SCHOOL DISTRICT U-46
STUDENT GROWTH COMPONENT
OF THE
TEACHER APPRAISAL PLAN

Context for the Work

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

- Upon the implementation date applicable to a school district or other covered entity, performance evaluations of the principals/assistant principals and teachers of that school district or other covered entity must include data and indicators of student growth as a "significant factor".

- By September 1, 2012, principals, assistant principals, teachers in contractual continued service (i.e., tenured teachers) and probationary teachers (i.e., non-tenured teachers) be evaluated using a four rating category system (Excellent, Proficient, Needs Improvement, and Unsatisfactory).

- Anyone undertaking an evaluation after September 1, 2012 must first complete a pre-qualification program provided or approved by the Illinois State Board of Education (ISBE).

The Performance Evaluation Reform Act – Joint Committee (PERA-JC or Committee), a joint labor-management committee comprised of an equal number of teachers and administrators, convened to provide the required deliverables for the timely implementation of Student Growth measures in the 2016-17 school year. (See Section 24A-2.5 of the School Code.)

Professional Lens to Guide Decision Making

PERA-JC Operating Principles

The Committee underwent joint training on the requirements of the law, refreshed their understanding of the School District U-46 Teacher Appraisal Plan (TAP), and reviewed feedback from the Student Growth Trial from the spring of 2015 all with the expressed purpose of informing their decision making.

Knowing the Student Growth summative rating must be incorporated with the Professional Practice summative rating as currently determined by TAP, the PERA-JC adopted the shared Values and Beliefs of TAP to guide the Committee's work to best ensure its successful integration.

TAP Values: Trust, Fairness, Professionalism, Collaboration, Continuous Learning, Teaching and Learning, Equity (Appropriateness)

TAP Beliefs:

• We believe in a presumption of competence. That all certified staff are trained professionals, competent to do the work for which they are assigned.

• We believe that to have an effective certified staff, we must be supportive, not punitive in our approach to appraisal, within the spirit of the collective bargaining agreement.

• We believe an adequate amount of resources must be available to certified staff and administrators to complete the work of the TAP.

• We believe that data and evidence should drive decisions about certified staff, not speculation or opinions.

• We believe that consistent district criteria must be known to all so all participants in the TAP can make well informed decisions.

• We believe in due process.

• We believe professional development is positive, supportive and will retain a quality certified staff. We also recognize that certified staff should have choice when determining the type of professional development for their career.

• We believe certified staff should be setting goals, self-evaluating their progress, and reflecting on their classroom decisions.

• We believe time is valuable. The activities required for the TAP are to develop and maintain a quality certified staff.

• We believe that certified staff should be involved in a cycle of learning and development. Teaching is not an event, but rather an ongoing personal experience from which certified staff grow and develop.

• We believe that the focus of the TAP should on a certified staff's strengths as well as areas for growth. It is with positive support the certified staff can enhance his/her practice.

• We believe the TAP holds certified staff accountable to themselves and one another. Accountability also extends to impacting higher levels of student achievement.

• We believe the TAP is conversation based. Teachers and administrators are discussing teaching and learning. It is not a checklist, rather a process of looking closely at professional practice.

• We believe choices must be available to certified staff when selecting professional development. Our certified staff is large and diverse. It is important to have relevant and meaningful options that certified staff can select that will encourage active participation by all.

TAP Integration

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* (ASCD, 2013) provides the research-based definition of effective teaching in U-46.

The Framework for Teaching is defined by four domains:

   I.   Planning and Preparation
   II. Classroom Environment (The Environment)
   III. Instruction (or Delivery of Service)
   IV. Professional Responsibilities

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE CLASSROOM ENVIRONMENT
Domain 1 defines how a teacher organizes the content that the students are to learn—how the teacher designs instruction. All elements of the instructional design— learning activities, materials, and strategies— should be appropriate to both the content and the students. The components of Domain 1 are demonstrated through the plans that teachers prepare to guide their teaching. The plan's effects are observable through action in the classroom.	Domain 2 consists of the non-instructional interactions that occur in a classroom. Activities and tasks establish a respectful classroom environment and a culture for learning. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment supports instruction. The components of Domain 2 are demonstrated through classroom interaction and are observable.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: INSTRUCTION
The components in Domain 4 encompass the professional's roles outside of the classroom. These consist of professional responsibilities such as self-reflection and professional growth, service to students, the district, and to the profession as a whole. The components in Domain 4 are demonstrated through teacher interactions with colleagues, families, and the larger community.	Domain 3 consists of the components that actually engage students in the content. These components represent distinct elements of instruction. Students are engaged in meaningful work that is important to students as well as teachers. Like Domain 2, the components of Domain 3 are demonstrated through classroom interaction and are observable.

It is widely understood that Domains 2 and 3 are directly observable by a third party and thus the primary focus during the TAP cycle. The ties to components in Domains 1 and 4 are apparent but the collection of data as evidence for establishing a level of performance for these domains has not been uniform.

The PERA-JC saw an opportunity within their charge to provide a means for teachers to similarly engage in data gathering and analysis to not simply evaluate student learning but to establish a framework for reflecting upon and informing their own instructional practice in keeping with the TAP Values and Beliefs. The diversity of teaching assignments in U46 require that the recommendation provide a uniform process with sufficient latitude to be pertinent to each teacher's unique instructional assignment.

To this end the PERA-JC recommends the utilization of the Student Learning Objective (SLO) Process as the adopted methodology for ascertaining individual student growth and establishing the teacher's Overall Student Growth Summative rating predicated upon the shared and stated Values and Beliefs.

Specifically the SLO provides structure for a means to demonstrate proficiency in each of the following components of Professional Practice:

1b: Demonstrating Knowledge of Students,
1e: Designing Coherent Instruction,
2b: Establishing a Culture for Learning,
3a: Communicating with Students,
3c: Engaging Students in Learning
3d: Using Assessments in Instruction

4a: Reflection on Teaching,
4d: Participating in a Professional Learning Community,
4e: Growing and Developing Professionally,
4f: Showing Professionalism

Student Learning Objective Process (SLO Process)

Process Participants

All active teachers utilizing their professional educator license for teaching duties shall be required to utilize student growth measures for the purpose of performance appraisal except those referenced below in **Teachers Excluded from Process**.

Teachers Excluded from Process

All active teachers utilizing their professional educator license assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor, or as identified annually by the TAP Oversight Committee shall not utilize student growth measures for the purpose of performance appraisal.

In cases where an individual holds a position that includes both teaching and non-teaching duties (e.g., AVID Coordinators, PBIS coordinators), student growth must be a part of the performance evaluation of the teaching duties.

Number and Duration

2016-2017 Academic Year Only:

Every teacher required to receive an Overall ISBE Summative Rating in the spring of 2017 shall be required to complete only one (1) SLO Process to establish the Overall Student Growth Summative Rating.

Beginning the 2017 Academic Year:

Every teacher shall complete two (2) SLO Processes during his or her respective TAP Summative Appraisal Cycle (Cycle) regardless of the duration of the Cycle.

Occurrence

For tenured teachers in two-year Cycles it is the sole determination of the teacher when each SLO Processes shall occur at any time during those two years. A single SLO Process may span over two academic years. Any SLO Process to be utilized in the determination of an Overall Student Growth Summative Rating must be completed prior to the teacher's TAP Summative Conference. For pre-tenured teachers this completion date is no later than March 1st while for tenured teachers the completion date is April 15th of year in which a summative rating is recorded.

Protocol

1. Each teacher identifies the Reflective Partner(s) for the individual SLO process. The Reflective Partner can be any willing licensed teacher or administrator currently working in U46.
2. In conversation with the Reflective Partner(s), the teacher completes the **SLO Template: Beginning***. The midpoint check-in timeframe is identified.
3. During the instructional interval, up to and including the midpoint check-in, the teacher reviews the SLO to monitor progress and need for modification to any components of the SLO.
4. The teacher meets with the Reflective Partner to discuss the midpoint check-in. Any changes are entered into the **SLO Template: Midpoint***.

5. The instructional interval continues to its conclusion.
6. At the end of the instructional interval indicated in the SLO student data is collected and analyzed. The **SLO Template: Ending** is completed, including the Outcome and Summary fields*.

* At each of these steps automatic electronic notification is made to the primary appraiser. Informal Observation Conferences, Formal Observation Conferences, and other professional conversations may include a reflection upon submitted SLO evidence.

Assessing the SLO Process

Individual SLO Summative Rating

Utilizing the **SLO Process and Student Growth Level of Performance** the teacher in consultation with their Reflective Partner will determine the summative rating for each individual SLO Process: Excellent, Proficient, Needs Improvement, or Unsatisfactory. This rating will be submitted into the online system by the teacher prior to the TAP Summative Conference in accordance with the relevant timelines. During the TAP Summative Conference the qualified appraiser will verify then enter each submitted Individual SLO Summative Rating into the TAP online system to establish the Overall Student Growth Summative Rating.

Establishing Overall Student Growth Summative Rating

The Overall Student Growth Summative Rating will be obtained by "averaging" the two individual student growth ratings established within the teacher's appraisal cycle. Each individual student growth rating shall carry equal weight.

In the case where the individual student growth ratings are one level of proficiency apart, the higher of the two will be the resulting "average". If the individual student growth ratings are two levels of proficiency apart, the level that resides between the two shall be the resulting "average". If the individual student growth ratings are three levels of proficiency apart, then the resulting "average" will be the higher of the two ratings bracketing the "average".

OVERALL STUDENT GROWTH SUMMATIVE RATING

Individual SLO Summative Rating I

Individual SLO Summative Rating II	Unsatisfactory	Needs Improvement	Proficient	Excellent
Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement	Proficient
Needs Improvement	Needs Improvement	Needs Improvement	Proficient	Proficient
Proficient	Needs Improvement	Proficient	Proficient	Excellent
Excellent	Proficient	Proficient	Excellent	Excellent

Overall Student Growth Summative Rating

Overall ISBE Summative Rating

The Overall ISBE Summative Rating used to establish a teacher's statutory grouping will be determined by combining the Overall Student Growth Summative Rating with the TAP ISBE Professional Practice Summative Rating, as applicable.

The Overall Student Growth Summative Rating shall account for 30% of the Overall ISBE Summative Rating with the TAP ISBE Professional Practice Summative Rating accounting for 70% of the Overall ISBE Summative Rating. The following table summarizes the possible outcomes.

Included Teachers

TAP ISBE Professional Practice

Overall Student Growth		U	NI	P	E	
	U	U	NI	NI	P	
	NI	U	NI	P	P	Overall ISBE Summative Rating
	P	NI	NI	P	E	
	E	NI	P	P	E	

U: Unsatisfactory   NI: Needs Improvement   P: Proficient   E: Excellent

For those teachers specifically excluded from this Process, the Overall ISBE Summative Rating will be 100% comprised of the TAP ISBE Professional Practice Summative Rating. The following table summarizes the possible outcomes.

Excluded Teachers

TAP ISBE Professional Practice

U	NI	P	E	
U	NI	P	E	Overall ISBE Summative Rating

U: Unsatisfactory   NI: Needs Improvement   P: Proficient   E: Excellent

Student Growth Plan: Oversight

The Student Growth Plan, as a component of the Teacher Appraisal Plan, shall be included into the charge of the TAP Oversight Committee and will incorporate into its ongoing work the implementation, monitoring, and support of the Student Growth Component of the Teacher Appraisal Plan as identified in the Elgin Agreement in section **14.21 The U46/ETA Teacher Appraisal Plan Oversight Committee**.

Tools

Student Learning Objective (SLO) Template

The SLO Framework is the process of setting targets and measuring the extent to which they are achieved. All teachers must submit one SLO Template for each SLO written. The framework is composed of seven categories with two additional reflective entries. Except for the final entries, *Summary* and *Outcome,* the order of completion of the template is at the discretion of the teacher. The template in its totality represents a complete SLO.

Student Learning Objective (SLO) Template

Baseline *What do the qualitative and quantitative data points show you about students' starting points and needs?*
Student Group/Interval *Which students have been identified to be included in this objective? Over what interval of instruction?*
Learning Objective *What will students learn?*
Rationale *Why is this objective rigorous and important to student learning and growth?*
Strategies *What methods will you use to accomplish this objective?*
Assessment *How will you measure the outcome of the objective?*
Targeted Growth *What is your goal for student growth?*
Summary
Outcome

SLO Process and Student Growth Level of Performance

Unsatisfactory	Needs Improvement	Proficient	Excellent
Establishes student learning objectives not appropriate for the identified student group(s). Student learning objectives are not aligned to standards, SIP or District Strategic Plan. Student learning objective(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate student growth or student learning objective(s). Communication with Reflective Partner concerning student learning objectives or plans is minimal. Fails to share examples of student work or suggestions to achieve student learning objective(s) during mid-point and outcome/summary conversations. Assessment(s) do not monitor progress towards student learning objective(s). Growth data from at least two points in time shows no evidence of growth for most students.	Establishes appropriate student learning objective(s) for identified student group(s). Student learning objective(s) are aligned to standards, SIP, or District Strategic Plan. Utilizes sources of data to minimally monitor, adjust, and evaluate student learning objective(s). Communicates with Reflective Partner inconsistently concerning student learning objectives and plans for measuring and monitoring. Shares minimal examples of student work or suggestions to achieve student learning objective(s) during mid-point and outcome/summary conversations. Identified assessments are not used to effectively monitor progress toward learning objective(s). Data from at least two points in time show some evidence of growth for some students.	Establishes appropriate student learning objective(s) for identified student group(s). Student learning objective(s) are aligned to standards, SIP, or District Strategic Plan. Utilizes student learning objective(s) to implement high-quality measures and to monitor growth. Identifies multiple, high-quality sources of data to monitor, modify, and evaluate student learning objectives. Communicates with Reflective Partner concerning student learning objectives and plans for measuring and monitoring. Provides multiple sources of data to determine evidence of student growth and engages in data-based reflection with Reflective Partner to inform instruction. Identifies assessment measures aligned to standards to monitor progress towards student learning objectives. Multiple sources of data from at least two points in time show clear evidence of growth for most students.	Establishes appropriate learning objective(s) for identified student group(s) in collaboration with students. Student learning objective(s) are aligned to standards, SIP, or District Strategic Plan. Utilizes student learning objective(s) to implement and develop high-quality measures to monitor growth. Identifies multiple, high-quality sources of data to monitor, modify, and evaluate student learning objectives. Communicates and engages in reflective analysis with Reflective Partner concerning student learning objectives and plans for measuring and monitoring. Provides multiple sources of data to determine evidence of student growth and engages in data-based reflection with Reflective Partner to inform instruction. Students articulate their understanding of their learning objectives and progress toward learning objectives. Multiple sources of data from at least two points in time show clear evidence of growth for all or nearly all students. Makes practice public by sharing components of the Student Learning Objective process.

SLO Template: Beginning

SLO Template	Beginning
Baseline *What do the qualitative and quantitative data points show you about students' starting points and needs?*	• <u>USING BASELINE DATA AND INFORMATION TO SET SLO TARGETS</u> • Be descriptive and use data to describe students' starting points o ELL, IEP/504, Ignite, Academy, Interventions, etc.
Student Group/Interval *Which students have been identified to be included in this objective? Over what interval of instruction?*	• List the students • How did you decide on this grouping? • Define the timeframe for collecting data o Unit, Quarter, Semester, Year etc.

Learning Objective
What will students learn?
	• List specifically what the students will learn
	   o Include standards as appropriate
	   o Include alignment to District Strategic Plan or SIP as appropriate

Rationale *Why is this objective rigorous and important to student learning and growth?*	• Justify the Learning Objective • Relate to TAP Form A
Strategies *What methods will you use to accomplish this objective?*	• Lesson descriptions, alignment to current PD options, teaching strategies, engagement strategies • How will you monitor students' progress toward the learning goal?

Assessment
How will you measure the outcome of the objective?
	• What type of assessment will be used?
	   o Type I, II, III
	   o Definitions
	• <u>Assessment Review Tool</u>
	• Identify how you will monitor the progress of your students throughout.
	• Provide multiple sources of growth or achievement data from at least two points in time to show evidence of growth.

Targeted Growth
What is your goal for student growth?
	• SMART Goal
	   o Specific
	   o Measureable
	   o Attainable
	   o Reasonable
	   o Timely
	• Define expected student growth outcomes for individual students or groups of students
	• Identify baseline data/information used to establish and differentiate expected performance.

Summary	

SLO Template: Midpoint

SLO Template	Midpoint
Baseline *What do the qualitative and quantitative data points show you about students' starting points and needs?*	• Do you have new information regarding your students to inform changes at midpoint?
Student Group/Interval *Which students have been identified to be included in this objective? Over what interval of instruction?*	• Does the student group need to be modified? Please provide evidence to support this decision. • Does the Interval of instruction need to be modified? Please provide evidence to support this decision.
Learning Objective *What will students learn?*	• Does the learning objective need to be modified? Please provide evidence to support this decision.
Rationale *Why is this objective rigorous and important to student learning and growth?*	• Justify the Learning Objective • Relate to TAP Form A
Strategies *What methods will you use to accomplish this objective?*	• Did you modify the instructional strategies being used? ○ If so, why were changes needed? • What new instructional strategies will you use and how do you anticipate they will impact learning?
Assessment *How will you measure the outcome of the objective?*	• Did you use an assessment to determine any midpoint modifications? • What formative assessments are being used to progress monitor? • How did you assess student progress? • Do the assessment tools accurately measure the skills being taught?
Targeted Growth *What is your goal for student growth?*	• Does the targeted growth need to be modified? Please provide evidence to support this decision.
Summary	*(Please use the midpoint conversation with your reflective partner and information provided in the Midpoint column above to provide information in the Summary - especially if there were no changes made at Midpoint)* *What did you learn?* *How will this inform future planning and instruction?* *Did you identify modifications to be made at midpoint?*

SLO Template: Ending

SLO Template	Ending
Baseline *What do the qualitative and quantitative data points show you about students' starting points and needs?*	• What did you learn from your collection and/or combination of data and information that helped you form your group and objective?
Student Group/Interval *Which students have been identified to be included in this objective? Over what interval of instruction?*	Reflect on the interval of instruction for this group of students. • Was the interval appropriate for the desired goal? • What did you learn about selecting a group of students for a focused target?
Learning Objective *What will students learn?*	• Did the learning objective function as intended? (ie. objective was too broad, etc.) • How might you modify this objective for future use?
Rationale *Why is this objective rigorous and important to student learning and growth?*	• Justify the Learning Objective • Relate to TAP Form A
Strategies *What methods will you use to accomplish this objective?*	• How did modifications to instructional strategies affect the outcome? • How might you modify the instructional strategies for future use?
Assessment *How will you measure the outcome of the objective?*	• Did the assessment accurately measure the skills being taught? • Would you modify the assessment in any way? Explain.
Targeted Growth *What is your goal for student growth?*	Reflect on the identified growth targets and observed growth in the Outcome section. • Was the growth target appropriate for the skills being taught in the timeframe planned? • If the targeted growth was modified at Midpoint, were these changes beneficial? o Why or why not?
Summary	(Please use the Ending column above to provide information in the Summary) • What did you learn? • How will this inform future planning and instruction? • Were there any extenuating circumstances that impacted results?
Outcome	• Was the targeted growth achieved? • What growth was observed? • What did the results tell you about your students? • What did the results show about instructional practice?

Definitions of Key Terms

Assessment –any instrument that measures a student's acquisition of specific knowledge and skills.

> [The state has categorized the various types of assessments that may be administered in a teacher's work into three types. At the teacher's discretion, assessment data from any of the three types may be used in a teacher's individual SLO Process.]
>
> *Type I Assessment* – a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).
>
> *Type II Assessment* – any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.
>
> *Type III Assessment* – any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

Attainment –a "point in time" measure of student proficiency which compares the measured proficiency rate with a pre-defined goal

Individual SLO Summative Rating – the rating determined with the use of the SLO Process and Student Growth Level of Performance tool at the conclusion of an SLO Process

Learning Objective – a targeted goal for advancing student learning

Midpoint Check-In – the timeframe that includes the review and revision of the SLO

Overall ISBE Summative Rating – the final rating of a teacher's performance, using the rating levels of "Unsatisfactory," "Needs Improvement," "Proficient," and "Excellent" that includes consideration of both data and indicators of student growth (*Overall Student Growth Summative Rating*) and professional practice (*TAP ISBE Summative Rating*)

Overall Student Growth Summative Rating – the student growth rating, as defined by the combination of the ratings of two Individual SLO Summative Ratings, which is then utilized to determine the Overall ISBE Summative Rating

Reflective Partner - A licensed professional working in U46 who agrees to participate in conversation for the purpose of reflection and consideration of the teacher's SLO. For every teacher in good standing, this individual is chosen by the teacher. For teachers on a remediation plan, the Reflective Partner shall be the consulting teacher or one agreed upon by the consulting teacher and assigned appraiser.

Student Growth – demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time

Student Growth Exemption – The law provides exemptions from the student growth requirement for various specialized disciplines, including but not limited to; school counselor, school psychologist, nonteaching school speech and language pathologist, non-teaching school nurse, or school social worker

Student Learning Objective (SLO) - targets of student growth that teachers set at the start of the instructional period and strive to achieve by the end of the indicated time period. These targets are based on a thorough review of available data reflecting students' baseline skills and are established during conversations with the reflective partner.

Student Learning Objective Process or SLO Process - a process for organizing evidence of student growth over a defined period of time that addresses learning goals that are measurable and specific to the skills or content being taught and the grade level of the students being assessed, and are used to inform and differentiate instruction to help ensure student success

Teacher - full-time or part-time professional employees of the school district who are required to hold a professional educator license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor

PERA Joint Committee Acknowledgements

The Co-Chairs of the PERA-JC, Dr. Suzanne Johnson and Kathryn Castle, would like to thank the entire committee for its tireless dedication to completing this work in a manner that not only complies with the law but seeks to enhance the Teacher Appraisal Plan already in place.

We'd also like to state our special thanks to Kathy Frisbee and Jane Lloyd for capturing our thoughts and helping to keep us moving forward.

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	Jack Janezic IEA UniServ Director, Ex-Officio

Guidance Documents

Sample SLO Process Timelines

2016-17 Academic Year Only

All Pre-Tenured Teachers and Tenured Teachers Scheduled for a 2017 Summative Rating

The following graphic provides a sampling of various SLO Process timelines possible during the 2016-17 academic year. Recall that the timelines for TAP events remain in place and therefore the time allotted for the student growth measures is actually less than one full academic year.
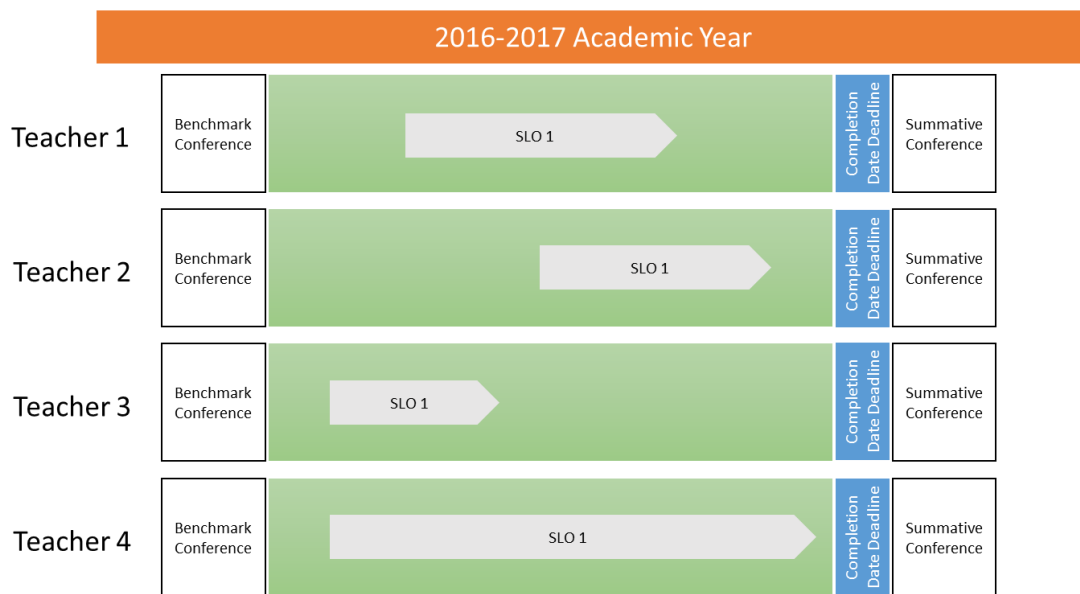

[Additional sample SLO Process timelines can be found on the next page.]

Beginning the 2017 Academic Year

Pre-Tenured Teachers and Tenured Teachers with a One Year Summative Appraisal Cycle

The following graphics provide a sampling of various SLO Process timelines possible during a single academic year summative appraisal cycle. Recall that the timelines for TAP events remain in place and therefore the time allotted for the student growth measures is actually less than one full academic year.
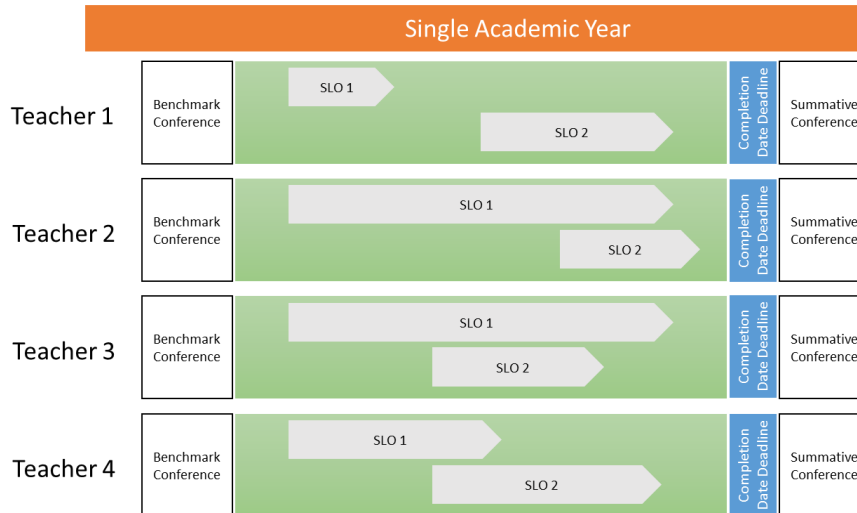
Tenured Teachers with a Two Year Summative Appraisal Cycle

The following graphics provide a sampling of various SLO Process timelines possible during a two academic year summative appraisal cycle. Recall that the timelines for TAP events remain in place and therefore the time allotted for the student growth measures is actually less than two full academic years.
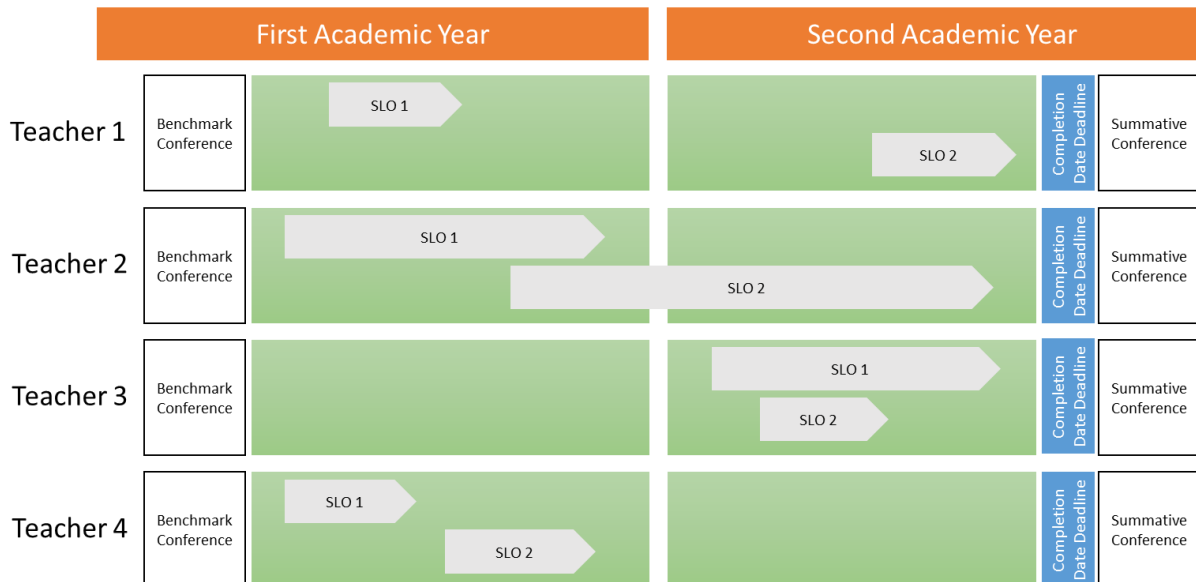
For reference: PERA-JC Checklist against the State Model Plan

ELEMENTS	AGREEMENT Joint Committee Decisions	AGREEMENT NOT REACHED State Model Plan	*School Code Citation*
WEIGHT			
Teacher practice weight	70%	50%	50.210(a)
Student growth weight	30%	50%	
ASSESSMENT 1			
Type	Teacher selected		50.210(b)(1)(B)(i)
Learning Goal	Defined using SLO process	Defined using SLO process	50.210(b)
Measurement model	Adaptive Conditional Measurement Model	Adaptive Conditional Measurement Model	50.210(b)(1)(B)
Student characteristics	Defined using SLO process	Defined using SLO process	50.210(d)
Growth expectations	Defined using SLO process	Defined using SLO process	50.210(b)(1)
Weight (% aggregate SG)	50%	50%	50.210(a)
Student growth rating 1	As determined through the use of the approved *SLO Process and Student Growth Level of Performance* tool.	Excellent => 76% Proficient 51% - 75% Needs Improvement 25% - 50% Unsatisfactory < 25%	50.210(e)(1) **NOTE**: after the first two years of implementation see 50.210(e)(2)
ASSESSMENT 2			
Type	Teacher selected		50.210(b)(1)(B)(i)
Learning Goal	Defined using SLO process	Defined using SLO process	50.210(b)
Measurement model	Adaptive Conditional Measurement Model	Adaptive Conditional Measurement Model	50.210(b)(1)(B)
Student characteristics	Defined using SLO process	Defined using SLO process	50.210(d)
Growth expectations	Defined using SLO process	Defined using SLO process	50.210(b)(1)
Weight (% aggregate SG)	50%	50%	50.210(a)
Student growth rating 2	As determined through the use of the approved *SLO Process and Student Growth Level of Performance* tool.	Excellent => 76% Proficient 51% - 75% Needs Improvement 25% - 50% Unsatisfactory < 25%	50.210(e)(1) **NOTE**: after the first two years of implementation see 50.210(e)(2)
AGGREGATE STUDENT GROWTH RATING	Equally weighted	Use weighted average	50.210(d)
OVERALL ISBE SUMMATIVE RATING	As determined by the combination of Professional Practice rating and the Student Growth rating.		see 50.230