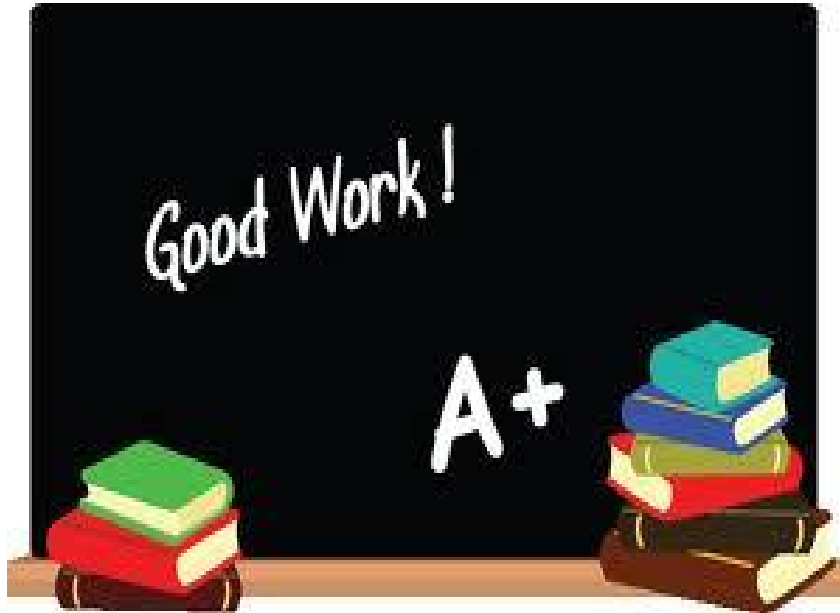


South Eastern Special Education

Evaluation Plan and Guide



Licensed Professional Educator/Licensed Support Personnel

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Section 1: Overview of the Development Process

The Performance Evaluation Reform Act (PERA) (Senate Bill 315; Public Act 96-0861) was passed by the Illinois General Assembly and signed by the Governor in January 2010. In summary, PERA requires, among other things, that:

- Anyone undertaking an evaluation after September 1, 2012, must first complete a pre-qualification program provided or approved by the Illinois State Board of Education (ISBE).
- By September 1, 2012, principals, assistant principals, teachers in contractual continued service (i.e., tenured teachers), and probationary teachers (i.e., nontenured teachers) be evaluated using a four-rating category system (Excellent, Proficient, Needs Improvement, and Unsatisfactory).
- Upon the implementation date applicable to a school district or other covered entity, performance evaluations of the principals/assistant principals and teachers of that school district or other covered entity must include data and indicators of student growth as a “significant factor”.
- Each school district shall develop, in cooperation with its teachers or, where applicable, the exclusive bargaining representatives of its teachers, an evaluation plan for all teachers (105 ILCS 5/24A-4). Each school district shall establish a teacher evaluation plan that ensures that each teacher not in contractual continued service is evaluated at least once every school year (105 ILCS 5/24A-5).

The Illinois Administrative Code (2012) states the following:

- This Part establishes the minimum requirements for the establishment of valid and reliable performance evaluation systems for certified employees, pursuant to Article 24A of the School Code, that assess both professional competence or practice and student growth (23 Ill. Adm. Code 50.10). PEAC
- Evidence of professional practice shall be collected through the use of multiple observations that include formal and informal observations. For the purpose of this subsection (c), a formal observation shall allow the qualified evaluator to acquire evidence of the teacher’s planning, instructional delivery, and classroom management skills and shall involve one of the following activities: an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time; or an observation during a complete lesson; or an observation during an entire class period.
- For each probationary teacher, a minimum of three observations shall be required each school year, of which two must be formal observations. Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.

- o (A) In advance of this conference, the teacher shall submit to the qualified evaluator a written lesson or unit plan and/or other evidence of planning
- o (B) The qualified evaluator and the teacher shall discuss the lesson or unit plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable.
- o (5) Following a formal observation, the qualified evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice.
- o Following an informal observation, the qualified evaluator shall provide feedback to the teacher. (B) The qualified evaluator shall provide feedback to the teacher about the individual's professional practice, including evidence specific to areas of focus designated during the conference preceding the observation (see subsection (c)(4) of this Section). (23 Ill Adm. Code 50.120).

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 timeline for activities to be completed prior to 2016.

2012-2013

- Monthly training on Domain 2 &3 with classroom staff ✓
 - o Trainings were held monthly during the 2012-13 school year at the SESE central office.
- Training with Itinerant staff on Domain 2 & 3 ✓
 - o Training was completed during department meetings during the 2012-2013 school year
- Develop Lesson Plan Template ✓
 - o 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 ✓
 - o 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 ✓
 - o 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.
- 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 Educator/Licensed Medical Evaluation Plan reflecting all required changes as dictated by PERA/Senate Bill 7.
 - The SESE Executive Board adopted the plan on 04-16-2014.

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

2015-2016

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

2016-2017

- Implementation of Student Growth component in the determination of the Final Summative Rating Score for LBSI staff. ✓
- Joint Committee will develop a Student Growth plan for exempt Licensed educator/Licensed Medical staff.

2017-2018

- Implementation of Student Growth component in the determination of the Final Summative Rating Score for exempt Licensed Educator/Licensed Medical staff.

2021-2022

- Joint Committee agreed to remove the Student Growth component in the determination of the Final Summative Rating Score for exempt Licensed Support Personnel.

2022-2023

- The Joint Committee agreed to adopt a three-year evaluation cycle for tenure employees whose last evaluation rating was excellent or proficient.

2023-2024

- As a result of the 2023 Contract Negotiations, the Joint Committee agreed to remove attendance as a separate domain and incorporate attendance into Domain 4 Component 4f.

Section II: Licensed Professional Educator/Licensed Support Personnel Evaluation Plan

Evaluation Plan for Licensed District Employees

1.0 Definition of Terms

- 1.01 Licensed Employees: Employees of the South Eastern Special Education District (SESE), who are required to hold a Professional Educator License issued in accordance with Article 21 of The School Code and/or Employees that are required to be licensed with the Department of Professional Regulation.
- 1.02 Performance Ratings:
- (a) Performance of licensed employees shall be “Excellent”, “Proficient”, “Needs Improvement”, or “Unsatisfactory”.
- 1.03 Qualified Administrators: Employees of SESE who are required to hold an administrative or supervisory endorsement attached to their Professional Educator License in accordance with Article 21 of The School Code and who have participated in an in-service workshop on evaluation of licensed personnel in accordance with Section 24A-3 of The School Code and successfully completed the required pre-qualification training.
- 1.04 SESE Executive Board: The 11 Superintendents of the districts within SESE. The SESE Executive Board meets monthly and transacts business related to the operation of the District. The SESE Executive Board shall go into closed sessions at least once each year to consider the results of the performance evaluations of SESE employees, and when necessary to consider remediation plans. The SESE Executive Board shall conduct the performance evaluation of the Director of Special Education and make recommendations to the Governing Board regarding all staff.
- 1.05 Substantive Change: Any modification in the list of qualified Administrators who conduct required evaluations or in the procedures described in the evaluation plan.

2.0 Assurances:

- 2.01 A committee consisting of no more than four (4) representatives of the Association and four (4) representatives of the SESE administration shall be established to give input toward the evaluation for SESE staff. The Director or his/her designee shall act as chairman of the Evaluation Committee. The committee shall provide advisory input to the SESE Executive Board. The SESE Board's decision as to the implementation and adoption of the evaluation plan shall be final and not subject to the grievance procedure. A statement certifying such involvement is contained in Appendix A.

Changes in the evaluation plan shall be accomplished in the same manner as set forth for the establishment of the evaluation plan.

- 2.02 The Illinois State Board of Education shall be notified within forty-five (45) days of any substantive change in this plan or any change in qualified administrators.
- 2.03 Licensed school district employees' job descriptions which have been approved by the SESE Executive Board are attached in Appendix B.

All licensed employees who are presently in contractual continued service shall be evaluated at least once every three years. However, any licensed employee in contractual continued service whose performance is rated as "Needs Improvement" or "Unsatisfactory" must be evaluated once in the school year following the receipt of such rating. Informal observations may occur at any time during any school year and be used in the subsequent biennial evaluation. Administrative and supervisory personnel shall be evaluated annually.

Personnel evaluations shall be conducted according to the following schedule:

- A. Probationary licensed employees shall be evaluated at least once a year during their probationary period. This evaluation will include a minimum of one (1) informal and two (2) formal observations. These employees may be evaluated more frequently at their request or at the discretion of the Director or the SESE Executive Board.
- B. Licensed employees who have received an "Excellent" or "Proficient" and who have entered upon contractual continued service shall be evaluated at least once every three years. This evaluation will include a minimum of one (1) informal and one (1) formal observation. These

employees may be evaluated more frequently at their request or at the discretion of the Director or the SESE Executive Board.

Licensed employees who have received a “Needs Improvement” or “Unsatisfactory” performance rating in his/her last performance evaluation and who have entered upon contractual continued service, will require a minimum of three observations in the school year immediately following the year in which the “Needs Improvement” or “Unsatisfactory” rating was received. Two of these observations must be formal observations. These employees may be evaluated more frequently at their request or at the discretion of the Director or the SESE Executive Board.

- 2.04 All employees shall be evaluated by the Director or a qualified designated evaluator in the employ of SESE.
- 2.05 Licensed employees shall be evaluated by instruments as identified in Appendix B of this plan. Said instruments shall utilize the rating scale as noted in Section 1.02. Administrative employees shall be evaluated according to Section 4.00.
- 2.06 The evaluation instruments shall assess, but not be limited to, an assessment of the following:
 - (a) Licensed Professional Educator: planning and preparation, environment, instruction, and professional responsibilities.
 - (b) School Social Worker: planning and preparation, environment, delivery of services, and professional responsibilities.
 - (c) School Psychologist: planning and preparation, environment, delivery of services, and professional responsibilities.
 - (d) Speech-Language Pathologist: planning and preparation, environment, delivery of services, and professional responsibilities.
 - (e) Therapist: planning and preparation, environment, delivery of services, and professional responsibilities.
 - (f) Therapist Assistant: planning and preparation, environment, delivery of services, and professional responsibilities.

Evaluation instruments are provided for each special education discipline and related service area that SESE provides.

They are:

- (a) Licensed Professional Educator
- (b) School Social Worker
- (c) School Psychologist
- (d) Speech-Language Pathologist
- (e) Therapist
- (f) Therapist Assistant

- 2.07 All evaluations conducted under this plan shall be based upon the following:
- (a) direct observations, formal and informal, of work performed
 - (b) an inspection of work produced
 - (c) input from relevant professionals
 - (d) a rating of the quality of work performed
 - (e) a summative rating of required reports (services provided, itineraries, pupil progress reports, etc)
 - (f) student growth
- 2.08 All formal observations of the employee shall be conducted at a mutually agreed upon time and date with the employee.
- 2.09 Any formal or informal observations which are to be used to evaluate the employee shall be reduced to writing and shared with the employee. The employee will be given the opportunity to respond to the observation either verbally or in writing. It is the responsibility of the employee to schedule a time to discuss the observation and/or to provide a written response.
- 2.10 At the beginning of the school year, the employee will receive notice of the beginning of his/her evaluation cycle and/or notice of the year during which the formal observation(s) will be conducted. A letter stating the above and including the website address link to the evaluation plan, evaluation tools with rubrics, and the evaluation guide.
- 2.11 A pre-evaluation conference will be scheduled with the employee within the first ninety (90) working days of the initial school year of the evaluation cycle. The pre-evaluation conference will be scheduled during a time that allows for a confidential, private meeting. The employee will be provided a copy of the evaluation tool with the scoring rubric. An overview of the process will be discussed and required documentation will be provided. The Evaluation Reference Guide will be available containing an overview of the evaluation process and timelines as well as all required documentation.

A formal observation will be scheduled at least one (1) week prior with the employee. The required documentation must be provided to the qualified evaluator no later than two (2) days prior to the formal observation.

A good faith effort will be demonstrated by both parties to avoid cancellation/rescheduling unless an emergency arises. Informal observations may occur at any time during employment. The employee will be provided with copies of all formal and informal observations within ten (10) working days of their occurrence. The employee should contact the observer with questions regarding what is written specifically in the

informal observation or his/her direct program supervisor regarding questions about procedure or process.

The employee should direct any examples of changes/clarification and/or corrections to the direct supervisor.

- 2.12 A reflective conference will occur within twenty (20) working days following each formal observation(s) to discuss the evidence. This will be scheduled during a time that allows for a confidential private meeting. The Reflective Conference form should be submitted to the evaluator no later than 2 days after the formal observation.
- 2.13 The employee performance evaluation evidence that is pertinent to that formal observation and/or that evaluation time period will be completed by the employee and due to the evaluator no later than 5 working days following the reflective conference(s) after each formal observation. Additional evidence will be accepted through January 31st. Extenuating circumstances will be considered on a case-by-case basis in regard to this timeline.
- 2.14 An overall summative conference will be held no later than 10 working days following the last reflective conference.
- 2.15 All performance rating evaluations and evidence used to complete the evaluation shall be placed in the employee's file.
- 2.16 The procedures for calculating the student growth component into the evaluation summary rating will be attached to this evaluation plan upon completion by the joint committee in the form of Appendix D.

3.0 Needs Improvement/Unsatisfactory Evaluations:

- 3.01 Within thirty (30) school days after the completion of an evaluation rating a teacher in contractual continued service as "Needs Improvement", development by the evaluator, in consultation with the teacher, and taking in account the teacher's ongoing professional responsibilities including his or her regular teaching assignments, of a professional development plan directed to the areas that Need Improvement and any supports that the district will provide to address the areas identified as needing improvement.
- 3.02 (i)within thirty (30) school days after the completion of an evaluation rating a teacher in contractual continued service as "Unsatisfactory", development and commencement by the district of a remediation plan designed to correct deficiencies cited, provided the deficiencies are

deemed remediable.

- (a) In all school districts the remediation plan for unsatisfactory, tenured teachers shall provide for ninety (90) school days of remediation within the classroom. Evaluations issued pursuant to this Section shall be issued within ten (10) days after the conclusion of the respective remediation plan. However, the Board shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within ten (10) days after the conclusion of the respective remediation plan.
- (b) participation in the remediation plan by the teacher in contractual continued service rated “Unsatisfactory”, an evaluator and a consulting teacher selected teacher the evaluator of the teacher who was rated “unsatisfactory”, which consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least five (5) years teaching experience, and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an “excellent” rating on his or her most recent evaluation. Where no teachers who meet these criteria are available within the district, the district shall request and the applicable regional office of education shall supply, to participate in the remediation process, an individual who meets these criteria.

A midpoint and final evaluation by an evaluator during and at the end of the remediation period, immediately following receipt of a remediation plan provided for under subsections (i) and (j) of this Section. Each evaluation shall assess the teacher’s performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher’s performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within ten (10) school days after the date of the evaluation unless an applicable collective bargaining agreement provides to the contrary. These subsequent evaluations shall be conducted by an evaluator. The consulting teacher shall provide advice to the teacher-rated “Unsatisfactory” on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the evaluator. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may

but is not required to use the forms provided for the annual evaluation of teachers in the district's evaluation plan.

(l) reinstatement to the evaluation schedule set forth in the district's evaluation plan for any teacher in contractual continued service who achieves a rating equal to or better than "Satisfactory" or "Proficient" in the school year following a rating of "Needs Improvement" or "Unsatisfactory".

- 3.03 (a) The consulting teacher shall be chosen from a list developed by SESE and SESEA/IEA/NEA.
- (b) If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher.
- (c) The consulting teacher shall provide advice to the teacher-rated as "unsatisfactory" on how to improve teaching skills and how to successfully complete the remediation plan.

- 3.04 (m) dismissal in accordance with subsection (d) of Section 24-12 or Section 24-16.5 of the School Code of any teacher who fails to complete any applicable remediation plan with a rating equal to or better than a "Satisfactory" or "Proficient" rating. Districts and teachers subject to dismissal hearings are precluded from compelling the testimony of consulting teachers at such hearings
- (n) After the PERA implementation date, if a teacher in contractual continued service successfully completes a remediation plan following a rating of "Unsatisfactory" and receives a subsequent rating of "Unsatisfactory" in any of the teacher's annual or biannual overall performance evaluation ratings received during the 36-month period following the teacher's completion of the remediation plan, then the school district may forgo remediation and seek dismissal in accordance with the School Code.

4.00 Evaluation of Administrative Staff:

- 4.01 Upon obtaining contractual continued service, the Director of Special Education and all supervising personnel who are directly employed by SESE shall be considered licensed school district employees as defined in Section 1.01 of this plan.

4.02 All supervising personnel who are on contracted continued services shall be evaluated by the Director of Special Education. Such evaluations shall be conducted annually.

The evaluation instrument for supervising personnel is contained in Appendix C.

- (a) If any administrator or supervisor has a rating of “Unsatisfactory”, said administrator or supervisor shall be entitled to a remediation plan.

4.03 The Director of Special Education shall be evaluated annually by members of the SESE Executive Board. Said evaluation shall be conducted in January each year. Each SESE Executive Board member shall complete the evaluation instrument in regard to the Director’s performance and mail the original of the evaluation to the Executive Board Chairperson.

- (a) The Director’s evaluation shall be based upon a compilation of the results of the Administrator Evaluation plan attached to Appendix C. Each Executive Board member’s evaluation of the Director shall be signed by that person.
- (b) The Director’s final evaluation shall include a summary of the comments of participating Executive Board members.
- (c) The SESE Executive Board shall go into closed session, with the Director of Special Education present, to consider the results of the evaluation and to possibly develop additional skill/task area targets that will be evaluated annually.
- (d) If the evaluation of the Director of Special Education should warrant a remediation plan, said remediation plan shall be determined by the SESE Executive Board. If a remediation plan is implemented, the Executive Board chairman shall be charged with the responsibility of conducting all necessary quarterly evaluations.
- (e) Only those Executive Board members who have participated and who have successfully completed in-service training in accordance with Section 24A-3 of The School Code shall participate in the evaluation of the Director of Special Education.
- (f) The evaluation instrument for the Director of Special Education is attached to this document in Appendix C.

5.0 Exclusions:

5.01 All non-certified supportive personnel shall be excluded from the

provisions and protections of this evaluation plan. Noncertified supportive personnel shall include, but not be limited to, noncertified central office staff and paraprofessionals.

- 5.02 All excluded personnel shall be subjected to other evaluation policies which have been or may be adopted by the SESE Executive Board.

Appendix D

The PERA committee established by South Eastern Special Education is composed of the following members appointed by the Executive Board:

Tracey Seesengood, TAS (2015-2019), Morgan Fehrenbacher (2020-Current)

Lisa McMorris, TAS

And the following members appointed by the South Eastern Special Education Association:

Maria Rayborn

Rachel Thomas

The Committee met on the following dates:

10-27-15, 12-8-15, 1-14-16, 3-16-16

PERA Committee agreed upon the following:

A). Student growth shall represent 30 percent of a teacher's final evaluation rating assigned beginning with the 2016-2017 year.

B). the following types of assessments determined for use in evaluating each category of licensed staff are as follows:

1. ED programs- Academic and Behavior*
2. Autism programs– Academic and Behavior *
3. ECE programs- Academic and Behavior*
4. MSI programs- Academic and Independent Functioning Skills*
5. HI program- Academic and Independent Functioning Skills*
6. VI program- Academic and Independent Functioning Skills*
7. Pre-vocational – Vocational Social Skills and Personal Responsibility Skills*

*Universal assessment data will be collected annually to determine the specific skill areas to target for student growth.

C). All departments will use either a simple growth or an adjusted growth measurement model depending on which will reflect growth more accurately for that department. The licensed staff and the evaluator will make this decision together. In the case that the evaluator and licensed staff are unable to reach an agreement in this matter the decision will be determined by the Joint Committee. If the Joint Committee is unable to reach an agreement the final decision will be made by the Director of Special Education.

D). The following assessment types to be utilized for each category of licensed staff are as follows:

1. ED programs - Type III, Type III
2. Autism programs– Type III, Type III
3. ECE programs- Type II, Type III
4. MSI programs- Type III, Type III
5. HI program- Type III, Type III
6. VI program- Type III, Type III
7. Pre-vocational program– Type III, Type III

E.) The following assessment tools that will be utilized for each category of licensed staff are as follows:

1. ED programs – Type III= rubric or checklist
2. Autism programs – Type III = SLO, rubric, checklist, task analysis, teacher made mirrored assessments
3. ECE programs – Type III = SLO, Rubric, Checklist, task analysis, or teacher made mirrored assessments
4. MSI programs – Type III = SLO, Rubric, Checklist, task analysis, or teacher made mirrored assessments
5. HI program – Type III = SLO, Rubric, Checklist, task analysis, or teacher made mirrored assessments
6. VI program – Type III= SLO, Rubric, Checklist, task analysis, or teacher made mirrored assessments
7. Pre-vocational Program – Type III= SLO, Rubric, Checklist, task analysis, or teacher made mirrored assessments

* The determination of the specific Type III tool will be mutually agreed upon by the licensed staff and evaluator and directed by the type of data to be collected. The assessment tool shall be selected from the list of possible Type III options described in this document. In the case that the evaluator and licensed staff are unable to reach an agreement in this matter the final decision will be determined by the Joint Committee.

F). Student growth expectations shall be met when a student has demonstrated an increase in the targeted skill area as evidenced by the assessment tool.

G). The licensed staff will be required to collect a minimum of 3 data points upon which to determine student growth over the period as determined by the following timelines.

Probationary

1. Universal screening conducted and assessment tool developed and submitted to evaluator no later than Sept 17th (if this date falls on a non-working day it will be due on the next immediate working day).
2. Assessment tool approved by evaluator by Sept 21st (if this date falls on a non-working day it will be due on the next immediate working day).
3. Assessment tool and measurement model submitted to joint committee for approval by Sept 24th (if this date falls on a non-working day it will be due on the next immediate working day).
4. Data collection begins October 1
5. Mid Point conference held no later than last working day of November with licensed staff to review progress to determine needed adjustments in instructional methodologies.
6. Student growth final data collection point is the last working day in January

Year One and/or Two of Three-Year Cycle

1. Universal screening conducted and assessment tool developed and submitted to evaluator no later than Sept 17th (if this date falls on a non-working day it will be due on the next immediate working day).
2. Assessment tool approved by evaluator by Sept 21st (if this date falls on a non-working day it will be due on the next immediate working day).
3. Assessment tool and measurement model submitted to joint committee for approval by Sept 24th (if this date falls on a non-working day it will be due on the next immediate working day).
4. Data collection begins October 1
5. Mid Point conference held no later than last working day of November with licensed staff to review progress to determine needed adjustments in instructional methodologies.
6. Student growth final data collection point is the last working day of April

Year Three of Three-Year Cycle

1. Universal screening conducted and assessment tool developed and submitted to evaluator no later than Sept 17th (if this date falls on a non-working day it will be due on the next immediate working day).
2. Assessment tool approved by evaluator by Sept 21st (if this date falls on a non-working day it will be due on the next immediate working day).
3. Assessment tool and measurement model submitted to joint committee for approval by Sept 24th (if this date falls on a non-working day it will be due on the next immediate working day).
4. Data collection begins October 1
5. Mid Point conference held no later than last working day of November with licensed staff to review progress to determine needed adjustments in instructional methodologies.
6. Student growth final data collection point is the last working day in January

* Continued Contractual Service Educators may choose to use either year one, two or three growth for consideration as the student growth for purposes of the evaluation.

G). The following student characteristics will be considered in the determination of student growth for the purposes of evaluation:

1. Students must be present for initial data collection. Students entering the program following the initial data point collection will not be included for the purposes of evaluation.
2. Students exiting the program prior to the final data collection point will be counted as meeting expectations for student growth for the purposes of evaluation.
3. Students that attend 50% or more classroom instruction during the school year will be included in the data sample to determine student growth for the purposes of evaluation.

4. Students who exhibit truancy will be reviewed by the educator and evaluator to determine their inclusion in the data sample for the purposes of evaluation. In the case that the evaluator and educator are unable to reach an agreement in this matter the decision will be determined by the Joint Committee. If the Joint Committee is unable to reach an agreement the final decision will be made by the Director of Special Education.
5. Students that experience exceptional medical complications that result in significant regression will not be included in the student growth calculation for the purposes of evaluation.

H). The rating scale to be used for student growth corresponds to the required performance evaluation ratings. The determination for the following rating levels is as follows:

- Excellent= 76% to 100% of students meeting growth expectation
- Proficient= 51% to 75% of students meeting growth expectation
- Needs Improvement = 25% to 50% of students meeting growth expectation
- Unsatisfactory = less 25% of students meeting growth expectation

Section III: Timeline of the Evaluation Process

1. The evaluation process begins on institute day. The employee will receive written notice of their current evaluation cycle status and the website address link to the evaluation plan, evaluation tools with rubrics and the evaluation guide.

Administration will be available to answer any questions on Institute day.

2. A Pre-Evaluation conference will be scheduled within the first 90 working days of the initial evaluation year. During this conference, the employee is encouraged to ask questions regarding his/her job description, the evaluation process or the required forms. The evaluator will review the appropriate evaluation tool and rubric with the employee.
3. Formal Observation(s) will be scheduled one week in advance with the employee throughout the evaluation cycle.
4. The Pre-Observation Form should be submitted to the evaluator no later than 2 days prior to formal observation.
5. Informal observation data may be gathered at any time during employment.
6. The employee will receive a copy of observation data no later than 10 working days following the observation (formal or informal). The employee should contact the observer with questions regarding what is written specifically in the informal observation or his/her direct program supervisor regarding questions about procedure or process.

The employee should direct any examples of changes/clarification and/or corrections to the direct supervisor.

7. A reflective conference will be held no later than 20 working days following each formal observation. The Reflective Conference form should be submitted to the evaluator no later than 2 days after the formal observation.

8. The employee performance evaluation evidence that is pertinent to that formal observation and/or that evaluation time period will be completed by the employee and due to the evaluator no later than 5 working days following the reflective conference(s) after each formal observation. Additional evidence will be accepted through January 31st. Extenuating circumstances will be considered on a case-by-case basis in regard to this timeline.
9. An overall summative conference will be held no later than 10 working days following the last reflective conference.
10. Student Growth data will be collected by Licensed Educator/Licensed Medical employees over the period of the first week of September through the last week of January.
11. A minimum of three data points is required; however more frequent monitoring of student growth is encouraged.
12. The Licensed Professional Educator employee will receive a rating determined by the percentage of students on their evaluation roster that demonstrates growth in the targeted area.
13. The performance summative score will comprise 70% of the total final evaluation rating score and the student growth component will comprise 30% of the final evaluation rating score.
14. The total final evaluation rating score will reflect the rating category (Unsatisfactory, Needs Improvement, Proficient or Excellent)
15. The employee will receive the Final Evaluation Rating Score Summary sheet electronically no later than February 28th of the evaluation year.
16. The employee must complete the return receipt option when they receive the score summary as this will be considered their electronic signature.

Section IV: Explanation of the Forms

Notification of Evaluation

The employee will receive a formal written notification of evaluation. This notification will indicate what year of the evaluation cycle the employee is in and if a formal evaluation will be conducted.

Pre-Observation Form

The pre-observation form will be used by the employee to provide information that the employee feels pertinent to the activity to be observed during the formal observation. The form is to be used by all employees and submitted to the appropriate evaluator not later than 2 days prior to the formal observation.

Reflective Conference Form

The Reflective Conference form should be submitted to the evaluator no later than 2 days after the formal observation. This form may be edited by the employee and/or evaluator to record additional information revealed during the reflective conference.

Final Evaluation Rating Summary Sheet

The final evaluation rating summary sheet will provide the employee with a summary of the score received for each domain and component within the domain and the student growth component. In addition, all evidence used in the score determination will be documented. The final evaluation rating summary sheet will also document the final summative rating for the evaluation.

Section V: Scoring

The evaluation includes scoring consideration of the employee's attendance, which will now be incorporated into Domain 4 Component 4f.

Attendance is scored according to the employee's attendance record over the previous 180 working days. Board-approved leaves, including FMLA, will be exempt from consideration of attendance for purposes of evaluation. See attendance scoring summary below, which will be incorporated into Component 4f.

Attendance Scoring Summary:

0 - 4 days = Excellent
5-12 days = Proficient
13+ days = Needs improvement
Dock Days = Unsatisfactory

Each of the 4 domains is comprised of its respective components. Each component is scored as Unsatisfactory (1), Needs Improvement (2), Proficient (3), or Excellent (4) as well. All component areas are averaged to determine a domain score. All four area scores are then averaged to generate a summative evaluation rating score which will generate a final evaluation rating score for all employees with the exception of LBSI employees.

For Licensed Professional Educator employees, the performance domains score will equal 70% of the final evaluation rating score. For Licensed Support Personnel, the performance domains score will equal 100% of the final evaluation rating score. For Licensed Professional Educator employees, the student growth component will be scored as Excellent (4)= 76% to 100% of students meeting growth expectations, Proficient (3)= 51% to 75% of students meeting growth expectations, Needs Improvement (2) = 25% to 50% of students meeting growth expectation, and Unsatisfactory(1) = less than 25% of students meeting growth expectation. The student growth component score for Licensed Professional Educator employees will equal 30% of the final evaluation rating score. There will be no Student Growth component in the determination of the Final Summative Rating Score for exempt Licensed Support Personnel.

The final evaluation rating score is used to determine if the employee receives an unsatisfactory (below 1.5), needs improvement (1.5-2.4), proficient (2.5-3.4) or excellent rating (3.5-4.0).

Section VI: Final Evaluation Rating Summary Sheet

The final evaluation rating summary sheet will summarize the four (4) performance domains, the components for each domain for all employees, and the student growth component for Licensed Professional Educator employees. It will also document the evidence that was used to determine the ratings. The employee will receive this document electronically with a return receipt request attached. The employee must validate the return receipt request on a desktop or laptop computer so that it may serve as the Employee's signature. Within twenty (20) working days of receiving the final evaluation rating score sheet the employee may submit comments in writing and have them attached to the evaluation report to be placed in the employee's personnel file.