

CARMAN-AINSWORTH COMMUNITY SCHOOLS

TEACHER EVALUATION

Public Acts 100-103 made significant revisions to the teacher evaluation process. These revisions include mandating new performance categories (Highly Effective, Effective, Minimally Effective, and Ineffective), lengthening the probationary period, making staffing decisions based on performance, mandating that student growth be a portion of the overall evaluation, and providing more flexibility on the format and timing of the evaluation process. The following guidelines have been developed to comply with these recent legislative changes and are in effect beginning with the 2013-2014 school year. In the future, these guidelines may need to be amended in order to comply with the requirements that come from the Governor's Council on Educator Effectiveness.

1. The District recognizes that the primary goal of its teacher evaluation system is the improvement of instruction offered to its students.
2. The performance of all teachers both probationary and tenure shall be evaluated in writing annually.
3. Evaluation of a teacher in relation to his/her assignment is a continuous process and shall be conducted by a qualified evaluator(s) as designated by the Superintendent ("Evaluator(s)"). Each observation by the Evaluator(s) shall be made in person.
4. Prior to the commencement of the evaluation process, those administrators who will have responsibility for evaluating teachers shall schedule and hold a conference with the teachers scheduled to be evaluated for purposes of reviewing the evaluation process and procedures.
5. At the end of the school year, each teacher shall be assigned a year-end performance evaluation rating ("Year-End Evaluation") of one of the following:
 - a) Highly Effective,
 - b) Effective,
 - c) Minimally Effective, or
 - d) Ineffective
6. The Year-End Evaluation shall be completed using the Carman-Ainsworth Teacher Evaluation Form [**EVALUATION METHODS**] and will be based upon an assessment of the following evaluation criteria ("Criteria").
 - a) Individual performance shall be the majority factor in making the decision, and shall consist of, but is not limited to, all of the following:
 - 1) Evidence of student growth, which shall be the predominant factor in assessing the individual performance of an employee.
 - 2) The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the

ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.

- 3) The teacher's management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to withstand the strain of teaching.
 - 4) The teacher's attendance and disciplinary record, if any.
 - b) Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.
 - c) Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.
7. Beginning in 2013-2014, Student Growth Assessment Data shall be weighted as a factor of the Year-End Evaluation according to the following percentages:
 - a) For the annual year-end evaluation for the 2013-2014 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data.
 - b) For the annual year-end evaluation for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data.
 - c) Beginning with the annual year-end evaluation for the 2015-2016 school year and continuing thereafter, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data.
8. Measuring Student Growth
 - a) Student growth shall be measured by national, state, or local assessments and other objective criteria.
 - b) If there are student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.
9. The District recognizes the importance of each of the five evaluation domains (Planning and Preparation; Classroom Environment; Instruction; Professional Responsibilities; and Evidence of Student Learning/Growth) in evaluating a teacher's performance of his or her job responsibilities, including the teacher's ability to instruct students. Thus, a teacher shall not receive an overall year-end performance evaluation effectiveness label other than in accordance with the following:

- a) If a teacher has received an evaluation rating of Ineffective in any two of the five evaluation domains, the teacher shall not receive an overall year-end performance evaluation effectiveness label other than Ineffective.
 - b) If a teacher has received an evaluation rating of Minimally Effective in any two of the five evaluation domains, the teacher shall not receive an overall year-end performance evaluation effectiveness label higher than Minimally Effective.
 - c) If a teacher has received any combination of evaluation ratings of Highly Effective and Effective in at least four of the five evaluation domains and no more than one Minimally Effective rating in any evaluation domain other than Classroom Environment, the teacher shall receive an overall year-end performance evaluation effectiveness label of Effective.
 - d) Upon the concurrence of the Superintendent (or his or her designee) as described in Paragraph 12 below, if a teacher has received an evaluation rating of Highly Effective in four of the five evaluation domains and no less than an Effective rating in any one of the evaluation domains, the teacher may receive an overall year-end performance evaluation effectiveness label of Highly Effective upon the recommendation of the Evaluator(s).
10. The District recognizes that certain teacher performance issues may inhibit student academic growth. It is the District's determination that, in most circumstances, a teacher exhibiting any of the following performance issues during an academic year has not satisfactorily fulfilled the responsibilities of an educator in the District. Accordingly, absent exceptional circumstances as determined by the Superintendent or his/her designee, and notwithstanding any other provision of this Administrative Regulation, a teacher shall not receive an overall year-end performance evaluation effectiveness label other than Minimally Effective or Ineffective during the academic year in which the teacher exhibits one or more of the following performance issues:
- a) Being placed on an individualized development plan for a reason other than the teacher's status as a probationary teacher.
 - b) Failing to improve performance in any category under which an individualized development plan is established.
 - c) Failing to demonstrate adequate progress towards the satisfaction of the teacher's annual professional growth goals.
11. The provisions of Paragraph 9 notwithstanding, a teacher may receive an overall year-end performance evaluation effectiveness label of Ineffective if: (1) the teacher receives an Ineffective rating in any evaluation domain, and (2) in the judgment of the teacher's Evaluator(s), the teacher's deficient performance in that domain is so pervasive that it substantially interferes with the teacher's ability to perform his/her responsibilities as an educator within the District, regardless of the evaluation ratings in any other evaluation domain.
12. Before an evaluator may rate a teacher as Highly Effective, the evaluator must review the evaluation and all observations with the Superintendent, or his or her designee, and, upon the concurrence of all individuals, the teacher may be rated Highly Effective. To receive an overall effectiveness label of Highly Effective on a year-end performance evaluation, a teacher must perform exceptionally and consistently beyond the Effective standard and the teacher's performance must be documented.

- 13.** Subject to the Carman-Ainsworth Community Schools’ Staffing and Layoff and Recall administrative regulations, the District shall consider the following factors (“Staffing Criteria”) when making layoff, recall, and other staffing decisions:
- a)** The District shall first consider a teacher’s overall effectiveness rating from the teacher’s current year-end summative evaluation.
 - 1)** Subject to the certifications and qualifications held, teachers shall be recalled, placed, and/or assigned in the following order:
 - a. Teachers with an overall year-end performance evaluation effectiveness label of Highly Effective.
 - b. Teachers with an overall year-end performance evaluation effectiveness label of Effective.
 - c. Teachers with an overall year-end performance evaluation effectiveness label of Minimally Effective.
 - d. Teachers with an overall year-end performance evaluation effectiveness label of Ineffective.
 - 2)** Subject to the certifications and qualifications held, teachers shall be laid off in the following order:
 - a. Teachers with an overall year-end performance evaluation effectiveness label of Ineffective.
 - b. Teachers with an overall year-end performance evaluation effectiveness label of Minimally Effective.
 - c. Teachers with an overall year-end performance evaluation effectiveness label of Effective.
 - d. Teachers with an overall year-end performance evaluation effectiveness label of Highly Effective.
 - b)** Within each overall effectiveness rating, the District shall next consider the respective effectiveness rating on the Classroom Environment domain (Domain 2) of each teacher’s year-end summative evaluation.
 - 1)** Subject to the certifications and qualifications held, teachers shall be recalled, placed, and/or assigned in the following order:
 - a. Teachers with a domain rating of Highly Effective in the Classroom Environment domain of the year-end performance evaluation.
 - b. Teachers with a domain rating of Effective in the Classroom Environment domain of the year-end performance evaluation.
 - c. Teachers with a domain rating of Minimally Effective in the Classroom Environment domain of the year-end performance evaluation.

- d. Teachers with a domain rating of Ineffective in the Classroom Environment domain of the year-end performance evaluation.
 - 2) Subject to the certifications and qualifications held, teachers shall be laid off in the following order:
 - a. Teachers with a domain rating of Ineffective in the Classroom Environment domain of the year-end performance evaluation.
 - b. Teachers with a domain rating of Minimally Effective in the Classroom Environment domain of the year-end performance evaluation.
 - c. Teachers with a domain rating of Effective in the Classroom Environment domain of the year-end performance evaluation.
 - d. Teachers with a domain rating of Highly Effective in the Classroom Environment domain of the year-end performance evaluation.
 - c) The District shall then consider each teacher's respective effectiveness ratings as an aggregate of the remaining four Domain Categories other than Classroom Environment (Planning and Preparation; Instruction; Professional Responsibilities; and Evidence of Student Learning/Growth) from the summative evaluation tool. This differentiation will be determined by associating a point value for each of the four effectiveness ratings in the four remaining Domains as follows:
 - 1) Highly Effective = 4 Points
 - 2) Effective = 3 Points
 - 3) Minimally Effective = 2 Points
 - 4) Ineffective = 0 Points

Therefore, each teacher will have an associated point value derived from the Year-End Performance Evaluation from 0 to 16 points. Note that each of the four remaining domains is considered of equal value in determining this point value. Teachers will be recalled, placed, and/or assigned in the order from the highest point value to the lowest point value. Teachers will be laid off in the order from the lowest point value to the highest point value.
 - d) After the above differentiating steps have taken place, if two or more teachers have the same point value, it will be determined that all other factors distinguishing these employees are equal, and thus length of service will be used as a tiebreaker.
14. In addition to the Criteria measuring effectiveness, the Year-End Evaluation for a probationary teacher shall include an assessment of the teacher's progress in meeting the goals of his or her individualized development plan ("IDP"). By November 1, each probationary teacher shall be provided with the Individualized Development Plan (IDP). If a probationary teacher is not continued in employment, the Board will advise the teacher of the reasons therefore, and his/her rights under the Tenure Law, in writing.

15. In addition to the Criteria measuring effectiveness, the Year-End Evaluation for a tenured teacher on an IDP will be based on multiple classroom observations and shall include an assessment of the teacher's progress in meeting the goals of his or her IDP. The District recognizes that it may not be possible to base a Year-End Evaluation on multiple observations in all situations involving a tenured teacher on an IDP, which may include, but are not limited to situations in which a tenured teacher on an IDP is granted a leave of absence during a school year. In such cases, the District shall base the teacher's Year-End Evaluation on the Evaluation Criteria measuring effectiveness and any observations conducted during the current academic year and which are available at the time.
16. All monitoring or observation of the work of a teacher shall be conducted openly. This does not necessitate prior arrangement with the teacher.
17. Teacher evaluations prepared by the Evaluator(s) shall not be limited to the observations of the classroom visitations/observations, but may also include all aspects of the teacher as a professional staff member. Any observation of a teacher that is used in an evaluation shall be documented and provided to the teacher at the final conference.
18. Lesson plans communicating objective(s), connection to standard(s) and other aspects of any lesson prior to being observed or following an observation, if requested, must be submitted to the evaluator(s) within one day of the request.
19. This Administrative Regulation notwithstanding, the performance of teachers shall be evaluated pursuant to current state law.
20. The final written evaluation of tenure teachers will be submitted to the Human Resources Office no later than June 1 of each school year. A final conference for both tenured and probationary teachers, if requested, should occur by May 15 of each school year.
21. A teacher shall be entitled, upon request, to have a representative of the Carman-Ainsworth Education Association present at all evaluation conferences.
22. The mentor/mentee relationship is confidential in nature and shall not in any way become a part of the evaluation process for either party.
23. The evaluation process and forms may be found on the District website.
24. Any tenured teacher who receives an evaluation rating of less than "Effective" on their Year-End Evaluation and whom the District wishes to retain shall be provided with an IDP developed by the Evaluator(s) with a specific focus. The IDP will include a purpose, and a set of goals. The purpose will include the specific rationale for implementation, including statements of concern. The goals will list a detailed plan for the teacher, as well as, support given by the Evaluator(s).
 - a) An IDP resulting from an "Ineffective" Year-End Evaluation rating shall require that the teacher make progress towards the individual development goals of the IDP within a specific time period, as set by the Evaluator(s). In no event shall the IDP as provided hereunder, exceed 180 days.
 - b) An IDP resulting from a "Minimally Effective" Year-End Evaluation rating shall require that the teacher make progress towards the individual development goals of the IDP

within a specific time period, as set by the Evaluator(s). In no event shall the IDP as provided hereunder, exceed 180 days.

Nothing contained herein shall preclude the District or Evaluator(s) from placing a teacher on an IDP at any time that an issue or concern regarding the performance of a teacher occurs.

- 25.** If a teacher is rated “Ineffective” on 3 consecutive annual Year-End Evaluations, the District shall dismiss the teacher from his or her employment. This subdivision does not affect the ability of the District to dismiss an Ineffective teacher from his or her employment regardless of whether the teacher is rated as Ineffective on 3 consecutive annual year-end evaluations.
- 26.** Pursuant to Section 1249(2)(j) of the Revised School Code, a tenured teacher who receives a Year-End Evaluation of Ineffective may, within twenty (20) days of receiving the Ineffective rating, request in writing a review of the evaluation and rating by the Superintendent. The Superintendent shall review the evaluation and may within his or her sole discretion make any modification based on that review. A review under this section may not be requested more than twice in a three (3) school-year period.

