ALTON COMMUNITY UNIT SCHOOL DISTRICT #11

EDUCATOR EVALUATION PLAN

Table of Contents

Alton Educator Evaluation: Philosophy and Core Beliefs

The Board of Education and the Alton Education Association are committed to promoting excellence in education and to adding dignity to the educational profession. It is understood and recognized that an effective evaluation system must be based on a collegial effort manifested by the administration and certified staff working together in the design and implementation of the evaluation process.

Three core beliefs about an improved educator evaluation system guide this work:

1. **An effective evaluation system will help provide students with effective educators.** Research shows that effective educators make the biggest impact on the quality of our students' educational experiences. We will do everything we can to give all our educators the support they need, including but not limited to, appropriate professional development, in order to do their best work. Because when our teachers succeed, our students succeed. With effective evaluation systems, we can identify and retain excellent educators, provide useful feedback and support, or intervene when educators consistently perform poorly.

2. **Educators are professionals, and our evaluation system should reflect that.** We have created an evaluation system that gives educators regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to evaluations that are fair, accurate and consistent. The new system will ensure evaluations are based on multiple factors that paint a complete picture of each educator's success in helping students learn.

3. **A new evaluation system will make a positive difference in educators' everyday lives.** Novice and veteran educators alike can look forward to detailed feedback, tailored to the individual needs of their students. Educators and evaluators will meet regularly to discuss successes and areas of improvement, set professional goals, and create an individualized growth plan to meet those goals.

Background: Performance Evaluation Reform

The Performance Evaluation Reform Act (PERA) of 2010 is the result of a collaborative effort among lawmakers, teachers, union leaders, and other education experts to dramatically reform Illinois' education landscape. PERA collaborators designed a law that ensures every district in Illinois will implement a comprehensive evaluation system that:

- Guarantees every educator and principal is evaluated by a certified evaluator;
- Differentiates continued-service performance among unsatisfactory, needs improvement, proficient and excellent educators and administrators;
- Evaluates tenured educators at least once every two years and non-tenured educators once every year;
- Provides opportunities for educators and administrators to reflect on performance and progress and create an individualized growth plan;
- Includes student growth as a significant factor in a final performance rating;
- Provides for remediation and support for lower performing educators;
- Guarantees every evaluated educator receives a statement of strengths and weaknesses

PERA 2010 mandates that all districts in the state convene representative stakeholder committees to identify and adopt evaluation systems that meet the requirements of the law and serve the unique needs of the district. All districts must implement principal and educator evaluation systems that are compliant with state-mandated rules.

PERA Guidelines: Evaluation Cycles

PERA also provides guidelines around how often educators must be evaluated and how many times educators must be observed during this evaluation cycle. As outlined by state law, all non-tenured educators must be evaluated every year, and these non-tenured educators must have at least three observations, two of which must be formal during this one-year evaluation cycle. Tenured educators who receive *Proficient* or *Excellent* ratings will be observed at least once every two years, and these educators must have at least two observations, one of which must be formal during this two-year cycle. Tenured educators who receive *Needs Improvement* or *Unsatisfactory* ratings must be evaluated the year following successful completion of a Remediation or Professional Development Plan.

Alton Educator Original Evaluation Design Committee

Alton C.U.S.D. 11 assembled an original design committee in 2012 to make decisions regarding the design and implementation of the new educator evaluation system. Alton's evaluation committee consists of educators, association representation and administrators. The committee will continue to meet through the implementation and refinement of the evaluation system. The following individuals serve on the committee:

AEA	ADM
Laura Lauschke	Mark Cappel
Annice Brave	JoAnne Curvey
Tim Melton	Stacie Franke
Melanie Means	Cindy Inman
Bridget Lyles	Brian Saenz
Kathy Snyder	Kristie Baumgartner
Sheryl Molloy	Karen Botterbush
Craig Stark	Russ Tepen
Melissa King	Lanea DeConcini
Edie Banks	Chris Petrea
Jason Chapman	Steve Sandbothe
Joyce Fortschneider	Dorothy Davidson-Rounds
Jody Bosomworth	
Brenda Powers	

The Joint Committee (members below) then revised and completed this modified plan that was approved on May 16, 2018.

AEA	ADM
Edie Banks	Mike Bellm
Jason Chapman	JoAnne Curvey
Melissa King	Cindy Inman
Laura Lauschke	Sonya Porter

Sheryl Molloy   Brian Saenz

David Schwartz   Kristie Baumgartner

Glossary of Terms

Educators: Any certified staff member responsible for the training, development, and/or improvement of the schooling of students. Positions will include certified teachers and certified librarians.

Beginning-of-Year Conference (BYC) Form/Preview: The Beginning-of-Year Conference (BYC) focuses on discussion of the educator's review of the components to be evaluated for the cycle. The form includes signatures for the evaluator and the educator to hold each other mutually accountable for the components of the plan and to denote the meeting took place within the proper timeframe. Any required Professional Development of Remediation Plans will also be reviewed at this conference.

Note: *The Performance Evaluation Reform Act (PERA) of 2010 requires that tenured educators receiving Needs Improvement ratings be provided a **Professional Development Plan** "directed to the areas that need improvement and any supports that the district will provide to address the areas identified as needing improvement." It is therefore essential that a formal professional development plan include both a summary of areas in need of improvement and any resources a district will provide to support improvement. Tenured educators receiving a rating of Unsatisfactory must be provided additional resources, including a consulting educator, which must be included in a formal **Remediation Plan.***

Informal Observation Form: An evaluator uses this form during an informal observation.   Educators must receive feedback within ten working days of their informal observation.

Formal Observation Form: Educators must receive feedback within ten working days of their formal observation. This feedback may be captured in an additional form or a copy of the completed observation form, but should be shared through conversation between the evaluator and educator when appropriate. While evidence may be collected on optional tools, educators will receive a rubric with evidence.

Educator Post-Observation Conference: Post-observation conference for educator helps the educator reflect on the observation.   Feedback from the evaluator must be provided in writing to the educator during this conference.

Summative Rating Form: This form is to be jointly reviewed by the educator and evaluator during the Summative Conference. The rating is to be based on data collected over the course of the evaluation cycle. This form is designed to help evaluators identify the educator's strengths and areas of weakness. It should be completed by the evaluator prior to the summative conference. The summative conference should focus on the final educator's progress made towards the rated professional practice areas and student growth goals in arriving at the summative rating for a respective cycle.

Alton Educator Evaluation System: Overview

Parts of the Alton Educator Evaluation System

Educator practice will be assessed according to The Alton Frameworks using the *2015 Danielson Frameworks for Teaching, a* research-based model. The Frameworks and this plan will be reviewed annually by the Alton Joint Committee.

The Student Growth portion of the summative evaluation will use multiple measures of student achievement and growth in order to capture educator impact on student learning. Student Learning Objectives (SLOs) will be utilized to establish goals for student growth including the use of required assessments in the measurement.

Educator and Evaluator Collaboration
The evaluation system will include a rigorous observation and collaboration cycle where evaluators and educators speak regularly about their practice. Conversations will be grounded in The Alton Frameworks and will revolve around ~~several~~ conferences throughout the year. Educators, during their evaluation cycle, will be observed multiple times through both formal and informal observations. All observations will be paired with written feedback.

Educator Performance Levels
The Performance Evaluation Act specifies that all Illinois districts include four rating categories for educators in their educator evaluation systems: Excellent, Proficient, Needs Improvement and Unsatisfactory. All educators in Alton will receive a summative evaluation score in one of these four categories.

Professional Practice

The Alton Framework for Teaching: Overview
The Alton Framework for Teaching is based on the Charlotte Danielson 2015 Framework for Teaching.
As with Charlotte Danielson's Framework, The Alton Framework for Teaching has four domains that represent distinct aspects of teaching: Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities. Within each domain are components that identify skills and knowledge associated with the domain. Additionally, each component is comprised of several elements that detail practices within that area.

TABLE 1: *Alton Framework for Teaching*

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 process
  ▪ Knowledge of students' skills, knowledge, and language proficiency
  ▪ Knowledge of students' interests and cultural heritage
  ▪ Knowledge of students' special needs
1c: Setting Instructional Outcomes
  ▪ Value, sequence, and alignment
  ▪ Balance
  ▪ Suitability for diverse learners
1d: Demonstrating Knowledge of Resources & Designing Coherent Instruction
  ▪ Resources for classroom use
  ▪ Resources to extend content knowledge and pedagogy
  ▪ Learning activities
  ▪ Instructional materials and resources
  ▪ Instructional groups
  ▪ Lesson and unit structure
1e: Designing Student Assessments
  ▪ Criteria and standards
  ▪ Design of formative assessments
  ▪ Use for planning
	2a: Creating an Environment of Respect and Rapport
	  • Teacher interaction with students
	  ▪ Student interactions 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
	  ▪ Safety and accessibility
	
	2d: Managing Student Behavior
	  ▪ Expectations
	  ▪ Monitoring of student behavior
	  ▪ Response to student misbehavior
	
	2e: Organizing Physical Space
	  Safety and accessibility
	  Arrangement of furniture 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
  ▪ Non-instructional records
4c: Communicating with Families
  ▪ Information about the instructional program
  ▪ Information about individual students
  ▪ Engagement of families in the instructional program
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
4e: Growing and Developing Professionally
  ▪ Enhancement of content knowledge and pedagogical skills
  ▪ Receptivity to feedback from colleagues
  ▪ Service to the profession
4f: Showing Professionalism
  ▪ Integrity and ethical conduct   *Advocacy
  ▪ Service to students
  ▪ Compliance with school/district regulations
  ▪ Decision making
	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 *Persistence
	  ▪ Response to students

Clusters and Components to be Evaluated

Using the Danielson Framework/Alton Framework for Teaching as a base, the Alton Joint Committee has established four (4) clusters as required by the 2010 Performance Evaluation Reform Act/PERA (Public Act 96-0861). The *Alton Clusters* are: Planning and Professional Responsibilities, Instructional Delivery, Classroom Management and Competency in Subject Matter. Within these four clusters, corresponding components from the Danielson Framework for Teaching have been selected as the focus components for the educator's summative evaluation and final rating per cycle. The components to be evaluated and rated for each educator cycle, by cluster, are:

CLUSTER 1: Planning and Professional Responsibilities:

Components to be evaluated: 1b, 1c, 1e, 4b and 4c

CLUSTER 2: Instructional Delivery

Components to be evaluated: 3a, 3b, 3c, and 3d

CLUSTER 3: Classroom Management

Components to be evaluated: 2c and 2d

CLUSTER 4: Competency in Subject Matter

Components to be evaluated: 1a and 1d

The following quick-reference page provides an overview of each cluster:

Cluster 1	**Cluster 2**

Cluster 1

1b: Demonstrating Knowledge of Students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of student; interests and cultural heritage
- Knowledge of students' special needs

1c: Setting Instructional Outcomes
- Value, sequence, and alignment
- Balance
- Suitability for diverse learners

1e: Designing Student Assessments
- Criteria and standards
- Design of formative assessments
- Use for planning

4b: Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c: Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Cluster 2

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

Cluster 4

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

1d: Demonstrating Knowledge of Resources & Designing Coherent Instruction
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Cluster 3

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
- Safety and accessibility

2d: Managing Student Behavior Expectations
- Monitoring of student behavior
- Response to student misbehavior

Attendance

Additionally, and as required by PERA, the educator's summative evaluation and final rating will also be considerate of educator attendance. The Alton Joint Committee has established only two ratings that will be used to evaluate/rate educator attendance. They are: "Proficient" or "Needs Improvement." The rating for attendance will be averaged with the cluster component ratings to arrive at the Professional Practice rating.

Proficient – To arrive at a rating of "Proficient" for attendance, the educator must adhere to using only those days afforded to him/her under the Collective Bargaining Unit Agreement with the Alton Education Association or otherwise afforded through state or federal law relative to employment leave. Additionally, the educator must follow all procedural guidelines of the Alton School District and the educator's evaluator for promptly reporting (to direct supervisor) and documenting (using district's electronic system) an absence(s).

Needs Improvement – To arrive at a rating of "Needs Improvement" for attendance, the educator uses unexcused days for absences and/or does not follow the procedure for reporting and documenting an absence(s).

Librarians: Overview

Similarly under PERA and based upon the Danielson Framework, an outline/framework for the work of librarians will be utilized. This framework will be used to evaluate the work of librarians throughout the district.

The organization of this Framework for librarians mirrors that of the Framework for Teaching and is structured around four domains: Domain I: Planning and Preparation, Domain 2: The Environment, Domain 3: Delivery of Services, and Domain 4: Professional Responsibilities. While the components, too, mirror those for teachers, the components in each *Framework for Librarians* are tailored to the specific responsibilities.

The District rubric for librarians shall be:

TABLE 2: *The Alton Framework for Librarians*

Domain 1: Planning and Preparation	Domain 2: The Environment
1a. Demonstrating Knowledge of Literature and Current Trends 1b. Demonstrating Knowledge of School's Program and student information needs 1c. Establishing Goals for the Library 1d. Demonstrating Knowledge of Resources 1e. Planning the Library Program 1f. Developing an Evaluation Plan	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Investigation and Love of Literature 2c. Establishing and Maintaining Library Procedures 2d. Establishing Standards of Conduct 2e. Organizing Physical Space
Domain 4: Professional Responsibilities	**Domain 3: Delivery of Service**
4a. Reflecting on Practice 4b. Preparing and Submitting Reports 4c. Communicating with the Larger Community 4d. Participating in a Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Maintaining and Extending the Library Collection 3b. Collaborating with Teachers 3c. Engaging Students 3d. Assisting Students and Teachers in the Use of Library Resources 3e. Demonstrating Flexibility and Responsiveness

Education Professional/Service Groups: (counselors, art therapists, nurses, speech/language pathologists, social workers and school psychologists)

Counselors, art therapists, nurses, speech/language pathologists, social workers and school psychologists will be evaluated using the same Alton Educator Evaluation Plan as detailed throughout this document including attendance. However, the Education Professional/Service Groups will not participate in the student growth portion of the plan. Therefore, 100% of the professional/service educator's evaluation plan will be based on professional practice as determined by ratings affiliated with each group's evaluation rubrics (See Appendix A of this plan for each group's specific rubric).

Observation of Professional Practice: Process

Process Overview

Professional practice will be assessed by a certified evaluator, taking into account evidence collected throughout the evaluation cycle, during formal observations, informal observations, and conferences. *The Danielson Framework and Alton Clusters for Evaluation* will be referenced during all observations and conferences and should be used as the basis for any evidence collected.

Beginning of the Year Conference/Preview

The evaluation cycle will start with a Beginning of Year Conference. During the Beginning of Year Conference, an educator and an evaluator will discuss the evaluation process, student growth goals and Alton Clusters/Danielson components to be evaluated. Strengths, areas for improvement, observations and examples of evidence to be provided will all be discussed at this meeting. A Notice of Evaluation Cycle document will be electronically signed by both the educator and evaluator to document the meeting.   This meeting shall be utilized to confirm the contents of the evaluation process and any SLOs for that cycle/year.

Implementation and Observation Schedule

All educators across the district will be evaluated using *Danielson Frameworks and specifically, the Alton Clusters and respective cluster components*. See the observation schedules below for non-tenured and tenured educators.

Observation Cycle for 1. Non-Tenured Educators and 2. Tenured Educators rated Needs Improvement or Unsatisfactory

Aug.-Sept.	Oct.-Dec.	Jan.-Feb.	By March 1
Beginning of	Formal	Formal	End of Year
Year Conf.	Obs. #1	Obs. #2	Summative Conf.

Informal observation(s) and evidence collected

Observation Cycle for Tenured Educators rated Excellent or Proficient

Aug.-Sept. Year 1	Oct.-May Year 1	Sept.-Dec. Year 2	By March 1
Beginning of	Informal Observation(s)	Formal Observation	End of Cycle

Cycle Conf.   Summative Conf.

Observation Requirements

Non-tenured educators will have a minimum of three observations, of which at least two must be formal over the course of the evaluation cycle. Tenured educators rated at the Proficient and Excellent levels will have a minimum of two observations, of which at least one must be formal over the course of the evaluation cycle. Since evaluation cycles will occur over a two year period for these tenured educators, a minimum of one informal observation will occur by the end of the first year of the evaluation cycle.

Formal Observations

A formal observation is an observation that is either a minimum of 45 minutes or one full class period and must incorporate the beginning, middle and end of a lesson. A set of conferences accompanies the formal observation. This includes a pre-observation conference no more than ten workdays prior to the observation and a post-observation conference within ten workdays after the observation. An educator must receive written feedback following a formal observation before or during the post-conference. The educator may request a follow-up conference, within five school days, if additional evidence needs to be provided.

Informal Observations

An informal observation lasts a minimum of 10 minutes and does not need to be announced. There are no conferencing requirements around informal observations but it is expected that a post observation conference will be scheduled. Written feedback will be provided within ten workdays after the informal observation.

Evidence Collection and Scoring

Both formal and informal observations are opportunities for evaluators to collect evidence. There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. Evaluators are expected to provide specific and meaningful feedback on performance following all observations.

Any evidence collected must be shared with the educator in written feedback. Written feedback from collections of evidence: must be identified as either an informal or formal observation, state any evidence collected and reference the Alton Frameworks/Alton Clusters.

All summative reports will be discussed with the educator during the summative, and delivered to the educator in writing. All summative evaluation reports are to be completed by March 1.

Evidence Collection: Cluster 1

Evaluators and Educators must collect evidence outside of the classroom to assess performance in Cluster 1. Educators should be proactive in presenting evidence of their proficiency in these areas. Pre- and post-observation conferences can be a valuable time to present and discuss additional evidence for the clusters.

a. Examples of evidence for Cluster 1: Planning and Preparation includes but is not limited to: lesson or unit plans, planned instructional materials, and activities, assessments and systems for record keeping.

   Examples of evidence for Professional Responsibilities includes but are not limited to: documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events.

Rating of Professional Practice

A final rating for professional practice will not be determined until the end of the observation cycle when all evidence has been collected and assessed. Evidence used for rating may include: documentation from formal observations, informal observations, conferencing, and any additional evidence the educator has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible before making any conclusions.

The following describes the rating process for professional practice:

1) **Gather and assess evidence for each cluster/component to be evaluated.** At the end of the observation cycle, the assigned evaluator will assess all the evidence available for a given educator to determine component ratings in each of the components using *Alton Clusters*. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.

2) **Use component ratings to establish cluster ratings.** To roll-up component ratings into four cluster ratings, evaluators will use the following operating principles.

   Excellent: Excellent ratings in at least half of the components of the cluster, <u>with the remaining components rated no lower than *Proficient*.</u>

   Proficient: No more than two components within that cluster rated *Needs Improvement*, <u>with the remaining components rated at Proficient or higher.</u>

   Needs Improvement: At least half of all components within that cluster rated *Needs Improvement*, <u>with no more than one Unsatisfactory.</u>

   Unsatisfactory: <u>Two or more components within that cluster rated as *Unsatisfactory*.</u>

3) **Use cluster ratings to establish a final professional practice rating.** To roll-up domain ratings into one final professional practice rating, evaluators will use the following operating principles.

   Excellent: Excellent rating in at least two or more of the cluster, <u>with the remaining domains rated as *Proficient*.</u>

Proficient: No more than one cluster rated *Needs Improvement*, <u>with the remaining domains rated at *Proficient* or higher.</u>

Needs Improvement: Two or more clusters rated *Needs Improvement*, <u>with the remaining domains rated as *Proficient* or higher.</u>

Unsatisfactory: <u>Any cluster rated *Unsatisfactory*.</u>

Performance Level Descriptions

The four performance levels describe performance for each component, domain, and summative ratings. The levels describe a spectrum of practice ranging from educators still working to master the basic concepts to highly distinguished professionals who serve as leaders. The following represent definitions of educator practice at each of the four levels:

Excellent: Master educators who make a contribution in the field, both inside and outside their schools. Their environments function as a community of learners, with students highly engaged and accepting responsibility for their own learning.

Proficient: Educators who clearly understand the concepts underlying each component and implement them well. They are professional educators who have mastered the art and craft of teaching while working to improve their practice.

Needs Improvement: Educators who appear to understand the concepts underlying each component but may implement them inconsistently. These may be educators early in their careers, for which improvement is likely to occur with more experience or more experienced educators whose implementation is inconsistent.

Unsatisfactory: An educator who does not yet appear to understand the concepts underlying the Framework components. The performance represents teaching that is below standard, and intervention is required.

Remediation Policies

In accordance with PERA, any tenured educator who receives an *Unsatisfactory* or *Needs Improvement* as a summative rating must be evaluated during the year following successful completion of a Remediation or Professional Development Plan. In addition, any tenured educator receiving an *Unsatisfactory* summative rating will develop a Remediation Plan with an evaluator, which will include appropriate professional development, in order to improve performance. Any tenured educator receiving a *Needs Improvement* summative rating will develop a Professional Development Plan with an evaluator, which will include appropriate professional development, in order to improve performance.

ALTON SCHOOL DISTRICT #11

Student Growth Component

Table of Contents

Key Terms

Assessment – means any instrument that measures a student's acquisition of specific knowledge and skills.

Attainment –a "point in time" measure of student proficiency which compares the measured proficiency rate with a pre-defined goal.

Depth of Knowledge (DOK) – the level of rigor of assessment questions, categorized into four levels of increasing rigor: Recall, Skill/Content, Strategic Thinking, and Extended Thinking.

Design Committee – a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

Learning Objective **–** a targeted long-term goal for advancing student learning.

Performance Evaluation Rating – the final rating of a teacher's performance, using the rating levels of "Unsatisfactory," "Needs Improvement," "Proficient," and "Excellent" that includes consideration of both data and indicators of student growth, when applicable under Section 24A-25 of the School Code.

Revising SLOs – the window that includes the review and revision of the SLO, specifically revision of growth targets and the student population

Scoring SLOs – the window that includes the scoring of the assessment, the final submission of the SLO, and the scoring of the SLO against performance thresholds

Setting/Approving SLOs – the window that includes the creation and approval of the SLO and its component parts, including learning objective, growth target, and assessment

Student Growth **–**"demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time."

Student Growth Exemption – The law provides exemptions from the student growth requirement for various specialized disciplines, including but not limited to; school counselor, school psychologist, nonteaching school speech and language pathologist, non-teaching school nurse, or school social worker.

Student Learning Objective (SLO) - targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after consultation with administrators.

Summative Student Growth Rating – the final student growth rating, after combining the scores of multiple SLOs

Type I Assessment – a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

Type II Assessment – any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

Type III Assessment – any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

Introduction

Using student growth measures helps achieve the mission of Alton C.U.S.D. 11 to provide educational opportunities focused on the future and to meet the needs of all in a safe, nurturing, environment so that all may reach their fullest potential.

By using Student Learning Objectives (SLOs) in an accurate and meaningful way, teachers can implement strategies to allow the students to achieve their highest potential and maximize growth. Using SLOs allows the teacher to monitor student progress throughout the year and adapt teaching methods accordingly. This in turn, consistently lets the teacher know where students are and where they should be. SLOs provide teachers a map, leading the teacher down the appropriate path for individualized student success.

SLOs also connect to the *Alton Framework for Teaching,* representing another layer of the work around teacher effectiveness. Multiple measures of teacher's practice, which includes frequent observations using the *Alton Framework*, conferences, regular feedback, and student growth measures, provide a more complete picture of a teacher's performance and create more meaningful dialogue and evaluations.

Introduction to Student Growth

Student Learning Objectives (SLOs) are the process of *setting targets* and *measuring* to the extent to which they have been achieved. Targets must be measurable and evaluators must be able to do something with those measurements. SLOs are a long-term goal for advancing student learning. It is a data-informed process that involves diagnosing and improving specific student learning needs.

Performance Evaluation Rating

Student growth will represent **30**% of a teacher's summative performance evaluation rating. The other portion of the evaluation, **70%**, comes from the professional practice piece. For example:

Student growth ratings will be combined with the professional practice ratings to arrive at a summative performance evaluation rating. At the end of the evaluation cycle, teachers will receive a summative performance evaluation rating of one the following ratings: "Excellent," "Proficient," "Needs Improvement," or "Unsatisfactory." See the table below for how to combine measures of student growth and professional practice into a single performance evaluation rating:

SLO Guidelines

Each teacher needs to use at least 2 assessments. Only one assessment can be used for a single SLO. Thus, every teacher will be required to write at least *two* SLOs per evaluation cycle.

SLO Process

SLOs involve a basic three step process. The overall process for SLOs is as follows:

Setting and Approval SLOs → Revising SLOs → Scoring SLOs
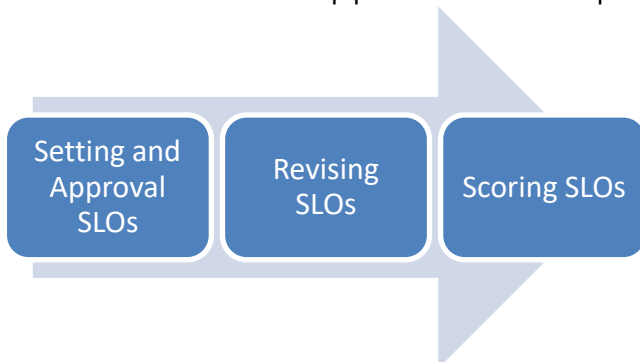
However, tenured compared to non-tenured teachers will have different evaluation cycles.
Tenured teachers with "Excellent" or "Proficient" ratings have a *two* year evaluation cycle. Tenured teachers with "Needs Improvement" or "Unsatisfactory" ratings AND non-tenured teachers are on a *one* year cycle. All summative performance evaluation ratings must be submitted by March 1 of each year.

The total number of SLOs a teacher needs to write depends on 1) the length of the evaluation cycle (e.g. two years for tenured teachers with "Excellent" or "Proficient" ratings) and 2) the length of the courses/classes taught. There are three possible processes for teachers regarding the number of SLOs to develop and their associated timelines. Everyone will fit into one of these processes.

Process One: Tenured Teachers with Yearlong Classes (2 SLOs over the 2-Year Cycle)

Year 1 – August to May	Year 2 – August to March 1
Submit and Approve SLO → Monitor and Revise SLO → Score SLO	Submit and Approve SLO → Monitor and Revise SLO → Score SLO
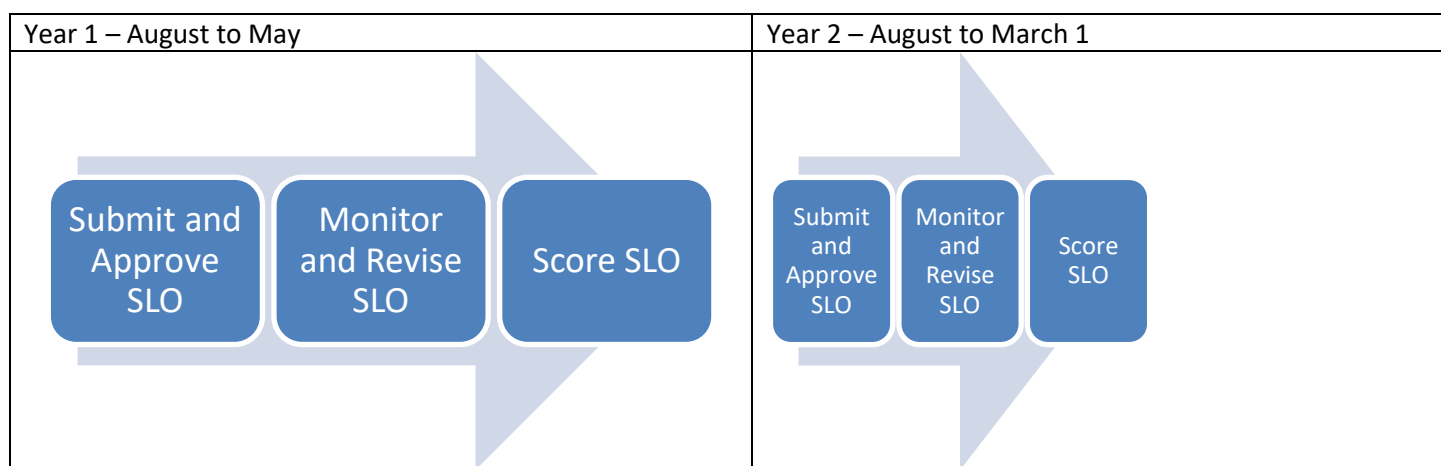
This process is typical for elementary (and possibly middle and high school) teachers where classes do not change mid-year or at the semester. There will be *two* SLOs total, over two years. That means *one* SLO per year. The SLOs submitted must also be different from Year 1 versus Year 2 since there will be different student populations and potentially different assessment, learning objectives, and student baseline data.

Process Two: Tenured Teachers with Semester Classes (2 SLOs over the 2-Year Cycle)

Year 1 – August to May	Year 2 – August to March 1
Submit and Approve SLO → Monitor and Revise SLO → Score SLO → Score SLO	Submit and Approve SLO → Monitor and Revise SLO → Score SLO

5/28/19
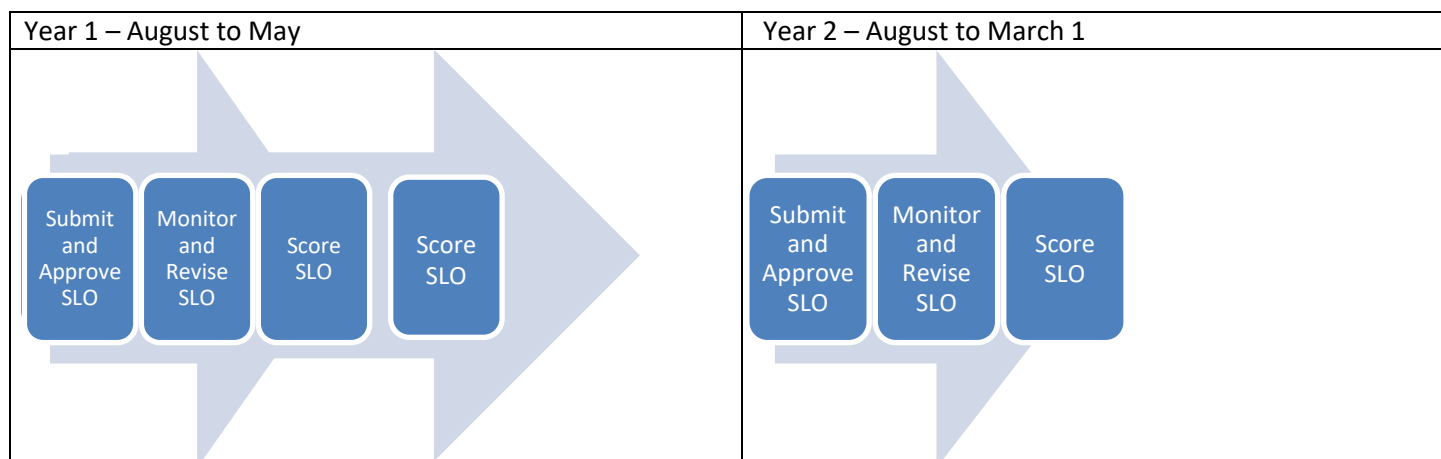
This process is typically for High School Teachers because their student populations change at the semester. There are *two* SLOs total over the two years. That works out to be *one* SLOs each year (Yr. 1 Fall Semester or Spring Semester as selected by teacher and evaluator and Yr. 2 Fall semester). The SLOs submitted must also be different from Year 1 versus Year 2 since there will be different student populations and potentially different assessment, learning objectives, and student baseline data.

Process Three: Non-Tenured or Tenured Teachers with "Needs Improvement" or "Unsatisfactory" Ratings (2 SLOs for the 1-Year Cycle)

Year 1 – August to January

Submit and Approve SLOs → Monitor and Revise SLOs → Score SLOs
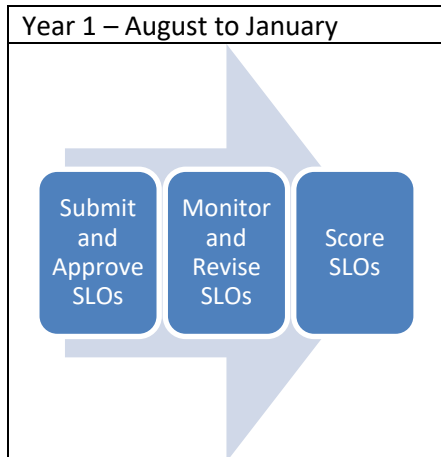
Teachers using Process 3 will write a total of two SLOs, all occurring at the beginning of the year. The summative performance evaluation rating uses data only from the first semester since summative performance evaluations must be submitted by March 1 of each year.

SLO Key Deadlines
In developing SLOs there is a *three step process* that should be followed along with key deadlines described below.

Step One: Setting SLOs at the Beginning of the Year Conference
Key Deadlines
- Teachers assess students during the prescribed benchmark period (fall, winter, spring) or prior to the unit of instruction to be measured for student growth. Teachers submit SLOs by September 30 (actual assessment baselines may follow).
- Beginning of Year Conferences discuss possible SLOs
- All SLOs modifications must be submitted within 5 days following September 30 deadline for approval.

Step Two: Revising SLOs
Key Deadlines
- SLO Resubmission Deadline for Teachers: Teachers can submit revised growth targets and student population by the end of 1st quarter or at the half-way point through the instructional unit to be measured for student growth.
- SLO Resubmission Deadline for Teachers with Semester-long Courses in Non-Summative Year: Teachers can submit revised growth targets and student population by the end of 3rd quarter for second semester courses
- SLOs must be locked by 10 working days after the SLO revision submission deadline of September 30.

Step Three: Scoring SLOs

Key Deadlines

- During the Summative year: For elementary, students are assessed by March 1 if tenured and previously rated as proficient or excellent OR by January 30 if non-tenured or tenured and rated as needs improvement/unsatisfactory.
- During the Summative year: For Middle/High School, students assessed by regularly scheduled exam time;
- During the Summative year: Type I/IIs: Assessments scored and data entered by 10 working days after test administered
- During the Summative year: Teachers submit student growth data for Type I, II, and III assessments and score SLOs by 3 working days following PLC(s) scheduled for student growth if applicable.
- During the Non-summative year: Students assessed for Type I/II by end of April/beginning of May
- During the Non-summative year: Type I/II assessments scored and data entered 10 days prior to teacher's last work day for the school year.
- During the Non-summative year: For Elementary, Type III assessments administered three weeks prior to the end of school
- During the Non-summative year: For Middle/High School, Type III assessments administered during regular exam time
- During the Non-summative year: Teachers submit student growth data by the end of the last day of school
- During the Non-summative year: Scoring of SLOs will be discussed in following year's BYC

SLOs and Student Growth

The Student Learning Objectives themselves do not measure student growth but rather outline a process in which growth can be measured through various tools. By setting SLOs, using approved assessments, and regularly progress monitoring students' development, an accurate picture of the student's growth (and a teacher's contribution to student growth) may be developed.

Student Growth is defined as a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by two or more assessments between two or more points in time. Student growth is not the same thing as attainment. Attainment is a measure only at a single point in time, such as proficiency on the PARCC/SAT, College Readiness Scores on the PSAT, or ability to run a 7:00 mile. Therefore, attainment is not as beneficial as using growth, which measures average change over one point in time to another. Now, we are looking to see if a student improved from the PSAT test, or whether a student cuts 30 seconds from his time on the mile. Since growth measures average change in student scores from one point in time to the next, it actually benefits teachers with students who start further behind or at lower levels since they have more room to grow.

Requirements and Guidelines

SLO Framework and Approval Tool

The SLO Framework is the process of setting targets and measuring the extent to which they are achieved. All teachers must submit one SLO Framework Form for each SLO written. The framework is composed of *seven* categories, as outlined on the following page.

* The Alton SLO Framework Teacher Form can be found in Appendix A. All teachers must submit Alton SLO Framework Teacher Form:

SEE FOLLOWING PAGES

ALTON STUDENT LEARNING OBJECTIVE FRAMEWORK

5/28/19	Baseline *What does the data show you about students' starting points?*	Population *Who are you going to include in this objective?*	Objective *What will students learn?*	Rationale *Why did you choose this objective?*	Strategies *What methods will you use to accomplish this objective?*	Assessment *How will you measure the outcome of the objective?*	Targeted Growth *What is your goal for student achievement?*
Criteria	☐ Uses **allowable data** to drive instruction and set growth targets ☐ Is **measureable** ☐ Targets **specific academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs ☐ Must account for at least 75% of students enrolled in class ☐ Pre/Post Assessment Data Used	☐ **90% attendance** is assumed ☐ **Pre-test data** available for each student included ☐ **Exceptions** are allowed, based upon evaluator approval	☐ **Rigorous** ☐ Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available ☐ Use **baseline data** to guide selection and instruction ☐ Targets **year-long, semester-long, or quarter-long** concepts, skills, or behaviors ☐ Is **measureable** ☐ **Collaboration** required	☐ Aligns with **school and district improvement plans** ☐ Aligns with **teaching strategies** and **learning content** ☐ Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior	☐ Identifies the **model of instruction** or **key strategies** to be used ☐ Is **appropriate for learning content and skill level** observed in assessment data provided throughout the year ☐ Follows **research-based best practices**	☐ Administered in a **consistent manner** and **data is secure** ☐ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop ☐ Produces **timely and useful data** ☐ **Standardized**; has the same content, administration, and results reporting for all students ☐ **Aligned with state or district standards** ☐ Must account for at least 75% of students enrolled in class with a minimum of two data points	☐ Maximum of **5 tiers** ☐ Expressed in **whole numbers** ☐ **Encourage collaboration**, but teachers can set distinct targets ☐ **Covers 75% of population** ☐ Based upon **pre-assessments** data ☐ **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria ☐ Students can **uphold high achievement** ☐ **Quantifiable/ numeric** goals
Guiding Questions	• How did students perform on the pre-assessment? • What allowable data have you considered? • What student needs are	• What student groups are targeted? • What are the students' social and cultural strengths and/or needs?	• What general content areas are targeted? • Is the content scaffolded and rigorous? • How is the content connected to the	• What strengths and needs were identified? • Based upon what data?	• How will you differentiate instruction? • What key strategies will be used?	• What assessment will be used to measure whether students met the objective? • What type of assessment (Type I, II, and III)?	• What is the growth target? • How was the target determined? • What is the percentage of students who will

	identified using the baseline data?		CCSS or district curriculum? • How is the baseline data used to inform instruction?			• How do you know assessments are consistently administered?	perform at the target level? • Are you using any tiers? If so, what data supports this?

Assessment Requirements

Teachers are required to use at least two assessments. One must be from the Type I or Type II list and the other can be a Type III and therefore, all teachers will write at least two SLOs.

Illinois PERA law has defined assessments according to three distinct Types: Type I, Type II, and Type III. See the graphic below:

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series, EXPLORE, PLAN, SAT (EPAS)	Examples: Collaboratively developed common assessments, curriculum tests, Benchmark assessments	Examples: teacher-created assessments, assessments of student performance

The following assessments can be used depending upon grade level:
Teachers can select one from the following menu of options of Type I and II assessments:
- **AIMSWeb (Reading and Math)**
- **RI**
- **Grade-level/content wide common assessment**
- **ESGI for Kindergarten**
- **IAR/SAT**
- **PSAT**
- **Other Benchmark Assessments: DRA/Word Analysis, Go Math, Engage NY**

AND
- **Type III (classroom-based/teacher-created) assessment**

TYPE III ASSESSMENTS MUST INCLUDE: an alignment to state standards, a Rigor Analysis (see appendices), collaboration with PLC or grade level/content team, no more than 25% of questions from Depth of Knowledge (DOK) Level 1 and include a writing component (where possible).

K-8 teachers teaching all core subject areas must cover both ELA and Math using two assessments. Thus, teachers must choose a Type I/II assessment either in Math or ELA and cover the other subject area (either Math or ELA) using a Type III assessment.

Non-ELA/Math teachers are encouraged use an appropriate ELA/Math Benchmark assessment**.** For teachers without any appropriate Type I (national) or Type II (district-wide Benchmark assessments), such as Physical Education or Music teachers, these teachers will choose or develop two Type III (classroom-based) assessments. Teachers without any appropriate Type I (national) or Type II (district-wide) can develop only one (1) assessment (and therefore, only one SLO) during the first year of full implementation.

Collaboration is required when selecting or writing assessments (either with evaluator or PLC).

Evaluation Cycles for Tenured and Non-Tenured Teachers

The number of total SLOs a teacher writes will depend upon the length of the evaluation cycle and course/class length.

Tenured teachers receiving "Excellent" or "Proficient" will still need to write SLOs in their non-summative years. Tenured teachers with yearlong classes (typically elementary) have four SLOs over two years. They also must submit different SLOs in Year 1 versus Year 2. Tenured teachers with semester classes (typically high school) have a total of six SLOs over the two years. That is two SLOs per semester and four SLOs in Year 1. Non-tenured or tenured teachers who have "Needs Improvement" or "unsatisfactory" ratings are on a yearly cycle. There is a total of two SLOs per year. And the summative performance evaluation rating uses data from the first semester.

All teachers in Alton will receive a summative evaluation score in one of these four categories: "Unsatisfactory," "Needs Improvement," "Proficient," and "Excellent." Tenured teachers who have received "Proficient" or "Excellent" ratings will also have the option of requesting an End-of-Year Conference during the first year of the two year evaluation cycle. This conference can be either teacher or administratively driven and may be used to reflect on growth , discuss student growth/data, collect evidence in the clusters, or address any concerns regarding summative ratings.

Assessment Administration

Assessments must be administered across the district in similar ways, to ensure consistency and fairness for all teachers. Administration requirements vary, based upon the Type of assessment.

For **Type I Assessments:**

Questions	Group Decisions
Who will administer the test?	Certified teachers throughout the district
What testing conditions must be kept stable across administrations, if possible?	Benchmarks and Type I administered as a group; testing conditions should be as similar as possible, same length of time for pre- and post-, noise and distractions should be reduced, PARCC guidelines for room set-up (e.g. wall displays)
What materials will be allowed/required during the assessment?	No materials; follow any written guidelines
How will test materials be stored before, during, and after the assessment?	Follow any written guidelines
What instructions must/can be read before test administration? How can students be prepared for testing?	Follow any written instructions or guidelines. May need uniform directions for fluency and SRI
How can/must teachers respond to questions during the assessment?	No help during; after the timer starts, the teacher can no longer provide assistance. Teacher should notify students ahead of time.
What must teachers do during the administration?	Teachers need to monitor students and monitor time.

How can modifications be made to test administration?	No modifications.

For Type II/III Assessments, such as common Benchmark assessments, AIMSWEB or teacher-created assessments:

Questions	Group Decisions
Who will administer the test?	Certified teachers throughout the district
What testing conditions must be kept stable across administrations, if possible?	Testing conditions should be as similar as possible, same length of time for pre- and post-, noise and distractions should be reduced, PARCC guidelines for room set-up (e.g. wall displays), students should be separated if possible but desk setup should be same across administrations
What materials will be allowed/required during the assessment?	Teacher provides a list of materials with assessment to the evaluator for approval; consistent materials across administrations
How will test materials be stored before, during, and after the assessment?	Must be kept in a secure location for 3 years; Test materials cannot be shown to students outside test administration; students can be shown scores on pre- and post-test BUT students cannot be shown actual assessment
What instructions must/can be read before test administration? How can students be prepared for testing?	Teachers are allowed but not required to use the pre-assessment for an activity participation grade. Make a uniform script for Type II/IIIs.
How can/must teachers respond to questions during the assessment?	Encourage students to do their best. Teachers can clarify instruction but not content.
What must teachers do during the test administration?	Teachers must monitor students and time.
How can modifications be made to test administration?	Allow IEP modifications. Must be same administration for pre- and post-test.

Steps to SLO Writing

There are **seven steps** in writing SLOs, as follows:

Step 1: Baseline

Teachers will need to collect baseline data on students in order to better understand students' strengths and weaknesses when setting growth targets. Knowing where students start the year at, and knowing what they already have mastered and have yet to master, can help inform your instruction. If students already know how to write a five paragraph essay but struggle with using evidence, you can target your instruction throughout the year. However, teachers should look for as much viable data as possible when determining students' strengths and weaknesses. More data, beyond one test administration, will provide a more comprehensive picture of students' starting points and will help facilitate grouping students when creating growth targets. Therefore, teachers should begin collecting data on students to help create that more comprehensive picture of student strengths and weaknesses.

Teachers can use the following data at the beginning of the year to help assist in assessing students strengths and weaknesses:

- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)

So, teachers can start building portfolios of student data to start grouping students who start at similar places. Formative assessment data and previous achievement data might indicate that a student has actually mastered a certain concept, in which he or she did not indicate mastery on the pre-test. Conversely, a student may correctly answered certain items on a pre-test, but previous achievement data and formative assessments indicate the student struggles with those concepts when multiple-choice answers are not provided. Attendance, too, can have an impact on how much a student might learn in a school year. If a student has a history of attendance problems, then he or she might not have as ambitious a growth target as someone who has more regular attendance. Previous achievement data, such as previous standardized test scores, too, can indicate how well a student performs on standardized tests over time. If a student has gaps lasting over several years, his or her growth targets might look much different than someone who has a stellar academic history.

Teachers will use baseline data to answer the following questions:
- How did students perform on the pre-assessment?
- What student needs are identified using the baseline data?
- How will you use this baseline data to inform growth targets and grouping of students?

Thus, data need to be disaggregated, or pulled apart, in multiple ways. **Teachers must have an idea of how the class performed overall, how groups of students performed, and what concepts or skills students need help with.**

Eventually, by the end of the baseline analysis phase, teachers should identify needs for their students and be able to meet the following criteria. **The Baseline Analysis must:**

- ❑ Use **allowable data** to drive instruction and set growth targets
- ❑ Be **measureable**
- ❑ Targets specific **academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs

❑ Elementary teachers who are tenured and previously rated as "proficient" or "excellent" will measure both student math growth and student reading growth during their two-year cycle (alternating years). Elementary teachers who are non-tenured or previously rated as "needs improvement" or "unsatisfactory" will measure both student math and reading growth during their one-year cycle.

This also means that any analysis should address student needs based upon how student performed on certain standards, and teacher should identify **specific** skills or concepts to target, using pre-assessment and other data as evidence of that need.

Baseline Data and Analysis consists of the following six-step process:
1) Analyze the baseline data, including the pre-assessment.
2) Determine how the class performed overall (e.g. behind or above grade level)
3) Identify specific skills students have not mastered yet or are struggling with.
4) Determine specific students who may need help or students who are excelling.
5) Write a succinct statement summarizing student needs, based upon the data.
6) Check your answer against all the criteria

Step 1: Teachers will examine all allowable data, such as previous achievement data or previous grades. The teacher is required to use the pre-assessment, as well. If the pre-test is not yet administered, teachers can begin collecting all allowable data to get a better sense of students' needs.

Step 2: Teachers can look at the pre-test and any relevant formative assessments and observational data to determine what students already know and what students struggle with. You might just have idea of students' overall reading levels or how students perform on certain strands (e.g. Number Sense, Algebra, Non-fiction Reading, Fiction Reading, etc.) compared to other strands.

Step 3: Teachers analyze assessment data to determine specifically what skills and concepts students struggle with. Go back to the assessment itself, if available, to try to determine where students made mistakes. Develop a list of standards, skills, or concepts that need to be targeted within the classroom. This might mean you may have to analyze the data in different ways, or disaggregate the data, so you can look at how students performed on particular items or on particular concepts.

Step 4: Determine which students may need additional help or students who may be far above grade level. Think about how you might need to differentiate instruction and how you might group students when setting growth targets. Which students struggle with similar concepts? Which students need more challenging material?

Step 5: Write a short 1-3 sentence statement in the first column of the SLO Framework – Teacher's Guide, explaining the class's performance overall on pre-test (or other assessments) and specific student needs. ***At least one specific student need MUST be identified.***
Example: Students are, on average, behind grade-level since 10 out of 28 students hit the target on AIMSWeb. 5 students are far below average and struggle with basic number operations skills and geometric concepts. 4 students were far above average and need less support with numbers and operations and more challenging work with algebraic concepts.

Step 6: Refer back to the criteria listed above to ensure that you have analyzed allowable data and identified students' needs. Make sure you have analyzed the data to determine strengths, weaknesses, specific concepts or skills that have yet to be mastered, and to identify specific students who may be struggling or excelling.

Step 2: Population

All teachers must **identify students** to be included on their Student Learning Objective (SLO) roster. This must equate to a minimum of 75% of the total class enrollment. This is the second column of the SLO Approval Tool.

The **Student Population** included in a SLO will be a roster of those identified students whose growth throughout the year will be used for evaluative purposes

Not all students' growth scores will "count" towards a teacher's success on a SLO. While teachers will set goals for all students and monitor all students' progress towards those goals throughout the year, only certain students' score will be used for evaluative purposes.

When developing SLOs to be used for evaluations, any data should be reflective of the instruction that takes place inside the classroom. Thus, students with low attendance or who miss class often may not have growth targets that "count" towards a teacher's evaluation, and the *teacher's final SLO roster* may be different than the teacher's actual in-class roster.

Alton CUSD 11 has identified the following criteria for the Student Population portion of the SLO:

☐ **A minimum of 75%** of total class enrollment with students obtaining **90% attendance** or greater
☐ **Pre-test data** available for each student included
☐ **Exceptions** are allowed, based upon evaluator approval
What do these criteria mean for teachers?

1) First, **75% of students (or more) enrolled in a class who have 90% attendance or greater will be included on a final SLO roster** at the end of the evaluation cycle. Teachers will include *all* students with pre-test data at the beginning of the year, but those students who do not meet the attendance minimum (due to truancy or behavioral disruptions/removal) will be excluded from the teacher's summative student growth rating. The teacher will record the students' pre-test and post-test data, but then indicate which students' growth scores will not be used for evaluative purposes. More instructions will be given when teachers use the Data Tool (to be discussed shortly).

2) Additionally, **students must be present for the pre-test** and must be continuously enrolled after that date. All students must be tested within the first four weeks of school or the semester. *Thus, any students who arrive after the fourth week after the start of school or the semester will not be included on a teacher's SLO roster.* So, teachers must test any students who arrive in class by end of the fourth week of school or the start of the semester, and only these students will be eligible for the teacher's SLO roster. Thus, teachers using AIMSWeb or other assessments will need to wait until after the fourth week of school or the semester to have a comprehensive SLO roster.

3) Moreover, at the end of the evaluation cycle (e.g. at the End-of-Year Conference), **teachers can request exceptions** for certain students who they feel should not be included on their final SLO rosters. Exceptions can be allowed on a student-by-student basis and must be approved by an evaluator. Sub-groups (e.g. SPED, ELL) **cannot** be excluded. Teachers must appeal for any exceptions and must present evidence to the evaluator to justify any exceptions. Examples of data for exceptions include:

- Additional work samples (e.g. a portfolio, previous assessments, that are standards-aligned, with comparative data and work samples from other students)
- Attendance/attribution data (e.g. student was pulled from class **x** amount)

- Miscellaneous student information

The teacher submits additional data to evaluator, and evaluator makes the decision. If teacher does not believe the decision accurately reflects his/her contribution to student growth, the teacher may appeal the decision. **Therefore, any request for exceptions are the responsibility of the teacher.**

Teachers should track data on students who may miss class for medical reasons, truancies (will still being counted in "attendance" but are present for that teacher's class), absences for sports, etc. For example, a student may still be in attendance but may miss a certain number of days in your Biology 1 course to attend an In-School Suspension or Physical Therapy. The student is still counted as present, and therefore meets the 90% attendance requirement, but if the amount of time for ISS or PT was counted, the student was not in attendance *in your class* for 90% of the time. Thus, that student's performance is not reflective of the instruction taking place inside the classroom, and the teacher can request an exception as long as the SLO maintains a minimum of 75% of class enrollment.

Additionally, a teacher may present evidence if she feels the assessment data does not accurately reflect the student's performance or growth and if that student's score should be changed from "not meeting" the growth target to "meeting "the growth target (e.g. the student had a "bad" test day). The teacher can present additional work samples that are aligned with the pre- and post-assessment, to show that the student did master the concepts on the approved assessment, thus warranting the score of "meeting" the growth target. Moreover, the teacher must also submit data from other students to indicate how that student in question performed in comparison to other classmates who did or did not meet their growth targets.

Directions: To begin identifying the Student Population

 1) Pre-test all students by the end of second week after the start of school or the semester.

2) Identify all students who were present for the pre-assessment and are still enrolled in your class by the end of the fourth week after the start of school or the semester. This becomes your SLO roster.

3) In the **second column** of the SLO Framework – Teacher's Form, indicate the **number** of students who took the pre-test, **describe the class**, and **attach the roster** for evaluators to review (e.g. 25 students in 4th hour English 1. See attached roster.). If you are using the Data Tool, you can submit the Data Tool with student names, rather than a roster.

4) Keep data on student attendance in your class.

5) At the end of the evaluation cycle, you will determine which students remain on your roster. Any student who has less than 90% attendance or whose exception has been approved will have data recorded but will NOT have data included towards determining the success of the SLO and as long as it constitutes at least 75% of the total class enrollment of those who were enrolled at the time of the pre and post tests.

Step 3: Objective
All teachers must write a**n Objective** within their Student Learning Objective (SLO). This is the third column of the SLO Framework.

An **Objective** is a long-term goal for advancing student learning. In terms of a Student Learning Objective (SLO), the objective is a broad statement of what students will be expected to know or do by the end of a course. It should be aligned to what students will be assessed on.

Here are some example Learning Objectives from national models:

Grade Level & Subject	Assessment	Learning Objectives:
9th Grade Literacy	SRI	Students will increase their comprehension, vocabulary, and fluency in reading.
9th-12th Grade Literacy	Teacher/Student-created Rubric	Students will be able to write reflections, that respond to a particular reading, that demonstrate higher order above and beyond the first level of Blooms Taxonomy ladder where students simply copy or repeat facts from their reading.
Biology I	District-wide end-of-course assessment	Students will use the scientific method to organize, analyze, evaluate, make inferences, and predict trends from biology data.
9th Grade Art	Scott Foresman Art Rubric	Students will improve their ability to draw from direct observation via studies of still life, skulls, African masks, etc.
9th Grade Algebra	Type III Assessment	The students will demonstrate an understanding of quadratics and exponent rules.
AP US History	AP DBQ rubric and AP Free-Response Question	AP US History students will increase their ability to identify and create the key elements of a strong DBQ response including a clear thesis statement, presentation of strong supportive arguments, and incorporation of primary documents.

Note: In the above examples, standards are NOT directly referenced.

Examples using Common Core Standards:

Grade Level & Subject	Assessment	Learning Objectives:
Geometry	Final Exam	Students will improve their ability to solve problems and apply concepts using congruence, similarity, right triangles, and trigonometry, circles, expressing geometric properties with equations, and geometric measurement and dimension, and modeling with geometry (CCM – Geometry).
12th Grade English	Teacher/Student-created Rubric	Students will be able to write arguments to support claims in an analysis of a grade level literature text using valid reasoning, relevant and sufficient evidence, and citing strong and thorough textual evidence of what the text says explicitly and inferences drawn from the text. (Grade 12- CCW1, Grade 11-12 CCRL1)

Alton CUSD 11 has identified the following criteria for Objectives. An Objective must be:

- **Rigorous**
- Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available
- Use **baseline data** to guide selection and instruction
- Targets **year-long, semester-long, or quarter-long c**oncepts, skills, or behaviors
- Is **measureable**
- **Collaboration** required

What do these criteria mean?

- Objectives need to be **rigorous**, meaning the content being taught should be standards-aligned and appropriate for the course and/or grade-level of the students. An Objective should match the skill level of the students. So, Objectives will be less rigorous for English 1 students than English 2 or 3 students, since these students may not have as rigorous content or curriculum in terms of products or assessments. This content should match what is being assessed on the identified assessment.
- Objectives should target **specific concepts, skills, or behaviors**. "9th grade Language Arts" or "Chemistry" would **not** be an acceptable Objective since the teacher should be more specific with what skills or concepts will be taught. See the examples above. "Students will increase their comprehension, vocabulary, and fluency in reading" is much more descriptive in terms of skills and concepts than "9th Grade Literacy."
  - **Hint:** Use the prompt "Students will be able to…" and then use Bloom's Taxonomy language to describe exactly what students must be able to do by the time they finish your class by the end of the year.
- Additionally, Objectives should be **aligned to standards**. If national standards are available (e.g. English, Math, and Science), the Objective should cover the same content and align in terms of rigor. If national standards are not available, teachers should reference district or school curricula, scope & sequence, textbooks, goals, etc.
- **Baseline data** can help inform your Objective. If the pre-assessment data shows that student already have mastered certain concepts, your Objective can focus on those objective students have yet to master. If students are behind grade-level in reading, your Objective may focus on scaffolding or remedial skills, in addition to grade-level appropriate skills.
- Objectives should be different if a course lasts an entire year versus a course that is taught for one semester (e.g. students my not learn the same material to the same extent in these classes).
- **Measurable Objectives** means that you can assess whether your students have learned these skills. Referring to the "9th Grade Literacy" example above, it is very difficult to assess "9th Grade Literacy," but it is much more measurable to assess if students have increased their comprehension, vocabulary, and fluency in reading.
- Teachers should **collaborate** with other teachers in the same department, grade-level, or subject area to ensure objectives are aligned within and across courses. If a 4th grade student must be able to complete numbers operations using fractions, then the 5th grade objective should build upon those concepts.

Further Resources from National Models:

- **Austin:** http://archive.austinisd.org/inside/initiatives/compensation/docs/SCI_SLO_Examples_2011-12.pdf
- **Denver:** http://sgoinfo.dpsk12.org/
  - Scroll down, and on the right side is a list entitled "SGO Examples" by grade level and subject area
- **Rhode Island**: http://www.ride.ri.gov/educatorquality/educatorevaluation/SLO.aspx

Directions: To begin writing your Learning Objective:

1) Review: 1) any available standards, 2) district- or school-wide goals, 3) end-of course objectives, 4) end-of-course objectives for preceding and subsequent courses within your department, 5) any available curricula or scope and sequence, and 6) the content of the available assessment, and 7) baseline data. Use any available examples from national models, as well.

2) Then, based upon the assessment, develop a **succinct** statement (1-2 sentences) of what students should be expected to know by the end of the course. Write it in the appropriate box in the "SLO Framework – Teacher's Form." **Refer directly to any standards, if applicable.**

3) Check your Objective by comparing your objective to those developed by teachers within your department. Make sure that your students will be prepared for the next course in the department, if available, and that students entering your class are adequately prepared, based upon the prior class's Learning Objective.

4) Check to make sure your objective meets the criteria listed above.

Step 4: Rationale

After examining Baseline data and writing an Objective, teachers will need to develop a Rationale for their Objective. This is the fourth column of the SLO Framework. Essentially, teachers explain why they have determined to cover this content, using an analysis of students' strengths and needs as evidence, or a rationale, for that content. **Teachers will answer the question: Why did you choose this Objective?**

Alton CUSD 11 has identified three criteria for approving the Rationale. **The Rationale must:**

- ❑ Align with **school and district improvement plans**
- ❑ Align with **teaching strategies** and **learning content**
- ❑ Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior

To review and possibly revise their Objective, teachers connect any student needs identified in the Baseline Analysis step to the Objective and therefore, better target student needs.

Example Rationale:
- ❑ Students struggle with motive, inference, making predictions, and drawing conclusions from text, according to the pre-assessment, so I will focus on these specific reading comprehension skills. Most (19 out of 22 students) have already mastered identifying character traits, summarizing the main idea, and identifying cause-and-effect, so that will not be the focus of instruction.
- ❑ Most students (23 out of 25) cannot classify organisms, identify the procedures for controlled experiments, identify the main branches of Biology, or identify basic Biology vocabulary to describe scientific processes. Some students (12 out of 25) can identify the basic components of a lab report and lab safety techniques. Most students (20 out of 25) can identify the steps of the scientific inquiry process. Therefore, the Objective targets the underlying tenets of Biology, including the organization of the field, vocabulary, procedures for experiments, and classification of organisms, but we only need to briefly review the scientific inquiry process.
- ❑ 11 out of 27 students scored on "Average" or "Above Average" on 5th grade AIMSWeb Math. Most of these students (9 out of 11) have mastered addition, subtraction, multiplication, and division of whole numbers and

fractions. Few of these students (2 out 11) can use proportional reasoning to solve mathematical problems. 9 out of 27 students are "Well Below Average." These students struggle with basic number and operations skills, including multiple digit subtraction, multiplication and division of whole numbers and fractions. According to CCSS, the class overall performed best on Data and Analysis questions on AIMSWeb but lowest on Algebra questions.

What do the criteria mean?

- Rationale should reference any **school or district goals,** set out in the improvement plan. If literacy is an identified area for student improvement in the school improvement plan, the teacher's Objective and Rationale should align with that goal. Make sure that what you are doing in your classroom aligns with any district or school-wide initiatives, so that everyone is working towards those same goals.
- Ensure that your Rationale supports the **Objective** and that the **Strategies** you identified earlier match this Rationale. If your Objective mentions that students will improve their ability to add, subtract, multiply, and divide fractions, your Rationale should state the reason *why* your students are learning those skills (e.g. it prepares them for the next math course and builds off their existing conceptual knowledge of fractions). Plus, your Strategies section should be able to help you implement that instruction (e.g. use of small and large group instruction to target specific student needs, learning centers with different fractions activities, use of manipulatives to help students develop a conceptual understanding of using fractions, differentiated instruction since some students already have a stronger conceptual understanding of representing fractions).
- Ensure that you are mentioning BOTH students' **strengths and needs**. You will not need to target instruction to those skills students already have learned, but you will need to target instruction towards students' needs. Additionally, you might have slightly different content or rigor for certain groups of students, based upon the Baseline analysis. Make sure you have examined data in multiple ways (whole group, student group, specific skills or concepts), and cite that analysis here.

By the end of this step, you will have a succinct 1-3 sentence statement in the fourth column of the SLO Framework – Teacher's Form, explaining why you have chosen your Objective, while referencing Baseline data and students' strengths and needs. Think of this as explaining to your evaluator your thought process when establishing your content and strategies.

Step 5: Strategies

All teachers must write **Strategies** within their Student Learning Objective (SLO). This is the fifth column of the SLO Framework.

Strategies help connect the professional practice work of teacher evaluations with the student growth work. These strategies can be implemented in the classroom to help you achieve both your Professional Growth and student growth goals. Strategies also show the evaluator that you have a plan in place to help you achieve these goals.

Strategies are best developed after reviewing baseline data, but, teachers can identify a few strategies before the baseline data is available (but after the assessment and objective are identified). Teachers must identify *at least one* strategy to be implemented in the classroom.

Examples of Strategies include:

- Small- and whole-group work on a daily basis
- Learning centers

- Regular circulation
- Use of higher-order thinking questions
- Differentiated instruction
- Weekly newsletters home to families, with opportunities for family feedback

Alton CUSD 11 has identified the following criteria for Strategies. Strategies must:

- Identify the **model of instruction** or **key strategies** to be used
- Be **appropriate for learning content and skill level** observed in assessment data provided throughout the year
- Follows **research-based best practices**

What do these criteria mean?

- **Teachers must identify at least one strategy to be implemented in the classroom.**
- Strategies should be related to the curriculum.
- Strategies should be appropriate for that group of students, using data from formative and summative assessments to determine student needs.
- Strategies should be based upon research. Teachers can use previous PD to inform their strategies. Examples from the 2011 Danielson Framework also offer excellent research-based practices (e.g. regular circulation during small group activities, students write their own rubrics and use them to inform their individual progress).

Directions to identify Strategies:

1) Complete a review of what you already know. Identify any previous Professional Development and any resources, such as the curriculum or textbook. Reference any school-wide initiatives. Search the Internet or available research for effective and proven strategies.

2) In the SLO Framework – Teacher's Form, fifth column, write at least one strategy to be used to help students achieve their growth goals. Multiple strategies can be identified.

3) Once baseline data is available, review the identified strategy or strategies, and add to or revise the initial strategies identified.

4) Check the strategies against the established criteria.

Step 6: Assessment

To begin, teachers identify the assessment they will be using to measure student growth. This is the second to last column from the right on the SLO Framework.

High quality assessments generate high quality data that can be used to inform instruction and ensure accurate measures of student growth. Teachers can create standards-aligned items using the "Standards-Aligned Assessment Tool."

Each teacher will eventually need to use at least two assessments. This assessment can be teacher-created or a Type I (national) or Type II (district-wide) assessment, such as the AIMSWeb test or the Formative Benchmark tests. **If the teacher creates his or her own assessment, the evaluator MUST approve the assessment before administering it.**

Remember, **assessments must be given at least twice per school year** to measure growth (not attainment), according to the state law. Thus, teachers should administer a test at the beginning of the semester (within the first four weeks) and then give the same (or very similar) assessment at the end of the semester/year.

For any teacher-created assessment, the assessment must meet the following criteria:

What is meant by these criteria?

- An assessment must be administered in a similar manner on both the pre- and post-test. So, if you allow calculators or other materials on the post-test, students must be allowed the same access to those resources on the pre-test.
- Data must be secure, so that a student is not able to view the test or answers ahead of time. Be careful when making copies – you probably do not want to send them to the printer in the main office.
- A test must be applicable to the class and items must reflect the skills students have the opportunity to learn throughout the school year or semester, based upon your growth targets and instructional time with those students. Thus, a student in a 5th grade reading class should be given an assessment measuring those 5th grade skills, not 4th or 6th grade skills. If a test does not adequately assess those skills a student should learn, the evaluator may ask the teacher to create another assessment.
- All assessments should produce timely and relevant data. Therefore, ensure that each item is standards-aligned, so you can use that data to determine which skills are most important to teach or which skills students have already mastered. Make sure that the assessment does not take an unusually long period of time – that might not produce the timely and manageable data you need to inform instruction.
- Make sure that each administration of the assessment (e.g. pre- and post-test) tests for the same content or skills. The pre-test should look almost identical to the post-test. (However, a math teacher might change around some numbers, a reading teacher might use the same reading passage but use different questions, as long as the post-assessment tests the same skills as the pre-test.)
- Teachers do not need to write the standards in the assessment, but teachers should refer to district or other standards when writing assessment items. The "Creating Standards-Aligned Assessment" tools are helpful for this purpose. Make sure you can justify each assessment item by being able to refer to a standard to which it is

- ❑ Administered in a **consistent manner** and **data is secure**
- ❑ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop
- ❑ Produces **timely and useful data**
- ❑ **Standardized**; has the same content, administration, and results reporting for all students
- ❑ **Aligned** with state or district standards
  aligned. Use Common Core Standards, where available.

When identifying the assessment, state the name of the assessment in the SLO Framework Teacher's Form, in the appropriate space (second to last column, third row). If you are using a teacher-created assessment, briefly describe the assessment (e.g. 40 question multiple-choice Science test with one open-response). If you are using a teacher-created assessment, attach the assessment and note "see attached" in the appropriate space in the SLO Framework Teacher's Form. If you are using a Type I assessment, such as AIMSWeb or SRI, note the test and subject you are using (e.g. AIMSWeb 4th Grade CBM), just to clarify your process to the evaluator.

Example responses:

- **5th grade AIMSWeb Reading**
- **20 multiple-choice Business test. See attached.** (Teacher attaches the test)
- **5 open-response questions using a four-point writing rubric, aligned with CCSS Writing Standards for 10th grade. See attached.** (Teacher attached the test)
- **One-mile run and strength test (sit-ups or push-ups). Students are timed in the mile run. Then, students must complete as many sit-ups or push-ups in one minute.**

Step 7: Targeted Growth

Once teachers have an understanding of where students start, teachers can determine how much students will grow by the end of the evaluation cycle or course. Teachers can refer to the 7th (last) column of the SLO Framework. This is where the rubber meets the road, and it's time to roll up our sleeves!

As already discussed, teachers can use the following data to inform the setting of growth targets:
- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)

So, teachers should already have a good understanding of students' strengths and students' needs. Growth targets are the most crucial pieces of a high quality SLO, so knowing the criteria the district has provided, along with some additional best practices, can help teachers create ambitious yet feasible growth targets for their students. Teachers should have high expectations of their students, yet these growth targets should also be reasonable and can be achieved.

Eventually, teachers should create growth targets that meet the following criteria. **Growth Targets must:**

- ❑ Maximum of **5 tiers**
- ❑ Expressed in **whole numbers**
- ❑ **Encourage collaboration**, but teachers can set distinct targets
- ❑ **Covers 75% of classroom roster/enrollment**
- ❑ Based upon **pre-assessments** data
- ❑ **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria
- ❑ Students can **uphold high achievement**
- ❑ **Quantifiable/numeric** goals

What do these criteria mean?

Criteria 1) Teachers can create a target with up to five tiers/groups of students. Multiple tiers are best when students have much different starting points. Multiple tiers would be best in the case in which you have a few students scoring in "Well below" on AIMSWeb, a few students starting in the "Below" and a few students in the "Average" or "Above Average" categories. So, a teacher must create between 1-5 tiers/groups of students. Each tier/group will have the same growth target. Teachers should make this decision based upon how much students' scores vary on the pre-assessment. If students' scores are spread out, 3-5 tiers/groups are best, but if students' scores are very similar, maybe only 1 or 2 tiers/groups are necessary. If all students start at a very similar place, the teacher does NOT need to create tiers/groups

and can have one growth target for the whole class (e.g. all students will improve by at least 25 points). Try to group students who start out at similar places together.
Remember, these are NOT RtI tiers!

Criteria 2) Teachers should use whole numbers for consistency. So, a teacher might say that students will grow by 10 percentage points (e.g. go from 50% on the pre-test to 60% on the post-test), or a student will grow by at least 12 points on AIMSWeb. If all teachers use the same format, it will be easier for evaluators to analyze and verify the data.

Criteria 3) Teachers should collaborate when setting these growth targets. Collaboration helps create consistency across the school, so a teacher shouldn't be accused of creating too easy or hard a growth target. Teachers should look at similar students to determine how much students might be expected to grow. So, say Teacher A had a few students who scored 13 on the AIMSWeb Reading, she might ask another teacher who had students who scored 12 or 14 to see how many points of growth they should expect for those students. If a common assessment is given, similar students should have similar growth targets, even if they are not in the same class. Even if the students' scores look different across classes, the growth targets can be based upon one another. Example: Teacher B has many of the low performing Biology students in Biology 1. Teacher B spoke with Teacher C, and Teacher B now expects his students to grow by at least 15 points from the pre-assessment to the post-assessment. Meanwhile, Teacher C who had more of the higher performing students will expect her students to grow by at least 10 points, since we would expect less growth from students who are already near the top and have less to room to grow.
Teachers can create growth targets that are distinct or different from other teachers', if the data supports those growth targets. So, if a teacher has students who perform much differently than all the other students in that course across the school, that teacher should have growth targets that are based upon the needs of her students. Still, that teacher should try to collaborate with other teachers to see how they set their growth targets, if at all possible.
Note: When collaborating, a best practice is to examine available tools and data. This means examining the AIMSWeb growth targets already provided, or examining how students performed previously on the pre- and post-tests. The district is encouraging teachers to use these tools and resources. Teachers should utilize these tools and resources to make informed decisions about how much students should be expected to grow.

Criteria 4) Growth Targets cover at least 75% of students. This means that not all students will have to hit their growth targets for a teacher to achieve his or her SLO goal. Think about NCLB. If we require 100% of students to make their SLO growth targets, teachers will set low growth targets that all students can achieve. However, if we allow teachers to set growth targets that at least 75% of students can achieve, we can expect much more ambitious targets. And, this doesn't even count the 90% attendance requirement. So, essentially teachers can set a growth target of "80% of students who attend 90% of the time or higher will improve by at least 15 points on AIMSWeb." When setting a growth target, 90% attendance is already assumed, so a teacher just needs to make sure that the growth targets cover **75% of students in each tier/group.**
Example 1:
8 out of 10 students scoring in the "Well Below" on the AIMSWeb Math test will grow by at least 4 points.
8 out of 10 students scoring in the "Below" on the AIMSWeb Math test will grow by at least 6 points.
8 out of 10 students scoring in the "Average" or "Above Average" on the AIMSWeb Math test will grow by at least 5 points.

Example 2:
75% of students scoring below 20% on the pre-test will improve by at least 50% (percentage points)
75% of students scoring between 20 and 30% on the pre-test will improve by at least 40% (percentage points)
75% of students scoring between 30% and 40% on the pre-test will improve by at least 30% (percentage points)
75% of students scoring above 40% will improve by at least 15% (percentage points)

Note: Any students who do not meet the 90% attendance requirement or who receive exceptions will not be counted towards the 75% at the end of the evaluation cycle.

Criteria 5) Based upon pre-assessments data. Growth targets are the amount of points students are expected to improve from the pre-test to the post-test. Teachers must use that pre-test data on which to base growth targets. Example: If you are using AIMSWeb math, you cannot "switch" to another assessment for growth targets. Whatever assessment you use as your pre-test should inform your Baseline analysis, Objective, and Rationale.

Criteria 6) Teachers can use the following data to inform growth target setting: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria**.** Remember, a multitude of sources can help you as the teacher to get a better understanding of how much a student might be expected to grow and how to group students into tiers. Two or more data points provide you more data than one pre-test. However, not all these data sources are required to be used; a teacher can pick and choose which data sources might be most relevant to setting the growth target or tiers/groups. Still, teachers should examine all this data, before determining which data sources are most relevant for each particular student or groups of students and how to group students into tiers. Assessment tools, such as the AIMSWeb growth targets, can help you get a better picture of what reasonable growth might look like, since those are based on national targets. Also, student criteria, such as SPED or ELL status, might cause you to group certain students together or to think about how much growth is feasible for those students.

Criteria 7) Growth targets can uphold high achievement. This means that students who perform exceptionally well on the pre-test can be expected simply to maintain their high achievement.
Example:
Tier/Group 5: Students who score above 90% on the pre-test will maintain 90% or better on the post-test, or
Students who score in the "Far Above Average" on AIMSWeb Reading will remain in the "Far Above Average" on the post-test.
These students have little room to grow, so a teacher will ensure that these students maintain high achievement on this one assessment. These students might be expected to show growth on other assessments.

Criteria 8) Quantifiable goals. Make sure you are using numerical targets to set growth targets. An evaluator will need to make sure your students hit their growth targets at the end of the evaluation cycle, so you want these goals to be as clear as possible.

Now that you understand the basic criteria for setting growth targets, let's get to work!

Setting growth targets is a 5-step process:
1) Examine Baseline Data and determine student needs
2) Collaborate with other teachers, if possible
3) Collaborate to determine tiers/groups for students
4) Collaborate to set growth targets for each student
5) Check to make sure you met all criteria

Step 1) Examine Baseline Data. You should already have completed this step, but now is a good time to go back and review how students performed on the pre-test.

Step 2) Begin collaboration with other teachers. Together, reference previous data and any available tools. See if students share similar scores across classrooms. Where are there similarities? Where are there differences?

Get in the room with teachers in your department or teachers teaching the same students. You want as much as consistency across teachers as possible, for fairness. Be ready to utilize the strengths of other teachers as you create tiers or targets or when setting growth targets.

Step 3) Collaborate to determine number of tiers/groups. In collaboration with other teachers, determine how to group students into tiers/groups, if appropriate. If students' scores are spread apart on the pre-test, you will probably want to choose 3-5 tiers/groups. If students' scores are clustered together, only 1 tier/group may be necessary.

When setting tier/groups, you can divide students between 1 and 5 groups. These groups can be based upon the color category in AIMSWeb or clusters of scores. You can group the highest performing "Red" students with the lowest performing "Yellow" students. Or, if you are using a Final Exam, you might create 3 tiers/groups: students who scored below 30%, students who scored between 30% and 50%, and students who scored above 50%. Use the data to see where cut-off points might be for different tiers/groups. No one cut-off point is "best" since it depends on your classroom's data. Also, be sure to set no more than five tiers/groups!

If student scores are not widely spread out, then only one tier might be necessary. This might be true for AP courses, in which similar students are selected, or the first course in that subject, such as Mechanics 101, Physics, or Economics, since all students will enter with very limited knowledge about that subject. Then, if students score similarly on the pre-test, you might want one tier/group for the whole class.

Here, collaborate with other teachers to see if and how they are creating multiple tiers/groups. See if you can group similar students together.

Step 4) Collaborate to set growth targets. You still should be working with other teachers to determine growth targets for consistency and fairness. Remember to reference any tools (e.g. AIMSWeb tools) or previous data to see how much students should be expected to grow.

You want to set common growth targets for each tier/group of students.
Example 1: 8 out of 10 students in the "Well Below" will grow by at least 8 points. 8 out of 10 students in the "Below" will grow by at least 7 points. 4 out of 5 students in the "Average" or "Above Average" will grow by at least 6 points.
Example 2: Students who scored below 30% will grow by at least 20 percentage points. Students who scored between 30% and 50% will grow by at least 15 percentage points. Students who scored above 50% will grow by at least 10 percentage points.

Similar students should have similar growth targets across teachers, so compare your students and groupings to other teachers. If you have the same student as other teachers, collaborate to see how you are grouping that student and how much growth you expect, especially if you will be using the same assessment. There should not be tremendous discrepancies across classrooms with the same students or same subject, with ample data to support this growth targets.

Step 5) Check the criteria. Remember, you must have at least 75% of your classroom covered by the growth targets, and all growth targets should be expressed in whole numbers. By examining baseline data, collaborating with other teachers to set similar growth targets across classrooms, and using up to three tiers/groups, you have already ensured that you have met several criteria.

Be sure to write your tiers/groups and the growth targets for each tier/group in the last column in the SLO Framework – Teacher's Form.

SLO Process and Timelines

SLO Approval

Teachers will submit their SLOs to the evaluator for approval, and together, the evaluator and teacher will work collaboratively to ensure that the growth targets are feasible and attainable. See table below outlining the timeline of the approval process:

2 weeks after start of semester	4 weeks after start of semester	5 days after 9/30
• Pre-test window - teachers assess students • Use approved assessment • Students entering class between weeks 3 and 4 must be tested and included on a revised SLO	• Teachers submit SLO • Use SLO Framework	• Evaluators approve SLO • Use SLO Framework • SLOs approved during the Beginning of Year Conference meetings

Key Points on SLO Approval
1. The teacher and evaluator jointly convene a meeting to review the SLO
   - Teachers come prepared to Beginning of Year Conference with SLOs written
2. The agreed upon SLO must be satisfactory against the SLO Framework criteria
   - Teacher has the opportunity to revise if the SLO does not meet any criteria
   - Teacher submits it to the evaluator with revisions with another meeting being optional
3. If the teacher and evaluator cannot agree the district evaluation chief with a representative from the Design Committee in that building make a final SLO determination

SLO Revisions

SLO Revision is an important step, especially during the first few years of implementation, when limited data is available by which to set feasible growth targets. The teacher should regularly monitor student progress after the SLO is approved. After the first quarter, once more data is available, the teacher is allowed the opportunity to revise growth targets, based upon the progress monitoring data or changes in the classroom. SLO revisions follow a given timeline, as shown below:

| 6 Contractual days after end of Quarter 1/3 or the half-way point for instructional unit measured | 10 contractual days after revision submission |

- Teachers can submit revised growth targets and student population
- Evaluators must approve any revisions using the SLO Approval Tool criteria

- SLOs "locked"

SLO revisions are optional, unless new students arrive and are tested in weeks 3-4 of the semester or school year. The evaluator must approve any SLO revisions, and the teacher needs to provide sufficient evidence that revisions are needed. The teacher needs to provide the original SLO and the revised SLO. The teacher should also provide evidence for growth target revision. Lastly, the teacher provides the original baseline data.

Key Points on SLO Revisions
1. A meeting is optional, at either the teacher's or evaluator's request
   - Teacher submits the revised SLO, the original SLO, and evidence for revisions, and baseline data
2. The evaluator reviews and must approve any changes
   - The evaluator rejects the proposed SLO if it is not satisfactory against the SLO Framework and the data does not support a change.
3. If teacher and evaluator do not agree, even after meeting, teacher may appeal the decision to the district evaluation chief and a member of the Design Committee from that building for an additional review.

SLO Scoring
This is the final step in SLO development. The scoring is assigning a singular performance rating to the SLO. The SLOs for each certified staff member must be scored and approved. Each SLO will receive a score in one of four categories, "Unsatisfactory," Needs Improvement," "Proficient, or "Excellent," based upon the following thresholds:

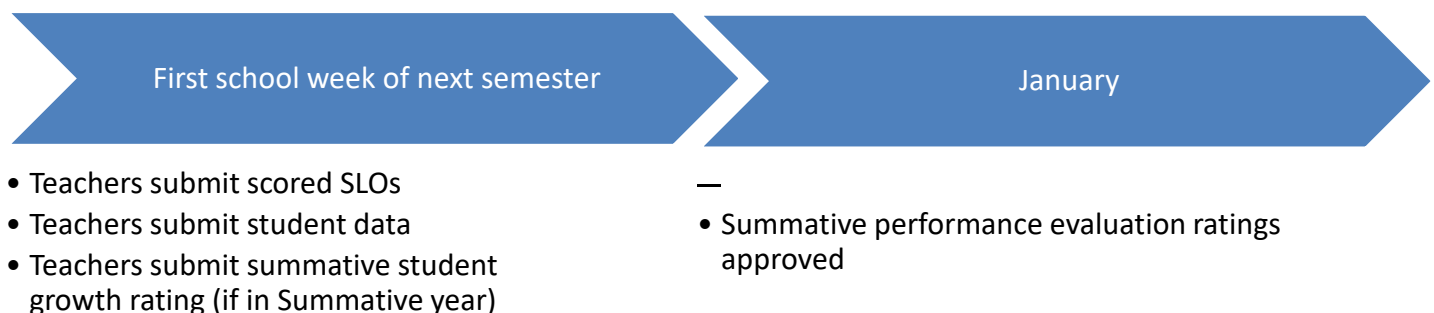| Performance Ratings	Thresholds
Unsatisfactory	• Did not use approved assessment • Did not correctly score assessment • Did not accurately administer assessment • Did not use approved SLO • Less than 50% met target growth
Needs Improvement	• Use approved SLO • 50-64% of students met targeted growth
Proficient	• Use approved SLO • 65-79% of students met targeted growth

Excellent	• Use approved SLO • At least 80% of students met targeted growth

The teacher can submit additional data, comments, or evidence to amend or exempt any student data from the summative rating (additional work samples, attendance data, misc. student information). For instance, if a student performs poorly on a Type I assessment, such as AIMSWeb, but the teacher feels the student has made sufficient growth, the teacher can submit additional evidence, such as formative or summative assessments, projects, and class-work, to show that the student mastered the appropriate material. The teacher will need to provide standards-aligned items, to show the student mastered the appropriate standards, as well as comparative data from the class, to ensure rigor and appropriate growth. For example, the student in question could correctly demonstrate mastery as other students did who meet the growth target on the Type I assessment, and the teacher can provide these test scores and the student's assessment to have that student's score counted towards the teacher's evaluation. On the other hand, the teacher can also submit student data, such as in-seat attendance data, to show that the student missed an inordinate amount of time of class, to have that student's data removed from the SLO roster. If the teacher and evaluator cannot agree, the district assessment or evaluation chief makes a scoring determination.

Key Points of SLO Scoring
1. The teacher submits the final SLOs for scoring and determines the performance ratings using the established threshold criteria
    - The teacher must provide documentation of students' test scores, such as the Data Tool, when submitting
2. The evaluator approves the performance ratings
3. If the teacher and evaluator cannot agree:
    - If the SLO scores are rejected, the evaluator and teacher meet
    - If the teacher and evaluator still cannot agree, the SLO scoring is determined by the district evaluation chief

The timeline for Scoring SLOs is as follows:

First school week of next semester	January

- Teachers submit scored SLOs
- Teachers submit student data
- Teachers submit summative student growth rating (if in Summative year)

- Summative performance evaluation ratings approved

Summative Student Growth Rating

The summative student growth rating will be determined by multiple SLO scores.

The teacher scores each SLO and determines the summative student growth rating. The teacher submits these scores to the evaluator, along with all student growth data, to the evaluator prior to the End-of-Year Conference.

The process for determining the summative student growth rating is as follows:

- The teacher assigns a numerical score to each of the SLOs, according the SLO thresholds (see section "SLO Scoring" above). A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
- The teacher averages the scores for all SLOs. This average score becomes the summative student growth rating. **Note: this number will likely be a decimal and NOT a whole number, and this decimal number will be used to calculate your summative performance evaluation rating.**
- If the teacher only has two SLOs and one SLO is rated "Unsatisfactory" and the other is rated "Excellent," the evaluator must collect further evidence to assign a rating. If the teacher disagrees with the rating he/she can appeal to the District Evaluation Chief.

Student Growth Rating	Thresholds
Excellent	3.25 or higher
Proficient	2.5 up to (but not including) 3.25
Needs Improvement	1.5 up to (but not including) 2.5
Unsatisfactory	Less than 1.5

Example #1:

A teacher (high school, tenured, semester-long courses) has the following SLOs:

SLO 1: 64% of students met growth targets
SLO 2: 75% of students met growth targets
SLO 3: 61% of students met growth targets
SLO 4: 82% of students met growth targets
SLO 5: 52% of students met growth targets
SLO 6: 66% of students met growth targets

Step 1: Score each of the SLOs, according to the performance thresholds (see "SLO Scoring" above)
SLO 1: Needs Improvement
SLO 2: Proficient
SLO 3: Needs Improvement
SLO 4: Excellent
SLO 5: Needs Improvement
SLO 6: Proficient

Step 2: Assign each SLO score a numerical score
SLO 1: Needs Improvement = 2
SLO 2: Proficient = 3
SLO 3: Needs Improvement =2
SLO 4: Excellent = 4
SLO 5: Needs Improvement = 2
SLO 6: Proficient = 3

Step 3: Average the SLO scores
(2+3+2+4+2+3)/6 =2.67
2.67, which is "Proficient"

Example #2
A teacher (elementary, tenured teacher) has the SLOs:
SLO 1: 48% of students met growth targets
SLO 2: 75% of students met growth targets
SLO 3: 55% of students met growth targets
SLO 4: 66% of students met growth targets

Step 1: Score each of the SLOs, according to the performance thresholds (see "SLO Scoring" above)
SLO 1: Unsatisfactory
SLO 2: Proficient
SLO 3: Needs Improvement
SLO 4: Proficient

Step 2: Assign each SLO score a numerical score
SLO 1: Unsatisfactory = 1
SLO 2: Proficient = 3
SLO 3: Needs Improvement = 2
SLO 4: Proficient = 3

Step 3: Average the SLO scores
(1+3+2+3)/4 =2.25 is "Needs Improvement"

Note: The summative student growth rating is NOT rounded. Use the complete rational number.

Summative Performance Evaluation Rating

At the end of the evaluation cycle, the summative student growth rating will be combined with the professional practice rating for each teacher to determine the summative performance evaluation rating. Note that the student growth rating is determined by multiple (at least two) SLO scores.

In the first two years of full implementation, student growth will represent 25% of the summative performance evaluation rating. After the first two years, student growth will represent 30% of the summative performance evaluation rating, as a way to phase-in the student growth component of teacher evaluations.

Weighted Ratings For Full Implementation

Student growth represents 30% of the summative performance evaluation rating. The following formula will be used to determine the summative performance evaluation rating:

30% x (summative student growth rating) + 70% x (summative professional practice rating) = summative performance evaluation rating

The summative professional practice rating is a whole number, 1 – 4, assigned based upon the rating of "Unsatisfactory," "Needs Improvement," and "Proficient," and "Excellent." A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
The summative student growth rating is the average of all SLO scores and will likely NOT be a whole number.

Summative Performance Evaluation Rating	Thresholds
Excellent	3.25 or higher
Proficient	2.5 up to (but not including) 3.25
Needs Improvement	1.5 up to (but not including) 2.5
Unsatisfactory	Less than 1.5

Example 1:
Using the teacher **Example 1** above, the teacher would use the number 2.67 for the summative student growth rating. If the teacher also received a "Needs Improvement" rating on the professional practice, the teacher would use the number 2 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.67 + 70% x 2.00 = 2.20, which would result in a "Needs Improvement" for the summative performance evaluation rating.

Example 2:
Using the teacher **Example 2** above, the teacher would use the number 2.25 for the summative student growth rating. If the teacher also received a "Proficient" rating on the professional practice, the teacher would use the number 3 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.25 + 70% x 3.00 = 2.78, which would result in a "Proficient" for the summative performance evaluation rating.

Student Growth Cut-Off Scores:

To achieve each performance evaluation rating, summative student growth cut-off scores can be used.

To achieve a summative performance evaluation rating of "Excellent":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	N.A.
Proficient	N.A.
Excellent	2.0

To achieve a summative performance evaluation rating of "Proficient":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	4.0
Proficient	1.0
Excellent	1.0

To achieve a summative performance evaluation rating of "Needs Improvement":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	3.0
Needs Improvement	1.0
Proficient	1.0
Excellent	1.0

To achieve a summative performance evaluation rating of "Unsatisfactory":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	Less than 3.0
Needs Improvement	N.A.
Proficient	N.A.
Excellent	N.A.

Note: The summative performance evaluation rating cannot be achieved if the summative student growth rating is indicated with an "N.A." For instance, if a teacher received a "Needs Improvement" or higher on the professional practice component of the evaluation, no possible student growth score can result in an "Unsatisfactory" performance evaluation rating.

After the First Two (2) Years of Full Implementation

Student growth represents 30% of the summative performance evaluation rating. The following formula will be used to determine the summative performance evaluation rating after the first two years:

30% x (summative student growth rating) + 70% x (summative professional practice rating) = summative performance evaluation rating

The summative professional practice rating is a whole number, 1 – 4, assigned based upon the rating of "Unsatisfactory," "Needs Improvement," and "Proficient," and "Excellent." A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
The summative student growth rating is the average of all SLO scores and will likely NOT be a whole number.

Summative Performance Evaluation Rating	Thresholds
Excellent	3.25 or higher
Proficient	2.5 up to (but not including) 3.25
Needs Improvement	1.5 up to (but not including) 2.5
Unsatisfactory	Less than 1.5

Example 1:
Using the teacher **Example 1** above, the teacher would use the number 2.67 for the summative student growth rating. If the teacher also received a "Needs Improvement" rating on the professional practice, the teacher would use the number 2 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.67 + 70% x 2 = 2.2, which would result in a "Needs Improvement" for the summative performance evaluation rating.

Example 2:
Using the teacher **Example 2** above, the teacher would use the number 2.25 for the summative student growth rating. If the teacher also received a "Proficient" rating on the professional practice, the teacher would use the number 3 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.25 + 70% x 3 = 2.775, which would result in a "Proficient" for the summative performance evaluation rating.

Please note that the number changes slightly from using the formula from the first two years.

Student Growth Cut-Off Scores After First Two Years of Full Implementation

To achieve each performance evaluation rating, summative student growth cut-off scores can be used.

To achieve a summative performance evaluation rating of "Excellent":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	N.A.
Proficient	N.A.
Excellent	2.33

To achieve a summative performance evaluation rating of "Proficient":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	3.67
Proficient	1.33
Excellent	1.0

To achieve a summative performance evaluation rating of "Needs Improvement":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	2.67
Needs Improvement	1.0
Proficient	1.0
Excellent	1.0

To achieve a summative performance evaluation rating of "Unsatisfactory":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	Less than 2.67
Needs Improvement	N.A.
Proficient	N.A.
Excellent	N.A.

Note: The summative performance evaluation rating cannot be achieved if the summative student growth rating is indicated with an "N.A." For instance, if a teacher received a "Needs Improvement" or higher on the professional practice component of the evaluation, no possible student growth score can result in an "Unsatisfactory" performance evaluation rating.

Summative Performance Evaluation Rating Processes

There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. However, evaluators are expected to provide specific, meaningful, and written feedback on performance following any and all observations and regarding the student growth rating.

All summative reports will be discussed with the teacher during the summative End-of-Year Conference and delivered to the teacher in writing. For more information about scoring using *The Alton Framework for Teaching*, please see the scoring section of this guidebook and the Implementation Toolkit.

- Non-tenured summative evaluation reports will be completed prior to the March Board Meeting.
- Tenured summative evaluation reports will be completed no later than May 1.

Note: *If summative evaluation will be "Unsatisfactory" or "Needs Improvement," the district office must receive all paperwork prior to the March Board Meeting.*

Support

Training will be provided through Professional Development. Teachers be trained in the new system throughout the school year, and step-by-step webinars will be available for teachers online. Evaluators will receive supplemental training, in addition to the prequalification training mandated by the state, in order to better understand and implement the new evaluation system and support teachers.
The **training areas of focus** are grouped into the following categories:

- SLO Development
- Student Growth Measurement
- SLO Scoring and Performance Rating Determination
- System Requirements

Any teacher receiving an "Unsatisfactory" summative performance evaluation rating will develop a remediation plan with an evaluator, which will include appropriate professional development, in order to improve performance. Any teacher receiving a "Needs Improvement" rating will develop a Professional Development Plan, in collaboration with an administrator. For additional resources please reference the Toolkit.

Model Refinement

The Joint Committee has agreed to meet at least once after the first year, once after the second year of implementation, and on annual basis, if needed, thereafter to continue to refine this system. Feedback will be collected via surveys and school meetings to continually assess the implementation of the system, determine any supports needed, and potentially refine key parts of the model to ensure fidelity of implementation.

Examples

Example SLO – High School Earth Science

Baseline *What does the data show you about students' starting points?*	Population *Who are you going to include in this objective?*	Objective *What will students learn?*	Rationale *Why did you choose this objective?*	Strategies *What methods will you use to accomplish this objective?*	Assessment *How will you measure the outcome of the objective?*	Targeted Growth *What is your goal for student achievement?*
15 out of 35 students scored below 25% on the assessment. 3 students scored above 50% on the pre-test. Students struggle most with identifying processes by which organisms change over time and explaining how external and internal energy sources drive Earth processes. Most students (13 out of 25) student read below grade level. Many students (18 out of 25) can describe interactions between solid earth,	35 students in 9th grade Earth Science course.	Students will increase their ability to 1) identify and apply concepts that describe the features and processes of the Earth and its resources, 2) identify and apply concepts that explain the composition and structure of the universe and Earth's place in it, and 3) read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently	Students need to improve their identify processes by which organisms change and explain how energy sources drive Earth processes, which are Illinois Science standards (12.E.4a, 12.E.4b, 12.F.4a, 12,F.4b) and concepts struggled with on the pre-test. Additionally, students are reading below grade level and need be able to read grade level science texts proficiently.	Higher order thinking questions, exit tickets at least 2 times per week, daily independent reading with science texts, regular progress reports sent home, small, medium, and large group work with heterogeneous and homogenous grouping based upon reading level, hands-on experiments.	30 question teacher-created test (Type III); 25 multiple choice recall and content/skill questions; 3 short response questions based upon text (Strategic Thinking level), and 2 open response questions on 5-level rubric (Extended Thinking Level).	75% of students who scored below 25% will improve by at least 40 percentage points. 75% of students who scored between 25% and 40% will improve by at least 35 percentage points. 75% of students who scored between 40% and 50% will improve by at least 30 percentage points. 75% of students who scored above 50% will improve by at least 20 points.

oceans, atmosphere, and organisms.		(CCSS.ELA-Literacy.RST.9-10.10).				

Example SLO – Junior High Music

Baseline	Population	Objective	Rationale	Strategies	Assessment	Targeted Growth
What does the data show you about students' starting points?	Who are you going to include in this objective?	What will students learn?	Why did you choose this objective?	What methods will you use to accomplish this objective?	How will you measure the outcome of the objective?	What is your goal for student achievement?

15 out of 20 students can perform musical instruments demonstrating technical skill. 18 out 20 students can read and interpret the traditional music notation of note values and letter names.6 out of 20 students can perform at least 6 of the major scales from memory within 1 minute. Few students (5 out of 20) can perform with expression and accuracy. 10 students scored below 40% on the pre-test; 5 students scored between 40% and 50%; 5 students scored above 50%.	20 students in 7th grade Band	Students will increase their ability to perform musical pieces with accuracy and expression, play scales by memory, and read and interpret traditional music notation in a varied repertoire.	Students need to improve their ability to perform with expression since most students have mastered technical skills. Students need to learn to play scales to improve their ability to perform with technical accuracy. Students cannot read some varied notation of more complex musical pieces, so new musical notation needs to be introduced.	Scale assignments; regular formative assessments (2 x a month), small groupings based upon instrument type (brass, flutes and clarinets, large woodwinds, percussion); "Notation of the week," solo performances, quartet performances, whole band performances.	Teacher-created with musical piece performance, performance of 12 major scales, and written identification of musical notations; 50 total points (30 for musical piece, using 5 level rubric, 12 points for musical scales, 8 points for notation identification).	75% of students scoring below 40% will improve by at least 30 percentage points. 75% of students scoring between 40% and 50% will improve by at least 25 percentage points. 75% of students scoring above 50% will improve by at least 20 percentage points.

Example SLO – 3rd Grade ELA

Baseline *What does the data show you about students' starting points?*	Population *Who are you going to include in this objective?*	Objective *What will students learn?*	Rationale *Why did you choose this objective?*	Strategies *What methods will you use to accomplish this objective?*	Assessment *How will you measure the outcome of the objective?*	Targeted Growth *What is your goal for student achievement?*
6 students scored below 20% on the pre-test. 8 students scored between 20% and 30%. 7 students scored between 30% and 40%. 4 students scored above 40%. Students struggle most with writing informative text to clearly convey information, especially grouping related information together, developing the topic using facts and details, and providing a concluding statement. Most students (14 out of 25) also struggle with reading grade-level text with purpose and understanding. Almost all students (22 out of 25) can identify the meaning of common prefixes and derivational suffices and decoding multi-syllable words. 60% of students read below grade level.	25 students in 3rd grade ELA	Students will improve their ability to apply grade-level phonics and word analysis skills in decoding words (CCSS.ELA-Literacy.RF.3.3), read with sufficient accuracy and fluency to support comprehension (CCSS.ELA-Literacy.RF.3.4), and write informative/ explanatory texts to examine a topic and convey ideas and information clearly (CCSS.ELA-Literacy.W.3.2).	Students need to improve their ability to writing informational texts by grouping related content together, using facts and details, and providing a concluding statement since this is a Common Core Standard and students struggle most with this topic, according to the pre-test. Many students also struggle with reading on grade-level, and students will need to read grade-level texts with purpose and understanding. These skills will be crucial for foundational reading and preparation for the 4th grade.	Small, medium, and large group instruction using heterogeneous and homogenous grouping, leveled readers across subjects, 15 minutes free writing every day, weekly progress sent home to parents aligned with specific skills and the CCSS, use of higher-order thinking questions, daily differentiated instruction and activities based upon student reading level, daily use of text-based questioning, student choice in tasks, Basal reading, regular use of complex texts, co-observing and -	Teacher-created (Type III) test. 20 multiple choice questions identifying common prefixes and derivational suffixes, read irregularly spelled words, (Level 1: Recall), decoding words with common Latin suffixes, decoding multisyllable words, and comprehending grade-level texts (Level 2: Content/Skill). 2 written informational responses to a grade-level text, based upon 5-level rubric assessing: 1) introduction of a topic and group related content, 2) development of the topic with facts, definitions, and details, 3), use of linking words, and 4) use of a concluding statement	75% of students scoring below 20% will improve by at least 45 percentage points. 75% of students scoring between 20% and 30% will improve by at least 40 percentage points. 75% of students scoring between 30 and 40% will improve by at least 35 points. 75% of students scoring above 40% will improve by at least 25 percentage points.

				planning with other ELA teachers	or section (Level 3: Strategic Thinking).	

	Baseline *What does the data show you about students' starting points?*	Population *Who are you going to include in this objective?*	Objective *What will students learn?*	Rationale *Why did you choose this objective?*	Strategies *What methods will you use to accomplish this objective?*	Assessment *How will you measure the outcome of the objective?*	Targeted Growth *What is your goal for student achievement?*
Criteria	☐ Uses **allowable data** to drive instruction and set growth targets ☐ Is **measureable** ☐ Targets **specific academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs	☐ **90% attendance** is assumed ☐ **Pre-test data** available for each student included ☐ **Exceptions** are allowed, based upon evaluator approval	☐ **Rigorous** ☐ Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available ☐ Use **baseline data** to guide selection and instruction ☐ Targets **year-long, semester-long, or quarter-long c**oncepts, skills, or behaviors ☐ Is **measureable** ☐ **Collaboration** required	☐ Aligns with **school and district improvement plans** ☐ Aligns with **teaching strategies** and **learning content** ☐ Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior	☐ Identifies the **model of instruction** or **key strategies** to be used ☐ Is **appropriate for learning content and skill level** observed in assessment data provided throughout the year ☐ Follows **research-based best practices**	☐ Administered in a **consistent manner** and **data is secure** ☐ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop ☐ Produces **timely and useful data** ☐ **Standardized**; has the same content, administration, and results reporting for all students ☐ **Aligned with state or district standards**	☐ Maximum of **5 tiers** ☐ Expressed in **whole numbers** ☐ **Encourage collaboration**, but teachers can set distinct targets ☐ **Covers 75% of population** ☐ Based upon **pre-assessments** data ☐ **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria ☐ Students can **uphold high achievement** ☐ **Quantifiable** goals
Teacher Responses							

Alton Student Learning Objective Framework – Teacher's Form

Teacher Name: _____ Class/Course: _____Date: _____

5/28/19

___ Approved   ___ Not approved   Evaluator Signature: _____ Date: _____

See next page for comments if not approved.

Criteria not met and reason(s) why:

Suggestions for Improvement:

Approval Tool for Type III (Teacher-Created) Assessments – <mark>For Reference Only</mark>

Teacher: _____ **Course/Class:** _____

Directions: For any Type III assessment used for SLOs, it is required that teachers complete the steps below, using the *Standards Alignment and Coverage Check Chart*, *Rigor Analysis Chart*, and *Assessment Approval Rubric*.

1) Using the assessment and any applicable scoring guide/rubric, identify which standards align to which items or tasks on your assessment. Use National Common Core State Standards, if applicable. Type standards next to assessment questions. Then, use the *Standards Alignment and Coverage Check Chart* to note which questions are aligned to which standards and to ensure that each standard is covered by sufficient number of items or tasks. Attach this chart to the assessment. **Note:** Not all performance-based assessments may need several tasks for each standard, but all tasks should be aligned to standards. Thus, even teachers using performance-based assessments must align any tasks to standards using the *Standards Alignment and Coverage Check Chart*.

2) Use the *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting at least three levels of rigor. Attach this chart to the assessment.

3) Review the format of the assessment questions. Check for the following:
    - Are questions/tasks written clearly?
    - Are there a variety of types of questions/tasks?
    - Are the questions/tasks free of bias?
    - Are the questions appropriate for the subject/grade level?

4) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:

5) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Learning Objective for this course?

Please return this form to your primary evaluator, along with a copy of the assessment(s), *Standards Alignment and Coverage Check Chart*, *Assessment Rigor Analysis Chart*, and any additional supporting materials (rubrics, scoring guides, etc).

Adapted from: Indiana Department of Education RISE Evaluation and Development System. *Student Learning Objectives Handbook Version 2.0.* 30 January 2013. Accessed at http://www.riseindiana.org/sites/default/files/files/Student%20Learning%20Objectives%20Handbook%202%200%20final%284%29.pdf

Standards Alignment and Coverage Check

Teacher(s): _____ **Course/Class**:

_____

Directions: After aligning assessment items or tasks to any available standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Only fill in the total number of standards that apply.

Standard:	Standard Description	Question Numbers/Tasks

Assessment Rigor Analysis – Depth of Knowledge (DOK)

Teacher: _____ **Course/Class**: _____

Directions: Use the chart below to categorize assessment questions, if applicable. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of at least three levels of rigor.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat, Indicate, Show	How many…? Label parts of the…. Find the meaning of…? Which is true or false…? Point to … Show me (the time signature/the piece of Renaissance art). Identify (which instrument is playing/the art form/home plate/the end zone)	
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify, Describe, Perform a Technical Skill, Perform a Skill with Accuracy	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will…. Shoot 10 lay-ups in a minute, 5 free throws (out of 10 shots), and remain in control of dribbling the ball for 1 minute. Memorize and perform a theatrical scene with at least 85% accuracy in terms of line memorization, cues, and staging. Perform a piece of music with technical accuracy. Demonstrate knowledge and skills to create works of visual art using sketching and constructing.	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, problem-solving, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare, Argue, Perform a task using Problem-solving, Writing with Textual Analysis and Support	Construct a defense of…. Can you illustrate the concept of…? Apply the method used to determine...? What might happen if….? Use evidence to support…. Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.	

			Use problem-solving to perform an appropriate basketball/football/baseball play in a given scenario (e.g. complete a double play, set up a basketball screen, run the spread offense for a first down). Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts.	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, thinking, designing, creating, and evaluating, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains. Student may use or perform a variety of methods or mediums to convey complex ideas or solve problems.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Evaluate, Design, Create and Perform Complex Performance- or Project-Based Assessment Tasks	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that…. Evaluate which tools or creative processes are best for x theatre or musical production. Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making. Perform a complex musical piece with a high level of expression and accuracy. Design and perform a complex basketball or football play appropriate for a given situation. Evaluate and perform various offensive plays or movements in a basketball/football/baseball game, based upon the defensive scenario. Evaluate the use of various mediums to communicate ideas and construct 2 and 3 dimension works of art using these mediums.	

Adapted from: *Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. http://www.wcer.wisc.edu/WAT/index.aspx and UW Teaching Academy http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm*

SAMPLE Assessment Approval Rubric for Type III (Teacher-Created) Assessments

Teacher: _____ **Grade Level/Subject**: _____

	Excellent	Proficient	Needs Improvement	Unsatisfactory
Assessment	Contains all items from Proficient category AND: • Items represent all 4 DOK levels/tasks • Extends and deepens understanding of each student's level of achievement • Uses a collaborative scoring process • Uses a variety of item types to accurately gauge student growth	• Items represent at least 3 DOK levels/tasks • Grade level appropriate for class/course • Scoring is objective (includes scoring guides/rubrics) • Item type and length of assessment is appropriate for the grade-level /subject • Sufficient number of standards, based upon course or subject and grade-level, with at least 5 standards covered (excluding any applicable performance-based assessment) • 3-5 items or tasks for each standard/skill to be assessed for content-area subjects • Question stem and answer choices are clear, free from bias, and do not cue the correct answer	• Items represent only 2 DOK levels/tasks • Grade level appropriate for class/course • Scoring may be subjective, and the scoring guide/rubric does not adequately describe the critical elements of the task for each performance level • Either the item type or length of assessment is insufficient for the grade-level/subject • Question stem or answer choices indicate bias • Question stem or answer choices cue the correct answer • Question stem or answer responses are either too broad or too narrow to elicit the intended response.	• Items represent only 1 DOK level/task • Inappropriate for the grade level for the class/course • No scoring guide/rubric is provided • Both item type or length of assessment is insufficient for the grade-level/subject • Question stem or answer choices indicate bias • Question stem or answer choices cue the correct answer • Question stem or answer choices are unclear and invite a wide range of responses.

☐   I approve of this assessment/task and any accompanying rubrics without further change.

☐   Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics:

```



```

5/28/19

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Alton Summative Student Growth and Performance Evaluation Rating Form

Teacher:_____

Performance Ratings	Thresholds
Unsatisfactory	• Did not use approved assessment • Did not correctly score assessment • Did not accurately administer assessment • Did not use approved SLO • Less than 50% met target growth
Needs Improvement	• Use approved SLO • 50-64% of students met targeted growth
Proficient	• Use approved SLO • 65-79% of students met targeted growth
Excellent	• Use approved SLO • At least 80% of students met targeted growth

Directions: Use table and thresholds above to indicate both the percent of students meeting their targets and the growth rating for each SLO **AND** in the last row, the average of all SLO ratings. Please attach any comments or evidence to amend or exempt any student data from the summative rating.

SLO #	% of Students Meeting Target	Student Growth Rating
1		
2		
3		
4		
5		
6		
Overall		

70% Professional Practice Rating = _____

30% Student Growth Rating = _____ (from table above)

= **Summative Performance Evaluation Rating of _____ (using attached matrix)**

Teacher Signature: _____ Date: _____

Evaluator Signature: _____

APPENDIX A

Professional Educator/Service Groups
Evaluation Rubrics