property damage claims and suits, including defense thereof, when damages are sought for negligent or wrongful acts alleged to have been committed in the scope of employment or under the direction of the board or related to any mentoring services provided to certified staff of the school district. Such indemnification and protection shall extend to persons who were members of school boards, employees of school boards, authorized volunteer personnel, mentors of certified staff, or student teachers at the time of the incident from which a claim arises. No agent may be afforded indemnification or protection unless he was a member of a school board, an employee of a board, an authorized volunteer, a mentor of certified staff, or a student teacher at the time of the incident from which the claim arises.

- 10.9.5.9 Upon appointment, the consulting teacher will meet with the teacher under remediation and the appropriate administrator to develop the remediation plan, including provision for the participation of the consulting teacher.
 - 10.9.5.10 The parties will agree on appropriate release time for the consulting teacher. The compensation will be \$750.00 per remediation period.
 - 10.9.5.11 The consulting teacher assignment may be terminated at any time by the consulting teacher or the teacher under remediation, provided the consulting teacher shall continue to perform his/her duties until a replacement is selected.
 - 10.9.5.12 No consulting teacher who has been assigned to a particular teacher under remediation will be called to testify in a dismissal proceeding of the teacher under remediation.
- 10.9.6 Any 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 of *School Code*.

PROFESSIONAL DEVELOPMENT PLAN DETAILS – NEEDS IMPROVEMENT RATING

Copied from the Illinois School Code (105 ILCS 5/24A-5H)

“Within 30 school days after the completion of an evaluation rating a teacher in contractual continued service as "needs improvement", development by the evaluator, in consultation with the teacher, and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments, of a **professional development plan** directed to the areas that need improvement and any supports that the district will provide to address the areas identified as needing improvement. “

Q: What must a professional development plan contain?

A: The law requires that the plan for a tenured teacher who receives a “Needs Improvement” rating be developed in consultation with the teacher and be targeted to the areas that have been identified as needing improvement. Furthermore, it must take into account the teacher’s on-going professional responsibilities, including his/her regular teacher assignments, and set forth any support that the district will provide to address the areas identified as needing improvement.

Q: Is there any required duration for a professional development plan?

A: No, and a professional development plan can span across two school years.



Successor Teacher Evaluation Plan

Appendix I – STEP Timeframes

Category - All

NON-TENURED STAFF

April

- **April Staff Meeting**
 - Evaluation Plans Procedure Meeting
 - The building principal or appropriate evaluator shall acquaint each staff member tentatively under his/her evaluation caseload with the procedures that guide the evaluation process. This meeting will provide everyone in attendance with the complete evaluation plan, performance rating information, an overview of the evaluation procedures and timelines, and the tentative name of evaluator who will be responsible for the evaluation of a staff member's performance in an on-cycle year. This meeting will take place at the monthly staff meeting in April.
- **First Tuesday of April to April 30th**
 - Walk-Through Observations
 - The walk-through observation is an unannounced non-evaluative means for an evaluator to be present where delivery of service takes place.
 - Informal Observations
 - Evaluators may conduct informal observations by visiting classrooms, observing instruction, and noting work in non-classroom settings at various times throughout the evaluation cycle. The evaluator will supply informal observation data via the "Report of Informal Observation" form. The evaluator shall then briefly meet to follow-up on the report with a conversation regarding strengths, targeted areas for growth and/or concerns deemed significant.
 - All staff members will have at least one informal observation prior to the first formal observation unless mutually agreed upon between evaluator and staff member.
 - Formal Observations
 - Typically, evaluators will avoid scheduling formal observations from April to June unless the observation is mutually agreed upon.
 - Formal observations will typically be of classroom instruction or other areas specific to the applicable employee job descriptions, which include, but are not limited to parent/teacher conferences, IEP meetings, curriculum nights, coaching sessions or other events. A formal observation must last for a minimum of one class period or a mutually agreed upon allotment of time.

May

- **May 1st to 31st**
 - Walk-Through Observations can take place.
 - Informal Observations can take place.
 - Requires report of informal observation and a conversation.
 - Formal Observations can take place.
 - Evaluators will avoid scheduling formal observations in the Spring unless the observation is mutually agreed upon.
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

June

- **June 1st to the Last Contractual Day of Work**
 - Walk-Through Observations can take place.
 - Informal Observations can take place.
 - Requires report of informal observation and a conversation.
 - Formal Observations can take place.
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

Summer Work

- Informal Observations can take place.
 - Requires report of informal observation and a conversation.

August

- **New Teacher Orientation**
 - Evaluation Plans Procedure Meeting
 - This meeting will provide all staff members with the complete evaluation plan, performance rating information, an overview of the evaluation procedures and timelines, and the name of evaluator who will be responsible for the evaluation of a staff member's performance in an on-cycle year.
- **First Contractual Day of Employment to August 31st**
 - Walk-Through Observations
 - Can BEGIN for new employees after the "Evaluation Plans Procedure Meeting" takes place.
 - Walk-Through Observations can take place for staff members under continuing employment.
 - The walk-through observation is an unannounced non-evaluative means for an evaluator to be present where delivery of service takes place.
 - Informal Observations
 - Can BEGIN for new employees after the "Evaluation Plans Procedure Meeting" takes place.
 - Informal Observations can take place for staff members under continuing employment.
 - Requires report of informal observation and a conversation.
 - All staff members will have at least one informal observation prior to the first formal observation unless mutually agreed upon between evaluator and staff member.
 - Formal Observations
 - Can BEGIN for new employees after the "Evaluation Plans Procedure Meeting" takes place.
 - Formal observations will typically be of classroom instruction or other areas specific to the applicable employee job descriptions, which include, but are not limited to parent/teacher conferences, IEP meetings, curriculum nights, coaching sessions or other events. A formal observation must last for a minimum of one class period or a mutually agreed upon allotment of time.

September

- **September 1st to 30th**
 - Walk-Through Observations can take place.
 - Informal Observations can take place.
 - Requires report of informal observation and a conversation.
 - Formal Observations can take place.
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation
- **By the September staff meeting**
 - Final caseload is determined for all evaluators. Evaluators notify those on their caseload.

October

- **October 1st to 31st**
 - Walk-Through Observations can take place.
 - Informal Observations can take place.
 - Requires report of informal observation and a conversation.
 - Formal Observations can take place.
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

November

- **November 1st**
 - An informal observation and a formal observation must have taken place for "Year 1" and "Year 2" non-tenured staff members who were hired for the first day of the school calendar. An informal observation must take place prior to the first formal observation.
- **November 1st to 30th**
 - Walk-Through Observations can take place.
 - Informal Observations can take place.

- Requires report of informal observation and a conversation.
- Formal Observations can take place.
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

December

- **December 1st**
 - An informal observation and a formal observation must have taken place for “Year 3” and “Year 4” non-tenured staff members who were hired for the first day of the school calendar. An informal observation must take place prior to the first formal observation.
- **December 1st to Winter Break**
 - Walk-Through Observations can take place
 - Informal Observations can take place
 - Requires report of informal observation and a conversation
 - Formal Observations can take place
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

January

- **Return from Winter Break to January 31st**
 - Walk-Through Observations can take place
 - Informal Observations can take place
 - Requires report of informal observation and a conversation
 - Formal Observations can take place
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation
 - Final Summative Review and Rating of Professional Practice can take place
 - Artifact file submitted prior to summative conference
- **January 15th**
 - Artifact files are due for all non-tenured staff members

February

- **February 1st**
 - The minimum requirements for informal and formal observations shall be completed for Year 1 - Year 4 staff members
- **February 15th**
 - Final Summative Review and Rating of Professional Practice must be completed for Year 1 – Year 4 staff members
- **February 1st to February 28th**
 - Walk-Through Observations can take place
 - Informal Observations can take place
 - Requires report of informal observation and a conversation
 - Formal Observations can take place
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

March

- **March 1st to March 30th**
 - Walk-Through Observations can take place.
 - Informal Observations can take place.
 - Requires report of informal observation and a conversation.
 - Formal Observations can take place.
 - Evaluators will avoid scheduling formal observations in the Spring unless the observation is mutually agreed upon.
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form

- Post-observation conference and report of formal observation

TENURED STAFF

April

- **First Tuesday of April**
 - Evaluation Plans Procedure Meeting
 - The building principal or appropriate evaluator shall acquaint each staff member tentatively under his/her evaluation caseload with the procedures that guide the evaluation process. This meeting will provide everyone in attendance with the complete evaluation plan, performance rating information, an overview of the evaluation procedures and timelines, and the tentative name of evaluator who will be responsible for the evaluation of a staff member's performance in an on-cycle year. This meeting will take place at the monthly staff meeting in April.
 - Walk-Through Observations
 - The walk-through observation is an unannounced non-evaluative means for an evaluator to be present where delivery of service takes place.
 - Informal Observations
 - Evaluators may conduct informal observations by visiting classrooms, observing instruction, and noting work in non-classroom settings at various times throughout the evaluation cycle. The evaluator will supply informal observation data via the "Report of Informal Observation" form. The evaluator shall then briefly meet to follow-up on the report with a conversation regarding strengths, targeted areas for growth and/or concerns deemed significant.
 - All staff members will have at least one informal observation prior to the first formal observation unless mutually agreed upon between evaluator and staff member.
 - Formal Observations
 - Typically, evaluators will avoid scheduling formal observations from April to June unless the observation is mutually agreed upon.
 - Formal observations will typically be of classroom instruction or other areas specific to the applicable employee job descriptions, which include, but are not limited to parent/teacher conferences, IEP meetings, curriculum nights, coaching sessions or other events. A formal observation must last for a minimum of one class period or a mutually agreed upon allotment of time.

May

- **May 1st to 31st**
 - Walk-Through Observations can take place.
 - Informal Observations can take place.
 - Requires report of informal observation and a conversation.
 - Formal Observations can take place.
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

June

- **June 1st to the Last Contractual Day of Work**
 - Walk-Through Observations can take place.
 - Informal Observations can take place.
 - Requires report of informal observation and a conversation.
 - Formal Observations can take place.
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

Summer Work

- Informal Observations can take place.
 - Requires report of informal observation and a conversation.

August

- **First Contractual Day of Employment to August 31st**
 - Walk-Through Observations can take place.
 - Informal Observations can take place.
 - Requires report of informal observation and a conversation.

- Formal Observations can take place.
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

September

- **September 1st to 30th**
 - Walk-Through Observations can take place
 - Informal Observations can take place
 - Requires report of informal observation and a conversation
 - Formal Observations can take place
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation
- **By the September Staff Meeting**
 - Final caseload is determined for all evaluators. Evaluators notify those on their caseload

October

- **October 1st to 31st**
 - Walk-Through Observations can take place
 - Informal Observations can take place
 - Requires report of informal observation and a conversation
 - Formal Observations can take place
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

November

- **November 1st to 30th**
 - Walk-Through Observations can take place
 - Informal Observations can take place.
 - Requires report of informal observation and a conversation
 - Formal Observations can take place
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

December

- **By Winter Break**
 - An informal observation must have taken place for tenured staff members
- **December 1st to Winter Break**
 - Walk-Through Observations can take place
 - Informal Observations can take place
 - Requires report of informal observation and a conversation
 - Formal Observations can take place
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

January

- **Return from Winter Break to January 31st**
 - Walk-Through Observations can take place
 - Informal Observations can take place
 - Requires report of informal observation and a conversation
 - Formal Observations can take place
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

February

- **February 15th**
 - Artifact files are due for all tenured staff members
 - The minimum requirements for informal and formal observations shall be completed for tenured staff members
- **February 1st to February 28th**
 - Walk-Through Observations can take place for tenured staff members
 - Informal Observations can take place for tenured staff members
 - Requires report of informal observation and a conversation
 - Formal Observations can take place for tenured staff members
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation
 - Final Summative Review and Rating of Professional Practice can take place
 - Artifact file submitted prior to summative conference

March

- **March 15th**
 - Final Summative Review and Rating of Professional Practice must be completed for tenured staff members
- **March 1st to March 31st**
 - Walk-Through Observations can take place for tenured staff members
 - Informal Observations can take place for tenured staff members
 - Requires report of informal observation and a conversation
 - Formal Observations can take place for tenured staff members
 - Pre-observation form and conference
 - Staff member completes formal observation reflection form
 - Post-observation conference and report of formal observation

**Dates included in this document do not preclude an evaluator from completing walk-through observations and informal observations for both non-tenured and tenured staff members after the final review and rating of summative practice has concluded. Evidence collected can be used in the subsequent summative process.*

A Framework for Teaching – Charlotte Danielson 2013

OFF STAGE	ON STAGE
DOMAIN 1 – PLANNING AND PREPARATION	DOMAIN 2 – CLASSROOM ENVIRONMENT
<p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>1c Setting Instructional Outcomes NEW</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse students <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>1e Designing Coherent Instruction ###</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>2a Creating an Environment of Respect and Rapport NEW</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions • Student interactions with other students, including both words and actions <p>2b Establishing a Culture for Learning ###</p> <ul style="list-style-type: none"> • Importance of the content and of learning • Expectations for learning and achievement • Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES	EMPHASIS DOMAIN 3 - INSTRUCTION EMPHASIS
<p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4c Communicating with Families NEW</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>4d Participating in the Professional Community ###</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4f Showing Professionalism</p> <p style="margin-left: 20px;"><i>Integrity and ethical conduct</i></p> <ul style="list-style-type: none"> • Service to students • Advocacy • Decision making • Compliance with school and district regulations 	<p>3a Communicating with Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation <p>3c Engaging Students in Learning NEW ###</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence
EMPHASIS	EMPHASIS