

# Evaluation Cheat Sheet

**Assessments:** Assessment means any instrument that measures a student's acquisition of specific knowledge and skills. PERA defines assessments according to the following three types:

- Type I Assessment means 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: ACT, MAP, ISAT
- Type II Assessment means 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.
- Type III Assessment means 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. A Type I or a 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.

**Assessment Set:** A series or mirrored assessments designed to measure student growth on a specific set of learning targets/content.

**Attainment:** Meeting an outcome or target

**Formal Observation:** An observation allowing the qualified evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills and shall involve one of the following activities: an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time, or an observation during a complete lesson, or an observation during an entire class period. Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher. Following a formal observation, the qualified evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice. The qualified evaluator shall provide feedback following a formal evaluation to the teacher in writing (electronic or paper).

## Framework for Teaching (Danielson)

District 211 has based its evaluation document on the Charlotte Danielson Framework for Teaching for Evaluating Professional Practice. The Framework for Teaching is a research-based set of components of instruction clustered into four **Domains** of teaching responsibility:

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

**Components** define a distinct aspect of a Domain; two to five **Elements** break each component down even further to describe specific features of a Component.

**District Benchmark Assessment (DBA):** developed in a district PLC that measures achievement on CLS. Developed to have consistency of content taught district wide.

**Formative Assessment:** The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value.

**Goals:** statements identifying a measurable and/or observable teaching or professional behavior in a specified domain.

**Informal Observation:** An observation of the teacher during a teaching activity. Following an informal observation, the qualified evaluator shall provide feedback to the teacher either orally or in writing (electronic or paper) and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator.

**Joint Committee:** means a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance. (School Code)

**Measurement Model:** means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time.

**Mirrored Assessments:** assessments that can be compared for student growth. They are designed with the same form, content, and level of complexity.

**Professional Learning Communities (PLCs):** a group of educators, who meet regularly, share expertise, and work collaboratively to improve their teaching skills and the academic performance of their students. The PLC guides the PLTs that make up the group. The PLC is district-wide (G342 US History teachers in the district).

**Professional Learning Teams (PLTs):** small teams of teachers who meet together regularly to collaboratively learn, investigate, and implement research-based teacher practices. These teams are school-based. Teams may form around grade levels, disciplines, topics, interdisciplinary teams, or other criteria your faculty identifies. The optimum number varies, but teams should be small enough so that all team members can have substantial input during meetings.

**Student Growth:** means a demonstrable change in a student's or group of students' knowledge or skills as evidenced by gain and/or attainment on two (2) or more assessments, between two (2) or more points in time.

**Summative Assessments:** The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include: a midterm exam, a final project, a paper, a senior recital

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

**Summative Evaluation:** the final written document that summarizes certificated staff member's performance, including formal written goals, informal and formal observations, and provides a rating of Excellent, Proficient, Needs Improvement, or Unsatisfactory. This is the official file record that is housed at the Administration Center. A summative evaluation will be completed every year for non-tenure and at least every other year for tenured staff demonstrating proficient progress in working toward goals in the four domains.