

## **Evaluation Process**

**Opening Day GEA Meeting** - GEA reviews G-CUSD 228 Evaluation Plan handout.

**Opening Day Faculty Meeting** - The building principal will review the Evaluation process with all staff members.

### **Before September 1st**

- Principal notifies teacher who will be evaluating them.
- Teacher receives Evaluwise Link from their evaluator.
  - Teacher can upload artifacts any time after receiving link. Please see "Uploading Artifact" cheat sheet for specific details.

### **Formal Observation Cycle (Pre-Conference, Observation, Post-Conference)**

- Pre-Observation Conference is held with evaluator. Teacher fills out pre-conference forms in Evaluwise at least 24 hours prior to conference. Be prepared to address the following topics: lesson plan, scope and sequence (ATLAS timeline), and attendance (ERMA from the past year.)
- Evaluator conducts a formal observation, lasting a minimum of 45 minutes at a time, a complete lesson, or a class period. Observation notes will be sent within 48 hours to the teacher.
- Post-Observation Conference is held with evaluator within five (5) school days of observed formal lesson. Be prepared to discuss the formal observed lesson and provide additional information about the lesson if needed.
- At the post-observation conference, the evaluator informs the teacher that prior to their Summative Evaluation meeting s/he is encouraged to finalize artifacts in Evaluwise. While there is no set number of artifacts needed, the teacher should upload quality artifacts which show his/her best planning, managing, teaching and professionalism. A timeline for the evaluation process and deadline for artifact uploads will also be discussed at this time.

### **Summative Evaluation**

- Teacher is notified of the summative evaluation meeting date at least five (5) school days prior to meeting. Once the draft has been sent, no more artifacts can be uploaded for this summative evaluation cycle.
- Evaluator sends Summative Evaluation draft at least 48 hours prior to summative evaluation conference. The draft will include notification of the individual's professional practice and feedback for improvement.
- Summative evaluation conference is held; both evaluator and teacher sign. Teacher comments may be added to the summative evaluation before signing.

Teacher Practice (70%)					
Student Growth (30%)		Distinguished	Proficient	Needs Improvement	Unsatisfactory
	Distinguished	Distinguished	Proficient	Proficient	Needs Improvement
	Proficient	Distinguished	Proficient	Needs Improvement	Needs Improvement
	Needs Improvement	Proficient	Proficient	Needs Improvement	Unsatisfactory
	Unsatisfactory	Proficient	Needs Improvement	Needs Improvement	Unsatisfactory

Teacher Practice will account for 70% and Student Growth will account for 30% in the overall summative evaluation.

### **Individual Professional Growth Plan**

Each teacher shall have a professional growth plan that shall span a minimum of two years. The professional growth plan shall include the following:

- Rationale for at least 1 goal
- Description of the goal
- Explanation of the process to achieve the goal
- Explanation of how one knows the goal has been attained
- Any resources necessary to successfully attain the goal
- Timeline

Each teacher understands that the goal statements may be used by leadership teams and administrators to help construct grade level, department, building and district-wide professional development opportunities.

The professional growth plan is not intended to be evaluated as a part of the summative evaluation directly, but rather is intended to assist the teacher in improving professional practice. It is expected that all teachers participate, but failure to reach a goal does not in and of itself constitute a failure within a particular domain of the summative instrument.

### **Professional Development Plan (Tenured Teachers Only)**

Within 30 school days after the receipt of a Needs Improvement performance evaluation (summative) rating, the evaluator, in consultation with the teacher, shall develop a Professional Development Plan. The Professional Development Plan (PDP) will address the following:

- 1.) The performance areas that need improvement, including reference to the relevant components and domains.
- 2.) The specific strategies and supports that will be used to improve performance taking into account the teacher's on-going professional responsibilities, including the teacher's regular teaching assignment(s).
- 3.) The dates of the first meeting and follow-up meeting(s) to be determined by the evaluator and teacher, and the expected outcome(s) and indicators of progress/achievement of goals. The duration of the PDP will be at a minimum, 30 school days. During this time the teacher and evaluator will review the teacher's progress according to the PDP. The PDP may be extended for additional school days upon the recommendation of the administrator, and approval of the Superintendent.

A performance evaluation (summative) rating will be provided to the teacher at the end of the PDP. If at the end of the Professional Development Plan, the teacher has corrected the performance areas and receives a rating of Proficient or Distinguished, he or she is returned to the regular evaluation cycle. If the concerns remain unresolved, the teacher will receive an Unsatisfactory rating and the teacher will move into the remediation process.

### **Remediation Plan (Tenured Teachers Only)**

At the performance evaluation (summative) conference, a teacher who receives an Unsatisfactory rating will be informed in writing of his/her need of remediation. Such tenured teacher rated as Unsatisfactory will undergo a remediation plan subject to the following: Within thirty (30) school days after a summative evaluation has resulted in a rating of Unsatisfactory, the District will develop and commence the remediation plan designed to correct the areas identified as Unsatisfactory, provided the deficiencies are deemed remediable.

1. The remediation plan will provide for evaluations and ratings once every forty-five (45) school days for ninety (90) school days immediately following the teacher's receipt of a remediation plan.
2. The evaluations and ratings shall be conducted by a qualified participating evaluator.
3. The qualified participating evaluator shall issue the final evaluation at the conclusion of the period specified by School Code. Said period shall be within ten (10) school days after the conclusion of the plan.
4. Any teacher who successfully completes the remediation plan by receiving a rating of Proficient or better at the conclusion of the remediation process shall be evaluated at least once during the school term following the receipt of the Unsatisfactory rating that triggered the remediation plan and thereafter be reinstated to the district evaluation schedule so long as the teacher is rated proficient or better. Any teacher who receives an Unsatisfactory or Needs Improvement at the conclusion of the remediation process shall be recommended for dismissal.

## 50.110.IId-50.110.IIg. Student Growth

The Geneseo Education Association and the Board of Education of Geneseo Community Unit School District #228 agree that student growth shall represent 30% of a teacher's performance evaluation.

The District shall implement the "all in" model, whereby the Joint Committee shall annually review appropriate Type I, Type II and Type III assessments that are representative of agreed to learning values within approved district curriculum. Efforts shall be made to be as comprehensive, fair, and equitable in the range and types of assessments. The joint committee shall identify the specific type of assessment(s) used for each category of teacher from the approved list in accordance with PERA requirements.

Assessment data shall be incorporated into an "all in" local growth model, currently utilizing the ECRA program which builds growth indicators upon individual student propensity values. Individual student results can be aggregated across time and across assessments to construct a district-wide student growth score.

Using the ECRA nomenclature, when the District overall "all in" score is two standard deviations above expected (Blue Dot), all teachers shall receive a 4 or Distinguished rating for that 30% of the summative performance rating calculated for student growth.

When the "all in" score is within one standard deviation of expected (Green Dot), all teachers in the district shall receive a 3 or Proficient rating for that 30% of the summative performance rating calculated for student growth.

When the "all in" score is one standard deviation below that of expected (Yellow Dot), all teachers in the district shall receive a 2 or Needs Improvement rating for that 30% of the summative performance rating calculated for student growth.

When the "all in" score is two standard deviations below that of expected (Red Dot), all teachers in the district shall receive a 1 or Unsatisfactory rating for that 30% of the summative performance rating calculated for student growth.

Annually, no later than December 1st, the Joint Committee shall agree upon the assessments to be used for the following year's growth scores. For the 2016 initial implementation, the Joint Committee shall reach agreement on the assessments for the growth score by June 1, 2016.

The assessments utilized for the "all in" student growth scores shall not be the same assessments that would be used, if any are used, in the performance section of the evaluation. Any assessments used in the performance section shall be mutually agreeable to both the teacher and evaluator.

The Joint Committee agrees that no student characteristics (such as ELL, low-income, gender, or IEP eligibility) shall bias the student growth score, and that the ECRA Local "All In" Growth Model accounts for any differences based upon demographics by virtue of the propensity score and normalized ability to aggregate a district score from multiple individual scores.

## Professional Growth Plan

In accordance with the *Illinois School Code, 105 ILCS 5/24A-5, et seq.*, the following procedures will be followed when a tenured certified employee receives a summative overall “needs improvement” performance rating:

- Within 30 school days after the completion of an evaluation rating, the evaluator will prepare a professional development plan in consultation with the teacher, taking into account the teacher’s on-going professional responsibilities including his or her regular teaching assignments.
- The Professional Development plan will identify each area that needs improvement and any supports that the district will provide to address the areas identified as needing improvement with the goal of achieving a proficient or higher summative evaluation rating.

### 50.100.d. Use of Learning Forward

The District has purchased a 3-year subscription to “Learning Forward” for professional development related to teacher evaluation needs, and encourages use of said subscription by the Teaching and Learning Team (TLT) where appropriate, and especially in situations where a teacher may require a Professional Growth Plan and/or remediation efforts.

## Remediation Plan for Tenured Teachers

In the event a teacher's performance is evaluated as being unsatisfactory, said teacher is given a remediation plan Pursuant to Article 24 A-5 of the School Code, citing the various remediable deficiencies of unsatisfactory performance within 30 days after receiving the unsatisfactory notice. During the remediation period, the following provisions and procedures are in effect:

1. A committee consisting of an evaluator and a consulting teacher selected by the principal shall be determined to guide and assist the unsatisfactory teacher.
2. The consulting teacher shall be selected by the participating evaluator or principal.
3. The consulting teacher shall be an educational employee as defined by the Educational Labor Relations Act, have at least five years teaching experience, have a reasonable familiarity with the assignment of the teacher evaluated and have a distinguished rating on his/her most recent evaluation.
4. If there are no Geneseo District #228 teachers who meet these requirements, the Superintendent shall request the State Board of Education to supply one.
5. The teachers' association may compile a list of qualified teachers from which the consulting teacher is to be selected. The list shall contain the names of five qualified teachers, or all the names of qualified teachers if less than five. The State Board of Education shall determine qualifications if there is any dispute.
6. The consulting teacher shall participate in developing a plan to remedy the cited deficiencies. However, the final decision as to this plan shall be made solely by the Superintendent or designee.
7. The consulting teacher shall provide advice to the evaluated teacher on how to improve his or her teaching skills and to successfully complete the remediation plan.
8. Teachers on the remediation plan shall be evaluated and rated every 30 school days during the 90-day remediation period. Furthermore, they shall be evaluated according to the recommendation of the evaluator for the year immediately following the remediation period. Failure to strictly comply with the timelines for the required evaluations because of illness or leaves granted teachers under remediation shall not invalidate the results of the remediation plan.
9. The consulting teacher shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the teacher under remediation.
10. The consulting teacher shall be informed through office conferences with the qualified administrator and the teacher under remediation regarding the results of the remedial evaluations in order to continue providing meaningful assistance.
11. Any teacher who successfully completes a 90 school day remediation plan shall be returned to the regular evaluation cycle.
12. Any teacher who fails to obtain a satisfactory rating after completing the 90 school day remediation plan shall be dismissed.
13. A teacher may be dismissed at any time for irremediable deficiencies.

## **Domain and Professional Practice Summative Rating Matrix**

### **Domain Ratings in Geneseo Community Unit School District 228:**

- **Distinguished**-Distinguished rating in at least three of the components in the domain with the remaining components rated no lower than Proficient.
- **Proficient**-No more than one component rated as Needs Improvement with the remaining components rated as Proficient or higher.
- **Needs Improvement**-Two or more components rated as Needs Improvement, or one component rated as Unsatisfactory.
- **Unsatisfactory**-Two or more components in a domain rated as Unsatisfactory.

<b>Domain 2 for Teachers – Classroom Environment</b>				
Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
2a			X	
2b		X		
2c			X	
2d			X	
2e				X
<b>Final Domain Rating</b>			<b>X</b>	

### **Overall Summative Rating in Geneseo Community Unit School District 228:**

- **Distinguished**-Distinguished rating in at least two of the domains with the remaining domains rated as Proficient.
- **Proficient**-No more than one domain rated as Needs Improvement, with the remaining domains rated as Proficient or higher.
- **Needs Improvement**-Two or more domains rated as Needs Improvement, and no domains rated as Unsatisfactory.
- **Unsatisfactory**-Any domain rated as Unsatisfactory.

<b>Summative Rating</b>				
Domain	Unsatisfactory	Needs Improvement	Proficient	Distinguished
Domain 1		X		
Domain 2			X	
Domain 3		X		
Domain 4			X	
<b>Overall Rating</b>		<b>X</b>		

*\*All components are evenly weighted, no weighting of components or domains will be used*

## District 228 Evaluation Definitions and Terms

<b>Summative System Terms</b>	<b>Definition</b>
Summative Cycle	A one or two year process consisting of conversations around artifacts, walk-throughs, informal observations, and formal observations concluding with a summative rating.
Summative System	A differentiated process that accounts for distinctions in job assignments, responsibilities, years of experience, expertise, commitment, and individual practitioner's needs.
Artifacts	A collection of materials used to demonstrate evidence of professional practice and to encourage self-reflection.
Components	The 22 attributes that define the four domains. The levels of performance on these 22 components are used to determine domain ratings.
Domains	The four categories by which professional practice is defined. The level of performance in these domains is used to determine summative performance ratings.
Elements	Descriptors for each of the 22 components as defined in Danielson's Framework for Teaching. These 76 elements can be used in the development of professional goals.
Evidence	Illustration of a practitioner's professional work. Examples could include: parent communications, assessments, projects, lesson plans, student work samples, participation in professional growth activities as well as information gathered through conversations, observations (formal and informal) and walkthroughs. All evidence collected will be placed within the Framework's rubric for each component, then a preponderance of evidence will determine the final rating for that component.
Effective Teaching (Framework)	A Framework for Teaching that defines professional practice as outlined in <i>Enhancing Professional Practice: A Framework for Teaching</i> , 2 <sup>nd</sup> Edition, by Charlotte Danielson. This Framework is aligned with and includes rubrics for all certified positions: teacher, counselor, social worker, and library/media specialist. This is the District 228 adopted instructional practice framework.
Formal Observation	Evaluator conducts a formal observation, lasting a minimum of 30 minutes at a time, a complete lesson, or a class period. Observation notes will be sent within 48 hours to the teacher.
Informal Observation	Consists of unscheduled observations. These observations include written feedback that describes professional practices observed and possible reflective questions for future conversation. An in-person discussion may occur after any informal observation. This should be requested by the person being evaluated within 5 days, and granted by the evaluator within 5 days of the request.



50.120.III

- a. Tenured Cycle- minimum of 2 observations (1 must be formal) during the evaluation cycle
- b. Tenured teacher with “NI” or “U” for a summative rating, the following year must have a minimum of 3 observations (2 must be formal). “U” requires a 90-day remediation plan. “NI” requires a professional development plan.
- c. Non-tenured- a minimum of 3 observations (2 must be formal)



## **PROFESSIONAL STAFF CONDUCT/RESPONSIBILITY BULLETIN 2015-16**

The purpose of this document is to give licensed and endorsed professional staff in District #228 a general framework of their responsibilities and a clear expectation for conduct and performance that parallels our high expectations for student performance and achievement. We look forward to a wonderful school year and appreciate your continued commitment to excellence.

### **ATTENDANCE**

#### **Absence**

Each employee plays a vital role in the operation of the school system. Any absence will diminish a necessary service. While the maintenance of good physical and mental health is of the utmost importance, each employee should strive to be in attendance every day.

Any absence from work must be for valid reasons, i.e., personal health or family emergencies. Personal convenience or advantage is not ethically acceptable reasons for absence, unless you have an approved personal leave.

Excessive absence is undesirable and detrimental to the District.

#### **Injury Report**

It is the responsibility of each employee to report as soon as practical, all injuries that occur during working hours. All such injuries must be reported to the school nurse, to the employee's supervisor and the Business Office. Employees who are injured while on the job will be subject to the Illinois Worker's Compensation Act. Failure to report an injury at the workplace may be considered a violation of work rules.

#### **Notification of Absence**

The District has procedures for reporting absences. An employee who must be absent is responsible to provide proper notification. Failure to provide a timely report of absence can cause unnecessary problems in the operation of the school or department.

#### **Certification of Absence**

An absent employee must complete the proper absence notification in ERMA, or alternate method where acceptable. An employee's salary for days absent cannot legally be paid if the appropriate certification of absence has not been filed.

Falsification of a signed statement or physician's certificate is grounds for suspension and/or termination of employment.

**Tardiness**

Each position has an established work schedule to which employees must adhere, including extra duty assignments such as morning, lunch and bus duty. An individual teacher cannot alter his/her established work schedule without prior administrative approval.

Excessive tardiness is unacceptable.

**WORK SITE**

An employee is expected to report on time as determined by either the negotiated agreement or by Principal directive; and stay at his/her job site during work hours except during lunchtime, unless job responsibilities require travel. In case of emergency, the employee should follow established procedure before leaving the work site. It is expected that all employees fulfill extra duty supervisory assignments as assigned (bus duty, lunchroom duty, playground duty, hall duty, etc.).

A teacher should not permit unauthorized persons into his/her classroom without first seeking administrative approval and appropriate background checks.

**CONDUCT**

An employee is expected to be knowledgeable of Board policies and procedures and State and Federal laws and rules related to the successful function of his or her job. An employee should also be knowledgeable of contents of the Negotiated Agreement. In all cases, employees are expected to implement and carry out the mission and objectives of District policies and procedures and their job description. Furthermore, an employee is expected to be considerate of all fellow employees, as well as students, parents, and the citizens who use school facilities.

Any conduct which discredits the education profession or the reputation of the Geneseo Community Unit School District Board of Education may be considered conduct unbecoming an employee. Behavior that directly or indirectly negatively impacts teaching and learning is unacceptable. Examples of such conduct may include:

- a. Use of vulgar, profane, or other disrespectful, discriminatory or racist language;
- b. Giving cruel and/or humiliating verbal abuse to others, particularly in the presence of their peers;
- c. Shaking, striking, pushing or propelling others into walls, furniture, or the ground;
- d. Failing to maintain confidentiality in discussing District, school, or student matters;
- e. Inappropriately seizing and/or using student property;
- f. Inappropriately handling or using District property, especially care of technological equipment;
- g. Failure to comply with Board-approved curriculum, instructional materials and assessment practices;
- h. Inappropriate use of cell phones during instructional time;
- i. Inappropriate or unauthorized use of District facilities;
- j. Inappropriate, offensive or disruptive dress;
- k. Failure to communicate in a timely and professional manner with parents and/or community members;
- l. Dishonesty;
- m. Failing to be prepared for work;
- n. Engaging in criminal activities;

- o. Falsifying timesheets, assessments, or any other work-related documents including applications;
- p. Failing to report unsafe or hazardous conditions;
- q. Failing to report any suspected incidences of abuse;
- r. Failing to complete assigned tasks on time;
- s. Copyright infringement.

Administration will consider aggravating and mitigating circumstances when considering the consequences for misconduct. Consequences may range from oral warnings up to termination, depending upon the severity and frequency of infractions.

While it is impossible to predict the many situations that may arise or to describe all aspects of acceptable or unacceptable conduct, an employee is expected to know and apply Board Policy and Procedures related to his or her job. Beyond that, an employee is to use common sense, courtesy, consideration, and reasonableness in relationships with other persons.

### **INSUBORDINATION**

The immediate administrator/supervisor is expected to provide clear direction so reasonable work may be accomplished in accordance with the concept of need and/or priority.

An employee is expected to follow instructions whether or not the employee is in agreement with the instruction, unless the employee is placed in an unsafe or unlawful condition.

### **WORKPLACE HARASSMENT (Board Policy 5:20)**

The Geneseo Community Unit School District #228 Board of Education prohibits any form of sexual harassment. Sexual harassment may include, but is not limited to:

- a. Creating an intimidating, hostile, or offensive work or learning environment;
- b. Repeated offensive sexual flirtations;
- c. Sexual advances or propositions;
- d. Verbal remarks or abuse of a sexual nature;
- e. Graphic or degrading verbal comments about an individual or his/her appearance;
- f. The display of sexually suggestive objects or pictures;
- g. Any offensive or abusive physical contact.

Whenever any employee engages in sexually provocative or exploitative conduct, (including "dating"), with students of the Geneseo Community Unit School District #228, a strong presumption of unfitness arises against the employee.

If any employee has questions, concerns or complaints regarding sexual harassment, he or she is to contact his or her immediate supervisor, or the Nondiscrimination Coordinator and/or reference Board Policy, 2:260 Uniform Grievance Procedure. The current Nondiscrimination Coordinator is:

Mr. Tim Gronski  
648 N. Chicago Street  
Geneseo, IL 61254  
309-945-0450

**POSSESSION OR USE OF ALCOHOL, TOBACCO, CONTROLLED SUBSTANCES, OR WEAPONS ON DISTRICT PREMISES**

Board policy prohibits the unlawful manufacture, distribution, dispensing, sale, possession or use of alcohol, tobacco, and/or controlled substances or weapons on District premises or while performing any function as an employee of the District. Employees are expected to report for and continue throughout the workday, including lunch period, free from alcohol, tobacco, and/or controlled substances.

Any employee who must use medication that may affect the sense of balance or speech should notify his or her immediate supervisor before starting work.

Smoking, **including use of smokeless tobacco**, is not allowed on school premises at anytime, or in any district vehicle.

No employee may possess, use, or exhibit weapons on District-owned property.

**AUTHORIZED USE OF DISTRICT-OWNED MATERIAL**

District-owned property, equipment, and supplies are intended for school use.

If, however, equipment is used other than at a Geneseo Community Unit School District #228 site, **prior approval must be obtained** by completing the proper Request Form, 5:65-AP, and submitting it to the superintendent or designee.

An employee may not appropriate for personal use: property, equipment, or supplies owned by or under the control of the Geneseo Community Unit School District #228. The following items are not available for personal use, unless the employee obtains specific and written approval from the superintendent or designee: District vehicles, trailers, technology equipment (such as digital cameras, printers, projectors, etc.), dishwashers, ovens, washing machines, dryers, and school trash dumpsters. (Board Policy 5:65)

Board Policy 6:235 Access to Electronic Networks should be taken seriously. Employees should never give their passwords to students or family members.

Failure to adhere to any part of this bulletin could result in disciplinary action.

If you have any questions in regard to the content of this bulletin, please contact your Building Principal.

Superintendent and GEA Review July, 2015

5:120-AP2

4



Date:

Dear D228 certified employee,

You are scheduled for a formal evaluation to be completed this school year. I currently have your pre-conference scheduled for the week of January 25 - 29, 2016. If you would like to change that date, please let me know and we will work together to accommodate. At least 24 hours prior to our pre-conference please be sure to upload the lesson plan of the observed lesson into Evaluwise, as well as answer the pre-conference questions located in Evaluwise. For the pre-conference, be prepared to address the following topics: lesson plan, scope and sequence (ATLAS timeline), and ERMA from the past year.

A teacher's summative rating will be determined through an evaluation process that includes: a formal lesson observation (pre-conference, formal observed lesson, and post-conference), informal observations (walk-throughs), professional conversations, and Teacher-Collected artifacts. Please note that in order to gain an accurate representation of the "whole body of teaching" the timeline for this process may vary, but you and I should have a discussion about this.

Starting with the 2014-15 school year, our district has implemented the full Charlotte Danielson evaluation training and the Danielson Framework is used to identify the components for the four domains of effective teaching. Please see your Danielson Training materials for guidance and specifics.

A folder with all evaluation information has been shared with district certified staff.

Please do not hesitate to see me with any questions.

Sincerely,

Mike Haugse



# Joint Committee on Teacher Evaluation

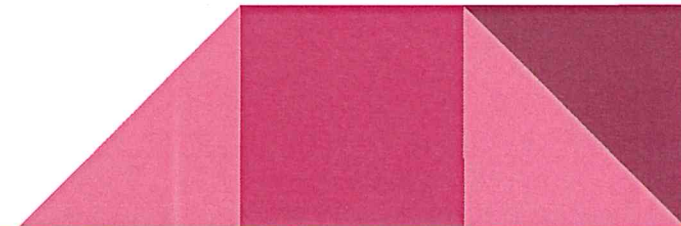
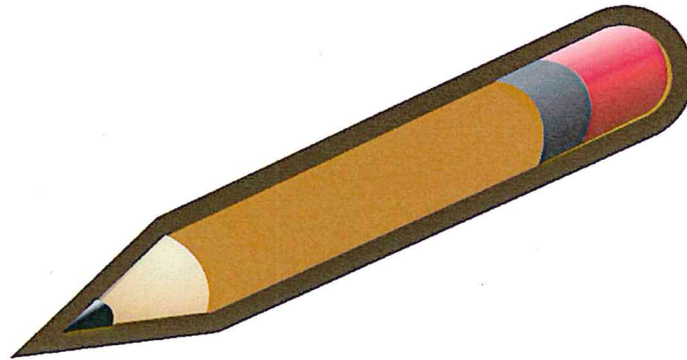
The Journey from PERA to PEAC to Senate Bill 7

Melanie Henderson, Dee Humphries, Cheryl Ewert, John Versluis,  
Steve Brucher, and Jill DePauw



# ATLAS and EvaluWise - Lifesavers

- Curriculum all online and easily accessible
- Assessments
- Timelines
- EvaluWise





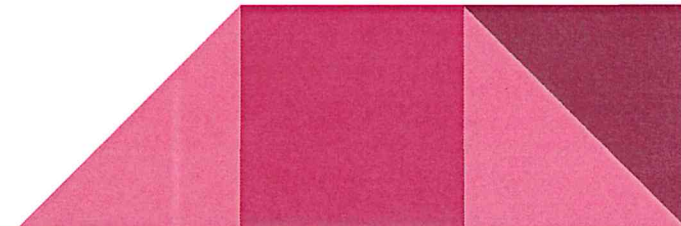
# Administrator and Teacher Teams

Administrators aligned sections of SB7 that fit with their former training on the new teacher evaluation process and Teachers worked together on sections that pertained more to their area of expertise.

Section	Actions Needed	Who is Responsible	Projected Completion Date
50.100.1.1a	Create a sample written notice. Consider a checklist of items for the written notice to have evaluator review with those to be evaluated.	Mike, Cheryl	11/15/2015
50.100.1b		Dee, Melanie	Draft in Joint Committee Folder 10/29/15
50.100.1c	Develop the procedures for professional development in the event of a NI or U. Provide a summary of these procedures for the written notice. Review other school district plans to develop dist 228 NI and U procedures	John, Nate	1/7/2015 (Added to the Teacher Evaluation Plan Folder on 1/28/16)

# What's Different?

- Job Descriptions
- Now a Continuous Cycle
- Public Posting of Tenure List w/ Ratings and Endorsements
  - \*No names; numbers
- 30% Student Performance 70% Teacher Practice



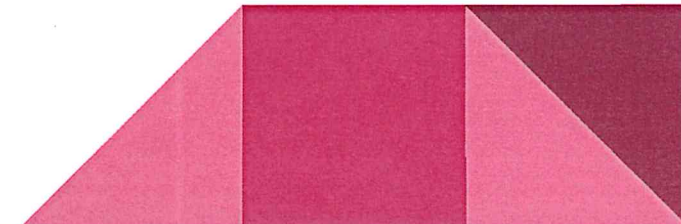


# ECRA Group Workshop

The Bargaining Team appreciates the opportunity to attend the ECRA workshop and offer whatever other support needed to work through this process.

50.100.1b

		Teacher Practice (70%)			
Student Growth (30%)		Distinguished	Proficient	Needs Improvement	Unsatisfactory
	Distinguished	Distinguished	Proficient	Proficient	Needs Improvement
	Proficient	Distinguished	Proficient	Needs Improvement	Needs Improvement
	Needs Improvement	Proficient	Proficient	Needs Improvement	Unsatisfactory
	Unsatisfactory	Proficient	Needs Improvement	Needs Improvement	Unsatisfactory



# Final Thoughts

- Rollout to teachers in Fall 2016
- Be clear in explanation of how overall student growth as a District is different from individual student performance
- Continue to educate our new teachers and get feedback on the process through leadership teams

