

South Eastern Special
Education
Evaluation Timeline
2015-2016

- South Eastern Special Education developed an evaluation committee consisting of not more than four (4) administrators and not more than four (4) bargaining members to develop an evaluation plan for Licensed Professional educators, including teachers, occupational therapists, COTAs, physical therapists, PTAs, school psychologists, school social workers, and speech-language pathologists.
- The committee developed the following time line for activities to be completed prior to 2016-2017.

- 2012-2013
- Monthly training on Domain 2 & 3 with classroom staff ✓
 - Trainings were held monthly during the 2012-13 school year at the SESE central office.
- Training with Itinerant staff on Domain 2 & 3 ✓
 - Training was completed during department meetings during the 2012-2013 school year

- Develop Lesson Plan Template✓
 - A universal lesson plan template was developed and made available to all licensed staff. The required components were determined and all lesson plan formats were acceptable if they contained these components.
- Begin Evaluation rubric training with licensed staff✓
 - Itinerant staff met to give input as to the development of scoring rubrics for their respective evaluation tool. All tools were based on the Danielson Frameworks.
- May- Training on Lesson Plan Template✓
 - Training was held at the SESE Central Office
- Explore internet availability for training sessions✓
 - All presentations are available on the SESE webpage.
www.SESE.org

2013-2014

- Make announcement at Institute day regarding online training/announcements√
 - Timelines were presented as to the evaluation process.
- Have online trainings/videos/podcast in place√
 - All presentations are available on the SESE webpage.
www.SESE.org
- Begin monthly trainings on Domains 1 & 4√
 - Trainings were held monthly during the 2013-14 school year at the SESE central office.
- Align Evaluation tools with Danielson for classroom and itinerant staff, including service providers and develop rubric√
 - A teacher representative from Autism, ECE, ED, MSI, and Itinerant teachers provided input as to the adjustments needed to accurately reflect special education instruction.

- A focus group of licensed professional educators was gathered to provide input on the scoring rubric. Each category and age range of classroom certified staff was asked to give input regarding the respective evaluation tool and rubric.
- The evaluation committee reviewed the rubrics of each category and made recommendations regarding information and requirements. The evaluation committee submitted the final evaluation tools and rubrics to the Executive Board for adoption. The plan, tools, job descriptions, and rubrics were adopted on April 16th, 2014.

- Begin 45 minute/ class period/lesson requirement for formal observation√
 - Evaluators increased the length of formal observations to 45 minutes, or a entire lesson, or an entire class period.
- Repeat training on Domain 2 &3√
 - All presentations are available on the SESE webpage. www.SESE.org
- Continue training with Itinerants regarding observable characteristics√
 - All departments continued to provide input as to observable characteristics during department meetings
- Implement lesson plan template in all classrooms√
 - All classrooms are required to have written lesson plans
- Revise and complete new Evaluation Plan√
 - The evaluation committee developed a Licensed Professional Educator Evaluation Plan reflecting all required changes as dictated by PERA/Senate Bill 7.
 - The SESE Executive Board adopted the plan on 04-16-2014.
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2014-2015

- Institute Day training on Evaluation Process (Pre-conf, Reflective Conference, Formal Observation and Informal Observation)√
- Align Observation requirements with PERA (number)√
- Implement new evaluation tools for classroom teachers√
- Implement new evaluation tools for itinerant and service providers
- Repeat training on Domain 1 & 4√
- Develop Student Growth rubric and process for Classroom and Itinerant Licensed Staff
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2015-2016

- Pilot Student Growth Component in with all classroom and itinerant licensed staff
- Training on Student Growth Component

2016-2017

- Implementation of Student Growth component in the determination of the Final Summative Rating Score.

Student Growth

Pilot Program

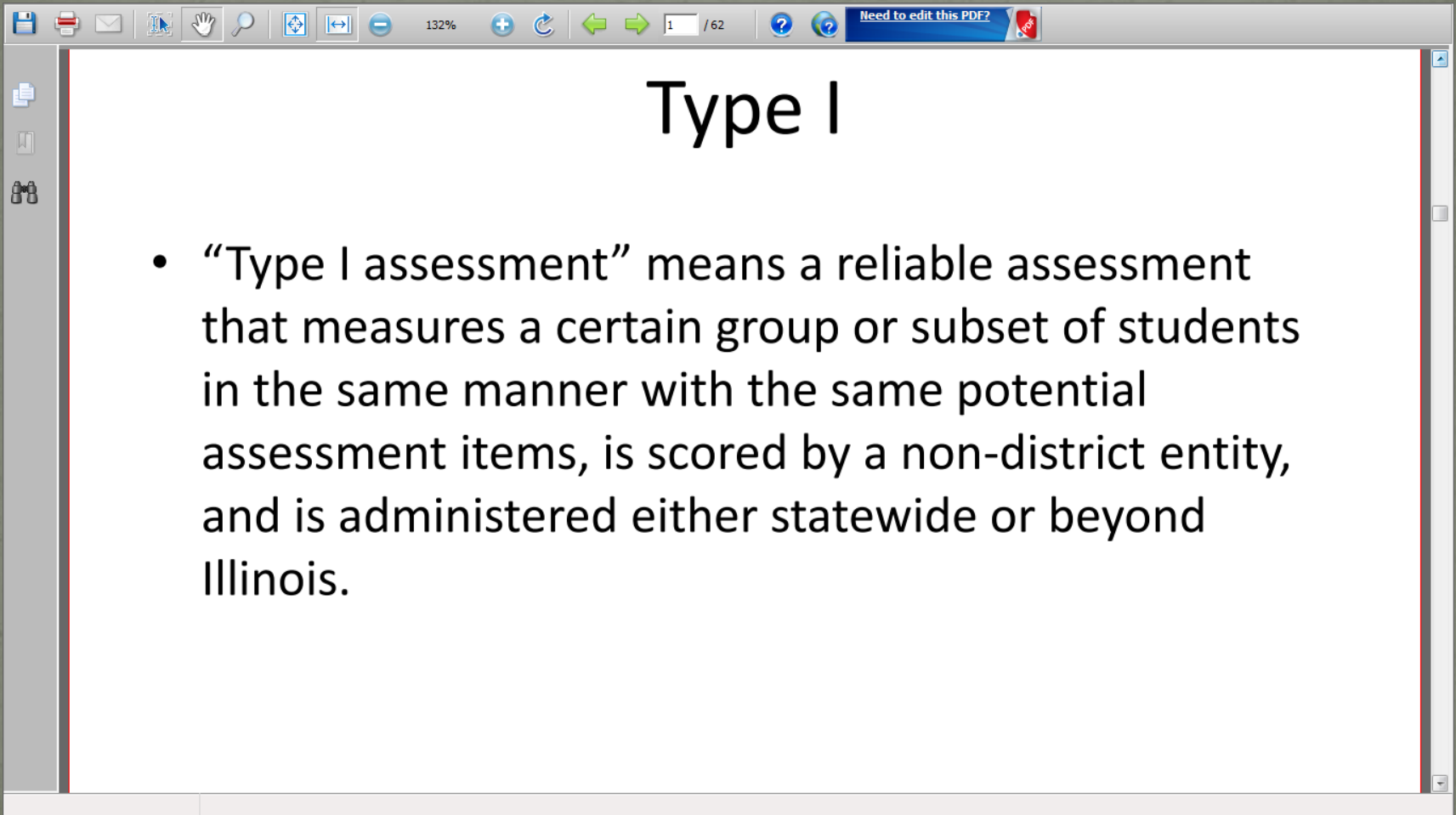
2015-2016

- It is the duty of the Joint Committee to develop a plan of how student growth will be integrated into the performance evaluation for all licensed employees.
- PERA requires that assessment tools meet certain characteristics and are designated into three categories. (Type I, Type II, and Type III).
- Student Growth must account for a minimum of 30% of the total summative rating scale.
- SESE will be piloting this process during the 2015-2016 school year.

Assessing Student Growth

- PERA requires that the assessments used to measure student growth include:
 - A **Type I** assessment and a **Type III** assessment
 - OR
 - A **Type II** assessment and a **Type III**
 - OR
 - **Two Type III** assessments

Type I

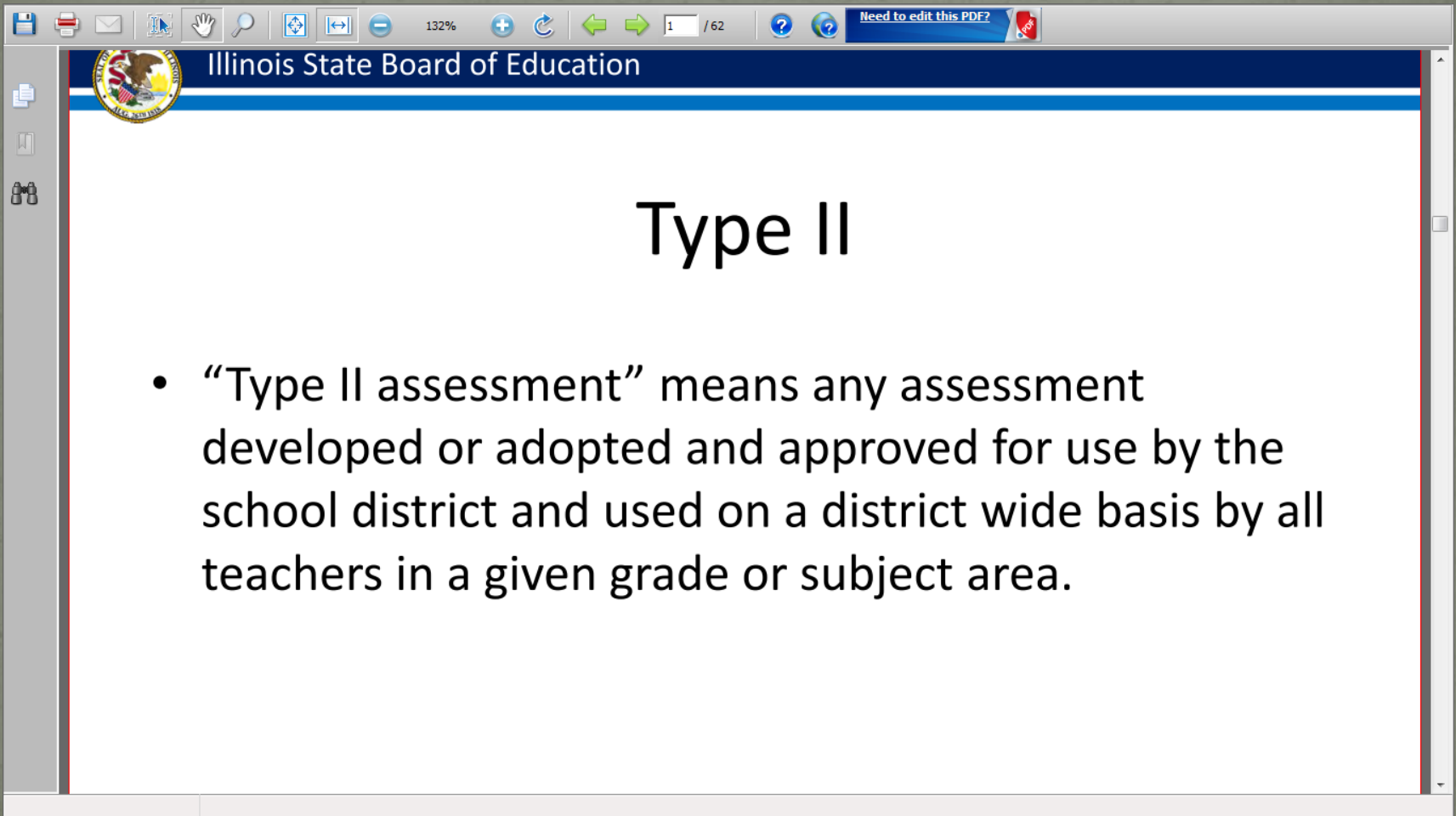


The image shows a screenshot of a PDF viewer application. The window title bar includes a "Need to edit this PDF?" notification. The toolbar at the top contains various navigation and editing icons, a zoom level of 132%, and a page indicator showing "1 / 62". The main content area displays a slide with the title "Type I" and a single bullet point defining the term.

Type I

- “Type I assessment” means 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.

Type II

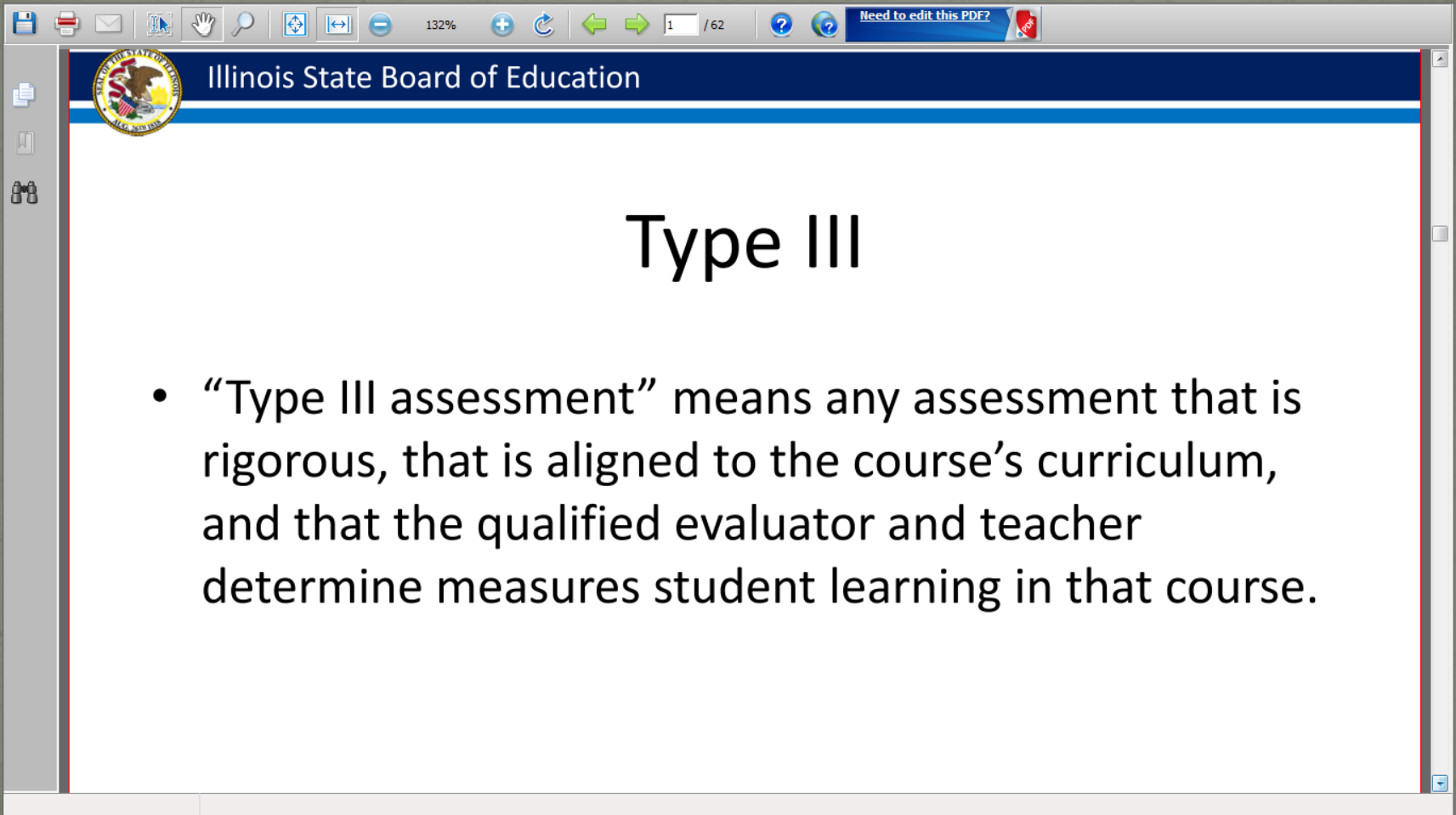


Illinois State Board of Education

Type II

- “Type II assessment” means 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.

Type III



Illinois State Board of Education

Type III

- “Type III assessment” means 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.

The Type I or Type II will be selected
by the supervisor of the program
with staff input

The Type III will be selected by the teacher with supervisor input.

The focus of the assessments should target areas of needed improvement.

The purpose of assessments is to improve student achievement.

Areas targeted may be academic,
social , emotional, behavioral,
functional, vocational, attendance,
etc.

Targeted areas will be assessed over multiple points across the year to determine progress

Following a Pre-Test administered to all students in the classroom, whole classroom goals or individual student goals may be determined.

How will student progress be translated into an Excellent, Proficient, Needs Improvement or Unsatisfactory ?

Classroom Average Progress- Type I or Type II assessment

- All students' progress will be averaged together to determine overall class progress and rated as follows:
 - Excellent = 76-100% classroom average meets established target
 - Proficient= 51-75% classroom average meets established target
 - Needs Improvement= 25-50% classroom average meets established target
 - Unsatisfactory= < 25% classroom average meets established target
- ❖ Guidance from State default model

Classroom goal: Increase number of words read correctly on a grade level probe by 10%

Student	Pre-Test WRC	Goal	Average WRC on grade level probe
Billy	52 words read correctly	57 words read correctly	63 words read correctly
Sue	78 words read correctly	86 words read correctly	80 words read correctly
Grant	88 words read correctly	97 words read correctly	93 words read correctly

- Classroom progress = 30% of classroom met the overall established target
- Student Growth evaluation category = Needs Improvement (25-50%)

Individual Student Progress- Type III

- Individual student's progress will be used to determine the total percentage of students who meet individual target:
 - Excellent = 76-100% students meet established target
 - Proficient= 51-75% students meet established target
 - Needs Improvement= 25-50% students meet established target
 - Unsatisfactory= < 25% student meet established target

Individual student goal

Student	Pre-Test Level	End of Year Goal	EOY Level Achieved
Billy	Emerging	Established	Established
Sue	Established	Mastered	Established
Grant	Emerging	Established	Mastered

- Classroom progress= 60% of students meet individual goal.
- Student Growth evaluation category= Proficient (51-75%)

How will Student Growth be incorporated into the Final Summative Rating Score?

- Attendance Category Score + Domain 1 + Domain 2 + Domain 3 + Domain 4 Category Scores $\div 5 \times .7 =$ Performance Score
- Student Growth Category Score $\times .3 =$ Student Growth
- Performance Score + Student Score = Final Summative Rating Score

Student Growth will be
incorporated into the Final
Summative Rating Score in
2016-17

The image shows a screenshot of a PDF viewer application window. The window title bar includes standard icons for file operations and a status bar showing '132%' zoom, page '1 / 62', and a 'Need to edit this PDF?' notification. The main content area displays a slide with the following elements:

- # Administrative Code
- 50.30 Definitions
 - 50.110 Student Growth Components
- <http://www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf>