

**BOARD POLICY: TEACHER PERFORMANCE APPRAISAL PROGRAM**

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**PREFACE**

The parents, school board members, and staff of District 225 are committed to the continuation of the district's educational program. An effective teacher supervision/appraisal program that focuses on the improvement of instruction is an important component of the instructional program. It is designed to encourage productive dialogue between staff and supervisors and to promote professional growth and development.

**WHAT MUST BE DONE**

1. Communicate the expectations of Article 24A of The School Code and Glenbrook District 225 for teacher performance in the form of a written appraisal.
2. Promote an atmosphere of mutual trust and respect between the supervisor and staff member so that the process may be continuous and constructive.
3. Provide feedback on performance by recognizing achievements and/or areas requiring improvement.

**WHY IT MUST BE DONE**

Accomplishing the above activities will help us better focus on:

1. requirements established by Article 24A of The School Code.
2. expectations of Glenbrook District 225 for each teacher.
3. methods designed to help each teacher meet their stated goals.
4. areas in need of improvement.

**HOW IT MUST BE DONE**

The success of the Teacher Performance Appraisal Program is dependent upon the continuous appraisal of staff by their supervisors in an atmosphere of mutual trust and respect. It must be a cooperative effort on the part of the supervisor and staff member which stimulates self-improvement and creates a continuous focus on improved instruction and/or the delivery of instructional support. The supervisor and staff member share the responsibility for this program designed to:

1. encourage the supervisor to consider supervision as a long-term process.
2. eliminate the threatening nature of the appraisal/supervision activity through a positive goal-setting process.
3. increase the quality of supervisor-teacher time.
4. inform each teacher of the expectations and standards of District 225.
5. appraise the performance of each non-tenure and tenure teacher utilizing separate timelines.
6. appraise the performance of each teacher according to the following categories: **MEETS, EXCEEDS, or DOES NOT MEET DISTRICT 225 STANDARDS**, with narratives written for those items which have received an **EXCEEDS STANDARDS** or a **DOES NOT MEET STANDARDS** appraisal.
7. appraise the performance of each teacher in accordance with Article 24A of The School Code ratings of **EXCELLENT, SATISFACTORY** or **UNSATISFACTORY**. A definition of these ratings used by District 225 follows.
  - a. **EXCELLENT:** A rating of **EXCELLENT** means that the performance of a teacher is exceptional and frequently exceeds District 225 Standards. Ratings of **EXCELLENT** will be accompanied by a written statement citing examples to support the nature of the **EXCELLENT** performance.
  - b. **SATISFACTORY:** A rating of **SATISFACTORY** means that the performance of a teacher generally meets District 225 Standards.
  - c. **UNSATISFACTORY:** When the performance of a teacher is below average and does not meet District 225 Standards in one or more of the categories in the Teacher Appraisal Form, a rating of unsatisfactory **MAY** be given. This rating indicates a need for remediation which may involve additional training, more effort and/or an understanding between the supervisor and teacher concerning other corrective action. The consequences of an **UNSATISFACTORY** rating are explained in the section entitled **UNSATISFACTORY APPRAISAL PROCEDURES**.

**HOW IT MUST BE DONE** (Continued)

8. develop and implement a remediation plan designed to correct deficiencies cited for those staff members receiving an **UNSATISFACTORY** rating.

**HOW WE WILL KNOW WHEN THE PROGRAM IS WORKING**

The following activities indicate that the program is working:

1. Teachers are appraised in accordance with Article 24A of The School Code.
2. Teachers are appraised in accordance with Glenbrook District 225 standards.
3. Teachers and supervisors communicate in an atmosphere of mutual trust and respect.
4. Positive goal-setting conferences are held.
5. Professional growth and development is recognized and encouraged.
6. Excellent performance is recognized and encouraged.
7. Inferior performance is recognized and remediated.

**PHILOSOPHY AND OBJECTIVES**

The parents, school board members, and staff of District 225 are committed to a quality educational program for all students. An effective teacher supervision/appraisal system that focuses on the improvement of instruction and services received by students, student outcomes, and professional growth is an important component of this educational program.

This process, which results from deliberate planning, training, application, and review, has the following functions:

1. To identify excellent performance.
2. To supply information that will lead to the modification of assignments, such as placements in other positions, promotions, and terminations.

**PHILOSOPHY AND OBJECTIVES** (Continued)

3. To measure adherence to standards.
4. To provide information to plan an individual professional growth plan.
5. To improve teaching performance by the identification of teaching systems, teaching environments, or teaching behaviors in need of change.

This process must be continuous and constructive and must take place in an atmosphere of mutual trust and respect. The process is a cooperative effort on the part of supervisor and teacher. It is designed to encourage productive dialogue between teacher and supervisor and to promote professional growth and development. It is not the intention of the district to use this supervision system for the rank ordering of staff.

**UNDERSTANDING THE PROGRAM**

The Teacher Performance Appraisal Program is designed to insure a quality instructional program provided by the Glenbrook District 225 staff. Its purpose is to focus on

1. the establishment of goals by teacher and supervisor.
2. the delivery system of instruction, with teacher and supervisor working together to increase teacher effectiveness and student learning.
3. the professional growth and development of teachers.

The program requires that all certificated district employees be appraised according to a set timeline.

**PROGRAM PROCEDURES**

A Teacher Performance Appraisal Program has been developed for non-tenure and tenure teachers.

**NON-TENURE TEACHERS**

1. Supervisor meets with teachers **PRIOR TO THE END OF THE FIRST WEEK OF SCHOOL** to inform them of the teacher appraisal procedures and to provide them with copies of Sections I and II of the Appraisal Form and the Job Expectations of District 225.
2. Supervisor observes classes and meets with teacher to explain procedures and criteria. Supervisor completes Section I of the Appraisal Form which lists the goals for the appraisal period. One copy is given to the teacher, one copy is kept by the supervisor, and two copies are sent to the Associate Principal of Instruction.

**NON-TENURE TEACHERS** (Continued)

3. **ITEM 2 MUST BE COMPLETED NOT SOONER THAN TWO WEEKS AFTER THE COMPLETION OF ITEM 1 NOR LATER THAN THE FIFTH WEEK OF THE SCHOOL YEAR.**
4. Supervisor observes classes, completes Section II of the Appraisal Form and confers with teacher. The teacher conference will center on progress toward meeting the goals established in Section I of the Appraisal Form and teacher performance based upon the criteria contained in the Teacher Appraisal Working Draft. Ratings of **EXCEEDS** or **DOES NOT MEET DISTRICT 225 STANDARDS** must be accompanied by a narrative citing examples to support the nature of the excellent or unsatisfactory performance. Supervisor and teacher sign Section II of the Appraisal Form. One copy is given to the teacher, one copy is kept by the supervisor, and two copies are submitted to the Associate Principal of Instruction. The teacher's signature shall indicate only that the teacher has seen the document, not necessarily that the teacher agrees with the appraisal.
5. **ITEM 4 MUST BE COMPLETED BY THE END OF NOVEMBER.**
6. **ITEM 4 MUST BE COMPLETED TWICE MORE, BY THE END OF JANUARY AND AGAIN BY THE END OF MARCH.**
7. At the discretion of the supervisor, Item 4 can be repeated as often as necessary **BEFORE THE END OF THE SCHOOL YEAR.**

**NOTE:** During the Appraisal Period, the Instructional Supervisor will maintain a working draft of the final Appraisal Document which may be reviewed at any time.

**NON-TENURE TEACHER TIMELINE**

by **END OF 1ST WEEK OF SCHOOL**

Initial information/explanation

**NOT SOONER THAN TWO WEEKS AFTER THE COMPLETION OF ITEM 1 NOR LATER THAN THE FIFTH WEEK OF THE SCHOOL YEAR**

1. Classroom observation
2. Goal-setting conference
3. Section I of Appraisal Form completed and filed

by **END OF NOVEMBER**

1. Classroom observation
2. Teacher/Supervisor conference
3. Section II of Appraisal Form completed and filed

by **END OF JANUARY**

1. Classroom observation
2. Teacher/Supervisor conference
3. Section II of Appraisal Form completed and filed

by **END OF MARCH**

1. Classroom observation
2. Teacher/Supervisor conference
3. Section II of Appraisal Form completed and filed

**NOTE:** If necessary, additional appraisals may be made with Section II of Appraisal Form completed after each Teacher/Supervisor conference. These forms must be filed **BEFORE THE END OF THE SCHOOL YEAR.**

TENURE TEACHERS (A two-year process)

1. Supervisor meets with teacher to explain the appraisal criteria and to set goals. Supervisor completes Section I of the Appraisal Form which lists the goals for the appraisal period. One copy is given to the teacher, one copy is kept by the supervisor, and two copies are sent to the Associate Principal of Instruction.
2. **ITEM 1 MUST BE COMPLETED BY THE END OF OCTOBER OF THE FIRST YEAR OF THE TWO-YEAR PROCESS.**
3. Supervisor meets with teacher to review/update the goals set at the beginning of the previous year.
4. **ITEM 3 MUST BE COMPLETED BY THE END OF OCTOBER OF THE SECOND YEAR OF THE TWO-YEAR PROCESS.**
5. Supervisor observes classes, completes Section II of the Appraisal Form and confers with teacher. The teacher conference will center on progress toward the goals established in Section I of the Appraisal Form and teacher performance based upon the criteria contained in the Teacher Appraisal Working Draft. Ratings of **EXCEEDS** or **DOES NOT MEET DISTRICT 225 STANDARDS** must be accompanied by a narrative citing examples to support the nature of the excellent or unsatisfactory performance. Supervisor and teacher sign Section II of the Appraisal Form. One copy is given to the teacher, one copy is kept by the supervisor, and two copies are submitted to the Associate Principal of Instruction. The teacher's signature shall indicate only that the teacher has seen the document, not necessarily that the teacher agrees with the appraisal.
6. **ITEM 5 MUST BE COMPLETED BY THE END OF THE SCHOOL YEAR OF THE SECOND YEAR OF THE TWO-YEAR PROCESS. THE OBSERVATION CONDUCTED IN ITEM 5 MUST BE COMPLETED BY THE END OF MAY.**

**NOTE:** During the Appraisal Period, the Instructional Supervisor will maintain a working draft of the final Appraisal Document which may be reviewed at any time.

**TENURE TEACHER TIMELINE**

by **END OF OCTOBER**  
of **YEAR 1**

- 1. Initial information/explanation conference
- 2. Goal-setting conference
- 3. Section I of Appraisal Form completed and filed

by **END OF OCTOBER**  
of **YEAR 2**

- 1. Teacher/Supervisor conference reviewing goals listed on Section I of Appraisal Form
- 2. Section I of Appraisal Form filed

by **END OF MAY**

Classroom observation

by **END OF SCHOOL YEAR**  
of **YEAR 2**

- 1. Teacher/Supervisor conference
- 2. Section II of Appraisal Form completed and filed.

**NOTE:** If necessary, additional classroom observations may be made with Section II of Appraisal Form completed after each Teacher/Supervisor conference. These forms must be filed **BEFORE THE END OF THE SCHOOL YEAR.**



**REMEDIATION PLAN**

- A. Glenbrook District 225 tenured teacher receiving an unsatisfactory appraisal will be provided, within 30 days, with a remediation plan designed to correct the areas identified as unsatisfactory, provided the deficiencies are deemed remediable.
  - 1. The remediation plan will provide for quarterly evaluations to occur during the one year period immediately following the receipt of an unsatisfactory appraisal.
  - 2. The quarterly appraisal will be conducted by a qualified administrator. A qualified administrator shall be an administrator qualified under Section 24A-3 of The School Code.
  - 3. The qualified administrator shall conduct the fourth and final appraisal at the conclusion of the year specified.
  - 4. The remediation plan shall provide reinstatement to a schedule of biennial appraisals for any teacher who successfully completes the one-year remediation plan by receiving a satisfactory or better rating, unless the administration feels more frequent appraisals are needed.
- B. The administration will be the final authority in approving the remediation plan.
- C. The participants in the remediation process shall include but not be limited to the teacher deemed unsatisfactory, a qualified administrator, and a consulting teacher.
- D. The teacher who fails to complete the one-year remediation plan with a satisfactory or better rating shall be dismissed in accordance with Section 24-12 of The School Code.

**UNSATISFACTORY APPRAISAL PROCEDURES**

- A. The Principal, upon receipt of Section II of the Appraisal Form on which a rating of unsatisfactory has been earned by the teacher, notifies the Director of Personnel to prepare a Notice to Remedy.
- B. The Director of Personnel prepares a Notice to Remedy and presents it to the teacher with a copy to the Board of Education.
- C. Within 30 calendar days after the completion of Section II of the Appraisal Form on which a rating of **UNSATISFACTORY** has been earned, a remediation plan is prepared by the Instructional Supervisor and Principal and presented to the teacher. This plan shall be designed to correct the areas identified as unsatisfactory, provided the deficiencies are deemed remediable. The plan must include:
  - 1. a statement that specifically identifies the deficiency(ies) to be remediated.
  - 2. the objectives for remediating the problem(s).
  - 3. the procedure and/or resources that must be used to remediate the problem(s).

**UNSATISFACTORY APPRAISAL PROCEDURES** (Continued)

4. the supervision and appraisal method(s) used to determine the extent to which the problem(s) are remediated.
  5. the approximate dates by which four (4) quarterly appraisals must be conducted by the designated administrator and three (3) team meetings must be held.
    - a. When a quarterly appraisal schedule requires an appraisal after the close of the school year, but on or before July 15, such appraisal shall be scheduled to occur no later than two (2) weeks prior to the close of the current school year.
    - b. When a quarterly appraisal schedule requires an appraisal after the close of the school year, and after July 15, such appraisal shall be scheduled to occur no later than two (2) weeks after students' attendance commences in the following school year.
    - c. Failure to strictly comply with the timelines for the required quarterly appraisals because of events such as summer months, illness, or certain leaves granted teachers under remediation plan shall not invalidate the results of the remediation plan.
- D. A Remediation Team is formed which includes the teacher deemed unsatisfactory, a qualified administrator, and a consulting teacher. Appointees may also include other personnel to assist in correcting the areas identified as unsatisfactory.
- E. The remediation plan is implemented.
1. The first quarterly appraisal is completed by the qualified administrator and a meeting is held with the teacher to discuss the appraisal.
  2. The second quarterly appraisal is completed by the qualified administrator and a meeting is held with the teacher to discuss the appraisal.
  3. The third quarterly appraisal is completed by the qualified administrator and a meeting is held with the teacher to discuss the appraisal.
  4. Near the end of the remediation period, one calendar year after the remediation plan is implemented, the fourth quarterly appraisal is completed. The designated administrator then meets with the teacher to
    - a. reinstate him/her to the regular appraisal cycle if he/she has received a satisfactory or better rating on the remediation plan.
    - b. initiate preparations for dismissal if he/she has received an unsatisfactory rating on the remediation plan.

**CONSULTING TEACHER**

The role of the consulting teacher shall be that of a helping teacher to the teacher under remediation. The consulting teacher shall provide advice to the teacher rated as unsatisfactory on how to improve teaching skills and comply with the remediation plan. The participation of the consulting teacher shall be voluntary.

The qualified consulting teacher shall be one who has received a rating of excellent on his/her most recent evaluation, has a minimum of five years experience in teaching, and has knowledge relevant to the assignment of the teacher under remediation. The consulting teacher, if chosen from the current Glenbrook staff, shall not be assigned to a "6th assignment" as part of the teacher's normal teaching duties and reasonable efforts shall be made to schedule the consulting teacher so that the teacher can observe or meet with the teacher under remediation. The Board shall ask the Association to supply a roster of qualified teachers. If the Association chooses to supply a roster, the roster must contain the names of at least five qualified teachers from whom the consulting teacher shall be selected by the Board.

If the consulting teacher becomes unavailable during the course of a remediation plan, the new consulting teacher shall be selected with the same qualifications and stipulations as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher.

The consulting teacher shall not participate in any of the required quarterly appraisals, nor be engaged to appraise the performance of the teacher under remediation. The consulting teacher will not be used by either party in any dismissal hearing or other legal proceedings. The Board of Education will hold harmless all consulting teachers from any legal liability arising from the performance of their responsibilities as consulting teachers.

The consulting teacher shall be informed, through three quarterly conferences with the qualified administrator and the teacher under remediation, of the results of the first three quarterly appraisals in order to continue to provide assistance to the teacher being remediated.

The consulting teacher shall be provided appropriate resources in order to perform his/her role as a consulting teacher.

**CONCLUDING THOUGHTS**

The Teacher Performance Appraisal Program is a shared activity between supervisor and teacher. Supervisor and teacher work together to identify meaningful, measurable goals and objectively document the results achieved. The program is designed to encourage productive dialogue between supervisor and teacher in an atmosphere of mutual trust and respect.

Effective communication between supervisor and teacher is key to the program's viability. Use the process. Take time to develop the skills necessary to make it work. Honest, accurate performance feedback is seldom given easily, but is a vital part of every supervisor's job. There is no area in education that has more potential impact on the improvement of instruction and hence on the improvement of schools than a successful teacher supervision/appraisal program.

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