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EVALUATION PROCESS COMMON BELIEFS AND COMMITMENTS

Roles and Responsibilities of Evaluation Committee

Members of the Millburn Teacher Evaluation Committee, which included certified staff and administration, developed this evaluation plan. The development process included data collection, research of Danielson's *A Framework for Teaching*, and professional development of both certified staff and administration in order to be able to implement a plan with fidelity and transparency.

Members of the Teacher Evaluation Committee:

Judy Calhoun	Special Education Teacher
Jean Conforti	Special Education Teacher
Bethanie Dajka	Specials Teacher
Mary Grom	Reading Specialist
Jake Jorgenson	Middle School Principal
Elizabeth Keefe	Director of Special Services
Laura Klier	Classroom Teacher, Middle School
Meghan Konicki	Classroom Teacher, Elementary School
Carol McGill	Classroom Teacher, Middle School
Joanne Rathunde	Director of Technology
Nancy Reding	Classroom Teacher, Elementary School
Carrie Rensner	Special Education, Speech/Language Pathologist
Gail Sinkus	Classroom Teacher, Gifted Education
Ben Walshire	Elementary School Principal
Melissa Watters	Classroom Teacher, Elementary School

The committee will gather feedback and revise the evaluation plan as needed together with administrators and teachers.

INTRODUCTION

The Millburn Certified Teacher Evaluation System currently focuses on evidence collected on the four domains of teaching as set forth in *Enhancing Practices: A Framework for Teaching, 2nd Edition*, by Charlotte Danielson (see description below).

The Teacher Evaluation Committee recognizes the role student growth can play in the evaluation process. The Committee reviewed recent legislation enacted in the State of Illinois calling for student growth to be included in teacher evaluation by 2016. Update: The Evaluation Committee drafted a Student Growth Plan and the Joint Committee officially adopted the plan on 4/25/2016.

Purposes of Evaluation

- Promote student learning through the highest quality of teaching, which includes a commitment to continuous professional development and growth
- Develop each individual's capacity for professional contribution to the team, building and district levels
- Support Millburn's culture, vision, and mission
- Support new teacher growth through a formative process within clearly defined expectations
- Support tenured teacher growth through a formative process that promotes collective inquiry, examination of practice, and self-reflection
- Build and foster collaborative relationships among teachers and administrators

Charlotte Danielson's Framework for Teaching

Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, by Charlotte Danielson is the basis for the Millburn Teacher Evaluation System. This framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

The framework will serve as the foundation of Millburn's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation processes, thus linking all these activities together and helping teachers become more thoughtful practitioners.

The actions certified teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the Learning Environment, Instruction, and Professional Responsibilities. Within the domains are 22 components and aligned descriptive elements that further refine our understanding of what teaching is all about, with four levels of performance for each component.

The Framework for Teaching is based on the Praxis III: Classroom Performance Assessment criteria developed by Educational Testing Service, National Board for Professional Teaching Standards (NBPTS) and is compatible with InTASC standards.

A FRAMEWORK FOR TEACHING – CHARLOTTE DANIELSON

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
1a: Demonstrating Knowledge of Content and Pedagogy • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy **1b: Demonstrating Knowledge of Students** • Knowledge of child and adolescent development Knowledge of the learning processes • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs **1c: Selecting Instructional Outcomes** • Value, sequence, and alignment • Clarity • Suitability for diverse learners **1d: Demonstrating Knowledge of Resources** • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students **1e: Designing Coherent Instruction** • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure **1f: Designing Student Assessments** • Congruence with instructional goals • Criteria and standards • Use for planning	**2a: Creating an Environment of Respect and Rapport** • Teacher interaction with students • Student interaction with other students **2b: Establishing a Culture for Learning** • Importance of the content • Expectations for learning and achievement • Student pride in work **2c: Managing Classroom Procedures** • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non instructional duties • Supervision of volunteers and paraprofessionals **2d: Managing Student Behavior** • Expectations • Monitoring of student behavior • Response of student misbehavior **2e: Organizing Physical Space** • Safety and arrangement of furniture • Accessibility to learning and use of physical resources
Domain 4: Professional Responsibilities	Domain 3: Instruction
4a: Reflecting on Teaching • Accuracy • Use in future teaching **4b: Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Noninstructional records **4c: Communicating with families** • Information about the instructional program • Information about individual students • Engagement of families in the instructional program **4d: Contributing to the School and District** • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects **4e: Growing and Developing Professionally** • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession **4f: Showing Professionalism** • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations	**3a: Communicating with Students** • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language **3b: Using Questioning and Discussion Techniques** • Quality of questions • Discussion techniques • Student participation **3c: Engaging Students in Learning** • Activities and assignments • Instructional materials and resources • Grouping of students • Structure and pacing **3d: Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress **3e: Demonstrating Flexibility and Responsiveness** • Lesson adjustment • Response to students • Persistence

COMMON THEMES IN THE FRAMEWORK FOR TEACHING

Equity:
>Creating a positive and respectful environment where ALL students feel valued will encourage open participation. This includes creating enhanced opportunities for those who have been traditionally underserved to access stimulating academic achievement. Teachers will not accept lower standards because of background or gender.

Cultural Competence:
>A culture for learning is one in which the teacher has high expectations for students, believes all students have the ability to learn and demonstrates confidence in them. Students internalize the teacher's belief in them and develop respect and rapport where they can feel safe to take risks. Students' cultural backgrounds impact their readiness to learn, patterns of interaction and their behavior in school. Awareness of and respect for these cultural differences is essential.

High Expectations:
>Each student is capable of achieving high levels of learning based on his or her unique characteristics. Teachers are committed to ensuring that each student will reach his or her full individual potential. Commitment, hard work, dedication and perseverance are embedded in this concept for both students and teachers.

Developmental Appropriateness:
>Students' cognitive, social and emotional development affects how they engage in learning. The teacher differentiates questions, strategies, and expected outcomes to address each individual student's level of development.

Attention to Individual Students Including Those with Special Needs:
>Teachers design learning experiences that challenge all students simultaneously at their individual levels. Embedded in these experiences is sensitivity to the student with special needs; whether the special need be intellectual, physical or emotional. Attention is given to modifications and interventions to accommodate all students.

Appropriate Use of Technology:
>Technology is a tool to support and enhance learning. It does not replace learning or learning concepts, but is vital in our efforts to engage students and staff in the development of new skills. It is the school's responsibility to provide access to a variety of technology for all students and continual professional development for staff.

Student Assumption of Responsibility:
>Effective learning requires both the teacher and student to be highly engaged and invested in the endeavor. A highly effective learning environment can shift from being completely managed by the teacher to one in which teachers and students share the responsibility for learning. Students are encouraged to suggest instructional outcomes and evaluative criteria.

EVALUATION PLAN BELIEFS AND COMMITMENTS

Belief	Aligned Commitments
Millburn District 24 believes that the teacher evaluation process must support...	*In order to embed this teacher evaluation process belief into professional practice, Millburn District 24 commits to...*
Mutual respect and fairness in all aspects of the evaluation process.	- Periodic school climate and culture checks - Continuous efforts toward healthy teamwork - Within the first month of school teachers will be notified of whom their evaluator will be and a tentative time frame for the formal observation
A positive professional learning environment with a focus on continuous improvement to better ourselves as educators.	Providing support and collaboration for all staff with regards to professional development that occurs in-house and is job-embedded, with potential opportunities for outside training
Ongoing cooperative discussions that involve all stakeholders in the development and improvement of the evaluation tool.	- Providing ongoing training and feedback on the evaluation plan for all stakeholders - Reconvening the evaluation committee on a periodic basis to review feedback - Revising the evaluation plan, if necessary, based on stakeholder feedback or changes in legislation
A self-reflective process that is ongoing and includes conversations with other staff members for promoting professional growth, which ultimately enhances student learning.	- Fostering a school culture that encourages professional dialogue among all staff using the common language of the Framework for Teaching - Developing teacher self-reflection skills through collegial conversations and review of artifacts that demonstrate student growth performance / best practices that will be used to guide future instruction - Embedding reflective practices into professional learning processes in the district
Multiple sources of data to ensure accuracy and consistency in the evaluation process.	- Teachers will provide artifacts from all four domains - Evaluators will review artifacts provided from all four domains - Evaluators will provide evidence of observed teaching practices
Differentiated procedures to meet the specific needs of tenured and non-tenured teachers.	- Using appropriate evaluation tools and procedures - Ensuring that each teacher understands the evaluation process for his /her position
Training and professional development in order to allow all staff to have a clear understanding of expectations and confidence in the consistent manner in which all evaluators will implement the evaluation process.	- Ongoing and collaborative training in the evaluation process - Ongoing and collaborative training in the Framework for Teaching

PROFESSIONAL PRACTICE LEVELS of PERFORMANCE

These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators, and suggest areas for further learning. These levels contribute to a teacher's summative rating system.

EXCELLENT	Professional practice at the Excellent Level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Practice is at the highest level of expertise and commitment to student learning. Excellent teachers engage in extensive, reflective personal and collaborative professional development.
PROFICIENT	Professional practice at the Proficient Level shows evidence of thorough knowledge of all aspects of the profession. Teachers at this level thoroughly know their content, they know their students, how their students learn best and how to engage them. They know and follow the standards and establish a class environment that functions smoothly with little or no waste of instruction time. Expectations for student learning are high. They reflect on their instruction and use assessment to drive planning.
NEEDS IMPROVEMENT	Professional practice at the Needs Improvement Level shows evidence of knowledge and skills required to practice, but performance is inconsistent, which may be due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers early in their careers. This level requires specific support in tenured years.
UNSATISFACTORY	Professional practice at the Unsatisfactory Level shows evidence of inadequately applying or not understanding the concepts underlying the component of the *Framework for Teaching* or *Frameworks for Specialists.* Performance may represent practice that is harmful, and requires intervention.

STANDARDS FOR TEACHERS AND SPECIALISTS

Domain 1 – Demonstrates effective planning and preparation for instruction through:	Domain 2 – Creates an environment conducive for learning by:
a. Knowledge of Content and Pedagogy b. Demonstrating Knowledge of Students c. Setting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing Student Assessments	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
Domain 4 – Demonstrates professionalism by:	**Domain 3 – Demonstrates effective instruction by:**
a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with Families d. Participating in a Professional Community e. Growing and Developing Professionally f. Showing Professionalism	a. Communicating with Students b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Using Assessment in Instruction e. Demonstrating Flexibility and Responsiveness

Under this evaluation plan, the professional teaching standards to which each teacher is expected to conform are set forth in Charlotte Danielson's *Framework for Teaching.* In addition to the teaching framework, frameworks are provided for:

> Library/Media Center Specialist
> Speech/Language Pathologist
> Social Worker
> School Psychologist

All of the Danielson Frameworks are organized around levels of performance that represent an educator's growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as educators work to meet the needs of each student learner, this model addresses the needs of each individual certified staff member.

EVALUATION SUMMATIVE RATING SYSTEM
End of Cycle

OPERATING PRINCIPLES

SUMMATIVE for each DOMAIN Ratings in Millburn District 24 Evaluation Plan
- ***Excellent*** - *Excellent* ratings in three or more of the components of the domain, with the remaining components rated no lower than *Proficient.*
- ***Proficient*** – No more than one component rated *Needs Improvement,* with the remaining components rated at *Proficient* or *Excellent*.
- ***Needs Improvement*** – Two or more components rated *Needs Improvement,* with the remaining components rated as *Proficient* or *Excellent*.
- ***Unsatisfactory*** - Any component rated as *Unsatisfactory*.

FINAL SUMMATIVE RATING in Millburn District 24 Evaluation Plan
- ***Excellent*** - *Excellent* rating in two or more of the domains - **one of which must be either domain 2 or domain 3**, with the remaining domains rated as *Proficient.*
- ***Proficient*** – No more than one domain rated *Needs Improvement,* with the remaining domains rated at *Proficient* or *Excellent*.
- ***Needs Improvement*** – Two or more domains rated *Needs Improvement*, with the remaining domains rated as *Proficient* or *Excellent*.
- ***Unsatisfactory*** - Any domain rated *Unsatisfactory*.

Non-Tenured Teacher Contract Renewal - Each non-tenured teacher will receive a yearly FINAL SUMMATIVE RATING and a recommendation for renewal or non-renewal of his/her contract. It is understood that non-tenured teachers in years 1 and 2 may receive a final summative rating of *Needs Improvement* as they are emerging towards proficiency. Non-tenured teachers in years 3 and 4 are expected to maintain a final summative rating of *Proficient* or *Excellent*.

Tenured Teachers are expected to maintain a FINAL SUMMATIVE RATING of Proficient or Excellent. Final summative ratings will be given at the end of a two-year cycle.

- If a tenured teacher receives a Final Summative Rating of *Needs Improvement*, a Professional Development Plan will be developed.

- If at any point in the evaluation cycle a tenured teacher exhibits evidence of *Unsatisfactory* practice, a Final Summative Evaluation may be conducted at any time during the contractual school year. A Final Summative Rating of *Unsatisfactory* will result in the development of a Remediation Plan in accordance with the law.

Please see the following page for an example
of how domain and summative ratings are determined.

EXAMPLES of DOMAIN and FINAL SUMMATIVE RATINGS

DOMAIN Ratings in Millburn District 24 Evaluation Plan

- **Excellent -** *Excellent* ratings in three or more of the components of the domain, with the remaining components rated no lower than *Proficient.*
- **Proficient –** No more than one component rated *Needs Improvement,* with the remaining components rated at *Proficient* or *Excellent.*
- **Needs Improvement –** Two or more components rated *Needs Improvement,* with the remaining components rated as *Proficient* or *Excellent.*
- **Unsatisfactory -** Any component rated as *Unsatisfactory.*

Domain 2 for Teachers - *Classroom Environment*				
Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
2a			X	
2b		X		
2c				X
2d			X	
2e		X		
Domain Rating		X		

FINAL SUMMATIVE RATING in Millburn District 24 Evaluation Plan

- **Excellent -** *Excellent* rating in two or more of the domains - one of which must be either domain 2 or domain 3, with the remaining domains rated as *Proficient.*
- **Proficient –** No more than one domain rated *Needs Improvement,* with the remaining domains rated at *Proficient* or *Excellent.*
- **Needs Improvement –** Two or more domains rated *Needs Improvement,* with the remaining domains rated as *Proficient* or *Excellent.*
- **Unsatisfactory -** Any domain rated *Unsatisfactory.*

Final Summative Rating				
Domain	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
Domain 1			X	
Domain 2		X		
Domain 3			X	
Domain 4				X
Overall Rating			X	

EVALUATION PLAN DEFINITIONS

Best Practices – research based methods that are effective in improving student achievement.

Components – distinct aspects of a domain as defined by the Framework for Teaching.

Consulting Teacher – a consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least five years of teacher experience, a reasonable familiarity with the assignment of the teacher being evaluated and who received an "Excellent" rating on his or her most recent evaluation. The consulting teacher is selected by the evaluator and is used for the purpose of supporting the teacher during the Remediation Plan.

Differentiated Procedures – an evaluation process that is responsive to variations in professional expertise, commitment, and years of experience of teachers in Millburn District 24.

Documentation – evidence/information that supports or explains a position/point of view.

Domains of Teaching – four main areas of effective teaching (planning and preparation, classroom environment, instruction, and professional responsibilities).

Effective Teaching – instructional practices that result in increased student growth, as defined in the practices outlined at the Proficient and Excellent levels of the Millburn District 24 Framework for teaching.

Evaluator – an administrator who participates in an in-service training on the evaluation of certified personnel provided or approved by ISBE prior to undertaking any evaluation and at least once during each certification renewal cycle. NOTE: The new Reform Act requires evaluators to complete and pass a pre-qualification evaluator program that involves rigorous training and an independent observer's determination of the evaluator's skill.

Formative – an ongoing, reflective process of observation, data collection, feedback and conversation between teachers and evaluators for the purpose of improving teaching and student learning. No rating of teacher performance is recorded during the formative phase.

Framework For Teaching – The Framework consists of three components; 1.) The Four Domains, Components & Elements 2.) The Seven Common Themes 3.) The Four Levels of Performance.

Healthy Teamwork – professional, respectful and collaborative partnership between all staff members at Millburn District 24.

Individual Growth Plan (IGP) – State law no longer requires IGPs for licensed teachers. This is ***ONLY*** for psychologists, social workers, speech pathologists, and certified school nurses. Non-tenured Year 4 and tenured staff stated above rated Proficient or Excellent, will jointly develop a plan with their evaluator focused on the continuous improvement of student learning. The evaluator and other professional peers shall be available to provide assistance to the staff member in the development of a professional goal, but the responsibility for developing the steps necessary to achieve the goal shall rest with the staff member. In the unlikely event that the evaluator and the staff member do not reach mutual agreement, the evaluator shall be responsible for establishing the goal(s).

Job Embedded – an opportunity to grow professionally within the school day at Millburn, e.g. colleague observations, early dismissal days for team collaboration/training.

Observation (Formal) – Observing classroom instruction is one of the most powerful practices in which evaluators engage to improve teaching and learning. Formal observations provide valuable opportunities for the teacher and evaluator to discuss the planning process, collect evidence on the teacher's instruction and classroom environment, and dialogue with the teacher after the observation is complete.

• Formal observations shall be a minimum of 45 minutes or observation of a complete lesson or observation during an entire class period (in accordance with school code 24 A-5). Formal observations shall be preceded by a pre-observation conversation and followed by a reflective conversation. Non-tenured teachers will be formally observed a minimum of two times during the school year, with additional informal observations at the discretion of the Evaluator.

• Tenured certified staff that receive an overall rating of Proficient and Excellent will be formally observed at least once within a two-year evaluation cycle, with additional formal observations at the discretion of the evaluator. Tenured certified staff with an overall rating of Needs Improvement will be formally observed at least once within a one-year Professional Development Plan cycle, with additional formal observations at the discretion of the evaluator.

Observation (Informal) – Informal observations provide the opportunity to reflect on the entire professional performance of a teacher both inside and outside of the classroom. Informal observations may include professional behavior in a variety of settings and/or between a variety of individuals: students, colleagues, parents, administrators or other school staff, as well as involvement in extra curricular functions or community sponsored activities.

• Informal observations provide valuable opportunities for more frequent interaction between the Evaluator and the teacher. Evidence of teaching, aligned with the Framework for Teaching, will be collected by the evaluator and shared in writing with the teacher. The informal observation and reflective conversations are important job-embedded opportunities for individual professional development.

• Informal observations that are included in an evaluation must be documented and shared with the teacher. Examples of documentation include observation log, a written memo, e-mail or other writing that memorializes the observation and is shared with the teacher.

Performance Ratings (Domain) – judgment of teacher job performance on each of the four domains based upon component ratings determined by evidence collected during informal and formal observations. According to state requirements, teacher performance shall be rated as: Excellent, Proficient, Needs Improvement or Unsatisfactory.

Performance Ratings (Summative) – overall judgment of teacher job performance based on the ratings earned on each of the four domains. According to state requirements, teacher performance shall be rated as: Excellent, Proficient, Needs Improvement or Unsatisfactory.

Professional Development Plan (PDP) – The Performance and Evaluation Reform Act includes the language regarding the creation of a Professional Development Plan for a teacher in contractual continued service (tenured) who is rated "Needs Improvement." This Professional Development Plan (PDP):

• Is to be created within 30 school days after the completion of a Final Summative Evaluation resulting in the "Needs Improvement" rating

- Is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher's on-going professional responsibilities including his/her regular teaching assignments. The PDP could span two school years depending on timing.
- Is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- Provides for 45 school days for completion of the PDP
- Provides at least a mid-point and a final evaluation during the 45 school day PDP

Reflective Conversations - a professional, nonjudgmental conversation involving two or more participants that is interactive and thought provoking in nature.

Remediation Plan – The Performance and Evaluation Reform Act includes the language regarding the development of a Remediation Plan for a teacher in contractual continued service (tenured) who is rated "Unsatisfactory" in order to correct deficiencies cited, provided the deficiencies can be remediated. The Remediation Plan (RP):
- Is to be created within 30 school days after the completion of an evaluation resulting in a "Unsatisfactory" rating
- Provides for 90 school days of remediation within the classroom
- Provides a consulting teacher (see definition) selected by the evaluator who participates in developing the remediation plan
- Provides at least a mid-point and final evaluation during the remediation period with the final evaluation including a rating and any deficiencies in performance and recommendation for correction being identified
- Provides a decision within 10 school days after the conclusion of the respective remediation plan (although a district does not lose jurisdiction to discharge a teacher in the event of the evaluation not being issued within 10 school days); teacher must receive a rating of Proficient or higher to be reinstated to the evaluation schedule at the end of the remediation plan. If the teacher does not receive a rating of Proficient or higher, the teacher will be subject to dismissal
- Provides that the evaluation process for remediation is separate and distinct from required annual evaluations and the forms may be different from district Evaluation Plan forms

Student Learning Objective (SLO) **-** Student Learning Objective (SLO) is an academic target based on student performance throughout an interval of instruction aligned with state or national standards for learning. An SLO allows a teacher to quantify his/her impact on student achievement. The SLO is developed between the teacher and his/her evaluator.

Summative – annual or biennial written evaluation of teacher job performance based on the ratings earned on each of the four domains. According to state requirements, teacher performance shall be rated as: Excellent, Proficient, Needs Improvement or Unsatisfactory.

Teacher – any and all school district employees regularly required to be certified under laws relating to teacher certification. Each school district develops, in cooperation with its teachers and exclusive bargaining representatives of its teachers, an evaluation plan for all members of the bargaining agreement.

YEAR 1 - 4 NON-TENURED EVALUATION PROCESS CHART

EVALUATION TIMELINE FOR NON-TENURED TEACHERS		
TIME OF YEAR	**PROCESS**	**FORMS**
By Mid-March **Formal Observation 1** By mid-December **Formal Observation 2** By Mid-February **SLO – Type III** By October 15th Interval of Instruction Completed by end of January	• Review of the District Expectations of Framework for Teaching (FfT) • At least 2 Informal Observations with feedback • A minimum of two Formal Observations (pre-observation Conversation, observation on Domains 2 & 3, post-observation Conversation) • Completed SLO Planning Pages Form • Interval of Instruction for SLO • Final Student Growth Conference	• Framework for Teaching • Pre-Observation Conversation Form • Classroom Observation Documentation Form • Post-Observation Reflection Form • Formative Conversation/Summative Conference Form - Rubric • Informal Observation Form • Student Growth Planning Pages • Student Roster • Growth Teacher Checklist • Mid Point Check
Following second Formal Post Conference	• Summative Evaluation Conference that includes evidence from informal/formal observations, Student Growth and ongoing conversations and artifacts as well as other relevant information. Component/Domain Ratings and Student Growth will determine the Final Summative Rating in accordance with District Evaluation System. • The Summative Evaluation Conference may be held in conjunction with the second Formal Observation post observation Conversation.	• Formative Conversation/Summative Conference Form - Rubric • Final Summative Evaluation • Evidence/Data Guide • Informal Observation Form
Between summative Conversation and end of year	• Informal Observations and reflective conversations as appropriate or requested • Using the Framework for Teaching Formative/Summative Conversation Form (Rubric), the teacher may complete the Self-Assessment Worksheet as a reflective exercise.	• Framework for Teaching • Classroom Observation Documentation Form • Self-Assessment Worksheet • Informal Observation Form

PROFICIENT & EXCELLENT TENURED EVALUATION PROCESS CHART

For Speech/Language Pathologists, Social Workers and Psychologists – IGP Process

EVALUATION TIMELINE FOR TENURED-PROFICIENT AND EXCELLENT		
TIME OF YEAR	**PROCESS**	**FORMS**
By October 1 of the Goal year of the 2 year evaluation cycle	• Complete Self-Assessment Worksheet • Draft out a SMART Goal for IGP based upon District Expectations of Teaching and Proficient/Excellent Levels of Performance and submit to Evaluator for approval	• Framework for Teaching Formative Conversation/Summative Conference Form - Rubric • Self-Assessment Worksheet • IGP SMART Goal Form • IGP - Action Plan
By October 15 of the Goal year of the 2 year evaluation cycle	• Submit a draft of the IGP: If multiple educators are implementing a shared plan, each educator still needs to complete a separate IGP • Submit to Evaluator for approval and signature	
During the Goal Year of 2 year evaluation cycle	• Two or more Informal Observations are conducted in Year 1 with the opportunity for a reflective conversation for at least One Informal Observation(s) • Optional - Formal Observation (at discretion of the evaluator or by the request of the educator).	• Pre-Observation Conversation Form • Classroom Observation Documentation Form • Post-Observation Reflection Form • Formative Conversation/ Summative Conference Form - Rubric • Informal Observation Form •

Before the end of the Goal Year of a 2 year evaluation cycle	• Status of Goal conversation either written or in person
	  o The IGP will be reviewed and modified as necessary.
	• If there are no concerns, the educator continues on with Individual Growth Plan
	• If concerns do exist in **more than one** domain at the end of the Year 1 of the Individual Growth Plan, a Summative Evaluation will be conducted that includes Component evidence/Domain Ratings that determines a Final Summative Rating in accordance with District Evaluation System Operating Principles
	• If your Final Summative Rating is:
	  o Proficient or Excellent – Individual Growth Plan
	  o Needs Improvement – Professional Development Plan
	  o Unsatisfactory – Remediation Plan
		• Self-Assessment Worksheet
		• Formative Conversation/ Summative Conference Form - Rubric
		• IGP SMART Goal Form
		• IGP - Action Plan
		• Evidence/Data Guide
		• Mid year Goal Reflection Form

PROFICIENT & EXCELLENT TENURED EVALUATION PROCESS CHART

For Teachers completing the SLO Process – Student Growth

EVALUATION TIMELINE FOR TENURED-PROFICIENT AND EXCELLENT		
TIME OF YEAR	**PROCESS**	**FORMS**
Before October 31st (for instructional interval first half of year) Before January 15th (for instructional interval second half of year)	• Develop a draft of your SLO: If multiple Teachers are implementing a shared SLO, each Teacher still needs to complete a submit a separate plan	• Framework for Teaching Formative Conversation/Summative Conference Form - Rubric • Student Growth Planning Pages • Student Roster • Growth Teacher Checklist • Mid Point Check
Within 15 days of draft meeting	• Submit a draft of your SLO for approval and signature: If multiple Teachers are implementing a shared SLO, each Teacher still needs to complete a submit a separate plan	
During the SLO Year of 2 year evaluation cycle	• Two or more Informal Observations are conducted in Year 1 with the opportunity for a reflective conversation for at least One Informal Observation(s) • Optional - Formal Observation (at discretion of the evaluator or by the request of the teacher). • Status of SLO conversation either written or in person ○ The SLO will be reviewed and modified as necessary during the mid point check in. • If there are no concerns, the educator continues on with Instructional Interval. • You will receive a Growth Rating at the end of the SLO year.	• Pre-Observation Conversation Form • Classroom Observation Documentation Form • Post-Observation Reflection Form • Formative Conversation/ Summative Conference Form - Rubric • Informal Observation Form • Formative Conversation/ Summative Conference Form - Rubric • Evidence/Data Guide • Mid Point Check

During the Formal year of 2 year evaluation cycle	• One or more Informal Observations are conducted with at least One Informal Observation(s) including an opportunity for a reflective conversation • One Formal Observation by the end of February • Required – Formal Observation before November 1 for teacher with identified concerns in more than one domain the previous year	• Pre-Observation Conversation Form • Classroom Observation Documentation Form • Post-Observation Reflection Form • Formative Conversation/Summative Conference Form - Rubric • Informal Observation Form

By May 15 of the Formal year of 2 year evaluation cycle	• Summative Evaluation that is the summation of informal/formal observations of Domain 2 & 3 and ongoing conversations of Domain 1 & 4 as well as other relevant information with Component/Domain Ratings determining the Final Rating in accordance with District Evaluation System Operating Principles and successful completion of Student Growth
	• Tenured Certified Next Steps
	   ○ Overall Rating of Proficient or Excellent – Individual Growth Plan
	   ○ Overall Rating of Needs Improvement – Professional Development Plan
	   ○ Overall Rating of Unsatisfactory – Remediation Plan
		• Formative Conversation/Summative Conference Form
		• Final Summative Evaluation
		• Evidence/Data Guide
		• Informal Observation Form

NEEDS IMPROVEMENT TENURED EVALUATION PROCESS CHART

EVALUATION TIMELINE FOR TENURED - NEEDS IMPROVEMENT (PDP)		
TIME OF YEAR	**PROCESS**	**FORMS**
Within 30 school days of teacher receiving a Final Summative Rating of Needs Improvement	• Review the Formative Conversation/Summative Conference Form to confirm Areas of Strength and Growth Opportunities • Evaluator creates the Professional Development Plan (PDP) in consultation with the Teacher	• Framework for Teaching • Formative Conversation/Summative Conference Form - Rubric • Professional Development Plan
At the beginning of the 45 school day professional development plan	• Confirm implementation of Professional Development Plan with teacher, evaluator, and any certified staff that will be providing support for the plan; adjust Professional Development Plan as needed	• Formative Conversation/Summative Conference Form - Rubric • Professional Development Plan
Before the mid-point of the 45 school day professional development plan	• Informal Observations with reflective conversations • One Formal Observation • Formative Evaluation Conversation: Review Professional Progress; preview remainder of school year.	• Pre-Observation Conversation Form • Classroom Observation Documentation Form • Post-Observation Reflection Form • Formative Conversation/Summative Conference Form - Rubric • Evidence • Informal Observation Form

By the end of the 45 school day professional development plan	• Informal Observations and reflective conversations
	• One Formal Observation
	• Summative Evaluation in accordance with the Teacher Evaluation Plan
	• Next Steps:
	  • Final Summative Rating of Proficient or Excellent – Return to regular cycle
	  • If ***not*** rated Proficient or Excellent, rating is automatically unsatisfactory – Resulting in Remediation Plan
		• Pre-Observation Conversation Form
		• Classroom Observation Documentation Form
		• Post-Observation Reflection Form
		• Formative Conversation/Summative Conference Form
		• Informal Observation Form
		• Formative Conversation/Summative Conference Form - Rubric
		• Final Summative Evaluation
		• Evidence

UNSATISFACTORY TENURED EVALUATION PROCESS CHART

EVALUATION TIMELINE FOR TENURED – UNSATISFACTORY In accordance with Chapter 105s 5/24A-5, of the Illinois School Code		
TIME OF YEAR	**PROCESS**	**FORMS**
Within 30 school days of teacher receiving an Final Summative Rating of Unsatisfactory	• Review Teacher's Framework for Teaching Formative Conversation/Summative Conference Form to confirm the area of unsatisfactory teaching practice • Develop Remediation Plan with teacher/specialist to address deficiencies cited, provided that the deficiencies are remediable • Evaluator assigns a consulting teacher to support Remediation Plan	• Framework for Teaching • Formative Conversation/Summative Conference Form - Rubric
At the beginning of the 90 school day Remediation Plan	• Confirm implementation of Remediation Plan between teacher/specialist, evaluator, and consulting teacher	• Formative Conversation/Summative Conference Form - Rubric
Before and After the midpoint of the Remediation Plan	• Informal Observations and Reflective Conversations • Optional – One or more Formal Observations	• Pre-Observation Conversation Form • Classroom Observation Documentation Form • Post-Observation Reflection Form • Formative Conversation/Summative Conference Form - Rubric • Informal Observation Form
At 45 days of the Remediation Plan	• Summative Evaluation is conducted and reviewed with the teacher	• Formative Conversation/Summative Conference Form - Rubric

At the conclusion of the 90 school day Remediation Plan	• Summative Evaluation per the remediation plan
	• Tenured Certified Next Steps
	   o Final Summative Rating of Proficient or Excellent reinstatement to the district's evaluation schedule
	   o Final Summative Rating of Needs Improvement or Unsatisfactory– recommendation for dismissal
		• Formative Conversation/Summative Conference Form - Rubric
		• Final Summative Evaluation

OBSERVATION DOCUMENTATION AND CONFERENCE STEPS

Informal Observation Steps

- Evaluators will use the **Informal Observation Form** for the purpose of documenting observed practices in all domains.
- There will be a minimum of 3 informal observations with written feedback in a two-year cycle for *tenured* staff with at least 1 in the Formal year and 2 in the SLO/Goal year. There will be a minimum of 2 informal observations with written feedback per year for *non-tenured* staff.
- The data obtained from the informal observation will be used to guide teachers towards effective use of the Framework for Teaching.
- The data from the informal observations may be used for the formative process (see definition p.11) and summative evaluation.
- Informal observations shall only be included in the Final Summative Rating IF they are documented in writing.
- Observed practices that are harmful will be immediately addressed and corrected.
- For each informal observation the evaluator must provide the teacher with an opportunity for a face-to-face meeting to discuss the observation.

Formal Observation Steps: Pre-Observation Conversation, Observation, and Post Observation Reflection

Pre-Observation Steps:

- Review the **Pre-Observation Conversation Form** and be prepared to answer/discuss the questions and **briefly** respond to each section.
- Remember to bring a copy of the form with you to the **Pre-Observation Conversation** along with any materials being used during the lesson.
- Review items on the Evidence/Data Guide that need to be available prior to the observation.

Observation Step:

- Evaluator will document the observation of teaching using the **Classroom Observation Documentation** form.

Post-Observation Steps:

- A formative conversation will be held within 10 school days after each formal observation.
- Review the **Post-Observation Reflective Conversation Form** and be prepared to answer/discuss the questions and briefly respond to each section.
- The Post-Observation Reflective Conversation Form will be used during the formative conversation.
- The teacher will receive a highlighted rubric. Subsequent data may be included in the Final Summative Rating resulting in an updated rubric.

The teacher and evaluator will collaboratively determine and document Domain Next Steps section on the **Formative Conversation/Summative Conference Form - Rubric.**

Millburn District 24 Certified Teacher Evaluation System
INFORMAL OBSERVATION FORM

(Completed by Evaluator)

Teacher:		Grade/Subject:	
Evaluator:		Year:	

CONVERSATIONAL		*OBSERVABLE*	
Domain 1 **Planning and Preparation**	**Domain 4** **Professional Responsibilities**	**Domain 2** **Classroom Environment**	**Domain 3** **Instruction**
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing coherent Instruction 1f - Designing Student Assessments	4a - Reflection of teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques 3c - Engaging Students in learning 3d - Using Assessment in Instruction 3e - Demonstrating flexibility and Responsiveness

Date	Time	Notes

Evaluator Summary Comments:

Millburn District 24 Certified Teacher Evaluation System
PRE-OBSERVATION CONVERSATION
(Completed by Teacher)

Teacher		School		Position	
Evaluator		Years in District		School Year	

Purpose:
The purpose of the planning conference is to assist you in being a thoughtful practitioner. These questions are designed to focus your thinking about what learners need to know and be able to do and how you will assess their learning. Please bring a copy of the plan of the lesson that will be observed. The following questions will guide the conversation between the evaluator and teacher.

CONVERSATIONAL		*OBSERVABLE*	
Domain 1 **Planning and Preparation**	**Domain 4** **Professional Responsibilities**	**Domain 2** **Classroom Environment**	**Domain 3** **Instruction**
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing coherent Instruction 1f - Designing Student Assessments	4a - Reflection of teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques 3c - Engaging Students in learning 3d - Using Assessment in Instruction 3e - Demonstrating flexibility and Responsiveness

Clarify goals for student learning and context for the lesson (Domain 1)	
Briefly describe the students in your class. What have you learned about your students this year that has gone into planning for this lesson?	
Explain the ways in which you acquire information about your students. What are the sources and do you feel you do this for groups of students or individuals?	
What are the specific learning targets of the lesson?	
Where do you go to acquire additional information to enhance your knowledge or to use in your teaching?	
Determine evidence of success and student achievement (1f)	
How do you plan to formatively assess your student's' progress towards mastery of the identified targets?	
Do you encourage student self-assessment? Give some examples of ways in which students were able to monitor their progress.	
Explore planning, including teaching strategies and decisions made (1d and 1e; Influence of Domain 2, 3, and 4).	
Discuss how you have organized the overall structure, pacing, and materials within this lesson to engage students in the learning process?	

The learning environment is key to helping students be successful learners. How have you organized the classroom to promote respectful learning environments?	
How do your classroom procedures and the physical arrangement of the classroom help students be successful in your classroom?	
During the observation I will be collecting evidence about your teaching directions, procedures, explanations, discussion process and learning expectations. What specific information would you like me to collect about your instructional communication?	
How have you differentiated and adjusted your teaching through questions, discussion, and activities? How would you describe the frequency of your use of higher-level questions?	
Identify priority observation focus for data collection (Domain 2 and 3)	
Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?	
How do you use technology in your classroom? If you use the labs or carts, describe the learning experiences you have designed that utilize the technology.	
How would you describe high-quality feedback and give some examples of how that might look in your classroom.	
Additional questions regarding Professional Responsibilities	
How has this lesson been influenced by collaboration with other teachers? How has involvement in different professional activities helped you to develop this lesson?	
Thinking beyond the classroom, how have you continued to communicate and connect with the students' families to help build a link between home and school? How has family information continued to influence your classroom management and instructional decisions with individual students?	
How do you feel you contribute to the professional community?	
Describe your record keeping processes – Grades, anecdotal notes, logs, etc.	

Millburn District 24 Certified Teacher Evaluation System
CLASSROOM OBSERVATION DOCUMENTATION
Data Collection Tool for the Formal Classroom Observation
(Completed by Evaluator)

Teacher:	**School:**
Grade Level(s):	**Subject(s):**
Evaluator:	**Date:**

DOMAIN 2: Classroom Environment	DOMAIN 3: Instruction
2a – Creating an Environment of Respect and Rapport 2b – Establishing a Culture for Learning 2c – Managing Classroom Procedures 2d – Managing Student Behavior 2e – Organizing Physical Space	3a – Communicating with Students 3b – Using Questioning and Discussion Techniques 3c – Engaging Students in Learning 3d – Using Assessment in Instruction 3e – Demonstrating Flexibility and Responsiveness

TIME	ACTIONS & STATEMENTS BY TEACHER & STUDENTS	COMPONENT

Millburn District 24 Certified Teacher Evaluation System
POST-OBSERVATION REFLECTIVE CONVERSATION
(Completed by the Teacher)

Teacher		School		Position	
Evaluator		Years in District		School Year	

Purpose:
After reflecting upon the lesson the Teacher will respond to the following questions and bring this form to the Post-Observation Conference between the Teacher and the Evaluator. This form will not be formally submitted to the evaluator.

Conversational Components		*Observable Components*	
Domain 1 **Planning and Preparation**	**Domain 4** **Professional Responsibilities**	**Domain 2** **Classroom Environment**	**Domain 3** **Instruction**
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing coherent Instruction 1f - Designing Student Assessments	4a - Reflection of teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques 3c - Engaging Students in learning 3d - Using Assessment in Instruction 3e - Demonstrating flexibility and Responsiveness

In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Millburn District 24 Certified Teacher Evaluation System
FORMATIVE CONVERSATION/SUMMATIVE CONFERENCE FORM - Rubric

DOMAIN 1: PLANNING AND PREPARATION				
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
1a Demonstrating Knowledge of Content and Pedagogy •Knowledge of content and the structure of the discipline •Knowledge of prerequisite relationships •Knowledge of content-related pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline	The teachers plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline	The teachers plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding
1b Demonstrating Knowledge of Students •Knowledge of child and adolescent development •Knowledge of learning process •Knowledge of students' skills, knowledge, and language proficiency •Knowledge of students' interests and cultural heritage •Knowledge of students' special needs	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c Setting Instructional Outcomes •Value, sequence, and alignment •Clarity •Balance •Suitability for diverse learners	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types f content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d Demonstrating Knowledge of Resources •Resources for classroom use •Resources to extend content knowledge and pedagogy •Resources for students	The teacher demonstrates little or no familiarity with resources to enhance own knowledge to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to sue in teaching, and for students who need them.
1e Designing Coherent Instruction •Learning activities •Instructional materials and resources •Instructional groups •Lesson and unit structure	The series of learning experiences is poorly aligned with the instructional outcomes and does to represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiate where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f Designing Student Assessments •Congruence with instructional outcomes •Criteria and standards •Design of formative assessments •Use for planning	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contrubution to their development. Assessment methodilgies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT				
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
2a Creating an Environment of Respect and Rapport •Teacher interaction with students •Student interactions with other students	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b Establishing a Culture for Learning •Importance of the content •Expectations for learning and achievement •Student pride in work	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
2c Managing Classroom Procedures •Management of instructional groups •Management of transitions •Management of materials and supplies •Performance of non-instructional duties •Supervision of volunteers and paraprofessionals	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
2d Managing Student Behavior •Expectations •Monitoring of student behavior •Response to student misbehavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e Organizing Physical Space •Safety and accessibility •Arrangements of furniture and use of physical resources	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

DOMAIN 3: INSTRUCTION				
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
3a Communicating with Students •Expectations for learning •Directions and procedures •Explanations of content •Use of oral and written language	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b Using Questioning and Discussion Techniques •Quality of questions •Discussion techniques •Student participation	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c Engaging Students in Learning •Activities and assignments •Grouping of students •Instructional materials and resources •Structure and pacing	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d Using Assessment in Instruction •Assessment criteria •Monitoring of student learning •Feedback to students •Student self-assessment and monitoring of progress	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self- assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.
3e Demonstrating Flexibility and Responsiveness •Lesson adjustment •Response to students •Persistence	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on Teaching •Accuracy •Use in future teaching	Teacher does not know whether s lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighting the relevant strengths of each.
4b Maintaining Accurate Records •Student completion of assignments •Student progress in learning •Noninstructional records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.
4c Communicating with Families •Information about the instructional program •Information about individual students •Engagement of families in the instructional program	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
4d Participating in a Professional Community •Relationships with colleagues •Involvement in a culture of professional inquiry •Service to the school •Participation in school and district projects •Attendance	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
4e Growth and Developing Professionally •Enhancement of content knowledge and pedagogical skill •Receptivity of feedback from colleagues •Service to the profession	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
4f Showing Professionalism •Integrity and ethical conduct •Service to students •Advocacy •Decision making •Compliance with school and district regulations	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

Millburn District 24 Certified Teacher Evaluation System
FORMAL OBSERVATION POST-CONFERENCE SUMMARY – Domains 1 & 4

Teacher:		School:	
Grade Level(s):		Subject(s):	
Evaluator:	Observation Date:		Post Conf Date:

Domain 1 Documentation:	Domain 4 Documentation:
Domain 1 Strengths:	**Domain 4 Strengths**
Domain 1 Areas of Growth/Next Steps:	**Domain 4 Areas of Growth/Next Steps:**

Millburn District 24 Certified Teacher Evaluation System
FORMAL OBSERVATION POST-CONFERENCE SUMMARY – Domains 2 & 3

Teacher:		School:	
Grade Level(s):		Subject(s):	
Evaluator:	Observation Date:	Post Conf Date:	

Domain 2 Documentation:	Domain 3 Documentation:
Domain 2 Strengths:	**Domain 3 Strengths**
Domain 2 Areas of Growth/Next Steps:	**Domain 3 Areas of Growth/Next Steps:**

Millburn District 24 Certified Teacher Evaluation System
FINAL SUMMATIVE EVALUATION

Teacher Name		School		Position	
Evaluator		Years in District		School Year	

Observation dates included in the basis of this summative evaluation:

Formal Observation Dates:			
Informal Observation Dates:			

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 1 – Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 2 – Classroom Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 3 - Instruction	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 4 – Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
Professional Practice Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Student Growth Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent

Prof Practice Rating x.7	x.7 =	Growth Rating x.3	x.3 =	Sum of Prof Prac and Growth

FINAL SUMMATIVE RATING	Unsatisfactory	Needs Improvement	Proficient	Excellent

We have conducted a conversation on the rubrics and summative ratings. The teacher has the right to attach written comments within seven (7) school days of completion of this form for inclusion in his/her personnel file maintained in the district office.

Teacher Signature: _____ Date: _____
(Signature indicates only that the teacher has read and understands the evaluation.)

Evaluator Signature: _____ Date: _____

Millburn District 24 Certified Teacher Evaluation System
FINAL SUMMATIVE EVALUATION

Teacher Name		School		Position	
Evaluator		Years in District		School Year	

Observation dates included in the basis of this summative evaluation:

Formal Observation Dates:				
Informal Observation Dates:				

Domain 1 – Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 2 – Classroom Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 3 - Instruction	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 4 – Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
FINAL SUMMATIVE RATING	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**

We have conducted a conversation on the rubrics and summative ratings. The teacher has the right to attach written comments within seven (7) school days of completion of this form for inclusion in his/her personnel file maintained in the district office.

Teacher Signature: _____ **Date:** _____

(Signature indicates only that the teacher has read and understands the evaluation.)

Evaluator Signature: _____ **Date:** _____

INDIVIDUAL GROWTH PLAN

What is the Individual Growth Plan (IGP)?

The Millburn District's Individual Growth Plan process asks teachers to develop an Individual Growth Goal based on Danielson's Framework for effective teaching. The goal a teacher selects and the work s/he conducts should focus on one or more components of the four domains in the Danielson Framework. The goal needs to be a SMART goal, which means that the goal is:

> S=Specific and Strategic
> M=Measurable
> A=Aligned and Attainable
> R=Results-oriented
> T=Time bound

A teacher will work with his/her evaluator to review the Individual Growth Plan. Steps in the development and implementation of the plan include:

1. Writing Individual Growth Plan goal
2. Designing action plan
3. Implementing the action steps for the Individual Growth Plan goal
4. Reflecting on the progress of the goal using the IGP Progress Update Form
5. Assessing goal attainment – was it a good goal? Does it need to be changed or rewritten?

GUIDE FOR DEVELOPING INDIVIDUAL GROWTH PLAN

Individual Growth Plan (IGP) should be developed to address an identified need related to student learning and teacher skill improvement. Professional goals should represent new learning for the teacher and not be limited to implementation of district curriculum or initiatives. The IGP represents a critical component for developing new teaching skills and supporting improvement in student learning.

Self-Assessment Worksheet

The Self-Assessment Worksheet focuses upon reflecting on professional strengths and growth opportunities and helps to select one key area to target for improvement. This worksheet is for teacher use and will not be part of the teacher's evaluation, although it may be discussed with the evaluator.

IGP SMART Goal Form

To develop a professional goal, teachers should complete the IGP Self-Assessment Worksheet and **reflect on data regarding professional skills and student needs,** i.e., past evaluations, self-assessment based on Framework for Teaching, School Improvement Goals, District Goals, grade level data, classroom assessments (both formative and summative) and feedback from others. This form will support teachers to determine an area of new learning to create a SMART Goal.

Individual Growth Plan

Develop IGP Action Plan. Complete the following parts of the action plan:

- **Individual Growth SMART Goal:** Decide on the goal, how the goal will be measured, and the documentation needed.
- **Framework for Teaching Domains/Components:** List the Domain(s) and Component(s) on which your goal is focused.
- **Action Steps:** Describe specific, aligned action steps that will be implemented to support the goal.
- **Timelines:** Provide timelines to the specific actions listed in Action Steps.
- **Evidence/Data Collection:** Throughout the plan, collect and maintain evidence and data that demonstrates changes in your practice and/or improved student learning.
- **Signatures:** Teacher and Evaluator should review and sign IGP to confirm that they have read and conversed about the plan.

IGP Progress Update Form

The IGP Progress Update Form will be completed during the Goal year. This form will be requested by your evaluator to be completed and submitted to show goal progress.

INDIVIDUAL GROWTH PLAN GUIDING QUESTIONS

(Modified from *Talking about Teaching: Leading Professional Conversations* by Charlotte Danielson, 2009)

The Ideas That Shape Professional Self-Assessments and Conversations

These guiding questions are meant to help you focus your reflection on student learning and your teaching practices as you complete the **Self-Assessment Worksheet**.

WHAT CONSTITUTES IMPORTANT LEARNING?

What are the key purposes in your learning activities?
Does the purpose reflect important learning and a view of content as conceptual understanding rather than rote repetition of facts and procedures?

WHAT CAUSES LEARNING?

What are students actually doing on a regular basis in your classroom activities?
What is the level of intellectual rigor?
What choices do students have?
What are their opportunities for reflection and closure regarding their learning?

HOW ARE STUDENTS MOTIVATED?

To what extent have you succeeded in creating a learning community in class?
To what degree do students assume responsibility for their learning on a daily basis?

Millburn District 24 Certified Teacher Evaluation System
SELF-ASSESSMENT WORKSHEET
Reflect on the strengths and areas of growth within your professional practices.

This worksheet is intended for personal use only. It will not be a part of your evaluation, but may be discussed with your supervisor/evaluator.

Strengths	Domains/Components	Growth Opportunities
	Domain 1: Planning and Preparation 1a: Knowledge of content/pedagogy 1b: Knowledge of students 1c: Setting instructional outcomes 1d: Knowledge of resources 1e: Designing coherent instruction 1f: Designing student assessment	

Next Steps

Strengths	Domains/Components	Growth Opportunities
	Domain 2: Classroom Environment 2a: Creating an environment of respect/rapport 2b: Establishing a culture for learning 2c: Managing classroom procedures 2d: Managing student behavior 2e: Arrangement of furniture and use of physical space	

Next Steps

Strengths	Domains/Components	Growth Opportunities
	Domain 3: Instruction 3a: Communication with students 3b: Using questioning and discussion techniques 3c: Engaging students in learning 3d: Using assessment in instruction 3e: Demonstrating flexibility and responsiveness	
Next Steps		

Strengths	Domains/Components	Growth Opportunities
	Domain 4: Professional Responsibilities 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	
Next Steps		

Millburn District 24 Certified Teacher Evaluation System
INDIVIDUAL GROWTH PLAN SMART GOAL FORM
DUE TO EVALUATOR BY OCTOBER 1ST

NAME		DATE	

Directions: Based upon IGP Worksheet, choose one area of growth opportunity (one component of the domain) to determine and develop an Individual Growth Plan (IGP) by using SMART Goal Criteria and the WWWD Formula shown below.

SMART Professional Growth Goal Criteria		
S	**Specific and Strategic**	• Clearly focused on what is to be accomplished and why this is important • Based on the *Framework for Teaching* (or *Framework for Specialist Practice*)
M	**Measurable**	• Can this goal be measured? • Will I be able to collect evidence of achievement? • Is this goal based upon multiple sources of data?
A	**Aligned and Attainable**	• Is this goal aligned to district and school improvement goals? • Will resources be available to achieve this goal?
R	**Results Oriented**	• How will this goal enhance teaching / professional practice / craft? • How will this goal enhance learning opportunities for students?
T	**Time Bound**	• Can this goal be attained within the required timeframe?

Use the SMART Professional Growth Goal criteria to guide the development of your Individual Professional Growth goal using the following WWWD Formula:

- **When:** Provide a timeframe for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List the specific area of teaching / student learning that needs to be improved.
- **Data Source:** List data tool(s) that will measure the progress of the goal. Data tools include rubrics, check sheets, tests, etc.

***Example focused on 2d**: Managing Student Behavior: **(WHEN)** During 2012-2013, **(WHO)** the 4th grade team will **(WHAT)** improve student on-task behavior through re-teaching using cool tools **(DATA SOURCE)** as measured by a 25% decrease in minors from the first 6-week review to the end of the year according to the SWIS system.*

My Individual Growth Plan's SMART Goal (include when, what, who, data source):

Millburn District 24 Certified Teacher Evaluation System
INDIVIDUAL GROWTH PLAN – ACTION PLAN
Due to Evaluator for Signature by October 15th

Name:	Position:	Duration of Plan:

INDIVIDUAL GROWTH GOAL STATEMENT: The educator must develop an Individual Growth Goal based on Danielson's Framework for effective teaching. Write a goal statement that is specific, measurable, aligned/attainable, and time-bound to the two-year cycle.

Framework for Teaching Domain /Component(s) addressed:	

SMART Goal:

ACTION PLAN: Describe your steps to obtain the goal.

Action Step	**Timeline**	**Evidence / Data Collection**	**Support Needed**

Teacher Signature:_____ Date:_____

Evaluator Signature:_____ Date:_____

Teacher and evaluator retain copies.

INDIVIDUAL GROWTH PLAN (SAMPLE 1)
Due to Evaluator by October 15th

Name:	Position:	Duration of Plan:
John Smith	7th Grade Social Studies	2014-2016

INDIVIDUAL GROWTH GOAL STATEMENT: The educator must develop an Individual Growth Goal based on Danielson's Framework for effective teaching. Write a goal statement that is specific, measurable, aligned/attainable, and time-bound to the two-year cycle.

Framework for Teaching Domain /Component(s) addressed:	3b Using questioning and discussion techniques 3d Using assessment in instruction

SMART Goal:
During 2012-13, I will improve the effectiveness of my of Evaluation, Synthesis and Analysis questions in class discussions and student assessments as measured by an increase in the number of higher level questions in lesson plans/student assessments and correct student responses to such questions.

ACTION PLAN: Describe your steps to obtain the goal.

Action Step	Timeline	Evidence / Data Collection	Support Needed
Familiarize myself with higher level questions in Bloom's Taxonomy through research and reading.	During first semester 2012-13	List of resources consulted, notes from reading	Local professional Library Purchase of one book identified as especially useful through my research.
Establish baseline of types and numbers of questions currently used in lesson plans and assessments.	By end of first semester 2012-13	Data from past lesson plans and student assessments	
Revise/develop lesson plans and assessments using models and strategies learned from research.	During second semester 2012-13	Comparison between past and current lesson plans and assessments	
With a colleague and/or supervisor, review lesson plans, assessments and student responses and get feedback.	End of 2012-13, summer 2013	Student assessment data Notes from meeting.	Time with colleague identified as having expertise in this area
Continue to refine and reflect on lesson plans and student assessments.	First semester 2013-14	Lesson plans and assessments; student assessment data	Time with colleague

Teacher Signature: _____ Date:_____

Evaluator Signature: _____ Date:_____

Teacher and evaluator retain copies.

INDIVIDUAL GROWTH PLAN (SAMPLE 2)

Due to Evaluator by October 15th

Name:	Position:	Duration of Plan:
Sally Smith	4th Grade Teacher	2014-2016

INDIVIDUAL GROWTH GOAL STATEMENT: The educator must develop an Individual Growth Goal based on Danielson's Framework for effective teaching. Write a goal statement that is specific, measurable, aligned/attainable, and time-bound to the two-year cycle.

Framework for Teaching Domain /Component(s) addressed:	2d: Managing Student Behavior

SMART Goal:
During 2012-13, the 4th grade team will improve student on-task behavior through re-teaching using cool tools as measured by a 25% decrease in minors from 1st to 4th quarter according to the SWIS system.

ACTION PLAN: Describe your steps to obtain the goal.

Action Step	Timeline	Evidence / Data Collection	Support Needed
Team will review cool tools with member of PBIS team to increase familiarity with the tools and their use.	Prior to the first day of student attendance	Meeting minutes	Time for team to meet with PBIS committee Member Copies of cool tools
Team will review data from SWIS reports with a member of the PBIS team.	6 weeks after beginning of school year	SWIS report of minors by grade level, location, type, motivation, time of day	Time for team to meet with PBIS committee Member Copies of SWIS report
Based on review of SWIS data, select and agree on appropriate cool tool(s) and when they will be retaught/ reinforced.	Within the first week after data review	Next 6 weeks SWIS report	Team meeting time
Continue to review data, reteach and reflect with team-mate and PBIS team member	6-week cycle throughout year	SWIS reports reflecting decrease in minors Team reflections, anecdotal descriptions of changes noted in student behavior	Time for team to meet with PBIS committee member Copies of SWIS report

Teacher Signature: _____ Date:_____

Evaluator Signature: _____ Date:_____

Teacher and evaluator retain copies.

Millburn District 24 Certified Teacher Evaluation System
IGP PROGRESS UPDATE FORM
(Completed by Teacher)

Name:		Date:	

Goal:
(Paste in box below)

Summary Update - (Explain the progress made so far – be sure to reflect on the action plan steps)
Concerns About My Goal:
Proposed Changes to My Goal: – Explain below

EVIDENCE/DATA GUIDE

(Items to Prepare/Gather/Consider for Review by Evaluator)

NAME		DATE	

Domain Area	Evidence/Data	Notes
Domain 1 **Planning and Preparation**	Lesson Plans/Units in alignment with standards Curriculum Maps Assessment Plan and Assessments Projects/Reports Student Achievement Data Grading Plan and Grade Book Classroom Expectations Substitute Folder Back to School Night Handouts And/Or Others, if appropriate	
Domain 2 **Leaning Environment**	Physical Layout of Room/Area Seating Arrangements Classroom Rules/Routines Rubrics Bulletin Boards (interactive, instructional, and affective) Student Projects And/Or Others, if appropriate	
Domain 3 **Instruction/ Delivery of Service**	Units Extension/Enrichment Activities Review/Reinforcement Activities Modification for Special Needs Differentiation Plan Flexible Grouping Plans Student Work Samples Homework Assignments and Guides Curriculum Integration Efforts Assessments Use of Technology Student Achievement Data Projects/Reports And/Or Others, if appropriate	
Domain 4 **Professional Responsibilities**	Professional Involvement (ex: building or district committees, professional organizations) Participation in Courses, Conferences, Workshops (in and out of district) Presentations at Meetings Professional Readings Group Planning Notes (team/grade level, subject area) Parent Communication (notes, letters, phone call logs, surveys, forms, emails, etc.) Journals/Logs Yearly Attendance And/Or Others if appropriate	

GUIDE FOR CREATING A PROFESSIONAL DEVELOPMENT PLAN (PDP)
Tenured Teacher - Rated "Needs Improvement"

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

This **Professional Development Plan** (PDP):
- Is to be created within 30 school days after the completion of an evaluation resulting in the "Needs Improvement" rating
- Is to be developed by the evaluator in consultation with the teacher and will take into account the tenured teacher's on-going professional responsibilities including his/her regular teaching assignments
- Is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- After development of the PDP, the teacher and evaluator will collaborate to determine the target completion date.

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

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

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

Millburn District 24 Certified Teacher Evaluation System
PROFESSIONAL DEVELOPMENT PLAN

Teacher:		Evaluator:	
Date* of PDP:		*to be completed within 30 school days of summative evaluation	

**Use a separate form for each domain identified as an Area of Improvement.

Areas of Improvement:		Rationale for Area of Improvement:		
Domain/Component:		Indicators for Effective Teaching (refer to Sources of Evidence for Framework for Teaching):		
Improvement Strategies:	Tasks to Complete	Supports and Resources	Target Completion Date	Date of Completion

Domain/Component:	Indicators of Progress:

Evaluator Comments:

Evaluator:		Teacher:	
Date:		Date:	

*Signatures above indicate the plan was developed by the evaluator in consultation with the teacher.

Millburn District 24 Certified Teacher Evaluation System
PROFESSIONAL DEVELOPMENT PLAN SUMMARY

Teacher:		Evaluator:	
Date* of PDP:		**to be completed within 30 school days of summative evaluation*	

	Domain _____ Component _____
Improvement Area 1:	
Completed? YES _____ NO _____ Date:	
Improvement Area 2 (if needed):	Domain _____ Component _____
Completed? YES _____ NO _____ Date:	
Improvement Area 3 (if needed):	Domain _____ Component _____
Completed? YES _____ NO _____ Date:	

Next Steps:

Teacher completion of Professional Development Plan: YES_____   NO _____

Evaluator:		Teacher:	
Date:		**Date:**	

*The teacher's signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that the teacher received a copy of this Professional Development Plan Summary.