

# Striving for Excellence

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Why are we here today?

What led us to this point?



# Timeline

Over the past two years, the Illinois General Assembly has passed two reform acts that have a direct and significant impact on certified staff.

The two acts are:

PERA (Performance Evaluation Reform Act) - signed by the Governor in January 2010

- **Requirement that all teachers be evaluated using a four rating category system (Excellent, Proficient, Needs Improvement and Unsatisfactory) beginning in September 2012.**
- **Student growth component to teacher evaluation (2016-2017)**

SB7 (Education Reform Act) - signed by the Governor in June 2011

Items addressed by these acts, among other things, include:

- Requirements for filling of new and vacant positions.
- Acquisition of tenure.
- Reductions in Force/layoffs and recall rights.
- System for the dismissal of tenured teachers.

Where are we?

# Timeline

**Current certified evaluation system provides one of 3 ratings:**

Proficient

Needs Improvement

Unsatisfactory

**By September 2012, we must implement the use of 4 ratings:**

Excellent

Proficient

Needs Improvement

Unsatisfactory

So...why not just add the “Excellent” rating  
and be done with it?

# Can you say “2007?”



I'm listening. How can we  
avoid **Déjà vu**?

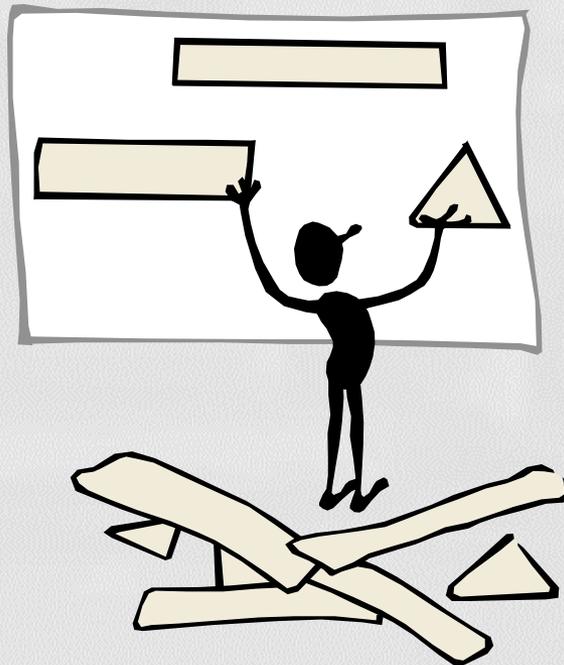


TEC

# TEC Work

- Established in September 2011
- Collaborative effort of 5 certified staff and 5 administrators
- Established goals, objectives and ground rules
- Completed research
- Adopted research-based model (Charlotte Danielson)
- Involved certified specialty stakeholders
- Reviewed other models throughout the state
- Maintained transparency of work through online blog
- Provided PERA and SB7 overview through Dr. Voltz's presentation at January Institute
- Conducting overview meetings prior to the end of the 2011-2012 school year

Okay. I see this wasn't a "fly by night" operation. What's changed?



# In theory...not much.

Current

- Goal Setting
- Formal Observation
- Informal Observation
- Summative Evaluation

Focus: **Survival**

New

- Goal Setting
- Formal Observation
- Informal Observation
- Summative Evaluation
- Reflection

Focus: **Professional Growth**

Who is Charlotte Danielson anyway?



*Promoting Teacher Effectiveness and Professional Learning*



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### **Charlotte Danielson**

Charlotte Danielson is an internationally-recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that, while ensuring teacher quality, also promote professional learning. She advises State Education Departments and National Ministries and Departments of Education, both in the United States and overseas. She is in demand as a keynote speaker at national and international conferences, and as a policy consultant to legislatures and administrative bodies.

Ms. Danielson's many publications range from defining good teaching ("Enhancing Professional Practice: a framework for teaching," 2007), to organizing schools for student success ("Enhancing Student Achievement: a framework for school improvement," 2002), to teacher leadership ("Teacher Leadership that Strengthens the Profession," 2006), to professional conversations ("Talk about Teaching! Conducting Professional Conversations," 2009), to numerous practical instruments and training programs (both onsite and online) to assist practitioners in implementing her ideas.

[The Framework For Teaching](#)

[Publications](#)

[Evaluations That Help Teachers Learn \(Educational Leadership, January 2011\) \[Download PDF\]](#)

# 4 Domains

- Domain 1 Planning & Preparation (all)
- Domain 2 The Classroom Environment (teacher)  
The Environment (others)
- Domain 3 Instruction (teacher)  
Delivery of Service (others)
- Domain 4 Professional Responsibilities (all)

I heard that there's a quota  
on excellent ratings at my school.

Is everyone excellent?

Can everyone be excellent?

Walk me through the process.

# Pre-Work

- Be open to improvement
- Be willing to be honest
- Be willing to initiate conversations with your evaluator
- Be data-driven
- Be reflective
- Be coachable
- Desire to be excellent

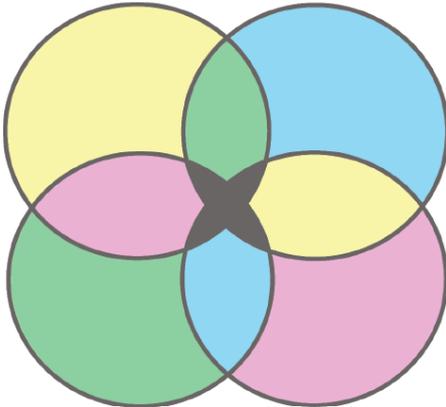
# Pre-Work

Know the research and understand the criteria

- **Print the rubric**
- **Print the Frameworks**
- Read the rubric

The Framework for Teaching  
Evaluation Instrument  
2011 Edition

by Charlotte Danielson



COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10

## Certified Teacher Evaluation Rubric

2011 Charlotte Danielson Framework Grid

*The CUSD Evaluation Plan identifies 6 "essential" components for each certified district position. The importance of these components and the part they play in the final summative evaluation rating is outlined in the evaluation plan. The 6 essential components are highlighted in purple in the rubric that follows. The 6 essential components were selected through the collaborative work of the CUSD10 Teacher Evaluation Team.*

# Beginning of Evaluation Cycle

- Meet with your principal at the beginning of your evaluation cycle.
- Work together to set your SMART goal. New teachers who are enrolled in the district's mentoring program will address their goal through participation and completion of the mentoring program.

Collinsville Community Unit School District No. 10  
Tenured Teacher Career Reflection (TCR) Worksheet

Name: <a href="#">Click here to enter text.</a>	Submitted To: <a href="#">Click to enter name</a>
School Year: 2012-2013	Date Submitted: 1/22/2012
Building: <a href="#">Choose Building</a>	Assignment: <a href="#">Click here to enter text.</a>
Collaborative Plan? <a href="#">Choose Y or N</a>	Collaborative Team if Applicable: <a href="#">Enter Name</a>

**Focus:**

The purpose of the TCR plan is to provide a structured, supportive, and collaborative environment to promote professional learning that will further the joint goal of academic success for all students.

What are your current plans for the development of your professional practice? What areas of knowledge and/or skills do you plan to strengthen? Your goal should conform to the criteria of setting a "SMART" goal (e.g., the goal should be specific, measurable, attainable, results-focused, and time-bound.

**S** - specific, significant, stretching

**M** - measurable, meaningful, motivational

**A** - agreed upon, attainable, achievable, acceptable, action-oriented

**R** - realistic, relevant, reasonable, rewarding, results-oriented

**T** - time-based, timely, tangible, trackable

Your SMART goal should be aligned to district/school initiatives and focus on, but not be limited to, the following areas:

Common Assessments	Rt/Differentiated Instruction	School/District Improvement
Stakeholder Communication	Data Analysis	Common Core
Classroom Instruction	Action Research	Academic Achievement

**SMART Goal:**

<a href="#">Click here to enter your SMART goal</a>	<a href="#">Click here to enter the district/school initiative addressed by your goal.</a>
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# Throughout the Evaluation Cycle

- Collect artifacts to share with your evaluator throughout your evaluation cycle.

Collinsville Community Unit School District No. 10  
**Sample Artifacts for Certified Teachers**

### Introduction

The collection and presentation of artifacts can help provide information and evidence related to teaching practice. Certified staff members are encouraged to share artifacts with their evaluators at post-observation reflection conferences as well as the summative reflection conference near the end of the evaluation cycle.

Below you will find a list of sample artifacts that may be collected and shared with the evaluator. This list is not all-inclusive, but is meant to serve as an idea generator for the types of artifacts which may help the educator share evidence of professional practice.

Domain	Artifact Ideas
<b>Domain 1</b> Planning & Preparation	<ul style="list-style-type: none"> <li>• Cooperative learning strategies</li> <li>• Differentiated lessons/activities</li> <li>• Evaluations</li> <li>• Goal/Objective statements</li> <li>• Lesson plans</li> <li>• Self-assessment instruments</li> <li>• Student work samples</li> <li>• Teacher/class website</li> <li>• Tests tied to instructional plans</li> <li>• Unit Plans</li> <li>• List of resources used in a unit</li> </ul>
<b>Domain 2</b> The Classroom Environment	<ul style="list-style-type: none"> <li>• Anecdotal records</li> <li>• Behavior charts</li> <li>• Behavior contracts</li> <li>• Bulletin boards and displays</li> <li>• Encouragement statements--written or oral or visual</li> <li>• Group or individual projects, display boards, interactive games</li> <li>• Written lesson objectives</li> <li>• Problem solving logs</li> <li>• Rewards lists/visuals/charts</li> <li>• Written classroom rules and discipline procedures</li> <li>• Visual displays of rules/expectations/consequences</li> <li>• Seating charts</li> <li>• Self-monitoring log or chart</li> <li>• Student work samples/oral presentations</li> </ul>

# Pre-Observation Conversation

- Complete the Profile form.
- Review the Pre-Observation Conversation Guide.

Collinsville Community Unit School District No. 10  
**Teacher Profile Form**

The Teacher Profile form is completed by the Teacher and presented at the Pre-Observation conference. The information reported on the form should represent the students in the class that will be formally observed.

Name:		Grade Level(s):	
School:		Date Completed:	

**1. Gender**

	Number of Female Students
	Number of Male Students

**2. Ethnicity**

	Number of Indian Students
	Number of Asian Students
	Number of African American/Black Students
	Number of Hispanic Students
	Number of White Students
	Number of Multi-Racial Students

**3. Language Proficiency**

	Number of English Language Proficient Students
	Number of LIMITED English Language Proficient Students

**4. Special Services**

	Number of Students with Speech only IEPs
	Number of Students with IEPs
	Number of Students with 504 Plans

**5. Academic Abilities (based on teacher's professional opinion)**

	Number of academically advanced students
	Number of academically average students
	Number of academically challenged students

Collinsville Community Unit School District No. 10  
**Teacher Pre-Observation Conversation Guide**

Teacher:	
School:	
Grade Level(s):	
Subject:	
Name of Observer:	
Date of Pre-Observation Conference:	
Date of Scheduled Classroom Observation:	

At the start of the pre-observation conference, we will discuss your class profile form as well as your planning process and design for the lesson to be observed. You should review the following *Guiding Questions* in preparation for your conference. You are not required to prepare a written response (although you may do so if you desire), but you should be prepared to discuss your answers to the questions. These questions will guide the conversation and allow you and your evaluator to discuss your professional practice. You may, optionally, wish to provide artifacts (such as a lesson plan) that would help support the pre-observation conversation.

Guiding Questions	Framework Connection
What do you want the students to know and be able to do?	
1. To which part of the curriculum does the lesson relate? How does it "fit" in the sequence of learning for this class?	1a, 1c
2. How will you communicate the learning objectives to the students?	3a
3. Describe your thinking in selecting the materials and resources for this lesson.	1d, 1e
4. Are there any students you would especially like me to observe as the lesson progresses?	1b, 1e

# Formal Observation

During the formal observation, the evaluator will be scripting what is taking place in the classroom. This provides objective evidence of performance. The formal observation is designed to address **Domains 2 and 3** of the Danielson framework.

Although not required, consider allowing your evaluator to videotape your observation. This provides the evaluator with the opportunity to capture and record a more accurate description of the observation. This will also afford the opportunity for you to watch your own performance—a powerful form of feedback.

# Post-Observation Reflection

- Complete the Post-Observation Reflection Form.
- Review the Post-Observation Reflection Guide.

Collinsville Community Unit School District No. 10  
Certified Staff Member Post-Observation Reflection Form

Name:	
School:	
Activity Observed?	
Date of Observation:	
Post-Observation Conversation Date:	

+ What went well?	△ Challenges/Concerns

<b>Rx</b> <i>Next Steps</i> —if you were to teach this lesson again, what changes would you make?

Collinsville Community Unit School District No. 10  
Teacher Post-Observation Reflection Guide

Teacher:	
Name of Observer:	
Date of Formal Observation:	
Date of Post-Observation Reflection:	

The following questions are designed to guide and provide focus for the post-observation conversation. Please consider these questions as you reflect on the effectiveness of the observed performance. Use the **Post-Observation Reflection Form** to jot down your thoughts.

You may choose to provide several samples of student work or other artifacts from the lesson observed (e.g., lesson plan, student handouts, formative assessment, etc.) to support this reflective conversation.

**Domain 1: Planning and Preparation**

- How successful was your planning and preparation?
- Did you depart from the lesson plan? If so, in what way and why did you feel the need to depart from the original plan?

**Domain 2: Classroom Environment**

- To what extent were students productively engaged? How do you know?
- Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

**Domain 3: Instruction**

- How effective was your instructional delivery and use of assessment?
- Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

**Domain 4: Professional Responsibilities**

- Did the students learn what you expected them to learn? Were your instructional goals met? How do you know?
- If you had a chance to teach this lesson again to the same group of students, what would you do differently and why?

# Post-Observation Reflection

- In addition to reflective discussion, your evaluator will provide you with evidence and feedback from the formal observation.

Collinsville Community Unit School District No. 10  
**Formal Observation Record**

<b>Name:</b>	
<b>School:</b>	
<b>Activity Observed:</b>	
<b>Date of Pre-Conference:</b>	
<b>Date of Observation:</b>	
<b>Date of Reflection Conference:</b>	

Time	Observer Notes: Evidence of Teaching (Observed actions, statements, questions by teacher and students)	Domain Component

<b>Domain 2 (Environment) - General Comments</b>

<b>Domain 3 (Delivery of Instruction or Service) - General Comments</b>

<b>Other Comments Related to Formal Observation</b>

Teacher's Signature & Date	Evaluator's Signature & Date
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# Informal Observations

- Increased number and frequency of informal observations
- Length will vary
- Concerns will be addressed in person and in writing
- Written feedback may be provided through a variety of formats (email, memos, etc.) *iPad software designed to provide quick feedback, tied to the Danielson Framework, is being purchased by the district for evaluators to aid them in providing timely feedback following information observations*
- Other types of written feedback (memos, email, etc.) may be used
- If desired, certified staff may ask evaluators to conduct informal observations on specific Danielson components to aid in furthering their performance

# Summative Reflection Conference

- Prior to the issuing of the final summative evaluation report, the evaluator and the staff member will meet to reflect on professional practice and on SMART goal progress.

Collinsville Community Unit School District No. 10  
**TCR Reflection**

<b>Name:</b>	
<b>Evaluation Cycle:</b>	
<b>Building:</b>	
<b>Evaluator:</b>	
<b>TCR Reflection Meeting Date:</b>	

Mid-Point Reflection (Optional):

End of Cycle Reflection:

As a result of your plan, what did you learn about your teaching practice? What was the impact of the plan on student achievement?

Teacher's Signature & Date	Evaluator's Signature & Date
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# Summative Conference

- The evaluator will meet with the staff member to review the final summative evaluation and rating form.

## Part 2: Performance

### DOMAIN RATINGS

To determine the overall rating of each *Domain*, the evaluator will consider the evidence obtained through observation and artifact review. Key factors in receiving an overall *Domain* rating are detailed in the charts below. Essential components within each domain are shown in **bold** type; performance on these “essentials” is further reviewed in calculating the overall rating (see Part 3).

To receive a **Distinguished** overall DOMAIN rating, you must have at least 2 *distinguished* component ratings and no *unsatisfactory* or *basic* ratings.

Unsatisfactory	Basic	Proficient	Distinguished
None	None		2 or more

To receive a **Needs Improvement** overall DOMAIN rating, you can have no more than one *basic* component rating and no *unsatisfactory* rating.

Unsatisfactory	Basic	Proficient	Distinguished
No more than 1	2 or more		

To receive a **Proficient** overall DOMAIN rating, you can have no more than one *basic* component rating and no *unsatisfactory* rating.

Unsatisfactory	Basic	Proficient	Distinguished
None	No more than 1		

To receive an **Unsatisfactory** overall DOMAIN rating, you must have at least 2 *unsatisfactory* component ratings.

Unsatisfactory	Basic	Proficient	Distinguished
2 or more			

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Setting Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1e: Designing Coherent Instruction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Designing Student Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Narrative and Evidence:	<input type="text"/>			
Strengths:	<input type="text"/>			
Opportunities for Growth:	<input type="text"/>			
Domain 1 Overall Rating: <b>Please Select</b>				

### Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
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# Overall Rating

The final overall summative rating is determined by reviewing:

- Overall Domain 1 rating
- Overall Domain 2 rating
- Overall Domain 3 rating
- Overall Domain 4 rating

*and*

- ESSENTIAL Component ratings (there are 6)



The final rating is NOT a mathematical computation.

How will I know my evaluator knows what he/she is doing when it comes to my evaluation?

# Evaluator Training

- All Unit 10 evaluators, and TEC members have already completed a 2-day overview of the Charlotte Danielson evaluation model this year.
- All Unit 10 evaluators must complete a rigorous 30-40 hour course before September 1.
- All Unit 10 evaluators will have access to training videos for the next 11 months to refresh and revisit collecting and analyzing performance evidence.
- The district will facilitate a work study group for evaluators to regularly meet and share understanding about the evaluation tool and the framework.

Questions?

Watch your email for further information  
about accessing the forms and resources  
online...