

Supportive Supervision Evaluation Plan Handbook



Adopted: INSERT DATE

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SUPPORTIVE SUPERVISION EVALUATION PLAN **PERFORMANCE EVALUATION**

This handbook provides procedures and timelines regarding the Supportive Supervision Evaluation Plan (SSEP). Evaluation of certificated staff members is the responsibility of Urbana School District 116 (District) administrators. All certificated staff members (teachers) have the responsibility to participate in the District's designed evaluation plan. No member of the bargaining unit shall be designated by District administration as the evaluator of any member of the bargaining unit.

Pursuant to the Letter of Understanding 4 of the CBA (2012-2015) this SSEP replaces Article VIII Sections 8.01-8.04 of said CBA.

Should any conflict arise between the provisions of the Illinois School Code or the Rules and Regulations of the Illinois State Board of Education (ISBE) governing teacher evaluations, professional development, remediation, dismissal and discharge of teachers and the District's Supportive Supervision Evaluation Plan, the District will reconvene the evaluation committee and attempt to reconcile any such conflict. In the event the evaluation committee is unable to reconcile the conflict between the Supportive Supervision Evaluation Plan and The School Code or ISBE's Rules and Regulations, The School Code and ISBE's Rules and Regulations shall supersede the provisions of the SSEP.

Philosophy

The District believes that each of our certificated staff members is committed to lifelong learning and continuous professional improvement. This process should be continuous, constructive, and should take place in an atmosphere of mutual trust, support, and respect. The process is a cooperative effort designed to encourage productive dialogue and action between and among staff and evaluators.

To create and maintain an atmosphere of mutual trust, support, and respect in the District, the SSEP was developed to support teachers to meet the expectations for Proficient and Excellent teachers. Throughout the year, support and assistance will be provided to the teacher by the evaluator. The assistance could be in many forms, such as classroom observations and feedback, data collection, modeling, referrals to other sources of support, and/or conferencing. Each staff member is a unique individual. This evaluation process recognizes the individual differences of each person and utilizes an approach that provides maximum opportunities for improvement and growth.

The purpose of our evaluation program is to meet the expectations for Proficient and Excellent teachers in the following areas:

1. Planning and Preparation,
2. Classroom Environment,
3. Instruction, and
4. Professional Responsibilities (including attendance and competency in the subject matter taught)

Overview of Evaluation Process

- In order to assess the quality of the teacher's professional practice, the SSEP includes a Framework for Teaching adopted by the District that is based upon research regarding effective instruction. It addresses Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities, and it aligns to the Illinois Professional Teaching Standards.
- The Framework for Teaching shall align to the roles and responsibilities of each teacher who is being evaluated.

- The SSEP shall consider the teacher's attendance and his/her competency in the subject matter taught, as well as specify the teacher's strengths and weaknesses and the reasons for identifying the areas as such.

Notification of Evaluation Status

By the first day students are required to be in attendance, the evaluator shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school year to each teacher affected, or if the affected teacher is hired after the start of the school term, then no later than thirty (30) days after the contract is executed. Also within ten (10) school days after the beginning of each school year, the building principal, or evaluator, not a member of the teacher bargaining unit, shall explain or review with each staff member the SSEP procedures. This review may take place in a general meeting of staff. No formal or informal observations, as defined in this document, will take place until written notification and explanation or review of the SSEP has occurred. The written notice shall include:

1. a copy of the Framework for Teaching to be used to rate the teacher with identified standards, goals, and other tools to be used to determine a summative performance evaluation rating;
2. a summary of the manner in which measures of student growth and professional practice will be used in the evaluation related to the performance evaluation ratings of Excellent, Proficient, Needs Improvement, or Unsatisfactory, and
3. a summary of the District's procedures related to the provision of professional development or remediation in the event a teacher received a Needs Improvement or Unsatisfactory rating, respectively, to include evaluation tools to be used during the remediation period.

This plan provides for an evaluation of each tenured teacher at least once every two years; however, a tenured teacher who has obtained a Needs Improvement or Unsatisfactory rating on the previous year's evaluation shall continue to be evaluated during the next school year after receiving that rating. A tenured teacher may be evaluated during any school year at the discretion of the evaluator provided the teacher is notified of the evaluation pursuant to the above procedures. A tenured teacher may request to be evaluated in an "off" year provided that request is made in writing to the evaluator at least five calendar days prior to the first day of student attendance and the evaluator consents to the request. The evaluator will consider all requests. The number of teachers who are evaluated in their off year as a result of their written request may not exceed more than ten (10) percent of the total tenured staff at the school or site.

This plan provides for an evaluation of each non-tenured teacher at least once every year.

Summative Evaluation Rating

The Framework for Teaching will be used to determine a summative evaluation rating of Excellent, Proficient, Needs Improvement, or Unsatisfactory. For the 2013-2014 school year the Framework for Teaching will account for one-hundred (100) percent of the summative evaluation rating. Beginning in the 2014-2015 (or upon formal implementation of the Student Growth Model if later than 2014-2015) school year seventy (70) percent of the summative evaluation rating will be based on the Framework for Teaching and thirty (30) percent on student growth.

If a teacher wants to be considered for an Excellent rating, the teacher should express that interest to their evaluator in writing at or before the first pre-observation conference. This does not preclude teachers who do not express interest in writing from being rated excellent by the evaluator.

If, at any time during the school year, an evaluator has concerns that, if not corrected, might warrant a summative evaluation rating of Unsatisfactory on the Summative Evaluation, the evaluator has the responsibility to communicate these concerns in writing as soon as possible after the concerns develop.

The staff member may choose to ignore the warning but does so with full knowledge of the evaluator's concerns. On occasion, a teacher and/or evaluator may deem that one or more of the domains of the Framework for Teaching are no longer being demonstrated at a level of proficiency, and the need for a more intensive, short-term evaluation option will be necessary.

Other Evaluation Information

Any certificated staff member may request assistance from an Association Representative in the settlement of the dispute. Results of the evaluations, including the summative rating, are not covered by this agreement and are hence not subject to the grievance procedure (Article IV of the CBA), but the evaluation procedures prescribed by this agreement are subject to grievance. A certificated staff member is guaranteed due process in all steps of this procedure, and when requested by the certificated staff member, an Association representative may accompany the individual, at any of the conferences, as an observer.

Tenured

All tenured teachers who received a rating of Proficient or Excellent on the previous summative evaluation rating will be evaluated based on the following:

1. Teachers at this level will be evaluated at least every two school years.
2. A minimum of two (2) observations shall be required each evaluation cycle, of which one (1) must be a formal observation (formal observations include both a pre- and post-observation conference and written feedback). The other observation may be formal or informal as described below.
 - a. *Pre-Observation Conference.* Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.
 - i. Formal Observation: The teacher submits, in advance of the conference, a written lesson or unit plan and/or other evidence of planning for instruction to be observed. The evaluator and/or teacher will discuss areas of focus during the observation.
 - b. *Observation of Professional Practice.* Evidence of professional practice is collected through the use of multiple observations that include formal and informal observations and focus on acquiring evidence of the teacher's planning, instructional delivery, and classroom environment. The evaluator is expected to arrive at the scheduled time (for a formal observation) and gather data that is descriptive of the teaching/learning situation.
 - i. Formal Observation: Minimum of 45 minutes at a time, or a complete lesson, or during an entire class period.
 - ii. Informal Observation: No observation requirements are defined.
 - c. *Post-Observation Conference.* Following a formal observation, the evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice. The purpose of the feedback provided during the conference(s) is to reinforce or redirect staff member behaviors, to offer suggestions, provide resources, and encourage self-analysis on the part of the staff member.
 - i. Formal Observation: The evaluator shall meet with the teacher within five (5) school days to discuss evidence collected and provide verbal feedback that includes strengths and areas for growth. The teacher may provide additional information or explanation about the lesson presented.
 - ii. Informal Observation: The evaluator must provide the teacher an opportunity to have an in-person discussion following the observation.
 - d. *Documentation of Professional Practice.* To be considered a formal or informal observation for purposes of the minimum observation requirements listed above, the evaluator must provide written feedback (electronic or paper) to the teacher within ten (10) school days. Feedback must include discussion of strengths and areas for growth.
3. The Framework for Teaching will be used to determine a summative evaluation rating of Excellent, Proficient, Needs Improvement, or Unsatisfactory.
4. Ongoing conversations based upon evidence gathered by both teacher and evaluator (e.g., data logs, reflection forms, lesson planning, student work, formal and informal observations) will occur throughout the evaluation year.
5. Identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and competency in the subject matter taught, will be used when determining the summative evaluation rating. Observational data from additional sources may be used to provide supportive evidence in the summative rating

- determination process. All data and input gained from other sources, especially data that may negatively impact a staff member's evaluation, will be discussed with the staff member and/or presented to the staff member in writing prior to the summative evaluation rating.
6. The summative evaluation rating must be completed at least seventy five (75) calendar days prior to the last day of student attendance in order for that year's summative evaluation rating to be considered for placement on the honorable dismissal list. If the summative evaluation rating is not expected to have any impact on the teacher's placement on the honorable dismissal list, the evaluator must have the summative evaluation rating completed by the last day of student attendance.

All tenured teachers who received a rating of Needs Improvement (or an Unsatisfactory rating on any of the four domains of the Framework for Teaching) on the previous summative evaluation rating will be evaluated based on the following (Professional Development Plan Level) as a minimum:

1. A Professional Development Plan (PDP) will be developed within thirty (30) school days after a summative evaluation rating of Needs Improvement or when a teacher receives an Unsatisfactory rating in one or more of the following areas—Planning and Preparation, Classroom Environment, Instruction, and/or Professional Responsibilities—on the previous summative evaluation rating or at the discretion of the evaluator based upon an identified area needing improvement. If the summative rating was Unsatisfactory on the most recent summative evaluation rating, the teacher will be placed on a Remediation Plan, not a PDP.
 - a. A PDP is developed by the evaluator in consultation with the teacher and takes into account the teacher's ongoing professional responsibilities including his/her regular teaching assignment.
 - b. The PDP includes evidence of progress/achievement of goals as well as supports that the District will provide to address the performance areas needing improvement.
2. A minimum of three (3) observations shall be required each evaluation cycle, of which two (2) must be a formal observation (formal observations include both a pre-and-post observation conference).
 - a. *Pre-Observation Conference.* Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.
 - i. Formal Observation: The teacher submits, in advance of the conference, a written lesson or unit plan and/or other evidence of planning for instruction to be observed. The evaluator and/or teacher will discuss areas of focus during the observation.
 - ii. Informal Observation: No observation requirements are defined.
 - b. *Observation of Professional Practice.* Evidence of professional practice is collected through the use of multiple observations that include formal and informal observations and focus on acquiring evidence of the teacher's planning, instructional delivery, and classroom environment. The evaluator is expected to arrive at the scheduled time (for a formal observation) and gather data that is descriptive of the teaching/learning situation.
 - i. Formal Observation: Minimum of 45 minutes at a time, or a complete lesson, or during an entire class period.
 - ii. Informal Observation: No observation requirements are defined.
 - c. *Post-Observation Conference.* Following a formal observation, the evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice. The purpose of the feedback provided during the conference(s) is to reinforce or redirect staff member behaviors, to offer suggestions, provide resources, and encourage self-analysis on the part of the staff member.

- i. Formal Observation: The evaluator shall meet with the teacher within five (5) school days to discuss evidence collected and provide feedback. Teacher may provide additional information or explanation about the lesson presented.
 - ii. Informal Observation: The evaluator must provide the teacher an opportunity to have an in-person discussion following the observation.
- d. *Documentation of Professional Practice.* To be considered a formal or informal observation for purposes of the minimum observation requirements listed above, the evaluator must provide feedback to the teacher. Feedback must be provided in writing (electronic or paper) within ten (10) school days and include discussion of strengths and areas for growth.
3. The Framework for Teaching will be used to determine a summative evaluation rating of Excellent, Proficient, Needs Improvement, or Unsatisfactory.
4. Ongoing conversations based upon evidence gathered by both teacher and evaluator (e.g., data logs, reflection forms, lesson planning, student work, formal and informal observations) will occur throughout the evaluation cycle.
5. Identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and competency in the subject matter taught, will be used when determining the summative evaluation rating. Observational data from additional sources may be used to provide supportive evidence in the summative rating determination process. All data and input gained from other sources, especially data that may negatively impact a staff member's evaluation, will be discussed with the staff member and/or presented to the staff member in writing prior to the summative evaluation rating.
6. At the end of the thirty (30) school days in which the PDP is in effect, the evaluator will provide the teacher with an evaluation rating. This thirty (30) school day cycle may not be repeated more than a total of two (2) times (for no more than a total of ninety [90] school days). At the end of the third thirty (30) day PDP period (i.e. ninety [90] school days), the teacher will be rated as either Excellent, Proficient, or Unsatisfactory. If after the ninety (90) school days, the summative evaluation tool results in a rating of Needs Improvement, the teacher will be considered rated Unsatisfactory for not having progressed past Needs Improvement.
 - a. If the teacher has corrected the performance areas and receives a rating of Proficient or Excellent, he or she will be evaluated during the following school year according to the regular evaluation process for tenured teachers rated Proficient or Excellent, except that the teacher shall be observed a minimum of three (3) times two (2) of which must be formal observations.
 - b. If the teacher continues to be at the level of Needs Improvement at the end of either of the first two thirty (30) day PDP cycles, he or she will continue with the existing PDP or revise the PDP in cooperation with the evaluator to address areas needing improvement.
 - c. If the teacher is rated Unsatisfactory, he or she will be moved to the "Remediation Level" as specified in the following section.

All tenured teachers who receive an overall rating of Unsatisfactory on the previous Summative Evaluation Rating will be evaluated based on the following (Remediation Plan Level):

In the event that a tenured teacher receives a summative evaluation rating of Unsatisfactory, the tenured teacher will be assigned to the Remediation Level. Failure of the staff member to address these concerns may result in termination.

Procedures

- A. After a tenured teacher receives a written summative evaluation resulting in an Unsatisfactory rating, the staff member and evaluator will develop and initiate a remediation plan designed to

correct the areas identified as Unsatisfactory, provided the deficiencies are deemed remediable, within timelines consistent with Illinois School Code—thirty (30) school days.

1. The remediation plan shall provide for evaluation and ratings during the ninety (90) school day period specified by the Illinois School Code. This shall include at least a mid-point review and summative evaluation.
 2. A qualified administrator or administrators shall conduct the summative evaluation at the conclusion of the remediation timeline.
 3. If the teacher has corrected the performance areas and receives a rating of Proficient or Excellent, he or she will be evaluated during the following school year according to the regular evaluation process for tenured teachers rated Proficient or Excellent, except that the teacher shall be observed a minimum of three (3) times two (2) of which must be formal observations.
- B. Participants in the remediation plan shall include the tenured teacher deemed Unsatisfactory, a qualified evaluator or evaluators, and a consulting certificated staff member. The remediation plan may include the participation of other personnel to assist in correcting areas rated as Unsatisfactory.
1. The participation of the consulting certificated staff member shall be voluntary.
 2. The qualified consulting certificated staff member shall be one who has received a rating of Excellent on his/her most recent evaluation, has a minimum of five years' experience in the field, and has knowledge relevant to the assignment of the individual under remediation.
 3. The consulting certificated staff member shall be chosen from a list of at least five (5) qualified individuals who have volunteered or the names of all those qualified if that number is less than five (5). The Association shall be afforded the opportunity to provide input into the selection of the consulting teacher. The participating evaluator of the individual who was rated Unsatisfactory shall select the consulting certificated staff member. The president of the Association will be notified of that selection.
 4. If the consulting certificated staff member becomes unavailable during the course of a remediation plan, a new consulting certificated staff member shall be selected in the same manner as the initial consulting staff member. The remediation plan shall be amended as necessary upon consultation with the new consulting staff member for the balance of the remediation year.
 5. The consulting certificated staff member shall provide advice to the individual rated Unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.
 6. The consulting certificated staff member shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the individual under remediation.
 7. The consulting certified staff member shall be informed of the results of the evaluations in order to continue to provide assistance to the individual under a remediation plan. This shall include at least a mid-point review and summative evaluation.
- C. The plan shall provide that any tenured teacher who fails to complete the remediation plan with a summative rating of Excellent or Proficient shall be dismissed in accordance with The School Code.
1. All evaluation data will be collected and controlled by the evaluator.
 2. If a certificated staff member feels that a summative rating of Unsatisfactory is inaccurate or unjust, (s)he may submit a written response. The superintendent will make a final and binding decision regarding the rating after consultation with all parties concerned.

Non-Tenured

Non-tenured teachers will be evaluated based on the following:

1. Teachers at this level will be evaluated every school year.
2. A minimum of three (3) observations shall be required each evaluation cycle, of which two (2) must be a formal observation (formal observations include both a pre-and-post observation conference).
 - a. *Pre-Observation Conference.* Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.
 - i. Formal Observation: The teacher submits, in advance of the conference, a written lesson or unit plan and/or other evidence of planning for instruction to be observed. The evaluator and/or teacher will discuss areas of focus during the observation.
 - ii. Informal Observation: No Pre-Conference requirements are defined.
 - b. *Observation of Professional Practice.* Evidence of professional practice is collected through the use of multiple observations that include formal and informal observations and focus on acquiring evidence of the teacher's planning, instructional delivery, and classroom environment. The evaluator is expected to arrive at the scheduled time (for a formal observation) and gather data that is descriptive of the teaching/learning situation.
 - i. Formal Observation: Minimum of 45 minutes at a time, or a complete lesson, or during an entire class period.
 - ii. Informal Observation: No observation requirements are defined.
 - c. *Post-Observation Conference.* Following a formal observation, the evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice. The purpose of the feedback provided during the conference(s) is to reinforce or redirect staff member behaviors, to offer suggestions, provide resources, and encourage self-analysis on the part of the staff member.
 - i. Formal Observation: The evaluator shall meet with the teacher within five (5) school days to discuss evidence collected and provide feedback. The teacher may provide additional information or explanation about the lesson presented.
 - ii. Informal Observation: The evaluator must provide the teacher an opportunity to have an in person discussion following the observation.
 - d. *Documentation of Professional Practice.* To be considered a formal or informal observation for purposes of the minimum observation requirements listed above, the evaluator must provide feedback to the teacher. Feedback must be provided in writing (electronic or paper) within ten (10) school days and include discussion of strengths and areas for growth.
3. The Framework for Teaching will be used to determine a summative evaluation rating of Excellent, Proficient, Needs Improvement, or Unsatisfactory.
4. Ongoing conversations based upon evidence gathered by both teacher and evaluator (e.g., data logs, reflection forms, lesson planning, student work, formal and informal observations) will occur throughout the evaluation year.
5. Identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and competency in the subject matter taught, will be used when determining the summative evaluation rating. Observational data from additional sources may be used to provide supportive evidence in the summative rating determination process. All data and input gained from other sources, especially data that may negatively impact a staff member's evaluation, will be discussed with the staff member and/or presented to the staff member in writing prior to the summative evaluation rating.

6. Non-tenured teachers will have a mid-year review meeting with their evaluator on or before the final day of the first semester (typically teacher record day). The mid-year review meeting is intended to provide feedback to the teacher on strengths and areas for growth.
7. The summative evaluation rating must be completed at least seventy five (75) calendar days prior to the last day of student attendance; however, it is recommended that it be completed at least ninety (90) calendar days prior to the last day of student attendance for purposes of the sequence of dismissal list.
8. Non-tenured Teachers in the fourth year of non-tenured status must have a summative rating of Proficient or Excellent in their fourth year, and the teacher must have received a summative rating of Proficient or Excellent in two of their final three years of probationary teaching service in order to earn tenure status in the school district.

Framework for Teaching

The Framework for Teaching is taken directly from the work of Charlotte Danielson (2007, 2013), and this framework is based in the context of research into best professional practices for teachers and affiliated certified fields.

The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. (Danielson 2013, p. 3)

A framework for professional practice is not unique to education. Indeed, other professions—medicine, accounting, and architecture, among many others—have well-established definitions of expertise and procedures to clarify novice and advanced practitioners. Such procedures are the public's guarantee that the members of a profession hold themselves and their colleagues to high standards of practice. Similarly, a framework for teaching is useful not only to practicing educators but also the larger community, because it conveys that educators like other professionals, are members of a professional community. (Danielson 2007, p. 2)

A framework for teaching offers a structure for teachers to assess their practice and to organize improvement efforts. (Danielson 2007, p.10)

The Framework for Teaching indicates four levels of performance: Unsatisfactory, Basic, Proficient, and Distinguished. For purposes of our evaluation tools, those levels are equivalent to Unsatisfactory, Needs Improvement, Proficient, and Excellent. Danielson (2007, pp. 38-42) describes each level of performance as follows:

Unsatisfactory The teacher performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component...The teacher at the Unsatisfactory level could be compared to a nonswimmer who has been thrown in deep water and is drowning.

Needs Improvement. The teacher performing at the Basic [Needs Improvement] level appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful...The swimmer who can manage the dog paddle, but nothing else, is similar to the teacher performing at the Basic [Needs Improvement] level; the swimmer can get across the lake but may be swamped if any waves come up.

Proficient. The teacher performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Teachers at the Proficient level are experienced, professional educators. They thoroughly know their content, they know their students, they know the curriculum and have a broad repertoire of strategies and activities to use with students...Many of the routines of teaching have become automatic, and proficient teachers have developed a sophisticated understanding of classroom dynamics and are alert to events that don't conform to the expected pattern...A swimmer with command of a number of different strokes, and the knowledge of when to use which, is similar to a teacher performing at the Proficient level.

Excellent. Teachers performing at the Distinguished [Excellent] level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level from those of other teachers. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable

responsibility for their own learning...a competitive swimmer who is perfecting her strokes, or a swimming teacher would be the equivalent of the teacher performing at the Distinguished [Excellent] level.

The Framework for Teaching is structured around four domains which align to the Illinois Professional Teaching Standards:

1. Planning and Preparation,
2. Classroom Environment,
3. Instruction, and
4. Professional Responsibilities.

The 2nd Edition of *Enhancing Professional Practice: A Framework for Teaching* (Danielson 2007) provides six frameworks structured as rubrics. Each of the six rubrics is listed below with the affiliated certified fields. All teachers will be evaluated using one of the six frameworks. The General Teacher Framework used for the summative evaluation is from the more recent *The Framework for Teaching Evaluation Instrument* (Danielson 2013). If new editions of the Framework for Teaching or additional content area rubrics become publicly available, the Evaluation Committee will consider revising and/or the framework(s) for the subsequent school year.

- A. General Teacher Framework
- B. Specialist Framework (e.g. Instructional Coach, Staff Development Coordinators, Behavioral Consultant)
- C. Library/Media Framework (e.g. Librarian, Technology Coordinator)
- D. School Counselor Framework (e.g. Guidance Counselor, Social Worker, and Dean [modified])
- E. School Psychologist Framework
- F. Therapeutic Specialist Framework (e.g. Speech Language Therapist, School Nurse, Occupational or Physical Therapy)

The individual frameworks refer to the domains using different language than the General Teacher Frameworks. The following table is intended to clarify the domains.

Domain	General Teacher	Specialist; Library/Media; School Counselor; School Psychologist; Therapeutic Specialist
1	Planning and Preparation	Planning and Preparation
2	Classroom Environment	The Environment
3	Instruction	Delivery of Service
4	Professional Responsibilities	Professional Responsibilities

Each framework will have a similar cover sheet/summative evaluation sheet included that is common to all frameworks.

References

- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2013). *The framework for teaching evaluation instrument*. Retrieved from <http://www.teachscape.com/frameworkforteaching/home>

Framework for Teaching Scoring Guidelines

The Framework for Teaching will be used to determine a summative evaluation rating of Excellent, Proficient, Needs Improvement, or Unsatisfactory. For the 2013-2014 school year the Framework for Teaching will account for 100% of the summative evaluation rating. Beginning in the 2014-2015 (or upon formal implementation of the Student Growth Model if later than 2014-2015) school year seventy (70) percent of the summative evaluation rating will be based on the Framework for Teaching and thirty (30) percent on student growth

Rating Scale and Guidelines

A four point rating scale will be applied to the Performance Evaluation Rating and the Student Growth Rating. Once the student growth model is implemented, the Performance Evaluation Rating will account for 70% of the summative rating and the Student Growth Rating will account for 30%. Until that time, the Performance Evaluation Rating will account for 100% of the Summative Evaluation Rating.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Performance Evaluation Rating	1.0-1.99	2.0-2.74	2.75-3.49	3.5-4.0
Student Growth Rating	1.0	2.0	3.0	4.0
Summative Evaluation Rating	1.0-1.99	2.0-2.74	2.75-3.49	3.5-4.0

For the Performance Evaluation Rating, there will be an average of the four domains resulting in a score that will fall within a range for each rating category. If a tenured teacher is rated Unsatisfactory in any of the four domains, the teacher will be placed on the Professional Development Plan (PDP) as a minimum. If the overall rating is Unsatisfactory, the teacher will be placed on a Remediation Plan. The Student Growth Rating will result in a rating, and the above point value will be applied to that rating. No teacher will be placed on the PDP solely because the Student Growth Rating falls within Unsatisfactory or Needs Improvement; however, if as a result of the Student Growth Rating the Summative Evaluation Rating is Unsatisfactory or Needs Improvement, the teacher will be placed on the appropriate level.

Example for Calculating the Performance Evaluation Rating

Sample calculation for Domain 1 (D1)

Domain 1	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a	1	2	3	4
1b	1	2	3	4
1c	1	2	3	4
1d	1	2	3	4
1e	1	2	3	4
1f	1	2	3	4

$(1a+1b+1c+1d+1e+1f)/6 =$ Performance Evaluation Rating D1

$(4+4+4+3+3+3)/6 =$ Performance Evaluation Rating D1

3.5 = Performance Evaluation Rating D1 The resulting rating for D1 would be Excellent.

The teacher would receive a 4.0 on Domain 1 for purposes of calculating the cumulative rating.

Sample calculation for Domain 2 (D2)

Domain 2	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a	1	2	3	4
2b	1	2	3	4
2c	1	2	3	4
2d	1	2	3	4
2e	1	2	3	4

$(2a+2b+2c+2d+2e)/5=$ Performance Evaluation Rating D2

$(4+4+3+3+3)/5=$ Performance Evaluation Rating D2

3.4= Performance Evaluation Rating D2 The resulting rating for D2 would be Proficient.

The teacher would receive a 3.0 on Domain 2 for purposes of calculating the cumulative rating.

Sample calculation for summing the four domains into an overall Performance Evaluation Rating.

D1=4.0 Excellent, D2=3.0 Proficient, D3=3.0 Proficient, D4=4.0 Excellent

$(D1+D2+D3+D4)/4=$ Performance Evaluation Rating

$(4+3+3+4)/4=$ Performance Evaluation Rating

3.5= Performance Evaluation Rating The resulting rating for the overall PER would be Excellent.

Sample Calculation of the Summative Evaluation Rating using the Performance Evaluation Rating + Student Growth Rating

This example uses the Performance Evaluation Rating from the previous sample. The teacher was rated Proficient on the Performance Evaluation Rating with a score of 3.5. For this first example, we will assume the teacher received a rating of Needs Improvement on the Student Growth Rating resulting in a score of 2.0.

$(\text{Performance Evaluation Rating} \times 0.7) + (\text{Student Growth Rating} \times 0.3) =$ Summative Evaluation Rating

$(3.5 \times 0.7) + (2 \times 0.3) =$ Summative Evaluation Rating

$2.45 + 0.6 =$ Summative Evaluation Rating

3.05= Summative Evaluation Rating The resulting rating for the overall Summative Evaluation Rating would be Proficient.

This example is based on the previous example but assumes the teacher received a rating of

Unsatisfactory on the Student Growth Rating resulting in a score of 1.0.

$(\text{Performance Evaluation Rating} \times 0.7) + (\text{Student Growth Rating} \times 0.3) =$ Summative Evaluation Rating

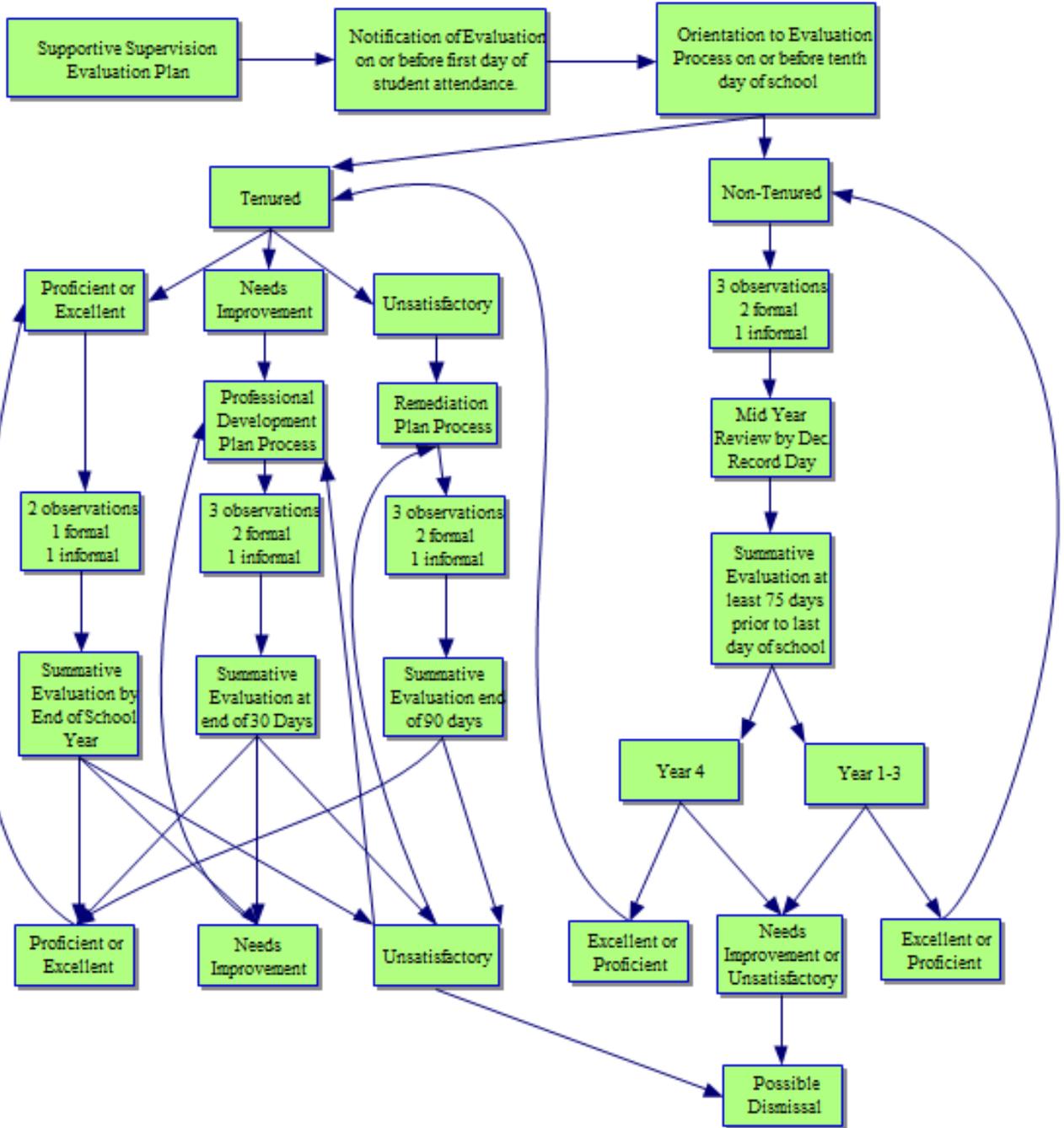
$(3.5 \times 0.7) + (1.0 \times 0.3) =$ Summative Evaluation Rating

$2.45 + .3 =$ Summative Evaluation Rating

2.75= Summative Evaluation Rating The resulting rating for the overall Summative Evaluation Rating would be Proficient.

Graphic Representation of Evaluation Process

This graphic is intended to provide a general interpretation of the procedures described in the SSEP and is for illustrative purposes only. For clarification, refer to the specific language of the SSEP.



Forms

In order to promote collaboration between the evaluator and the teacher, the evaluator has latitude with the documentation forms. The summative evaluation form for each teacher is required, and there is no latitude given to the evaluator without written agreement between the UEA and Assistant Superintendent for Human Resources.

Pre-Observation. Prior to the first observation, it is recommended that the evaluator and teacher meet to discuss the overall teaching and learning process utilized in the given teacher's classroom. It is required that the teacher complete the pre-observation form in writing prior to the pre-observation meeting. This form will be submitted to the evaluator. The Pre-Observation form is intended to provide a framework for pre-observation meeting conversation and to serve as evaluative evidence for the teacher and evaluator.

Post Observation Feedback. In order for a formal or informal observation to count as one of the required observations, the evaluator must provide feedback to the teacher in writing. Feedback must be provided in writing (electronic or paper) within ten (10) school days of the observation and include discussion of strengths and areas for growth. This written feedback may be provided before or after a post-observation conference. This recommended form is intended to serve as a template to guarantee that discussion of strengths and areas for growth are included in the written feedback.

Summative Evaluation. The Summative Evaluation form consists of a cover sheet/summative evaluation sheet common to all frameworks, and it will include the Framework for Teaching that is assigned to the individual teacher.

Reflections. This form consists of a series of reflective questions that may be used to guide conversation between the evaluator and teacher.

Other Forms of Evidence. This is a list of other potential ways for the teacher to demonstrate evidence of professional practice. This should not be construed as a limited list, and teachers may demonstrate professional practice in other ways not suggested here.

Post-Observation Feedback Form

Teacher:	Evaluator:
Grade:	Content Area:
Observation Date:	Time/Period:

Focus of the Observation:

Observation Notes:

Strengths:

Areas for growth:

Summative Evaluation Form—General Teacher

2/28/2013

1 of 5

Supportive Supervision Evaluation Plan

Urbana School District 116 | Supportive Supervision Evaluation Plan | Final Summative Evaluation

Teacher Name: John Dewey Location: UMS Position: Language Arts Teacher
 Evaluator: Scott Woods Date of Evaluation: 2/21/2013
 Teacher's Years of Service in Urbana: 28 School Year: 2012-2013

Observation dates included in the basis of this summative evaluation:

Formal Observation Dates	10/10/2012
Informal Observation Dates	1/22/2012

Performance Score	Performance Rating
3	Proficient
4	Excellent
3	Proficient
3	Proficient
3.25	Proficient

- Domain 1 - Planning and Preparation**
- Domain 2 - Classroom Environment (or The Environment)**
- Domain 3 - Instruction (or Delivery of Service)**
- Domain 4 - Professional Responsibilities**

Overall Rating

If a teacher receives a summative rating of Needs Improvement (or an Unsatisfactory rating on any of the four domains of the Framework for Teaching) the teacher will be evaluated using the Professional Development Plan as a minimum. If the summative rating is Unsatisfactory, the teacher will be placed on a Remediation Plan.

Evaluator Comments:

Teacher Comments:

We have conducted a conversation on the rubrics. The teacher has the right to attach written comments within fourteen (14) calendar days of completion on this form for inclusion in his/her personnel file maintained in the Human Resources Department.

Teacher Signature: _____ Date: 2/21/2013
Signature indicates only that the teacher has read and has had the opportunity to review and evaluate this evaluation with the evaluator.
 Evaluator Signature: _____ Date: 2/21/2013

Reflections

This form consists of a series of reflective questions that may be used to guide conversation between the evaluator and teacher. Taken from Danielson (2007, p. 171).

Teacher Name: _____ Date: _____

- 1) In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

- 2) If you were able to bring samples of student work (product), what do those samples reveal about those students' levels of engagement and understanding?

- 3) Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

- 4) Did you depart from your plan? If so, how, and why?

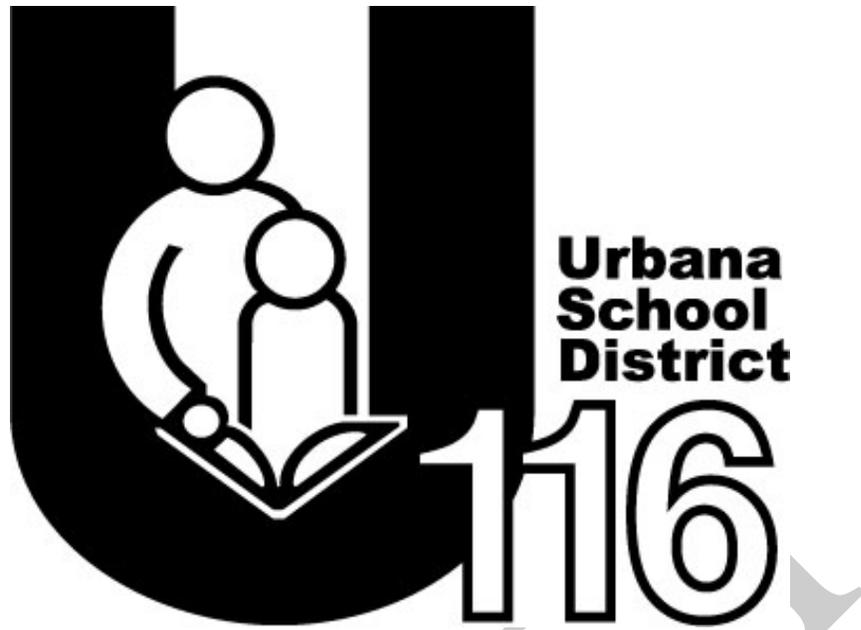
- 5) Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

- 6) If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Other Forms of Evidence.

This is a list of other potential ways for the teacher to demonstrate evidence of professional practice to the evaluator. This should not be construed as a limited list, and teachers may demonstrate professional practice in other ways not suggested here.

- Unit Plans
- Family Contact Log
- School and District Contribution Log
- Professional Contribution Log
- Professional Development Log
- Continuing Education Log (e.g. conferences, board credit, college courses)
- Research Log
- Paperwork Portfolio (e.g. special education paperwork)
- Samples of student work (e.g. assessments, portfolio)
- Survey data (e.g. surveys of parents, students)



Supportive Supervision and Evaluation Plan
Student Growth Component Handbook

DRAFT – Spring 2013

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SUPPORTIVE SUPERVISION EVALUATION PLAN **STUDENT GROWTH COMPONENT**

Background and Rationale

The Performance Evaluation Review Act (PERA) of 2010, as legislated by Senate Bill 7 and mandated by the Illinois State Board of Education, established the use of student growth measurement as a significant factor in an overall rating for teacher evaluation. Student growth, as a measure of student learning, is considered to be demonstrable change in student performance between two or more points in time, and is included in the Supportive Supervision and Evaluation Plan to maintain a focus on student learning, so that the practice of instruction is tied to the learning of students. The Student Growth Component will focus professional and collegial conversation on the learning students should accomplish over a course of study and on student progress toward that learning.

In accordance with the PERA Guidelines, beginning in the 2014-2015 school year, 30% of a teacher's summative evaluation rating will be based on student growth and 70% on the teacher's professional practice as outlined in the Framework for Teaching.

Urbana School District 116 believes that we are not defined by a single task or test and that student growth cannot be determined by AYP designations that offer no insight on individual student growth. As outlined in Urbana School District's Strategic Plan, we believe everyone can and will be successful learners. We want to be able to prove, with confidence, that students are learning and growing and that our teaching increases student achievement.

Urbana School District's Student Growth Model

Criteria for Selecting a Student Growth Model

- Fair and applicable to all teachers; flexible
- Job-based
- Measureable
- Focused on student growth and learning
- Based on curriculum content
- Honors the continuous learning pathways for both students and teachers

Simple Growth Model

The Urbana School District 116 Committee on Student Growth has selected simple growth as the foundation for our student growth model because it meets the selection criteria and answers the most basic of all educational questions, "What will my students learn this year and how will I know they learned it?" The simple growth model compares pre- and post-performance data to measure growth, and is fair and applicable to all teachers. It accurately reflects the progress of students in ALL classroom settings, regardless of the subject, grade, or course. All teachers, at all levels, will set growth objectives for the students in their care and monitor progress towards those objectives.

Guidelines for Student Growth Component

Student Growth Objectives

Within any given evaluation cycle, a teacher, or instructional team of teachers, will develop a minimum of one Student Growth Objective (SGO) which may target either a defined student population, whole class, or a specific subgroup within the identified student population. SGOs are measureable, significant academic growth targets that a teacher, or group of teachers, set at the beginning of each course for all students or subgroups of students. SGOs demonstrate a teacher's impact on student learning within a given interval of instructional time based upon data gathered at the beginning of the course (baseline data). This allows teachers to plan backward from an end-vision of student success. Teachers are encouraged, but not mandated, to work with their teaching teams to develop SGOs and work toward meeting SGOs collaboratively.

Each Student Growth Objective will include the following components:

- A. Course Content Area and Grade Level
- B. Overarching Student Objective
- C. Rationale for the SGO
- D. Standard(s) Alignment to the SGO
- E. Student Population included in the SGO
- F. Interval of Instructional Time covered by the SGO
- G. Assessment Measure and Type used to measure student growth
- H. Baseline Data and Projected Student Growth

Guidelines for Setting Student Growth Objectives

Teachers will develop a minimum of one Student Growth Objective per evaluation cycle using the *Student Growth Objective Template (Form SGO.1)*. (See Form SGO.2 for Student Growth Objective Components and Form SGO.3 for Student Growth Objective Examples)

A. Course Content Area and Grade Level

Teachers who teach more than one course content area and/or more than one grade level may identify a single course and/or grade level as a focus for their Student Growth Objective.

B. Overarching Student Objective

The overarching student objective is the all encompassing essential focus or concept for the SGO. This focus is based on the teacher's knowledge of the essential understandings and skills that students should come to know and do throughout the duration of the course. This focus can be determined by the teacher or as a department, grade level, or other teaching team. After collecting baseline data on the overarching student objective, the SGO can be individualized based on student need.

Examples of Overarching Student Objective

Content Area	Overarching Student Objective
Literacy	Students will improve reading accuracy and fluency of literary text.
Mathematics	Students will understand fractions as numbers, fraction equivalence, and ordering of fractions.
Science	Students will analyze scientific texts and craft written responses supported by textual evidence.
Social Studies	Students will analyze historical documents and write arguments to support claims using evidence from a variety of sources.
Physical Development/Health	Students will increase their level of physical fitness as measured by the FitnessGram assessment.

Fine Arts	Students will demonstrate proficiency in the use of a minimum of three or more visual media (e.g., paints, chalk, pastels, pencil, and crayon).
Foreign Languages	Students will use the target language to communicate with peers for an extended duration of time about a specific topic.

C. Rationale for the SGO

The rationale should articulate the fundamental purpose of the objective and answer the question, “Why did you focus on this concept(s) and standard(s)?” Additionally, each objective’s rationale should explain how it is aligned to the district’s goals or strategic planning initiatives, school improvement planning goals, purpose or critical content for a particular course, or identified student need.

Examples of Rationale

Overarching Student Objective	Rationale
Students will understand fractions as numbers, fraction equivalence, and ordering of fractions.	Understanding fractions as numbers, fraction equivalence and ordering of fractions are identified as Critical Focus Areas for Mathematics at the fourth grade level. My students performed poorly on the questions on the DEA and MCAP that were related to fractions at the beginning of the year.
Students will analyze historical documents and write arguments to support claims using evidence from a variety of sources.	Document-based questioning and the analysis of historical documents are central to the purpose of all Social Studies courses in USD116. Writing is an area that students typically struggle with in Social Studies courses – specifically developing claims and counterclaims and supporting those claims with data and evidence from a variety of texts.
Students will increase their level of physical fitness as measured by the FitnessGram assessment.	Improving individual fitness levels aligns with the core purpose of all Physical Education Courses. Additionally, I have noticed a trend of increased rates of obesity, decreased physical activity, and poor nutrition among my students.

D. Standard(s) Alignment to the SGO

Each objective must specify the critical learning standards or course content that will be specifically measured. Objective setting and monitoring of progress should support students’ growth toward grade-level expectations.

- a. The SGO must align with Common Core Standards or other Illinois Learning Standards specified for the course or grade level in the district’s Curriculum Guides
- b. The SGO may also align with designated Priority Standards or Safety Net Skills

E. Student Population included in the SGO

The Student Growth Objective must identify the group of students it addresses. The SGO may include the majority of the student population (entire class, team, or grade level), or it may include a number of students within the identified student population (student subgroup) based on specific and named criteria that are agreed upon by the teacher and evaluator as indicated by the analysis of available data.

- a. The final measurement of student growth for purposes of the teacher’s summative evaluation rating may only include:
 - i. Students who are in attendance for at least 85% of the available instructional time
 - ii. Students for whom both pre- and post- performance data are available

Examples of Student Population included in the SGO

Overarching Student Objective	Student Population
Students will write arguments to support claims with clear reasons and relevant evidence.	All students registered in Comp 9 (Periods 2, 4, 5) who are in attendance at least 85% of the instructional time
Students will be fluent with math facts and computation designated for their grade level.	All students in my first grade classroom who scored in the “below benchmark level” at the beginning of the year and who are not already receiving inclusion services
Students will demonstrate proficiency reading music using standard notation and performing 4 pieces demonstrating a variety of genre, skills, and techniques.	All students registered in choral music performance class who are in attendance at least 85% of the instructional time
Students will increase their level of physical fitness as measured by the FitnessGram assessment.	All freshman level Physical Education students who scored in the lowest 10% on the FitnessGram assessment

F. Interval of Instructional Time covered by the SGO

The interval of instructional time is the period of time the teacher has to complete the Student Growth Objective. Typically, the period is the duration of a course of instruction unless specified differently by agreement between the teacher and evaluator (e.g., entire school year, semester, quarter, or six-week block).

- a. Considerations for Sequence of Dismissal:
 - i. First year teachers are limited to the first semester of the school year to show student growth on their SGO in order to meet the timeline for Sequence of Dismissal.
 - ii. First year teachers and evaluators will take the timeline for Sequence of Dismissal into consideration as they set SGOs.

G. Assessment Measures and Types used to measure student growth

In accordance with PERA Guidelines, student growth is defined as demonstrable change in student learning at two or more points in time, as measured using two or more types of assessment identified as Types I, II, or III.

- a. All teachers MUST use at least one Type III assessment, plus one Type I or one Type II Assessment. If no Type I or Type II assessments are available, then two Type III assessments may be identified collaboratively by the teacher and the evaluator. (See *Chart PA.1 for Available Pre-Approved Assessment Types for Job-Alike Teacher Categories*)
 - i. I + III
 - ii. II + III
 - iii. III + III
 1. Type I and Type II assessments identified by the District Committee are considered pre-approved. (See *Chart PA.2 for Summary of Pre-Approved Assessment Types*)

2. Type III assessments shall be reviewed and evaluated by the teacher and evaluator. (See Form PA.3 for Pre-Approval of Type II and Type III Assessments)
 - a. Criteria for Developing Type III Assessments (Form PA.3):
 - i. Ability to determine student progress towards level of mastery of learning standards
 - ii. Aligned with Common Core State Standards or Illinois Learning Standards in both content and rigor
 - iii. Consistent rubrics, scoring, and exemplars provided when possible
 3. If the teacher and evaluator are unable to collaboratively agree on Type III assessments, Type III assessments will be determined by the evaluator as specified in the PERA Guidelines.
- b. All assessments should measure the standards/course content specified in the objective and meet the criteria outlined for Type I, II, or III assessments as specified by PERA Guidelines and identified later in this document.
- c. The process for review and evaluation of Type III assessments will be completed by the Committee during the no-stakes 2013-2014 school year.

Examples of Assessment Measures and Types

Type	I	II	III
Criteria	An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and/or is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course’s curriculum, and that the evaluator and teacher determine measures student learning. May be classroom- or school-specific assessments
District Pre-Approved Examples	EPAS (Explore, Plan, ACT); Work Keys; AP Exams; ISAT; DEA; DIBELS Next; R-CBM (AIMSweb); M-CBM series (TENS, MCOMP, MCAP); ACCESS	Common course exams where the administration and scoring are <u>standard and consistent</u> ; district writing prompts with common rubric; Publisher’s/textbook series Chapter or Unit tests for which there is agreement on standard administration and scoring; Fountas and Pinnell Benchmark System	Teacher-created assessments; assessments of student performances, projects, portfolios; school-wide writing prompt; DRA2, IRI, Fountas and Pinell Benchmark System; Publisher’s/textbook series pre- and post-Chapter or Unit tests

H. Baseline Data and Projected Student Growth

Projected Student Growth is the amount of measurable student growth anticipated by the Student Growth Objective. It has two parts: Baseline Data and Projected Growth:

- a. **Baseline Data** is gathered to show the point at which students start. It may be gathered from a pre-assessment or from comparable data related to the objective content from other assessment measures gathered at the beginning of the objective’s period of instructional time.
- b. **Projected Growth** is the amount students are expected to grow from their recorded baseline. Student growth is based on individual student performance, not class averages that mask high and low performance.
 - i. Projected student growth must meet the following criteria: **S**pecific, **M**easurable, **A**mbitious, **R**easonable and **T**ime-bound as agreed upon by the teacher and evaluator.
 - ii. SGOs may be tiered to account for varying levels of student performance at the beginning of the instructional time period.
- c. At the end of the interval of instructional time, baseline data is compared to post-performance data or rubric data to determine whether the SGO has been met.

Examples of Baseline Data and Projected Student Growth

Student Population	Projected Student Growth
All students registered in Comp 9 (Periods 2, 4, 5) who are in attendance at least 85% of the instructional time.	<p>95% of the students who scored in the advanced level (4) on the district argument rubric will remain in the advanced level (4) by the end of the year.</p> <p>80% of the students who scored in the proficient level (3) on the district argument rubric will score in the advanced level (4) by the end of the year.</p> <p>75% of the students who scored in the needs improvement level (2) or unsatisfactory level (1) will improve their performance by at least one level by the end of the year.</p>
All students in first grade classroom who scored in the “below benchmark level” at the beginning of the year and who are not already receiving inclusion services.	<p>Of the 15 students who scored at the Strategic/Needs Improvement level, at least 80% will move to Benchmark level by the end of the school year.</p> <p>Of the 4 students who scored at the Intensive/Below level, at least 75% will move to Strategic or Benchmark level by the end of the school year.</p> <p><i>Of the 5 who start at Benchmark level, all 5 will maintain benchmark level or better throughout the school year.</i></p>
All freshman level Physical Education students who scored in the lowest 10% on the FitnessGram assessment.	90% of the students who scored in the lowest 10% on the FitnessGram assessment, and are in attendance and dress for physical education class at least 85% of the instructional time, will improve their scores by 1 zone or reach and maintain the target zones on at least 2 or more of the fitness tests as measured by the standardized scores on the FitnessGram.

Timeline for Evaluation Process

Student Growth Objective Timeline for Evaluation Process

The timeline described below is specific to SGOs set for an entire school year. For detailed tasks and intervals of instructional time other than one full school year, refer to *Student Growth Objective Timeline and Task Manager (Form T.1)*.

Approval of Student Growth Objectives

- The teacher or teaching team shall write the SGO between four and six weeks after the official first day of school, and no later than October 1 of each school year.
- Evaluator response (either approval, recommended revisions, or denial) shall be attained in writing within two weeks of submission or during formal pre-observation conference (no later than October 15 for SGOs submitted on October 1).
- If SGO is submitted prior to the October 1 deadline, and an evaluator does not respond within two weeks timeframe, he or she is tacitly approving the SGO and the teacher or teacher team will consider the SGO approved as written.

Mid-year Adjustment of Student Growth Objective

- The teacher or teaching team will set and monitor SGOs based on information gathered and analyzed at the beginning and end of the stated interval of instructional time. During this time, it is recommended that a teacher collect a variety of formal and informal formative assessment data to document student progress toward the SGO. (*See Form T.2 for an optional SGO Data Tracking form*)
- Approximately mid-way through the designated interval of instructional time, the teacher or teaching team will analyze the formative assessment data and give formal consideration to student progress toward the SGO, and submit a *Mid-Course Reflection (Form R.1)* to their evaluator.
- The teacher or teaching team and evaluator may determine whether an adjustment of the SGO is warranted and should provide a rationale for any adjustments. If the teacher and evaluator are unable to collaboratively agree on the need for any adjustments, the ultimate need for adjustment will be determined by the evaluator.

Summative Evaluation Rating for the Student Growth Component

- At the end of the stated interval of instructional time, the teacher or teaching team will gather post-performance data from the assessment measures and types as specified in the SGO.
- The teacher or teaching team will compare the pre- and post-performance data and determine the extent to which the SGO has been met.
- The teacher or teaching team shall submit a *Summative Reflection (Form R.2)* to their evaluator no later than two school days prior to the Summative Evaluation Conference.
- The teacher or teaching team and evaluator will review the *Summative Reflection (Form R.2)* during the Summative Evaluation Conference and collaboratively agree upon the SGO Summative Evaluation Rating that will be factored into the teacher's overall Performance Evaluation Rating using the *Student Growth Objective Summative Rating Scale*.
- Beginning in the 2014-2015 school year, after the teacher and evaluator have agreed on the summative rating for the student growth component, that rating will be factored into the overall Performance Evaluation Rating at 30%.
- If the teacher and evaluator are unable to collaboratively agree on the SGO Summative Evaluation Rating, the SGO Summative Evaluation Rating will be determined by the evaluator.

Consistency and Rigor

Process for ensuring consistency of evaluating Student Growth Objectives

All evaluators will meet at least four times per year for the specific purpose of collaboration about consistency of the entire PERA process, including student growth, across the district. The Committee recommends collaboration dates of September, December, February, and May as appropriate to building consistency and inter-district reliability.

Process for setting guidelines for rigor of Student Growth Objectives

The committee strongly encourages monitoring and setting clear guidelines for rigor through the evaluators' collaborative process during the no stakes implementation year.

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Appendices – TO INSERT

USD116 Student Growth Framework

Available Pre-Approved Assessments by Job-Alike Categories (Chart PA.1)

Summary of Available Pre-Approved Assessments (Chart PA.2)

Pre-Approval of Type II and Type III Assessments (Form PA.3)

Timeline and Task Manager (Form T.1)

Data Tracker (Form T.2)

Mid-Course Reflection (Form R.1)

Summative Reflection (Form R.2)

Summative Rating Scale

SGO Template (Form SGO.1)

SGO Components (Form SGO.2)

SGO Examples (Form SGO.3)

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USD 116 Student Growth Objective Framework

	Baseline Data <i>What does the data show you about the students' starting point?</i>	Overarching Objective and Standard(s) Alignment <i>What will students learn?</i>	Rationale <i>Why did you choose this objective?</i>	Student Population <i>Who are you going to include in this objective?</i>	Interval of Instructional Time <i>When will you complete this objective?</i>	Assessment Measures and Types <i>How will you measure the outcomes of the objective?</i>	Projected Student Growth <i>What is your goal for student growth?</i>
Criteria	<input type="checkbox"/> Uses allowable data to drive instruction and set growth targets <input type="checkbox"/> Is measureable <input type="checkbox"/> Targets specific academic concepts, skills or behaviors based upon approved assessment objectives and student needs	<input type="checkbox"/> Rigorous <input type="checkbox"/> Targets specific academic concepts, skills, and behaviors based on the CCS or ILS <input type="checkbox"/> Uses baseline data to guide selection and instruction <input type="checkbox"/> Targets course-long concepts, skills, or behaviors <input type="checkbox"/> Is measureable <input type="checkbox"/> Encourages collaboration	<input type="checkbox"/> Aligns with school or district initiatives, improvement plans or critical course content <input type="checkbox"/> Aligns with teaching strategies and learning content <input type="checkbox"/> Classroom data is reviewed for areas of strength and need by student group, subject area, concepts, skills, and behaviors	<input type="checkbox"/> 85% attendance is assumed <input type="checkbox"/> Pre- and post-data available for each student included <input type="checkbox"/> Exceptions are allowed, based upon evaluator approval	<input type="checkbox"/> Includes the duration of a course of instruction <input type="checkbox"/> May include an entire school year, semester, quarter, or six-week block <input type="checkbox"/> First year teachers only: must complete the objective in the first semester of the school year	<input type="checkbox"/> Administered in a consistent manner <input type="checkbox"/> Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop <input type="checkbox"/> Produces timely and useful data <input type="checkbox"/> Standardized across all students (content, administration, reporting) <input type="checkbox"/> Aligned with CCS or ILS	<input type="checkbox"/> Expressed for entire population, not "averaged" <input type="checkbox"/> Encourages collaboration, but allows teachers to set distinct targets <input type="checkbox"/> Based on growth from baseline data <input type="checkbox"/> Allowable baseline tools <input type="checkbox"/> Students can uphold high achievement <input type="checkbox"/> Quantifiable goals
Guiding Questions	<ul style="list-style-type: none"> ▪ What allowable data have you considered? ▪ How did students perform according to the baseline data? ▪ What student strengths and needs are identified using the baseline data? 	<ul style="list-style-type: none"> ▪ What general content areas are targeted? ▪ Is the content scaffolded and rigorous? ▪ How is the content connected to the CCS or ILS? ▪ How is the baseline data used to inform instruction? ▪ What should the students know or be able to do by the end of the instructional time? 	<ul style="list-style-type: none"> ▪ What strengths and needs are identified? ▪ Based upon what data? 	<ul style="list-style-type: none"> ▪ What student groups are targeted? ▪ What are the students' academic, social and cultural strengths and/or needs? 	<ul style="list-style-type: none"> ▪ What course of instruction will you focus your SGO? ▪ How long does that course last? ▪ Will you gather adequate data in that time to show student growth? 	<ul style="list-style-type: none"> ▪ What assessments will be used to measure whether students met the objective? ▪ What type? (I, II, III) ▪ How do you know the assessments are consistently administered? 	<ul style="list-style-type: none"> ▪ What is the growth target? ▪ How was the target determined? ▪ What is the percentage of students who will perform at the target level? ▪ Are there different targets for different groups of students, depending on starting point?
Strategies <i>What methods will you use to accomplish this objective?</i>	<ul style="list-style-type: none"> ▪ What key strategies will be used? ▪ How will you differentiate instruction? ▪ What formative assessments will you use to monitor student progress & how often will you use them? ▪ What instructional support or professional development will you pursue to help you meet your goals? 						

Available Pre-Approved Assessment Type for Job-Alike Categories (Chart PA.1)

Teacher Classification	Content Area	Type I	Type II	Type III
Elementary Classroom Teacher:	Literacy	+	+	+
	Math	+	+	+
	Science			+
	Social Studies			+
	PD/H			+
	SEL		+	+
<i>Elementary Specialist Teacher: Fine Arts, Media/Library</i>				+
Elementary Literacy Support Teacher		+	+	+
Elementary Math Support Teacher		+	+	+
Elementary ESL Teacher		+		+
Elementary Special Education Teacher		+	+	+
EBD Resource Teacher <i>* SEL data, referral data, other behavioral data acceptable as growth targets within the context of the job description (Type III).</i>				+
Secondary ELA Teacher		+	+	+
Secondary Math Teacher		+	+	+
Secondary Science Teacher			+	+
Secondary Social Studies Teacher			+	+
Secondary PD/H Teacher			+	+
Secondary For. Lang. Teacher			+	+
<i>Secondary Fine Arts Teacher</i>				+
<i>Secondary Families/ Consumer Sciences Teacher</i>				+
<i>Secondary Technology Teacher</i>				+
<i>Secondary Library/Media Specialist</i>				+
Secondary ESL Teacher		+		+
Secondary Special Education Teacher		+	+	+
<i>Secondary Spanish Language Teacher</i>				+
Instructional Coach <i>* If teaching part of day, then write SGO for students in classes taught. If not teaching, write SGO for students in classroom with which working closely (as per context of job description).</i>	Developed in conjunction with specific teachers, types dependent on teaching team.	+	+	+

Summary Of Pre-Approved Assessment Types (Chart PA.2)

Measure	What does it measure?	Level	Type I	Type II	Type III
ELEMENTARY					
ACCESS	English Language Acquisition	District, State	X		
Fountas and Pinell Benchmark System	Guided Reading Level,	District		X	X
DRA, IRI, ARI, QRI	Guided Reading Level	School/ Classroom			X
Intervention	Specific to intervention	Classroom			X
DIBELS Next (LNF, FSF, PSF, NWF, DORF, DAZE)	Big 5 – Reading	District	X		
District Writing Prompt	Writing development (common rubric)	District		X	
MIDE/RSPAN	Big 5 –Spanish Reading	District	X		
MCBM (TENS, MCOMP, MCAP)	Math Outcomes	District	X		
HF Words	High Frequency Words	District (K-3)		X	
Chapter Test	Textbook content	School, Classroom		X	X
DEA	Reading, Math (CCS)	District	X		
DEA Probes	Reading, Math (CCS)	Classroom			X
AIMSweb Probes	Reading, Math	Classroom			X
“Gold”	EC Content	School	X	X	
Get it, Got it, Go!	EC Reading	School	X		
Portfolios	All (common rubrics)	Classroom			X
Logramos	Spanish Literacy	School	X	X	
ECO	SPED			X	X
IAA	Standards attainment/proficiency	State	X		
UMS					
DEA	Reading, Math (CCS)	District	X		
ACCESS	English Proficiency	State, District	X		
RCBM	Reading Fluency	District	X		
Maze	Reading Comp (when combined w/RCBM)	District	X		

MCOMP	Math Computation	District	X		
MCAP	Math Concepts/Application	District	X		
District Writing Prompt	Writing Development (common rubric)	District		X	
ISAT	Student Attainment/Proficiency Reading & Math	State	X		
Dept. Exams	Course Objectives	Department		X	X
Quizzes	Course Objectives	Classroom			X
Exit Cards	Course Objectives	Classroom			X
Tests/Projects	Course Objectives	Classroom, School			X
Performance Assessment	Course Objectives	Classroom, School, District		X	X
IAA	Standards attainment/proficiency	State	X		
UHS					
Course Final Exams/Projects	Course Objectives	School (all courses)		X	X
Common Formative pre-tests	Common Course Objectives	School, (All courses)		X	X
Quizzes	Course Objectives	Classroom			X
Exit Cards	Course Objectives	Classroom			X
Tests/Projects	Course Objectives	Classroom			X
ACT/PLAN (EPAS system)	Norm referenced, not ideal for growth	State	X		
DEA	(Eng I, II; Alg I, Alg II, Geom)	School/Dist	X		
PSAT	Norm Referenced	School		X	
ACCESS	English Proficiency	State, District	X		

Pre-Approval of Type II and Type III Assessments (Form PA.3)

Grade Level or Department _____

Teacher _____

Evaluator _____

Implementation of the approval of Type II and III assessments will be phased in beginning in the 2013-2014 pilot year. Departments or Grade Levels have the ability to certify that they have approved an assessment or assessments as meeting the Criteria for Type II or Type III. Once a department or grade level has certified by **Form PA.3** that they have reviewed and approved assessments as meeting the criteria for Type II or III, those specific assessments are considered approved until revisions are necessitated by curriculum changes. Individual teachers or teaching teams, in consultation with their evaluator, will determine the appropriateness of classroom-based assessments as a Type III assessment. If the teacher and evaluator are unable to agree on Type III assessments, the evaluator will determine the Type III assessments using the Criteria for Type III assessment outlined in the Student Growth Component Handbook and in compliance with PERA legislation.

1. What is the purpose of this assessment?

2. What are the Learning Targets measured by this assessment? How do they align with the Common Core Standards or Illinois Learning Standards? Include an analysis of Bloom’s Taxonomy of Cognition in your analysis.

Learning Targets	CCS/ILS Alignment	Bloom’s Level

3. How have you determined a match between the Learning Targets and Assessment Method?

4. Was this assessment developed collaboratively? Y N If not, why not?

(This question may not apply to all Type III assessments. You may list N/A in the box above.)

5. Are there common administration and scoring practices used by all teachers who will administer this assessment?

 Y N (Examples: rubrics, collaborative scoring, performance expectations and exemplars)

If “Yes”, please attach the rubric. If “No”, please explain how student performance will be determined.

6. How are you able to determine growth towards and/or current levels of mastery of learning standards?

Timeline and Task Manager Form T.1

Student Growth Objective Task	Documents Needed	Due Dates				Date Completed	Notes
		Year Course	Semester Course*	Quarter Course	6 Week Course**		
Identify student strengths and weaknesses	Teacher assessments	Weeks 1, 2, & 3 of the current school year or earlier	Weeks 1 & 2 of current semester or earlier	Week 1 of current quarter or earlier	Week 1 of current 6 Week Block		
Determine baseline pre-assessment	Type I & III or Type II & III or Type III & III assessments	Weeks 4 & 5 of the current school year or earlier	Weeks 3 & 4 of current semester or earlier	Week 2 of current quarter or earlier	Week 2 of current 6 Week Block		
Determine student growth focus for the course		Week 6 of current school year or earlier	Weeks 3 & 4 of current semester or earlier	Week 3 of current quarter or earlier	Week 2 of current 6 Week Block		
Complete and turn in Student Growth Objective Template	Student Growth Objective Template	No later than October 1 of current school year	Week 5 of current semester or earlier, and no later than September 20 (for non-tenured teachers)	Week 3 of current quarter or earlier	No later than eight (8) sessions/classes of current 6 Week Block		
Receive approval from evaluator	Student Growth Objective Template	Within two (2) weeks after teacher submits Student Growth Objective Template, and no later than October 15 of current school year	Within one (1) week after teacher submits Student Growth Objective Template	Within one (1) week after teacher submits Student Growth Objective Template	Within two (2) school days after teacher submits Student Growth Objective Template		
Monitor student progress towards Student Growth Objective	Teacher formative assessments and Data Tracker form	Ongoing	Ongoing	Ongoing	Ongoing		
Complete and turn in Mid-Course Reflection	Mid-Course Reflection form	No later than the last day of first semester	No later than the last day of first quarter (for non-tenured teachers) or third quarter	Weeks 5 or 6 of current quarter	Weeks 3 or 4 of current 6 Week Block		
Optional: Schedule & attend meeting with evaluator to adjust Student Growth Objective		No later than the last day of first semester	No later than the last day of first quarter (for non-tenured teachers) or third quarter	Weeks 5 or 6 of current quarter	Weeks 3 or 4 of current 6 Week Block		
Continue to monitor student progress towards Student Growth Objective	Teacher formative assessments and Data Tracker form	Ongoing	Ongoing	Ongoing	Ongoing		
Complete and turn in Summative Reflection	Summative Reflection form	No later than two (2) school days prior to final Summative Evaluation Conference	No later than two (2) school days prior to Mid Year Review meeting (for non-tenured teachers) or final Summative Evaluation Conference)	No later than one (1) week after current quarter ends	No later than one (1) week after current 6 Week Block ends		

**Non-tenured teachers must complete Student Growth component of the Supportive Supervision Evaluation Plan in the first semester of the current year and shall use the Semester Course Timeline as guidelines for implementation.*

***Teachers teaching the same content to the same group of students during more than one 6 Week Block during the current school year have the option to complete the Student Growth component of the Supportive Supervision Evaluation Plan in one (1) 6 Week Block OR two (2) 6 Week Blocks (12 weeks total). Non-tenured teachers must complete the Student Growth component during the first semester of the current school year.*

Mid-Course Reflection (Form R.1)

1. What progress have you made this year toward your student growth objective(s)?
2. What assessment data do you have that shows your students' progress?
3. Which students seem to struggle to meet your SGO(s)? How do you adjust instruction to support those students? What success do you see from those efforts?
4. Regarding your SGO(s), do your students' progress and the reflections you have from your growth in practice align? What might you do to improve your practice to impact students' performance?
5. Do you request a conference to adjust your SGO(s) as necessary? If yes, please explain.

Summative Reflection (Form R.2)

1. What progress did you make toward your student growth objective(s)?

Student Growth Objective:

Percentage of students who met Student Growth Objective:

Other comments:

2. What assessment data do you have that shows your students' progress?
3. Which students seemed to struggle to meet your SGO(s)? How did you adjust instruction to support those students? What success did you see from those efforts?
4. Regarding your SGO(s), did your students' progress and the reflections you had from your growth in practice align? What might you do to improve your practice to impact students' performance in the future?
5. Based on your students' progress towards your SGO(s), where do you assess yourself on the *Summative Evaluation Rating Scale*? Please explain.

SGO Summative Rating Scale

WORKING DRAFT

Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Data indicates the student population showed no growth or negative growth on the designated assessment.	Data indicates the student population did not meet growth objectives on the designated assessment.	Data indicates the student population met growth objectives on the designated assessment within +/- 2%.	Data indicates student population exceeded growth objective on the designated assessment.

The scores for both designated assessments will be averaged resulting in a score that will fall within a range for each rating category according to the point value defined in the Supportive Supervision and Evaluation Plan.

If identified student population is small, it is strongly advised that the teacher and evaluator use exact numbers (e.g., 7 out of 10) rather than percentages to measure SGOs.

Other possible samples of Summative Rating Scales (for consideration by the Committee) after field-test Spring 2013:

Option A. Holistic Approach (From PEAC Guidelines)

Exceeds Goal	All or most students met the growth target(s), and many students exceeded the growth target(s). This category does not apply if students exceeded the growth targets by a small margin (e.g., a few percentage points). A large number of students must have surpassed the overall level of growth established by the target.
Meets Goal	All or most students met the growth target(s). Students land close to the margins on either side of the growth target(s). The bar for this category is high and applies only when there is clear evidence that students met the overall level of growth established by the target.
Minimal Growth	Many but not all students met the growth target(s); some students missed the growth target by more than a few percentage points. This category should apply when it is clear that students fell just short of the level of growth established by the target.
No Growth or Negative Growth	The results do not fit the description of the Minimal Growth category. A substantial portion of the students did not meet the growth target(s), so the SGO has not been met.

Option B. Analytical Approach (From PEAC Guidelines)

Rating	Exceeds Goal	Meets Goal	Minimal Growth	No Growth or Negative Growth
Percentage of students that met the SGO target	≥ 80%	55-79%	30-54%	0-20%

Student Growth Objective Template (Form SGO.1)

Teacher:	Content Area:	Grade Level:
Overarching Student Objective:		
<i>Components</i>		
Rationale <i>Why did you focus on this concept(s) or standard(s)?</i>		
Standard(s)		
Student Population		
Interval of Instructional Time		
Assessment Measures and Types <i>I + III or II + III; III + III (if no I or II exist for that grade and content)</i>		
Baseline or Pre-performance Data		
Projected Student Growth		

Date Submitted: _____

Evaluator Approval: Yes

Yes, with reservation (see comments)

No, conference needed

Evaluator Signature: _____

Date Approved: _____

Student Growth Objective Components (Form SGO.2)

Student Growth Objectives (SGOs) are measurable, significant academic growth targets that a teacher, or group of teachers, set at the beginning of each course for all students or subgroups of students.

A. Course Content Area and Grade Level: Teachers who teach more than one course content area and/or more than one grade level may identify a single course and/or grade level as a focus for their Student Growth Objective.

B. Overarching Student Objective: The Overarching Student Objective is an all-encompassing essential focus or concept for the SGO. This focus is based on the teacher's knowledge of the essential understandings and skills students should come to know and do throughout the duration of the course. This focus can be determined by the teacher or as a department, grade level, or other teaching team. After collecting baseline data on the overarching student objective, the SGO can be individualized based on student need.

C. Rationale: The Rationale should articulate the fundamental purpose of the objective and answer the question, "Why did you focus on this concept(s) and standard(s)?" Additionally, each objective's rationale should explain how it is aligned to the district's goals or strategic planning initiatives, school improvement planning goals, purpose or critical content for a particular course, or identified student need.

D. Standard(s) Alignment: Each objective must specify the critical learning standards or course content that will be specifically measured. Objective setting and monitoring of progress should support students' growth toward grade-level expectations.

E. Student Population: The Student Growth Objective must identify the group of students it addresses. The SGO may include the majority of the student population (entire class, team, or grade level), or it may include a number of students within the identified student population (student subgroup) based on specific and named criteria that are agreed upon by the teacher and evaluator as indicated by the analysis of available data.

F. Interval of Instructional Time: The Interval of Instructional time is the period of time the teacher has to complete the Student Growth Objective. Typically, the period is the duration of a course of instruction unless specified differently by agreement between the teacher and evaluator (e.g., entire school year, semester, quarter, or six-week block).

G. Assessment Measures and Assessment Types: The Assessment Measure is the measure that will be used to determine student growth. All assessments should measure the standards/course content specified in the objective and meet the criteria outlined for Type I, II, or III assessments as specified by the PERA Guidelines and identified in the Student Growth Component Handbook. The Student Growth Objective shall identify at least two types of assessments used to measure student growth: I + III or II + III; or III + III (if no I or II exist for that grade and content).

Projected Student Growth: The Projected Student Growth is the amount of measurable student growth anticipated by the objective. It has two parts: Baseline Data and Projected Growth. Baseline Data is gathered to show the point at which students start. It may be gathered from a pre-assessment or from comparable data related to the objective content from other assessment measures gathered at the beginning of the objective's period of time. Projected Growth is the amount students are expected to grow from their recorded baseline. Student growth is based on individual student growth, not class averages that mask high and low performance. At the end of the period of instructional time, baseline data is compared to post-performance data to determine whether the objective has been met.

Student Growth Objective Examples (Form SGO.3)

Example 1

Teacher: Elementary Classroom Teacher L	Content Area: Literacy	Grade Level: 1 st
Overarching Student Objective: <i>Students will improve their reading accuracy and fluency of literary text.</i>		
Components		
Rationale	Reading fluency and comprehension are 1 st Grade Priority Standards and critical for students to become readers.	
Standard(s)	RF.1.3: Know and apply grade-level phonic and words analysis skills in decoding words. RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	
Student Population	All students in my first grade classroom who scored in the “below benchmark level” at the beginning of the year: 19 total	
Interval of Instructional Time	School Year 2013-2014	
Assessment Measures and Types	DIBELS Next / Type I	F&P Benchmark Assessment / Type III
Baseline or Pre-performance Data	Based on beginning of the year DIBELS and Fountas & Pinnell Benchmark Assessment scores, the majority of our students’ performance is below the benchmark level of performance needed for success in reading at first grade. 5 = Meets Fall Benchmark 15 = Strategic/Needs Improvement 4 = Intensive/Below	
Projected Student Growth	Of the 15 students who score at the Strategic/Needs Improvement level, at least 80% will move to Benchmark level by the end of the school year. Of the 4 students who score at the Intensive/Below level, at least 75% will move to Strategic or Benchmark level by the end of the school year. <i>Of the 5 who start at benchmark level, all 5 will maintain benchmark level or better throughout the school year.</i>	

Date Submitted: 9/15/2013

Evaluator Approval: *Yes*

Yes, with reservation (see comments)

No, conference needed

Evaluator Signature: _____ **Date Approved:** _____

Example 2

Teacher: Elementary Classroom Teacher M	Content Area: Mathematics	Grade Level: 4 th
Overarching Student Objective: <i>Students will understand fractions as numbers, fraction equivalence and ordering of fractions.</i>		
Components		
Rationale	Understanding fractions as numbers, fraction equivalence and ordering of fractions are identified as Critical Focus Areas for Mathematics at the fourth grade level. My students performed poorly on the questions on the DEA and MCAP that were related to fractions at the beginning of the year.	
Standard(s)	4.NF Extend understanding of fraction equivalence and ordering.	
Student Population	24 Fourth Grade Students	
Interval of Instructional Time	One School Year (2013-2014)	
Assessment Measures and Types	DEA / Type I	HM Mathematics Chapter Tests / Type III
Baseline or Pre-performance Data	DEA Fall Benchmark Scores: 5 (Meets fall benchmark -- “green”) 15 (Strategic support category -- “yellow”) 4 (Intensive support category -- “red”)	
Projected Student Growth	<ul style="list-style-type: none"> • All students who are meeting the Fall Benchmark level on the DEA measures will continue to achieve the rising benchmark level targets throughout the school year • 90% of the students who begin the year in the “strategic support” category will improve their performance to reach the benchmark level (green) by the end of the school year. • 75% of the students who begin the year in the “intensive support” category will improve their performance by at least one level (yellow or green) by the end of the year. <p>ALSO</p> <ul style="list-style-type: none"> • 90 % of the students who score above 80% on the HM Mathematics Chapter pre-tests related to fractions, will improve their scores by at least 5% points on the HM Mathematics Chapter post-test. • 80% of the students who score in the 60 – 80% range on the HM Mathematics Chapter pre-tests related to fractions, will improve their scores by at least 20% points on the HM Mathematics Chapter post-test. • 75% of the students who score below 60% on the HM Mathematics Chapter pre-tests related to fractions, will improve their scores by at least 40% points on the HM Mathematics Chapter post-test 	

Date Submitted: 10/1/2013**Evaluator Approval:** *Yes* *Yes, with reservation (see comments)* *No, conference needed***Evaluator Signature:** _____ **Date Approved:** _____

Example 3

Teacher: Middle School Elective Teacher P	Content Area: Physical Education	Grade Level: 8 th
Overarching Student Objective: <i>Students will increase their level of physical fitness as measured on the FitnessGram measures.</i>		
Components		
Rationale	Improving individual fitness levels aligns with the core purpose of all Physical Education Courses. Additionally, I have noticed a trend of increased rates of obesity, decreased physical activity, and poor nutrition among my students.	
Standard(s)	20A/B/C: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.	
Student Population	All 8 th grade student 3 sections of eighth grade physical education (periods 1, 2, 4) who scored in the lowest 10% on the FitnessGram assessment.	
Interval of Instructional Time	One School Year (2013-2014)	
Assessment Measures and Types	FitnessGram / Type II	Student Fitness Plan Performance Assessment / Type III
Baseline or Pre-performance Data	FitnessGram data from the beginning of the year indicates that only 20% of our eighth grade physical education students fall within the target zone area as measured by the FitnessGram fitness tests.	
Projected Student Growth	<p>90% of the students who scored in the lowest 10% on the Fall FitnessGram assessment, and are in attendance and dress for physical education class at least 85% of the instructional time, will improve their scores by one zone or reach and maintain the target zones on at least 2 or more of the fitness tests as measured by the standardized scores on the FitnessGram.</p> <p>All students identified above will also complete a written Fitness Plan that meets the minimum requirement of 65 points (on the Fitness Plan rubric). Of those, half of all students will complete a written plan that earns 80 points or better (as measured on the Fitness Plan rubric).</p>	

Date Submitted: 9/1/2013 **Evaluator Approval:** *Yes* *Yes, with reservation (see comments)* *No, conference needed*

Evaluator Signature: _____ **Date Approved:** _____

Example 4

Teacher: High School Social Studies Teacher H	Content Area: Social Studies	Grade Level: 11 th
Overarching Student Objective: <i>Students will analyze historical documents and write arguments to support claims using evidence from a variety of sources.</i>		
Components		
Rationale	Document-based questioning and the analysis of historical documents are central to all history/social studies courses in USD 116. Writing is an area that students typically struggle with in social studies courses – specifically developing claims and counterclaims and supporting those claims with data and evidence from a variety of texts.	
Standard(s)	WH.11-12.1a-e: Write arguments focused on <i>discipline-specific content</i> .	
Student Population	All students in 3 sections of U.S. History (periods 3, 7, 8)	
Interval of Instructional Time	One school year (2013-2014)	
Assessment Measures and Types	Historical Document Analysis Writing Prompt and Rubric / Type III	Common Writing Prompt in Final Semester Exam and Rubric / Type II
Baseline or Pre-performance Data	30% of the students enrolled in US History scored at the proficient or advanced levels on the district argument rubric when provided with a writing prompt at the beginning of this course.	
Projected Student Growth	95% of the students who scored in the advanced level (4) on the district argument rubric will remain in the advanced level (4) by the end of the year. 80% of the students who scored in the proficient level (3) on the district argument rubric will score in the advanced level (4) by the end of the year. 75% of the students who scored in the needs improvement level (2) or unsatisfactory level (1) will improve their performance by at least one level by the end of the year.	

Date Submitted: 10/1/2013**Evaluator Approval:** *Yes* *Yes, with reservation (see comments)* *No, conference needed***Evaluator Signature:** _____ **Date Approved:** _____

Example 5

Teacher: Elementary Classroom Teacher A	Content Area: Early Literacy	Grade Level: First
Overarching Student Objective: <i>Students will increase their knowledge of the words on the District First Grade Sight Words List</i>		
Components		
Rationale	Mastery of sight words is a critical component of reading fluency.	
Standard(s)	RF.1.1, RF.1.4	
Student Population	All students in my first grade classroom who are not receiving inclusion students.	
Interval of Instructional Time	Full instructional year, monitored at three key benchmark periods (September, December, May).	
Assessment Measures and Types	District First Grade Sight Words List (Type II)	Teacher Created Progress Monitoring of District Sight Words List (Type III)
Baseline or Pre-performance Data	Kindergarten Screening data indicates that only 34% of this year's first graders have acquired at least 80% the Kindergarten Sight Word list that are needed for mastery level.	
Projected Student Growth	At least 80% of first grade students will increase their acquisition of grade level sight words by at least 32 words per quarter (or will acquire a minimum of 128 of the 160 first grade words by the end of the year).	

Date Submitted: 9/15/2013

Evaluator Approval: **Yes**

Yes, with reservation (see comments)

No, conference needed

Evaluator Signature: _____ **Date Approved:** _____

Example 6

Teacher: Elementary Classroom Teacher B	Content Area: Reading	Grade Level: Kindergarten
Overarching Student Objective: <i>Students will increase their ability to fluently read grade level text.</i>		
Components		
Rationale	Reading is a foundational skill for Kindergarten. The ability to recognize sight words and read aloud grade level text with fluency and prosody are key to reading comprehension.	
Standard(s)	RF.K.1, RF.K.4; RI.K.10; RL.K.10	
Student Population	20 Kindergarten students in homeroom class	
Interval of Instructional Time	One full academic year (2013-2014)	
Assessment Measures and Types	District KG Sight Words List / Type II	Diagnostic Reading Assessment / Type III
Baseline or Pre-performance Data	Students demonstrated knowledge of fewer than 4 words on the district KG sight words list at the beginning of the year, and all students in this class are reading at the pre-primer level or lower.	
Projected Student Growth	At least 80% of the students in this classroom will acquire KG level sight words at the rate of 13 words per quarter in the second semester (or acquire a minimum of 26 words for 80% mastery of the KG sight words list); AND progress at least 4 levels on the DRA II by the end of the school year.	

Date Submitted: 9/30/2013

Evaluator Approval: *Yes*

Yes, with reservation (see comments)

No, conference needed

Evaluator Signature: _____ **Date Approved:** _____

Example 7

Teacher: Middle School On-Team Teacher A	Content Area: Social Studies	Grade Level: 6 th
Overarching Student Objective: <i>Students will cite textual evidence in support of an analysis of informational text.</i>		
Components		
Rationale	This is a Common Core Standard for Social Studies.	
Standard(s)	RIT.6-8.1	
Student Population	30 students enrolled in third period Social Studies	
Interval of Instructional Time	One full academic year (2013-2014)	
Assessment Measures and Types	Discovery Education Assessment / Type I	Teacher Created Performance Assessment / ype III
Baseline or Pre-performance Data	The majority of this class is scoring below the proficiency band on the information reading and writing sections of the DEA at the beginning of the year. Their early writing prompts also indicate that they are poised to make progress in this area.	
Projected Student Growth	80% of the students in third period Social Studies will indicate a positive change on the “information reading” and “writing” sections of the DEA from Test A to Test C. 80% of the students in third period Social Studies will improve by at least one rubric level from the baseline data on the Performance Assessment for citing textual evidence.	

Date Submitted: 9/30/2013**Evaluator Approval:** **Yes** **Yes, with reservation (see comments)** **No, conference needed****Evaluator Signature:** _____ **Date Approved:** _____

Example 8

Teacher: Elementary Classroom Teacher C	Content Area: Literacy	Grade Level: Fourth Grade
Overarching Student Objective: <i>Students will improve fluency and accuracy in reading at individual instructional levels.</i>		
Components		
Rationale	Reading fluency and accuracy are 4 th grade Priority Standards and critical for students to become readers.	
Standard(s)	RF.4.4; RL.4.10; RI.4.10	
Student Population	15 Students in the regular 4 th grade classroom who scored in the “intensive” instructional level on the DIBELS Next Composite and who are 3 or more Guided Reading Levels below grade level.	
Interval of Instructional Time	September 30 – March 1 of the current school year (2013-2014)	
Assessment Measures and Types	DIBELS Next – Oral Reading Fluency / Type I	Fountas & Pinnell Benchmark Assessment and Progress Monitoring / Type III (Type II serving as a Type III in this instance as agreed upon by teacher and evaluator in SGO approval meeting)
Baseline or Pre-performance Data	This population of students is reading below their grade level as measured on the beginning Fountas & Pinnel Benchmark Assessment and the DIBELS Next Oral Reading Fluency screener.	
Projected Student Growth	80% of the targeted students who are in attendance at least 80% of the instructional time, and for whom there are at least 2 data points, will increase their rate of oral reading by at least 25% as measured by DIBELS Next ORF. 80% of the targeted students who are in attendance at least 80% of the instructional time, and for whom there are at least 2 data points, will increase their reading skills by at least 2 Guided Reading Levels as measured by the Fountas & Pinnell Benchmark Assessment and Progress Monitoring System.	

Date Submitted: 9/30/2013

Evaluator Approval: *Yes*

Yes, with reservation (see comments)

No, conference needed

Evaluator Signature: _____ **Date Approved:** _____

Example 9

Teacher: Middle School On-Team Teacher B	Content Area: English/Language Arts	Grade Level: 6 th Grade
Overarching Student Objective: <i>Students will increase their comprehension and close reading of text.</i>		
Components		
Rationale	This objective aligns to major district-level initiatives related to implementing the CCS in all classrooms.	
Standard(s)	RL.6.10; RL.6.7; W.6.3	
Student Population	All students enrolled in 6 th grade ELA (approximately 316 students)	
Interval of Instructional Time	One full academic year (September – May)	
Assessment Measures and Types	DEA / Type I	Teacher-Created Evidence-based Argument Writing Prompt / Type III
Baseline or Pre-performance Data	<p>DEA scores at the beginning of the year indicate that students would benefit from explicit instruction on close reading for comprehension.</p> <p>Also the first writing prompt indicates that a majority of students are performing below the proficiency level on the district argument rubric.</p>	
Projected Student Growth	<p>80% of all sixth grade ELA students will achieve DEA growth scores in the “expected” or “above expected” ranges on the DEA designed for the Common Core/Reading.</p> <p>90% of all sixth grade ELA students will improve by at least one performance level on the district-developed EBA rubric.</p>	

Date Submitted: 9/30/2013

Evaluator Approval: *Yes*

Yes, with reservation (see comments)

No, conference needed

Evaluator Signature: _____

Date Approved: _____

Example 10

Teacher: Middle School Grade Level Team Teachers C & D	Content Area: English/Language Arts	Grade Level: 8 th Grade
Overarching Student Objective: <i>Students will improve their ability to write an evidence-based argument.</i>		
Components		
Rationale	<p>This objective aligns with a major district initiative. Additionally, making and supporting claims from evidence are critical skills for students to develop as writers.</p> <p>This is a diverse group of students who are co-taught by two separate ELA teachers over two course periods. We want to continue to build our skills as a teaching team and provide a seamless journey for these students in one (split) block of ELA time.</p>	
Standard(s)	W.8.1	
Student Population	All students in 4 th hour ELA (24 students)	
Interval of Instructional Time	One full academic year (September – May)	
Assessment Measures and Types	DEA Writing Component / Type I	Team-developed writing prompt for Evidence-based Argument / Type III
Baseline or Pre-performance Data	<p>DEA scores at the beginning of the year indicate low performance in the reading and writing sections among 80% of the students in 4th hour ELA.</p> <p>Also the first writing prompt indicates that a majority of students are performing below the proficiency level on the district argument rubric.</p>	
Projected Student Growth	<p>At least 85% of the students enrolled in 4th hour ELA, who are in attendance at least 85% of the time and for whom there are at least two data points on similar measures, will show positive growth reflected on the writing component of individual student performance reports on DEA.</p> <p>At least 85% of the students enrolled in 4th hour ELA, who are in attendance at least 85% of the time and for whom there are at least two data points on similar measures, will show improvement by at least one performance level on the district EBA rubric.</p>	

Date Submitted: 9/30/2013

Evaluator Approval: *Yes*

Yes, with reservation (see comments)

No, conference needed

Evaluator Signature: _____ **Date Approved:** _____

Example 11

Teacher: High School Elective Teacher A	Content Area: Visual Art – Photographic Arts	Grade Level: 9 - 12
Overarching Student Objective: Students will recognize and describe the elements and principles of design in a variety of photographs. Students will analyze the use of viewpoint, aperture, and timing in photographs and determine which is key to the success of specific images.		
Components		
Rationale	Describing the formal and expressive qualities in an artwork are part of our overarching KUDs for all Visual Art classes and are also embedded in the Illinois Learning Standards.	
Standard(s)	ILS 25: Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music, or visual arts.	
Student Population	All students enrolled in 4 th hour Photographic Arts.	
Interval of Instructional Time	Second Semester (January – May 2014)	
Assessment Measures and Types	Pre-Assessment / Type III Visual Journal of photo analysis / Type III	Written Critique of Chosen Photograph / Type III
Baseline or Pre-performance Data	Pre-Assessment data indicate that the majority of these students have little to no knowledge of the concepts and skills associated with this course.	
Projected Student Growth	80% of the students (10/13) will move from “the does not meet” performance level on the course rubric (Photographic Criticism) to at least the “Meets” or “Exceeds” level on the Photographic Criticism rubric as applied to each of the products.	

Date Submitted: 10/1/2013

Evaluator Approval: *Yes*

Yes, with reservation (see comments)

No, conference needed

Evaluator Signature: _____ **Date Approved:** _____

Example 12

Teacher: Title I Reading Teacher K	Content Area: Title I Reading Intervention	Grade Level: K
Overarching Student Objective: <i>Students will improve their reading accuracy and fluency.</i>		
Components		
Rationale	Reading fluency and comprehension are extremely important components in order for a Kindergarten student to be a successful reader.	
Standard(s)	RK.F.3 Know and apply grade level phonics and word analysis skills in decoding words. RK.F.4 Read emergent reader texts with purpose and understanding.	
Student Population	All Kindergarten reading intervention students: 12 total	
Interval of Instructional Time	6 Weeks (March – May 2013)	
Assessment Measures and Types	DIBELS Next / Type I	Fountas & Pinnell Benchmark Assessment / Type III
Baseline or Pre-performance Data	Based on winter data, students are performing below grade level. 10 – intensive level (non-readers) 2 – strategic level (non-readers)	
Projected Student Growth	The 2 students who scored at the strategic level will improve to benchmark grade level and read at an independent level B. Of the 10 students who scored at the intensive level, 70% will move to the strategic or benchmark level and read at an independent level A.	

Date Submitted: 3/15/2013**Evaluator Approval:** *Yes* *Yes, with reservation (see comments)* *No, conference needed***Evaluator Signature:** _____ **Date Approved:** _____

DRAFT: 05/17/13

Agreement for Scoreboards

THIS AGREEMENT ("Agreement") is made by and between Dimond Bros. Insurance Agency Inc, located at 111 Sherriff St., Paris, IL 61944 ("Dimond Bros") and Urbana High School District 116, located at 1002 S. Race St., Urbana, Illinois 51801, (the "School District") (collectively the "Parties").

WHEREAS, School District conducts boy's and girl's athletic events as part of its high school athletics program; and

WHEREAS, Dimond Bros is a company that provides residential and commercial insurance and wishes to provide Scoreboards to the School District in support of the School District's athletics events.

NOW, THEREFORE, in consideration of the mutual covenants herein contained, the parties agree to the following:

1. Obligations of Dimond Bros

- 1.1 Dimond Bros will furnish two (2) Daktronics scoreboards (collectively "Scoreboards") for placement at Urbana High School, as follows:
 - a. Scoreboard 1: [Add Model Information]_____
 - b. Scoreboard 2: [Add Model Information]_____

The Scoreboards shall have the following panels:

- a. School Panel: On each Scoreboard, the School District shall have exclusive control over a panel for its own name, logo and/or messages, and this panel will be a minimum of 30"x3.5' in size.
- b. Dimond Bros Panel: Dimond Bros shall have a panel for its own name, logo and/or message (subject to District approval, as set forth below). The advertising panel for Dimond Bros will remain on the Scoreboard for the term of this Agreement, and shall have the following specifications:

[Describe which panels/sizes will be on which Scoreboards]

- c. Message Center: [Describe in detail with respect to each Scoreboard]
- d. Advertising Panels: [Describe in detail with respect to each Scoreboard]

Total value for the Scoreboards is \$31,000.00 ("Purchase Price"). Diagrams of the two Scoreboards indicating placement for the School Panels, Dimond Bros Panels, Message Centers, and Advertising Panels are attached hereto and incorporated into this Agreement by this reference.

1.2 Dimond Bros will provide operational instructions for the Scoreboards to the District Superintendent or Superintendent's Designee.

1.3 Subject to presentation to the Board of Education under, and compliance with the requirements of, Board Policy 8:25 and any modifications thereto that may become effective during the term of this Agreement, Dimond Bros will solicit and acquire, only during the term of this Agreement and in accordance with the guidelines below, advertising to be placed upon the Scoreboards in the Advertising Panels identified above. Any advertising contracts entered into by Dimond Bros hereunder shall indicate to the proposed advertisers that all proposed promotional materials are subject to pre-approval under Board Policy 8:25 and that this Agreement can be terminated by either party pursuant to the terms hereof, in which event the advertising contracts shall, similarly, terminate and become null and void. In no event shall any advertising agreement entered into by Dimond Bros hereunder exceed or otherwise survive beyond the expiration of the Term of this Agreement.

2. Obligations of School District

2.1 School District will provide the locations and electrical connections for the Scoreboards and cover any associated operational costs for them, including maintenance after the warranty period.

2.2 School District will allow, only during the term of this Agreement and in accordance with the guidelines below and applicable Board Policy, advertising sold by Dimond Bros to be placed on the Scoreboards. School District agrees to install and maintain all approved advertising on the Scoreboards.

2.3 Installation of the Scoreboards, and payment for installation of the Scoreboards, shall be the sole responsibility of the School District.

3. Approval of Advertising

3.1 It is understood and agreed that Dimond Bros will supply the Superintendent or Superintendent's Designee all copies and graphics to be used in connection with Dimond Bros' performance hereunder, and/or in conjunction with any/all advertising contemplated hereunder, and that such copies/graphics will be so supplied prior to the use thereof. Dimond Bros agrees that it will prevent the use or further use, as the case may be, of any such copy as is at any time expressly disapproved by the School District. Dimond Bros acknowledges and agrees that its performance hereunder and any/all resulting advertising proposals shall be and remain in full compliance with the requirements of, and shall be subject to the pre-approval procedures and standards designated in, Board Policy 8:25 and any modifications thereto that may become effective during the term of this Agreement.

3.2 Dimond Bros will submit all proposed advertising to the Superintendent or the Superintendent's Designee (as identified below) for consideration in accordance with

the requirements and procedures set forth in Board Policy 8:25. No proposed advertising shall be placed upon the Scoreboards unless and until it is approved in accordance with said requirements, and Dimond Bros acknowledges that the District and its Board of Education retain full and exclusive discretion with respect to the approval or disapproval of any proposed advertising.

4. Advertising and Exclusivity

4.1 School District agrees that Dimond Bros shall be the exclusive insurance agency for advertisements on the Scoreboards, and this right shall extend for the duration of this Agreement. Dimond Bros shall also enjoy:

1. Exclusive advertisement by Dimond Bros on all popcorn bags sold during School District athletic events held where the Scoreboards are located, so long as (and only in the event that) Dimond Bros agrees to obtain, purchase at its expense, and provide to District popcorn bags acceptable to the School District that contain such printed advertisement. Any such printed advertising on the popcorn bags is subject to pre-approval pursuant to Board Policy 8:25.
2. Exclusive rights to hang a Dimond Bros banner directly under the flag of the United States of America at the gymnasium where the Scoreboards are located, so long as the banner does not to exceed 8ftxl6ft. Any such banner is subject to pre-approval pursuant to Board Policy 8:25.
3. At the beginning of each athletic event held where the Scoreboards are located and are being used, but only when an announcer is broadcasting, it will be announced that the athletic event is being sponsored by Dimond Bros. Such announcement will be in a form and manner acceptable to both parties, subject to pre-approval pursuant to Board Policy 8:25.
4. Dimond Bros shall receive two (2) full page advertisements in all athletic event programs (if and when multi-page programs are distributed) for events held where the Scoreboards are located. One (1) page shall be the center page of the program. Any such advertising is subject to pre-approval pursuant to Board Policy 8:25.
5. Dimond Bros shall have the right to hand out promotional t-shirts during all athletic events held where the Scoreboards are located. Any such t-shirts and the advertising thereupon are subject to pre-approval pursuant to Board Policy 8:25.
6. Subject to IHSA regulation and subject to pre-approval pursuant to Board Policy 8:25, the right to have a Dimond Bros banner on the scorer's table at events held where the Scoreboards are located.

It shall be the obligation of Dimond Bros to present any and all proposed promotional or advertising materials to the Superintendent or Superintendent's Designee in a timely manner so that the proposed materials can be presented to the Board of Education for consideration in accordance with Board Policy 8:25 prior to its proposed use. The School District shall have no obligation to publish, adopt, or otherwise allow for use hereunder any materials that have not been both presented by Dimond Bros for review and subsequently approved by the Board of Education.

Nothing contained in this Agreement shall in any way be construed so as to limit the rights of the School District's students, its student groups, or its clubs to conduct other or different advertising, fundraising, promotional, and/or other events of a similar nature to those described in this Agreement, it being the understanding of Dimond Bros that any of its claims to exclusivity hereunder will not be interpreted as a prohibition upon such student fundraising, "spirit" or other activities, promotions or events.

5. Advertising Revenue

All revenue from advertising solicited and placed in the Scoreboards during the term of this Agreement shall remain with Dimond Bros up to the Purchase Price. Thereafter, all advertising responsibilities, including sales and service of advertising relationships, and any revenue derived therefrom, shall become the responsibility and/or revenue of the School District.

Dimond Bros agrees to provide monthly accountings to the Superintendent or the Superintendent's Designee regarding revenues derived hereunder.

6. Use of Names/Publicity

6.1 Except as expressly permitted in this Agreement, neither party shall use the name or trademarks of the other party in any third party communication (including publicity, informational releases or media), without the prior written approval of the other party.

6.2 School District grants to Dimond Bros the non-exclusive right to use the School District's names and logos solely to identify Dimond Bros' sponsorship status, but instances of said uses shall be subject to pre-approval by the Superintendent or the Superintendent's Designee.

7. Term, Renewal, Termination and Indemnification

7.1 The term of this Agreement shall be from the date of final signature of a party hereto, and continue for a term of seven (7) years ("Term").

7.2 The Parties may terminate this Agreement upon the occurrence of any one or more of the following events:

- i) Upon 30 days' written notice to the other party, without cause and without penalty;
- or
- ii) Breach of this Agreement by either party that remains uncured for 30 days after one party notifies the other party in writing regarding the breach.

7.3 If School District terminates the Agreement prior to the end of the Term, it will

pay the cost to dismantle the Scoreboards and the shipping costs to return them to Dimond Bros. If Dimond Bros terminates the Agreement early, Dimond Bros will pay the cost to dismantle the Scoreboards and the shipping costs to return them to Dimond Bros. Upon any termination prior to expiration of the Term, title to the Scoreboards shall remain with Dimond Bros.

7.4 In the event either party terminates this Agreement prior to the end of its term, that party agrees to indemnify and hold harmless the other party from and against any loss or damages incurred by the non-terminating party for any breach hereunder.

8. Title to the Scoreboards

Title to the Scoreboards shall rest with Dimond Bros until expiration of the Agreement, whereupon title shall pass to the School District and the School District shall assume all responsibilities for maintenance and operation of the Scoreboards.

9. Insurance

9.1 School District and Dimond Bros each agree to maintain commercial general liability insurance sufficient to cover any liabilities under this Agreement, and each party shall name by endorsement the other as an additional insured. A copy of each party's insurance policy shall be given to the other.

9.2 School District agrees to provide commercial insurance or self-insurance to cover physical damage to each Scoreboard at all times during this Agreement. The insurance should be in an amount equal to the replacement cost value of each Scoreboard.

10. Force Majeure

Neither party shall be liable in damages for any delay or default in performing its respective obligations under this Agreement if the delay or default is caused by conditions beyond its control. Such conditions include, but are not limited to, acts of God, government restrictions, strikes, fires, floods, or work stoppages, or acts or failures to act of third parties. So long as any such delay or default continues, the party affected by the conditions shall keep the other party at all times fully informed concerning the matters causing the delay or default and the prospects of their ending.

11. Notices

All notices by a party to the other party provided for in this Agreement may be made at the addresses indicated below, or at any subsequent address of which one party notifies the other party in writing. The mailing of any such notice by a party will be deemed given upon delivery or first refusal, if the notice is addressed to the other party and given either a) by deposit in the United States mail, postage prepaid or b) by express courier, postage prepaid.

All notices to School District provided for in this Agreement may be made to:

Superintendent
Urbana School District 116
205 North Race Street
Urbana, IL 61801

[All Notices or submissions required hereunder shall be provided to the Superintendent unless the Superintendent has designated, via prior writing to Dimond Bros, a “Superintendent’s Designee” empowered to act on behalf of the District hereunder]

All notices to Dimond Bros provided for in this Agreement may be made to:

Don Bartos
Dimond Bros.
111 Sherriff St.
Paris, IL 61944

12. **Assignment**

Neither party may assign this Agreement without the prior written consent of the other party.

13. **Relationship of the Parties**

The parties are independent contractors. Nothing in this Agreement is intended to create a partnership, joint venture, or agency relationship between the parties. Neither party has the authority or power to bind or commit the other party in any respect.

14. **Liability**

Neither party shall be liable for any negligent or wrongful acts of either commission or omission that is chargeable to the other party, unless such liability is imposed by law. This Agreement is not intended to either enlarge or diminish any obligation or duty owed by one party to the other or to any third party.

Each party hereto agrees to indemnify and hold harmless the other from and against any and all claims, loss and/or damages resulting from, and/or otherwise relating to or alleged to relate to, its performance hereunder.

15. **Amendments**

This Agreement may be amended only by a written instrument signed by each party.

16. **Waiver**

Either party's failure in any one or more instances to insist upon strict performance of any provision of this Agreement or to exercise any rights shall not be construed as a waiver of the right to enforce the provision in the future.

17. **Severability**

The invalidity or unenforceability of any provision of this Agreement shall not affect the validity of the remaining provisions. Any invalid or unenforceable provision shall be deemed severed from this Agreement to the extent of its invalidity or unenforceability.

18. Integration

This Agreement and all attachments embody the entire understanding of the parties with respect to the subject matter and supersede all previous or contemporaneous communications, wither verbal or written, between them.

19. Choice of Law

This Agreement shall be construed in accordance with the laws of Illinois without regard to its conflicts principles. The Parties agree to comply in all respects with the laws of Illinois and the Policies of the Board of Education of Urbana School District No. 116.

20. Counterparts

This Agreement may be executed in counterparts, each of which constitutes an original and all of which together constitute the Agreement. Facsimile signatures constitute original signatures for all purposes.

21. Ambiguities

Any rule of constructions that-would resolve ambiguities against the drafting party shall not apply in interpreting this Agreement.

22. No Third Party Beneficiaries

The parties do not intend for this Agreement to benefit any third party.

Each individual signing below certifies that he or she has the authority to represent the party in the capacity so indicated and that this Agreement is intended to be binding on the party represented.

URBANA HIGH SCHOOL DISTRICT #116

DIMOND BROS. INSURANCE AGENCY

By: Board President

By:

Date: _____

Date: _____

Attest: _____

Secretary