



PERFORMANCE EVALUATION POLICY GUIDANCE

JUNE 22 | 2023

This document is intended to provide guidance to the members of the Illinois Education Association and is subject to revision. This document does not constitute legal advice.

Table of Contents

Introduction	2
Performance Component Guidance	2
Growth Component Guidance	6
Summative Rating	10
State Performance Evaluation Model	10
Appeal Process	10
Appendix A: Additional Performance Evaluation Materials	11
Appendix B: Additional Student Growth Materials	16
Appendix C: Additional Resources	32

Performance Evaluation Policy Guidance

Introduction

This document describes ideas and example language to consider when developing local teacher evaluation plans. [The Performance Evaluation Reform Act](#) and [Illinois Administrative Code Part 50](#) requires that local teacher evaluation plans include both performance and student growth components. Every teacher should read The Performance Evaluation Reform Act and Illinois Administrative Code Part 50 to ensure they are getting accurate information concerning their evaluation from the source documents.

It is important to remember that the goal of a performance evaluation plan is to help teachers improve their instruction. All components of the plan should be developed with this goal in mind. Another important concept to remember is that this process samples data from existing practices. For example, the performance component samples time. The evaluator observes the teacher engaged in a typical lesson on a typical day.

The same is true for the growth component. The teacher samples data from typical assessments already given to demonstrate student learning. This allows the teacher and evaluator to reflect on existing assessment and data collection practices in order to improve instruction. Teachers should not develop or deliver new or additional assessments as part of this process.

The first step for local union leadership is to identify the members who will represent the interests of their colleagues on the local joint committee. The joint committee, composed of equal representation by the district and its teachers, will determine the processes that will be included in the local teacher evaluation plan. Remember that teacher representation is selected by union leadership.

In addition, the plan developed by the joint committee should be evaluated annually and adapted when needed to ensure the plan is meeting the goal of helping teachers improve their instruction.

Performance Component Guidance

Next, the joint committee selects a research based instructional framework (e.g., [Danielson Framework for Teaching](#)) that includes a rubric addressing at least planning, instructional delivery, classroom management, competency in subject matter taught, and attendance. The framework must also align to the [Illinois Professional Teaching Standards](#).

If choosing to use the Danielson Framework for Teaching, note that professional responsibilities is not a domain required by [Illinois Administrative Code Part 50](#). Therefore, the performance component of a local plan may solely focus on the required domains or components included in the administrative code.

The joint committee might also consider using the updated version of the Danielson Framework for Teaching, [The Framework Clusters](#). This framework evolved from the initial framework and is seen as a more efficient and meaningful tool. The choice of what instructional framework to use is that of the joint committee.

Written notification of evaluation status must be provided to teachers at the start of the school term (i.e., the first day students are required to be in attendance). The following is example language that may be included in a district's performance evaluation plan. Additional supports related to the performance evaluation component are included in Appendix A.

Example Language

This document provides procedures and timelines regarding the performance evaluation plan for licensed teachers, and aligns with the requirements of [the Performance Evaluation Reform Act](#) and [Illinois Administrative Code Part 50](#). The goal of teacher evaluation is to help teachers improve their instruction. The district's joint committee will meet annually to evaluate these procedures.

Notification of Evaluation Status

At the start of the school term (i.e., the first day students are required to be in attendance), the school district must provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:

1. a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;
2. a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of excellent, proficient, needs improvement, and unsatisfactory; and
3. a summary of the district's procedures related to the provision of professional development in the event a teacher receives a needs improvement or remediation in the event a teacher receives an unsatisfactory rating to include evaluation tools to be used during the remediation period.

Tenured teachers will be evaluated once every two years; however, a tenured teacher who has obtained a needs improvement or unsatisfactory rating on the previous year's performance evaluation shall be evaluated in the next school year after receiving that rating. Non-tenured teachers will be evaluated once every year.

Beginning September 1, 2022, tenured teachers who received a previous performance rating of "excellent" or "proficient" will be formally evaluated once every three years. These teachers will be informally evaluated once every two years.¹

Beginning January 1, 2024, teachers who are due to be evaluated in the last year before they are set to retire shall be offered the opportunity to waive their evaluation and to retain their most recent rating, unless the teacher was rated as needs improvement or unsatisfactory.²

¹ See changes made to [Public Act 102-0252](#).

² See changes made to [Public Act 103-0085](#).

Observation Procedures

Three observations are required during the evaluation cycle. Two of the observations must be formal observations. The evaluator will use the [Danielson Framework for Teaching](#) to guide the collection of evidence during all observations.

Each formal observation must be preceded by a conference between the qualified evaluator and teacher. This conference will occur no later than October 1 of each school year. The teacher submits, in advance of the conference, a written lesson for instruction to be observed. The evaluator must observe a minimum of 45 minutes at a time, a complete lesson, or during an entire class period.

During the initial conference, the teacher and evaluator will discuss areas of focus for the observation. For example, the teacher and evaluator may decide to focus on classroom management. This means the evaluator would focus solely on collecting evidence related to classroom management under components 2c, 2d, and 2e of the Danielson Framework for Teaching. However, by the end of the evaluation cycle, the evaluator must have collected evidence related to planning (i.e., 1b, 1c, 1e), instructional delivery (i.e., 3a, 3b, 3c), classroom management (i.e., 2c, 2d, 2e), and competency in subject matter taught (i.e., 1a, 1d, 3e).

Evidence is gathered by the evaluator during the agreed upon time. All evidence must be documented in writing and must be descriptive in nature (i.e., What do you see and hear?). Evidence does not contain opinions or interpretations.

The evidence collected by the evaluator is then interpreted using the Danielson Framework for Teaching Rubric. For example, if students, on their own initiative, pushed their desks together to make tables and gathered the materials they needed for an activity, this would be evidence of high levels of performance on components 2e and 2c. Because the students did these things on their own, their actions would provide evidence of distinguished or excellent practice on the part of the teacher because the teacher would have established these routines and taught the students to follow them.

Within ten school days following each formal observation, the evaluator must provide the teacher with all written evidence, and meet with the teacher to discuss the observation.

Informal observations may occur any time the teacher is actively engaged in instruction during the school day. All evidence collected must be documented in writing. Within ten school days following the informal observation, the evaluator must provide the teacher with all written evidence, and provide the teacher with the opportunity to meet in person to discuss the observation.

The teacher may contribute additional evidence (e.g., examples of student coursework) before a written performance evaluation rating is determined but is not required to do so. The evaluator will meet with the teacher to discuss the summative evaluation that includes the student growth component at least ninety calendar days prior to the last day of student attendance.

Performance Evaluation Rating

The Danielson Framework for Teaching Rubric will be used to determine a written performance evaluation rating of excellent, proficient, needs improvement, or unsatisfactory. Note that the original

Danielson Framework for Teaching performance levels have been adapted to align with Illinois Administrative Code Part 50 (e.g., distinguished is now equivalent to excellent, etc.). The written performance evaluation rating must be completed at least ninety calendar days prior to the last day of student attendance.

To determine a performance evaluation rating using the Danielson Framework for Teaching Rubric, each performance level has been assigned a number (i.e., excellent = 4, proficient = 3, needs improvement = 2, and unsatisfactory = 1). The evaluator will average the ratings received on the required components which will result in a performance evaluation rating. For example, if a teacher receives a proficient on the required classroom management components (i.e., 2c, 2d, 2e) the evaluator would conduct the following calculation.

$$2c+2d+2e/3 = \text{Rating for Classroom Management or } 3+3+3/3 = 3 \text{ (Proficient)}$$

This process is followed for the calculation of all required components. Attendance is rated as either proficient (i.e., 3) or needs improvement (e.g., 2). Needs improvement will only be selected if the teacher has unexcused absences. Then the products of these calculations will be averaged, and the resulting number will be rounded to the nearest whole number (i.e., a rating lower than 2.5 would be rounded to 2 and a rating of 2.5 or higher would be rounded to 3). For example, if a teacher received a proficient on all required components, the evaluator would conduct the following calculation to determine the performance evaluation rating.

$$\text{Planning (3) + Instructional Delivery (3) + Classroom Management (3) + Competency in Subject Matter Taught (3) + Attendance (3)}/5 = 3 \text{ (Proficient)}$$

Professional Development Plans

After a teacher receives a written performance evaluation rating of needs improvement, the teacher and evaluator will design a Professional Development Plan (PDP) to correct the areas identified as needs improvement within thirty school days.

The PDP includes appropriate supports that the district will provide. The evaluator will repeat the observation procedures during this time. If the teacher receives a written performance evaluation rating of proficient or excellent, the teacher will be evaluated during the following school year according to the documented observation procedures.

If the teacher received a rating of needs improvement, the teacher will continue with the existing PDP or revise the PDP in cooperation with the evaluator to correct the areas identified as needs improvement for another thirty days. The evaluator will repeat the observation procedures during this time. After the second thirty-day period, if the teacher receives a needs improvement or unsatisfactory, he or she will be placed on a Remediation Plan.

Remediation Plans

After a teacher receives a written performance evaluation rating of unsatisfactory, the teacher, evaluator, and a consulting certified staff member will design a remediation plan to correct the areas identified as unsatisfactory within ninety school days. If a PDP was previously enacted, the

remediation plan must include content or approaches that are different than what was provided in the PDP. The evaluator will repeat the observation procedures during this time which shall include a midpoint review. If the teacher receives a written performance evaluation rating of proficient or excellent, the teacher will be evaluated during the following school year according to the documented observation procedures. Teachers who fail to complete the remediation plan with a written performance evaluation rating of excellent or proficient shall be dismissed in accordance with the [Performance Evaluation Reform Act](#).

Growth Component Guidance

[The Performance Evaluation Reform Act](#) and [Illinois Administrative Code Part 50](#) also require the inclusion of a student growth component as part of a district's performance evaluation plan. Student growth is defined as a demonstrable change in a student's or group of students' knowledge or skills on two or more assessments, between two or more points in time.

Student growth must represent at least 30 percent of a teacher's final summative evaluation rating. Therefore, the next decision the joint committee must make is what percentage student growth is going to represent.

Example Language

Student growth will represent 30 percent of a teacher's final summative evaluation rating.

Next, the joint committee chooses one of the following assessment options used to measure student growth for each category of teacher (e.g., fourth grade, elementary general music, etc.):

- Option 1: Type I and Type III
- Option 2: Type II and Type III
- Option 3: Two Type IIIs

A Type I assessment is a standardized assessment that is scored by a non-district entity and is administered either statewide or beyond Illinois. Type I assessments are not required.

A Type II assessment is any assessment developed or adopted by all teachers in a category. Type II assessments can be teacher created. Type II assessments are not required.

A Type III assessment is any assessment chosen by the teacher and his or her evaluator. Type III assessments are the only required assessment type. Every teacher must have at least one Type III. Type III assessments may be teacher created but are not required to be. Teachers may also collaborate around the use of Type III assessments.

Example Language

Assessments

Teachers will use assessments that fall under the following two categories or types of assessment to measure student growth. The first assessment will be collaboratively chosen by each category of teacher (i.e., Type II). The second assessment will be collaboratively chosen by the teacher and evaluator (i.e., Type III). If the teacher is the sole educator in a category, two assessments will be collaboratively chosen by the teacher and evaluator (i.e., two Type III assessments). Assessments will be reviewed by teachers and evaluators using the following criteria:

- Is the assessment aligned to Illinois Learning Standards?
- Does the assessment determine student progress towards mastery of the selected standards?
- Does the assessment use consistent rubrics, checklists, and/or other evaluation procedures to measure student growth?

Interval of Instruction

The teacher(s) and evaluator will determine the appropriate interval of instruction for each assessment chosen. Typically, the interval of instruction is approximately four to eight weeks.

Once an option is selected for each category of teacher, the joint committee then selects a measurement model. A measurement model analyzes the change in a student's knowledge or skills over time. Measurement models may use qualitative data (e.g., performance levels on a rubric) or quantitative data (e.g., number of questions answered correctly). Measurement models require the collection of baseline data, the determination of growth targets, a midpoint check-in, and the documentation of a final outcome (i.e., how many students met their growth targets?).

Example Language

The measurement model used to analyze student growth will consist of the following three steps:

1. **Collect Baseline Data.** The goal of collecting baseline data is to determine if students have the essential knowledge and/or skills needed to begin instruction on the chosen standards.

For example, if the learning goal is to learn double column addition, the teacher needs to know if the students have mastered single column addition. This allows the teacher to re-teach any necessary skills before moving on to ensure student success. Baseline data may include samples of early coursework and/or a pre-assessment.

2. **Determine Growth Targets.** The baseline data is then used to help teachers determine appropriate growth targets for individual students or for small groups of students with similar skills or abilities. Growth targets should be realistic for students to achieve in the chosen interval of instruction.

At the midpoint in the chosen interval, data must be examined to determine if students are on track to meet their growth targets. If not, growth targets may be adjusted for justifiable

circumstances (e.g., prolonged school absence) that are agreed upon by the teacher and evaluator.

3. **Document Outcomes.** At the end of the chosen interval of instruction, the teacher documents how many students met their identified growth targets.

It is important to note that [Illinois Administrative Code Part 50](#) states, “Assessments used for each data point in a measurement model may be different provided that they address the same instructional content.” Therefore, teachers should not give the same assessment multiple times. Instead, the teacher samples data from typical assessments already given to demonstrate student learning. This allows the teacher and evaluator to reflect on existing assessment and data collection practices in order to improve instruction. There is no reason to develop and deliver new or additional assessments as part of this process.

Next, the joint committee may consider the use of Student Learning Objectives (SLOs). SLOs are templates that include questions and statements that guide teachers through the process of measuring student growth. These templates facilitate meaningful discussion between the teacher and evaluator concerning the use of assessments and assessment data.

Example Language

Student Learning Objectives

A teacher or category of teachers will develop a Student Learning Objective (SLO) for each required assessment type. The SLO template is included in Appendix B and includes the following components:

- **Course.** Teachers assigned to teach multiple courses, subjects, or grade levels may choose a specific course, subject, or grade level in collaboration with the evaluator. In addition, educators assigned to teach multiple sections of a course, subject, or grade level may select a single section (i.e., class) per SLO.
- **Interval of Instruction.** The teacher and evaluator will determine the appropriate interval of instruction for each assessment chosen. Typically, the interval of instruction is approximately four to eight weeks.
- **Learning Goals.** A learning goal is a description of what students will be able to do at the end of chosen interval of instruction that is aligned to appropriate learning standards. The chosen learning goal should be representative of one important concept or skill that demonstrates typical student learning in the chosen course, subject, or grade level.
- **Student Population.** Teachers will describe the student population included in the SLO. This may include identifying specific student needs.
- **Assessments and Scoring.** Assessment, evaluation, and scoring procedures are used to measure student progress related to the learning goal.

- **Growth Targets.** Growth targets are differentiated for individual students or small groups of students. Growth targets are realistic for students to achieve in the chosen interval of instruction.
- **Outcomes.** Documenting outcomes identify how students performed at the end of the chosen interval of instruction. The teacher identifies how many students met their growth targets.

Initial SLOs will be shared with evaluators no later than October 1 of each school year. Initial SLOs will include the course, interval of instruction, learning goal, student population, as well as the chosen assessment and evaluation procedures. Teachers may work collaboratively to complete the interval of instruction, learning goal, and assessment and evaluation procedures components of initial SLOs.

Evaluators will respond no later than October 15 with either an approval or recommendations for revisions in writing. SLOs may be discussed during the pre-observation conference. SLOs will be approved if the assessment(s) align to Illinois Learning Standards, have the ability to measure student progress towards mastery of the selected standards, and use consistent rubrics, checklists, and/or evaluation procedures. If the evaluator does not respond within the documented timeframe, the teacher will consider the SLO approved as written.

Approximately mid-way through the chosen interval of instruction, the teacher will analyze the data collected thus far and meet with the evaluator to discuss student progress. The teacher and evaluator may determine whether adjustments to the SLO are warranted based on the data provided by the teacher.

At the end of the chosen interval of instruction, the teacher will document how many students met their identified growth targets based on data collected. At this time the teacher will share the completed SLO with the evaluator, and the evaluator will determine a written student growth rating based on the percentage of students who met their targets based on the following table.

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	51% - 75% of Students Met the Indicated Growth Target(s).	76% - 100% of Students Met the Indicated Growth Target(s).

The evaluator will average the two ratings for each SLO and the resulting number will be rounded to the nearest whole number (i.e., a rating lower than 2.5 would be rounded to 2 and a rating of 2.5 or higher would be rounded to 3). This number will be the student growth rating. For example, if a teacher receives a proficient on both SLOs the evaluator would conduct the following calculation.

$$3+3/2 = 3 \text{ (Proficient)}$$

Summative Rating

Finally, the joint committee must determine how the performance evaluation and student growth ratings will be combined into a summative rating.

Example Language

Summative Rating

In order to determine a summative evaluation rating, the evaluator will multiply the performance evaluation rating by 0.7 (i.e., 70%) and the student growth rating by 0.3 (i.e., 30%). The products determined are then added together and the sum rounded to the nearest whole number (i.e., a rating lower than 2.5 would be rounded to 2 and a rating of 2.5 or higher would be rounded to 3). The result will be the summative evaluation rating. For example, if a teacher receives a proficient on both the performance evaluation and student growth components, the evaluator would conduct the following calculation.

Performance: 3 (Proficient) x 0.7 = 2.1

Growth: 3 (Proficient) x 0.3 = 0.9

Final Rating: 2.1 + 0.9 = 3 (Proficient)

State Performance Evaluation Model

If the joint committee cannot reach an agreement for any portion of the performance evaluation plan, the district will default to the State Performance Evaluation Model outlined in Section 50.110 of [Illinois Administrative Code Part 50](#) for that portion.

Appeal Process

In addition, [Illinois Public Act 101-0591](#) requires that each school district, in good faith bargaining with the exclusive bargaining representative of its teachers, develop and implement an appeal process for teachers who receive an “unsatisfactory” rating on their summative evaluation. Please contact your IEA UniServ Director for guidance on developing appeal process language.

Appendix A: Additional Performance Evaluation Materials

Pre-Observation Discussion Questions

The following questions should be discussed during the pre-observation meeting in alignment with the lesson plan that the teacher provided.

1. What will the lesson be about?
2. What outcomes or standards will be addressed?
3. What teaching strategies will you use to engage students?
4. Describe the students in this class, including those with unique needs?
5. How will you differentiate instruction for diverse individuals or groups of students in the class?
6. What will students do that will let you know that they have mastered the lesson's concepts or skills?
7. What would you like the focus of the observation to be?
8. Is there anything else you would like to share?

Post-Observation Discussion Questions

The following questions should be discussed during the post-observation meeting in alignment with the lesson plan that the teacher provided.

1. How do you think the lesson went? Did the students learn what you intended for them to learn? How do you know?
2. If you brought additional evidence (e.g., samples of student work), what does the evidence reveal about student learning?
3. Did you depart from your plan? If so, how and why?
4. Comment on different aspects of your instruction (e.g., activities, grouping of students, materials, and resources, classroom management). To what extent were they effective?
5. If you could teach the lesson again, what would you do differently?
6. Is there anything else you would like to share?

Observation and Feedback Form

Teacher:

Evaluator:

Grade Level/Content Area:

Observation Date and Time:

Focus of the Observation	
<p><u>Directions:</u> Indicate which components are the focus of the observation.</p>	

Evidence Collected	
<p><u>Directions:</u> In this column, write down the evidence (i.e., what you see and hear) during the observation.</p>	<p><u>Directions:</u> In this column, after the observation is complete, use the appropriate Danielson Framework for Teaching Rubric to interpret the evidence collected. Document what evidence indicates a particular rating for each observed component.</p>

Strengths

Directions: Indicate the teacher's strengths using the collected evidence.

Weaknesses

Directions: Indicate the teacher's weaknesses using the collected evidence. How will you support this teacher in these documented areas?

Appendix B: Additional Student Growth Materials

Midpoint Discussion Questions

1. What progress have students made toward meeting their growth targets?
2. What data do you have that demonstrates students' progress?
3. Do any students required additional support? How have you adjusted instruction to support those students? Have your efforts been successful? If not, what might you do differently?
4. Based on the provided data, do you think any adjustments need to be made to your SLO? If so, please explain what adjustments should be made and why.

SLO Template

General Information

Academic Year	
Educator Name	
Course/Subject	
Grade Level(s)	
Interval of Instruction	

Timeline

Initial Approval Date	
Midcourse Check-In Date	
Midcourse Check-In Notes:	

Element 1: Learning Goal

<input type="checkbox"/> Describe the learning goal.	
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	
<input type="checkbox"/> Describe the student population.	
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	

Element 2: Assessment

<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	
<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	

Element 3: Growth Targets

<input type="checkbox"/> Identify students' baseline data.	
<input type="checkbox"/> Using students' baseline data, identify appropriate growth targets for your student population.	

Element 4: Outcome

<input type="checkbox"/> Document the number or percentage of students who achieved their identified growth targets.	
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Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	25% - 50% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	51% - 75% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	76% - 100% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>

Welding Example

General Information

Academic Year	2017-2018
Educator Name	Example Teacher
Course/Subject	Welding
Grade Level(s)	Grades 9-12
Interval of Instruction	9/1/17 – 10/31/17

Timeline

Initial Approval Date	8/29/17
Midcourse Check-In Date	10/1/17
Midcourse Check-In Notes: Susan and Andrew were removed from the SLO due to absences exceeding 50% of the first half of the SLO cycle.	

Element 1: Learning Goal

<input type="checkbox"/> Describe the learning goal.	Students will demonstrate their ability to strike and maintain a shielded metal arc weld for three four-inch beads.
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	PST.04.04.07.b. Distinguish welding processes, positions, and materials preparation. PST.04.04.07.c. Construct and/or repair metal structures and equipment using welding fabrication procedures, including those associated with SMAW, GMAW, GTAW, fuel-oxygen and plasma arc torch methods.
<input type="checkbox"/> Describe the student population.	The student population includes 15 ninth through twelfth grade students. In addition, Jean has been identified as an English Learner.
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	Approximately 25% of students' time will be spent in the classroom learning the theories and fundamentals of welding and approximately 75% of students' time will be spent in the welding lab.

Element 2: Assessment

<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	A shielded metal arc welding assessment will be administered throughout the school year to evaluate students developing abilities. A rubric will be used to evaluate
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	student performance on the assessment (see attached). In addition, self and peer assessment will be used to regularly check for student understanding.
<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Jean will be provided with directions in her native language.

Element 3: Growth Targets

<input type="checkbox"/> Identify students' baseline data.	Students Beginning Developing Proficient			
	Andrew	X		
	Amy	X		
	Daniel	X		
	Diana		X	
	David	X		
	Jean	X		
	Kevin	X		
	Manuel	X		
	Nathan	X		
	Natalie	X		
	Patricia	X		
	Peter		X	
	Robert		X	
	Samuel	X		
Susan	X			

- Using students' baseline data identify appropriate growth targets for your student population.

Students	Beginning	Developing	Proficient
Andrew		X	
Amy		X	
Daniel		X	
Diana			X
David			X
Jean		X	
Kevin		X	
Manuel			X
Nathan		X	
Natalie		X	
Patricia		X	
Peter			X
Robert			X
Samuel			X
Susan			X

Element 4: Outcome

<input type="checkbox"/> Document the number or percentage of students who achieved their identified growth targets.	Students	Beginning	Developing	Proficient
	Amy		X	
	Daniel		X	
	Diana			X
	David			X
	Jean		X	
	Kevin		X	
	Manuel			X
	Nathan		X	
	Natalie		X	
	Patricia		X	
	Peter			X
	Robert			X
	Samuel			X

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	25% - 50% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	51% - 75% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	76% - 100% of Students Met the Indicated Growth Target(s). <input checked="" type="checkbox"/>
Date: 11/4/17	Evaluator Signature: <i>Example Evaluator</i>		
Date: 11/4/17	Teacher Signature: <i>Example Teacher</i>		

Shielded Metal Arc Welding Activity Sheet

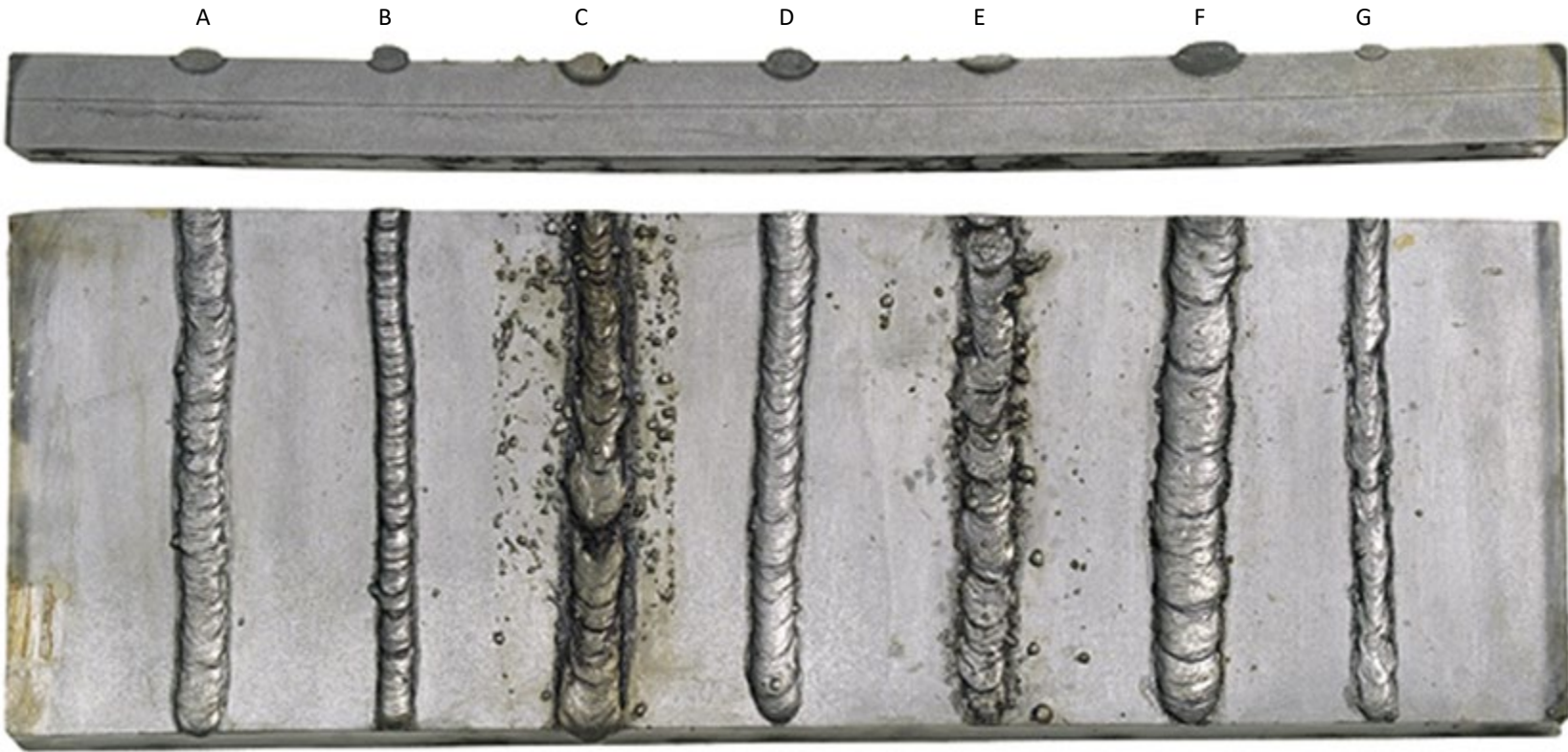
Exercise: Strike and maintain an arc to run quality 3-4" beads.

1. Clean base metal and position flat on the table.
2. Check work connection to table or work piece.
3. Set the polarity and amperage on the welder: AC at 100-135A for 1/8" E6013 electrode.
4. Hold the electrode upright to the base metal, inclined at a 65 to 70 degree angle in the direction of travel.
5. Strike and establish the arc. Maintain a normal arc length, 1/16" to 1/8", and move the electrode across the plate at a uniform rate. A right-handed welder works from left to right.
6. Observe the back of the molten puddle, or crater, as the arc builds up the bead. Allow the arc force to penetrate the base metal and deposit filler metal. Correct speed will be indicated by the proper shape and size of the bead (see Guide to Evaluating Welds).
7. Re-strike the arc and run another bead. Move over the plate, increasing the length of the beads until you are able to develop four beads that are 3-4" in length.
8. Clean the slag off each bead by chipping with the chipping hammer and brush clean with the wire brush. Remember to always chip slag away from you.
9. Visually inspect the bead for shape, penetration, and uniformity.
10. Using soapstone write your name on the front of your metal so it is visible on the side with your beads.
11. Document your Shielded Metal Arc Welding Beads by taking a photo of the beads that can be printed and placed in your student portfolio.

Evaluation:

1. Evaluate Yourself: After you have completed your four beads for evaluation, please use the Shielded Metal Arc Rubric to evaluate your own welds using the Guide to Evaluating Welds, and prior knowledge from our classroom discussions.
2. Evaluate a Peer: Find a peer to evaluate your weld using the Shielded Metal Arc Rubric and Guide to Evaluating Welds.
3. Instructor Evaluation: Once both you and your peer have reviewed your weld, please bring your weld to the course instructor for their evaluation rating along with this packet.

Guide to Evaluating Welds



A: Proper Current, Travel Speed, and Arc Length
B: Current Too Low
C: Current Too High
D: Arc Length Too Short

E: Arc Length Too Long
F: Travel Speed Too Slow
G: Travel Speed Too Fast

Shielded Metal Arc Welding Rubric

Name:

Date:

Quality Indicator	Beginning	Developing	Proficient
Consistent Travel Speed	Weld is not consistent. There are three or more areas that are uneven.	Weld is mostly consistent with one or two uneven areas.	Weld is consistent throughout the entire length of the bead.
Appropriate Travel Speed	Weld has more than one area of inconsistent speed that is too fast or too slow.	Weld has one area of inconsistent speed that is too fast or too slow.	Weld demonstrates a consistent and accurate speed throughout the entire length of the bead.
Appropriate Arc Length (Spatter)	Spatter is present on 51-100% of the weld.	Spatter is present on 25-50% of the weld.	Spatter is present on less than 25% of the weld.
Appropriate Current (Penetration)	There are no obvious penetration markings on the underside of the base-metal.	There are penetration markings on the underside of the base-metal, but they are not well defined and inconsistent.	There are well-defined and consistent penetration markings on the underside of the base-metal.
Comments:			

English Example

General Information

Academic Year	2017-2018
Educator Name	Example Teacher
Course/Subject	English I
Grade Level(s)	Grade 9
Interval of Instruction	9/1/17 – 10/31/17

Timeline

Initial Approval Date	8/29/17
Midcourse Check-In Date	10/1/17
Midcourse Check-In Notes: Tony's growth target was adjusted from capable to experienced due to examples of student course work indicating that he was on track to exceed his initial target. In addition, David and Talia were removed from the SLO due to absences exceeding 50% of the first half of the SLO cycle.	

Element 1: Learning Goal

<input type="checkbox"/> Describe the learning goal.	Students will draw evidence from literary or informational texts to support analysis, reflection, and research.
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
<input type="checkbox"/> Describe the student population.	The student population includes 18 ninth grade students enrolled in English I. In addition, Juliet, Richard, and Manuel have IEPs for specific learning disabilities, and Richard is also categorized as an English Learner.
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	The teacher will provide weekly opportunities for students to practice writing formal essays that include opportunities for self- and peer-assessment and revision.

Element 2: Assessment

<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	Weekly student essays (Type III) will be collected in portfolios. In addition, students will complete a final research project (Type II) that includes a formal essay on a topic of interest that they selected and researched. A common rubric will be used to evaluate student progress over time.
<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Assessments will be differentiated for Juliet, Richard, and Manuel according to the accommodations included in student's individual IEPs. Juliet will be allowed to use a word processor to complete all written coursework and assessments. Richard and Manuel will both receive extended time to complete assessments, and Manuel will also receive all directions and writing prompts verbally. In addition, Richard will be provided with a task specific glossary, picture prompts for all directions, and a paragraph template that includes appropriate guiding questions.

Element 3: Growth Targets

<input type="checkbox"/> Identify students' baseline data.	<p>Students completed an initial essay that was evaluated using a common rubric.</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Beginning</th> <th>Emerging</th> <th>Developing</th> <th>Proficient</th> </tr> </thead> <tbody> <tr><td>Adrian</td><td></td><td></td><td>X</td><td></td></tr> <tr><td>Anne</td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Brian</td><td></td><td></td><td>X</td><td></td></tr> <tr><td>Carlos</td><td></td><td></td><td>X</td><td></td></tr> <tr><td>David</td><td></td><td></td><td></td><td></td></tr> <tr><td>Dionne</td><td></td><td></td><td>X</td><td></td></tr> <tr><td>Esther</td><td></td><td></td><td>X</td><td></td></tr> <tr><td>Juliet</td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Karen</td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Lewis</td><td></td><td></td><td>X</td><td></td></tr> <tr><td>Michael</td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Manuel</td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Melissa</td><td></td><td></td><td>X</td><td></td></tr> <tr><td>Nathan</td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Richard</td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Talia</td><td></td><td></td><td>X</td><td></td></tr> <tr><td>Tony</td><td></td><td></td><td>X</td><td></td></tr> </tbody> </table>	Student	Beginning	Emerging	Developing	Proficient	Adrian			X		Anne		X			Brian			X		Carlos			X		David					Dionne			X		Esther			X		Juliet		X			Karen		X			Lewis			X		Michael		X			Manuel		X			Melissa			X		Nathan		X			Richard	X				Talia			X		Tony			X	
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- Using students' baseline data identify appropriate growth targets for your student population.

Student	Beginning	Emerging	Developing	Proficient
Adrian				X
Anne			X	
Brian				X
Carlos				X
David				X
Dionne				X
Esther				X
Juliet				X
Karen				X
Lewis				X
Michael				X
Manuel			X	
Melissa				X
Nathan				X
Richard			X	
Talia				X
Tony				X

Element 4: Outcome

<input type="checkbox"/> Document the number or percentage of students who achieved their identified growth targets.	Student	Beginning	Emerging	Developing	Proficient
	Adrian				X
	Anne			X	
	Brian				X
	Carlos				X
	Dionne				X
	Esther				X
	Juliet				X
	Karen				X
	Lewis				X
	Michael			X	
	Manuel			X	
	Melissa				X
	Nathan				X
	Richard			X	
Tony				X	

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	25% - 50% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	51% - 75% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	76% - 100% of Students Met the Indicated Growth Target(s). <input checked="" type="checkbox"/>
Date: 11/4/17	Evaluator Signature: <i>Example Evaluator</i>		
Date: 11/4/17	Teacher Signature: <i>Example Teacher</i>		

Appendix C: Additional Resources

Additional Resources

The Danielson Group

www.danielsongroup.org/framework/

www.danielsongroup.org/framework/framework-clusters

Performance Evaluation Reform Act

www.ilga.gov/legislation/fulltext.asp?DocName=09600SB0315enr&GA=96&SessionId=76&DocTypeId=SB&LegID=41104&DocNum=0315&GAID=10&Session

Illinois Administrative Code Part 50

www.isbe.net/Pages/Rules.aspx

Illinois Professional Teaching Standards

https://www.isbe.net/Documents_PEAC/IL_prof_teaching_stds.pdf

Illinois State Board of Education Balanced Assessments

www.isbe.net/Pages/Balanced-Assessment.aspx

Illinois State Board of Education Educator Evaluations

www.isbe.net/Pages/Educator-Evaluations.aspx