



PROFESSIONAL EDUCATOR EVALUATION PROCESS GUIDEBOOK

Approved by:
FSD#145 Board of Education (BOE)
&
The Freeport Education Association (FEA)
on
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Submitted by the Joint Teacher Evaluation Committee

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EVALUATION COMMITTEE PROCESS AND MEMBERS

SECTION 1: INTRODUCTION AND OVERVIEW

Introduction:

The **Joint Teacher Evaluation Committee** is composed of equal representation selected by the district and the exclusive bargaining unit representative of its teachers, which shall have the duties of establishing the performance evaluation plan (Section 24A-4 from the School Code).

Freeport School District #145 recognizes the complexity of teaching and the importance of teacher performance to the growth of children. The teacher evaluation system has been developed to provide a constructive, cooperative and continuing process for improving the quality of instruction for the children of FSD#145. The evaluation system seeks, ultimately, to provide the conditions and necessary support for each individual to strive for excellence. The District's evaluation system is highly individualized and includes the informal daily experiences and interactions as well as the more formal appraisal discussions between educator and evaluator. Through self-assessment, reflection, and cooperative appraisal, the program is designed to support teachers in recognizing and understanding their strengths and areas for improvement as they relate to professional responsibilities.

Freeport School District #145's evaluation system utilizes the Frameworks for Teaching (FfT) taken from the research of Charlotte Danielson (*Enhancing Professional Practice: A Framework for Teaching*, 2013 Revised Edition). The frameworks are based on empirical studies and theoretical research on teaching and learning. Using an agreed-upon framework helps to structure conversations about performance guiding novice teachers and enhancing the performance of veteran teachers. The four domains of teaching responsibility are:

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

Within each domain are components that define a distinct area of the domain. Each component is further broken down into more specific and distinct elements. Taken together, the domains, components, and elements constitute a comprehensive framework reflecting the many different aspects of teaching. Although distinct, each area of the framework is interrelated. A one-page summary of the domains, components, and elements can be found on page 7 of this document.

Charlotte Danielson's Framework for Teaching:

Enhancing Professional Practice: A Framework for Teaching, 2013 Revised Edition, by Charlotte Danielson is the basis for the *FSD#145 Professional Educator Evaluation System*. This framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

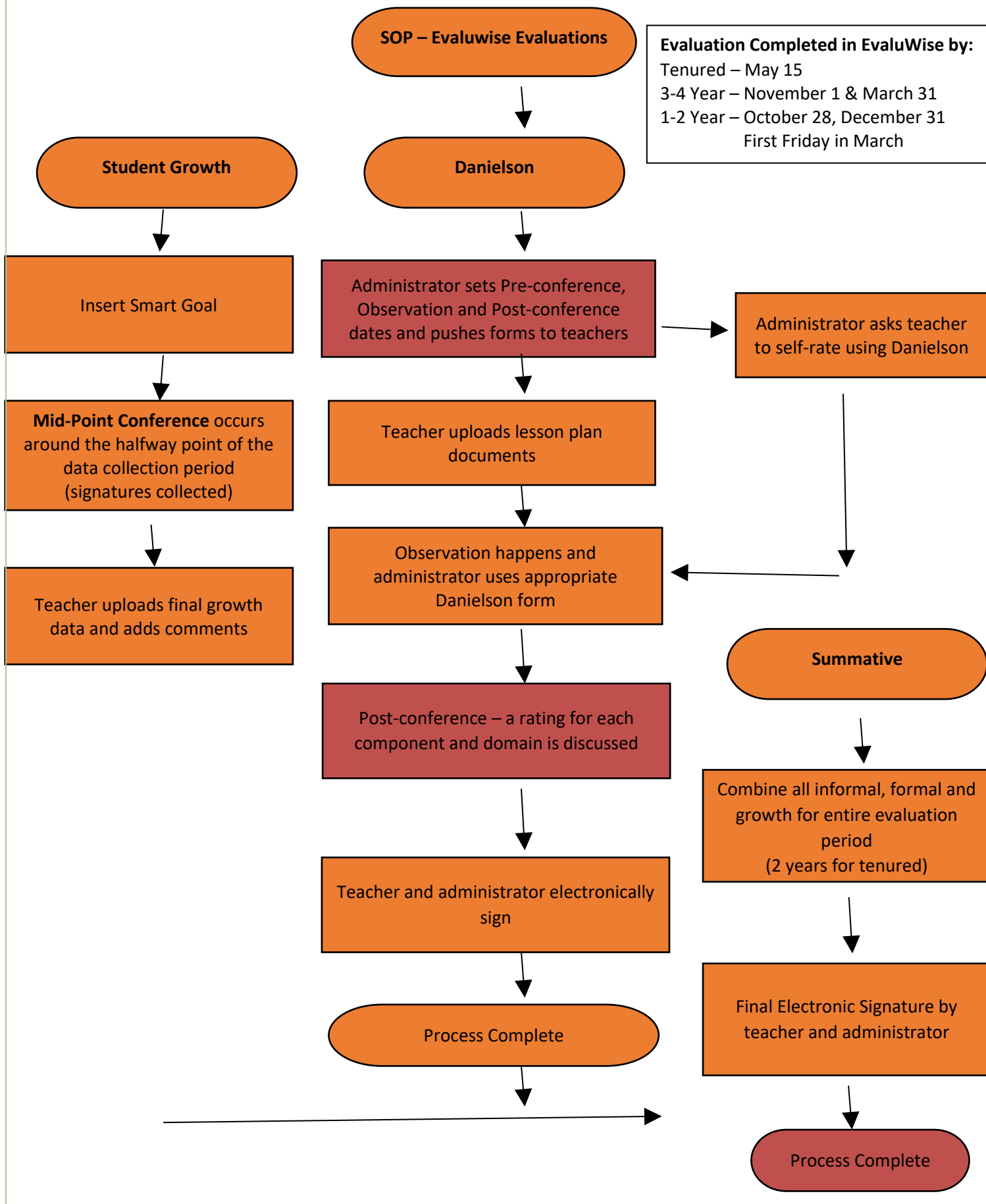
The framework will serve as the foundation of FSD#145's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation processes, thus linking all these activities together and helping teachers become more thoughtful practitioners.

The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. Within the domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is all about, with four levels of performance for each domain.

Purpose of Evaluation:

- Promote student learning through the highest quality of teaching, which includes a commitment to continuous professional development, shared understanding of learning (professional growth and collective inquiry)
- Develop each individual's capacity for professional contribution to the team, building and district levels
- Support FSD145's culture, vision, and mission
- Support New Teacher growth through a formative process with clearly defined expectations
- Support Tenured Teacher growth through a formative process that promotes collective inquiry and examination of practice
- Build and foster collaborative relationships among teachers and administrators
- Validate the hiring/selection process during the probationary (pre-tenure) period

Overview of Professional Practice Evaluation Process:



SECTION 2: EVALUATION PROCESS COMMON THEMES INCLUDING BELIEFS AND COMMITMENTS

Common Themes in the Framework for Teaching

Equity:

Creating a positive and respectful environment where ALL students feel valued will encourage open participation. This includes creating enhanced opportunities for those who have been traditionally underserved to access stimulating academic achievement. Teachers will not accept lower standards because of background or gender.

Cultural Competence:

A culture for learning is one in which the teacher has high expectations for students, believes all students have the ability to learn and demonstrates confidence in them. Students internalize the teacher's belief in them and develop respect and rapport where they can feel safe to take risks. Students' cultural background impacts their readiness to learn, patterns of interaction and their behavior in school. Awareness of and respect for these cultural differences is essential.

High Expectations:

Each student is capable of achieving high levels of learning based on his or her unique characteristics. Teachers are committed to ensuring that each student will reach his or her full individual potential. Commitment, hard work, dedication and perseverance are embedded in this concept for both students and teachers.

Developmental Appropriateness:

Students' cognitive, social and emotional development affects how they engage in learning. The teacher differentiates questions, strategies, and expected outcomes to address each individual student's level of development.

Attention to Individual Students Including Those with Special Needs:

Teachers design learning experiences that challenge all students simultaneously at their individual levels. Embedded in these experiences is sensitivity to the student with special needs; whether the special need be intellectual, physical or emotional. Attention is given to modifications and interventions to accommodate all students.

Appropriate Use of Technology:

Technology is a tool to support and enhance learning. It does not replace learning or learning concepts, but is vital in our efforts to engage students and staff in the development of new skills. It is the school's responsibility to provide access to a variety of technology for all students and continual professional development for staff.

Student Assumption of Responsibility:

Effective learning requires both the teacher and student to be highly engaged and invested in the endeavor. A highly effective learning environment can shift from being completely managed by the teacher to one in which teachers and students share the responsibility for learning. Students are encouraged to suggest instructional outcomes and evaluative criteria.

Section 3: STANDARDS FOR TEACHERS AND SPECIALISTS

Under this evaluation plan, the professional teaching standards to which each teacher is expected to conform are set forth in Charlotte Danielson's *Framework for Teaching*. In addition to the TEACHING FRAMEWORK, frameworks are provided for:

Library/Media Center Specialist

Instructional Specialist (including but not limited to: Instructional Learning Coaches, Dean, Athletic Director, Coordinator, etc...)

Social Worker

Speech and Language Pathologist

Nurse

School Counselor

School Psychologist

All of the Danielson Frameworks are organized around levels of performance that represent an educator's growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as educators work to meet the needs of each student learner, this model addresses the needs of each individual licensed staff member.

A Framework for Teaching – Charlotte Danielson 2013

DOMAIN 1 - PLANNING AND PREPARATION 1a: Demonstrating Knowledge of Content and Pedagogy Knowledge of content and the structure of the discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy 1b: Demonstrating Knowledge of Students Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge, and language proficiency Knowledge of students' interests and cultural heritage Knowledge of students' special needs 1c: Setting Instructional Outcomes Value, sequence, and alignment Clarity Balance Suitability for diverse learners 1d: Demonstrating Knowledge of Resources Resources for classroom use Resources to extend content knowledge and pedagogy Resources for students 1e: Designing Coherent Instruction Learning activities Instructional materials and resources Instructional groups Lesson and unit structure 1f: Designing Student Assessments Congruence with instructional outcomes Criteria and standards Design of formative assessments Use for planning	DOMAIN 2 – CLASSROOM ENVIRONMENT 2a: Creating an Environment of Respect and Rapport Teacher interactions with students, including both words and actions Student interactions with other students, including both words and actions 2b: Establishing a Culture for Learning Importance of the content Expectations for learning and achievement Student pride in work 2c: Managing Classroom Procedures Management of instructional groups Management of transitions Management of materials and supplies Performance of classroom routines 2d: Managing Student Behavior Expectations Monitoring of student behavior Response to student misbehavior 2e: Organizing Physical Space Safety and accessibility Arrangement of furniture and use of physical resources
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES 4a: Reflecting on Teaching Accuracy Use in future teaching 4b: Maintaining Accurate Records Student completion of assignments Student progress in learning Non-instructional records 4c: Communicating with Families Information about the instructional program Information about individual students Engagement of families in the instructional program 4d: Participating in a Professional Community Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects 4e: Growing and Developing Professionally Enhancement of content knowledge and pedagogical skills Receptivity to feedback from colleagues Service to the profession 4f: Showing Professionalism Integrity and ethical conduct Service to students Advocacy Decision making Compliance with school and district regulations	DOMAIN 3 - INSTRUCTION 3a: Communicating with Students Expectations for learning Directions for activities Explanations of content Use of oral and written language 3b: Using Questioning and Discussion Techniques Quality of questions Discussion techniques Student participation 3c: Engaging Students in Learning Activities and assignments Instructional materials and resources Grouping of students Structure and pacing 3d: Using Assessment in Instruction Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress 3e: Demonstrating Flexibility and Responsiveness Lesson adjustment Response to students Persistence

Section 4: EVALUATION PLAN GLOSSARY OF TERMS

Artifact – an object demonstrating efforts the teacher has taken to meet the domain/component.

Best Practices – researched based methods that are effective in improving student achievement (see resource document: Examples of Sources of Evidences for FfT Domains).

Certified Evaluator – shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the pre-qualification process required under Section 24A-3 of the School Code and successfully passed the State-developed assessments specific to evaluation of teachers. Each qualified evaluator shall maintain his or her qualifications by completing the retraining required under Section 24A-3 of the School Code. The certified evaluator's responsibilities include:

- Communicate with teachers including Framework for Teaching (FfT) aligned feedback
- Meet with teachers to discuss expectations based on the FfT, district and school goals
- Review school improvement plan and Illinois School Report Card with all teachers
- Provide training in administering relevant standardized testing
- Conduct informal observations and engage in reflective conversations
- Conduct formal observation/s including pre and post conversations within specified timeframe
- Provide ongoing feedback to teacher regarding Framework for Teaching (FfT)
- Conduct summative evaluation conversation and notify teacher of employment status within specified timeframe

Components – distinct aspects of a domain as defined by the Framework for Teaching (FfT).

Consulting Teacher – a Consulting Teacher is an educational employee as defined in the Educational Labor Relations Act, has at least five years' experience as a teacher, a reasonable familiarity with the assignment of the teacher being evaluated and who received an "Excellent" rating on his or her most recent evaluation. The Consulting Teacher is selected by the evaluator and is used for the purpose of supporting the teacher during the Remediation Plan.

Differentiated Procedures – an Evaluation process that is responsive to variations in professional expertise, commitment, and years of experience of teachers in FSD145.

Documentation – evidence/information that supports or explains a position/point of view.

Domains of Teaching – four main areas of effective teaching. (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities)

Effective Teaching – instructional practices that result in increased student growth, as defined in the practices outlined at the *Proficient* and *Excellent* levels of the *Framework for Teaching (FfT)*.

Formative – an ongoing, reflective process of observation, data collection, feedback and conversation between teachers and evaluators for the purpose of improving teaching and student learning. No rating of teacher performance is recorded during the formative phase.

Framework For Teaching (FfT) – FfT consists of three components; (1) The Four Domains, Components & Elements, (2) The Seven Common Themes, and (3) The Four Levels of Performance.

Healthy Teamwork – professional, respectful and collaborative partnership between all staff members in FSD145.

Joint Committee – A committee composed of equal representation selected by the district and the exclusive bargaining unit representative of its teachers, which shall have the duties of establishing the performance evaluation plan (Section 24A-4 for the School Code).

Observation (Formal) – Observing classroom instruction is one of the most powerful practices in which evaluators engage to improve teaching and learning. Formal observations provide valuable opportunities for the teacher and evaluator to discuss the planning process, collect evidence on the teacher's instruction and classroom environment, and dialogue with the teacher after the observation is complete.

- Formal observations shall be at least 40 minutes in length (or an entire class period lesson). Formal observations shall be preceded by a pre-observation conversation and followed by a reflective conversation. Pre-tenured teachers will be formally observed at least three (3) times during their first and second year of teaching, with additional informal observations at the discretion of the evaluator. Pre-tenured teachers will be formally observed at least two (2) time during their third and fourth year of teaching, with additional informal observations at the discretion of the evaluator.
- Tenured certified staff that receive an overall rating of *Proficient* and *Excellent* will be formally observed at least once within a two year cycle, with additional formal observations at the discretion of the evaluator. Tenured certified staff with an overall rating of *Needs Improvement* will be formally observed at least once within a one year Professional Development Plan cycle, with additional formal observations at the discretion of the evaluator.

Observation (Informal) – Informal observations provide the opportunity to reflect on the entire professional performance of a teacher both inside and outside of the classroom. Informal observations are when a certified evaluator observes at a time that was not planned. Observations should be shared with the teacher afterward. Informal observations are neither mandated nor limited in frequency or duration. may include professional behavior in a variety of settings and/or between a variety of individuals: students, colleagues, parents, administrators or other school staff, as well as involvement in extracurricular functions or community sponsored activities.

- Informal observations provide valuable opportunities for more frequent interaction between the evaluator and the teacher. Evidence of teaching, aligned with the Framework for Teaching, will be collected by a certified evaluator and shared in writing with the teacher. The informal observation and reflective conversations are important job-embedded opportunities for individual professional development.
- Informal observations that are included in an evaluation are to be documented and shared with the teacher within ten (10) school days. Examples of documentation include an observation log, a written memo, e-mail or other writing that documents the observation and is shared with the teacher.

Performance Evaluation Plan – a plan to measure the teacher’s professional practice, to meet the requirements of Article 24A of the School Code.

Performance Ratings (Domain) – judgment of teacher job performance on each of the four domains based upon component ratings determined by evidence collected during informal and formal observations. According to ISBE requirements, teacher performance shall be rated as: ***Excellent, Proficient, Needs Improvement or Unsatisfactory.***

Performance Ratings (Summative) – overall judgment of teacher job performance based on the ratings earned on each of the four domains. According to ISBE requirements, teacher performance shall be rated as: ***Excellent, Proficient, Needs Improvement or Unsatisfactory.***

Pre-Observation Conference - a meeting between the teacher and certified evaluator with the purpose of discussing the upcoming formal observation (i.e. lesson plan or any instructional planning and any areas on which the evaluator should focus during the observation). The pre-observation conference should be held within 10 school days of the observation; preferably as close to the observation as possible.

Post-Observation Conference - a meeting between the teacher and certified evaluator with the purpose of reviewing the formal observation and evidence collected about the teacher’s professional practice. The post-observation conference should be conducted within 10 school days of the observation.

Professional Development Plan (PDP) – The Performance and Evaluation Reform Act (PERA) includes the language regarding the creation of a Professional Development Plan for a Teacher in contractual continued service (tenured) who is rated “*Needs Improvement.*” This Professional Development Plan (PDP):

- is to be created within 30 school days after the completion of an evaluation resulting in the “*Needs Improvement*” rating
- is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher’s on-going professional responsibilities including his/her regular teaching assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- does not have a required minimum or maximum length of time (the plan can last until the teacher is evaluated in the next school year)

Reflective Conversation – a professional, nonjudgmental dialogue involving two or more participants that is interactive and thought provoking in nature.

Remediation Plan – The Performance and Evaluation Reform Act (PERA) includes the language regarding the development of a Remediation Plan for a teacher in contractual continued service (tenured) who is rated “*Unsatisfactory*” in order to correct deficiencies cited, provided the deficiencies can be remediated. The Remediation Plan (RP):

- is to be created within 30 school days after the completion of an evaluation resulting in a “*Unsatisfactory*” rating
- provides for 90 school days of remediation within the classroom

- provides a Consulting Teacher (see definition) selected by the evaluator who participates in developing the remediation plan
- provides at least a mid-point and final evaluation during the remediation period with the final evaluation including a rating and any deficiencies in performance and recommendation for correction being identified
- provides a decision within 10 days after the conclusion of the respective remediation plan (although a district does not lose jurisdiction to discharge a teacher in the event of the evaluation not being issued within 10 days); teacher must receive a rating of *Proficient* or higher to be reinstated to the evaluation schedule at the end of the remediation plan. If the teacher does not receive a rating of *Proficient* or higher, the teacher will be subject to dismissal
- provides that the evaluation process for remediation is separate and distinct from required annual evaluations, forms may be different from district evaluation plan forms

Student Learning Objective (SLO) - a learning goal, assessment and procedures to measure that goal, and growth expectation.

Summative Conference – a meeting between the teacher and certified evaluator with the purpose of reviewing the written summative evaluation. The conference also provides an opportunity for the evaluator and teacher to discuss strategies for improving instruction.

Summative Rating – annual or biennial written evaluation of Teacher job performance based on the ratings earned on each of the four domains. According to ISBE requirements, teacher performance shall be rated as:

- ***Excellent*** – refers to professional teaching that innovatively involves students in the learning process and creates a true community of learners. Classroom functions as a community of learners with student assumption of responsibility for learning.
- ***Proficient*** – refers to successful, professional teaching that is consistently at a high level. Teaching shows evidence of thorough knowledge of all aspects of the profession. Students are engaged in learning. This is successful, accomplished, professional, and effective teaching.
- ***Needs Improvement*** – refers to teaching that has the necessary knowledge and skills to be effective, but its application is inconsistent. Teaching shows evidence of knowledge and skills related to teaching, but performance may be inconsistent due to lack of experience.
- ***Unsatisfactory*** – refers to teaching that does not convey an understanding of the concepts underlying the component. This level of performance is doing harm in the classroom. Teaching shows evidence of not understanding the concepts underlying the component. This may represent practice that is harmful and requires intervention.

Teacher – any and all school district employees regularly required to be certified under laws relating to teacher certification. Each school district develops, in cooperation with its teachers and exclusive bargaining representatives of its teachers, an evaluation plan for all members of the bargaining agreement. The teacher's responsibilities include:

- Understand and implement all necessary components of the Framework for Teaching
- Meet with the evaluator to ensure adherence to Framework for Teaching
- Take personal responsibility for attaining *Proficient* performance
- Develop and implement an Individual Growth Plan or Professional Development Plan, as specified by the Teacher Evaluation Plan

Section 5: PROFESSIONAL PRACTICE LEVELS OF PERFORMANCE

These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators, and suggest areas for further learning. These levels contribute to a teacher's summative rating system found in Section 7.

EXCELLENT	The teachers performing at the "Excellent" level are master teachers and make a contribution to the field, both in and outside of 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. All the common themes are manifested as appropriate in the classroom of a teacher performing at an "Excellent" level. "Excellent" level performance is very high performance and indeed, some teachers many never attain it consistently. The student component is important, because with some groups of students it is a daunting challenge to create a community of learners. The teacher has no identified major weaknesses. The "Excellent" level remains a goal for all teachers regardless of how challenging it may be in any particular set of circumstances.
PROFICIENT	Teachers at the "Proficient" level are experienced, professional educators. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level. 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 and they can move easily to Plan B if that turns out to be necessary. Many of the best practices 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. Teachers performing at the "Proficient" level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they participate in a professional learning community. The teacher responds positively and effectively to constructive criticism regarding any identified weaknesses.
NEEDS IMPROVEMENT	The teacher performing at the "Needs Improvement" level appears to understand the best practices of instruction and attempts to implement its elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful. Performance at the "Needs Improvement" level is characteristic of student teachers or teachers new to the profession – those for whom virtually everything they do, almost by definition, is being done for the first time. This level is generally considered minimally competent for teachers early in their careers; improvement is likely to occur with experience, and no actual harm is being done to students. The teacher's performance in the classroom meets with limited success.
UNSATISFACTORY	The teacher performing at the "Unsatisfactory" level does not yet appear to understand the best practices of instruction and represents teaching that is below the licensing standard of "do no harm." If a supervisor encounters performance at the "Unsatisfactory" level, the teacher requires direct intervention by an administrator and the development of a remediation plan. The supervisor has clearly identified weaknesses that impact negatively on learning and/or the school environment.

REF.: Danielson, Charlotte (2013) *Enhancing Professional Practice - A Framework For Teaching*

Section 6: STUDENT GROWTH LEVELS OF PERFORMANCE

Outcomes:

Record the actual number and percentage of students who met the student growth targets. Describe each grouping of students and their results. Show a comparison from the targeted growth to the actual growth. Attach appropriate document (graphs, charts, spreadsheet, etc.)

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2018 and Beyond	Less than 40% of students met the indicated growth target(s)	40-59% of the students met the indicated growth target(s)	60-79% of the students met the indicated growth target(s)	80-100% of the students met the indicated growth target(s)

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

** The teacher's signature does not necessarily indicate agreement with the contents, but does acknowledge that the student learning objectives summary meeting occurred.

Section 7: EVALUATION SUMMATIVE RATING SYSTEM

Definition of Ratings Overview

The teacher will receive an overall summative rating of Excellent, Proficient, Needs Improvement or Unsatisfactory.

DOMAIN Ratings

- **Excellent** – *Excellent* rating in three (3) or more of the components in the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than one (1) component rated *Needs Improvement*, with the remaining components rated as *Proficient* or *Excellent*.
- **Needs Improvement** – Two (2) or more components rated as *Needs Improvement* or one (1) component rated as *Needs Improvement* and one (1) component rated as *Unsatisfactory*, with the remaining components rated as *Proficient* or *Excellent*.
- **Unsatisfactory** – Any two (2) components rated as *Unsatisfactory*.

PROFESSIONAL Practice Ratings

- **Excellent** – *Excellent* in two (2) or more of the domains, with the remaining domains rated as *Proficient*.
- **Proficient** – No more than one (1) domain rated as *Needs Improvement* / *Unsatisfactory*, with the remaining domains rated as *Proficient* or *Excellent*.
- **Needs Improvement** – Two (2) or more domains rated as *Needs Improvement* or one (1) domain rated as *Needs Improvement* and one (1) domain rated as *Unsatisfactory*, with the remaining domains rated as *Proficient* or *Excellent*.
- **Unsatisfactory** – Any two (2) domains rated as *Unsatisfactory*.

SUMMATIVE Performance Evaluation Rating Process

* If you earn an “Unsatisfactory” in either Student Growth OR Professional Educator Practice you cannot earn an overall rating higher than “Proficient”.

* Staff who do not have a student growth rating due to their assignment are evaluated solely on professional practice.

70/30 Calculations –

STUDENT GROWTH		PROFESSIONAL EDUCATOR PRACTICE			
		UNSATISFACTORY – 1	NEEDS IMPROVEMENT – 2	PROFICIENT – 3	EXCELLENT – 4
	UNSATISFACTORY – 1	Unsatisfactory – 1	Unsatisfactory – 1.7	Needs Improvement – 2.4	Proficient – 3.1
	NEEDS IMPROVEMENT – 2	Unsatisfactory – 1.3	Needs Improvement – 2	Proficient – 2.7	Excellent – 3.4
	PROFICIENT – 3	Unsatisfactory – 1.6	Needs Improvement – 2.3	Proficient – 3	Excellent – 3.7
	EXCELLENT – 4	Needs Improvement – 1.9	Proficient – 2.6	Proficient – 3.3	Excellent – 4

Pre-Tenured Teacher Contract Renewal - Each pre-tenured teacher will receive a final summative rating and a recommendation for renewal or non-renewal of his/her contract. It is understood that pre-tenured teachers in years 1 and 2 may receive a final summative rating of *Needs Improvement* as they are emerging towards proficiency. Pre-tenured teachers in years 3 and 4 are expected to maintain a final summative rating of *Proficient* or *Excellent*.

Tenured Teachers are expected to maintain an overall Summative Rating of *Proficient* or *Excellent*. If a Tenured Teacher receives an overall Summative Rating of *Needs Improvement*, a Professional Development Plan will be developed. See Section 15 for additional information. If at any point in the evaluation cycle a Tenured Teacher exhibits evidence of *Unsatisfactory* practice, an overall Summative Evaluation may be conducted at any time during the contractual school year. An overall Summative Rating of *Unsatisfactory* will result in the development of a Remediation Plan in accordance with the law. See Section 16 for additional information.

Appeal Procedure

If the teacher feels there is a serious discrepancy in the final summative evaluation, the teacher may seek assistance in the resolution of the problem from the Superintendent or Superintendent's designee.

The teacher is also permitted to attach a written response to the final summative evaluation. The teacher and evaluator will sign the written response; a copy will be placed in the personnel file and both the teacher and evaluator should maintain a signed copy for his/her records. The signature indicates receipt and not necessarily agreement with the response. The written response should be submitted within 10 school days to the evaluator.

Professional Development Plan Following an Overall "Needs Improvement" Rating

1. The Professional Development Plan is to be created within 30 school days after assigning a tenured teacher an overall "Needs Improvement" rating.
2. The evaluator in consultation with the teacher and taking into account the teacher's on-going professional responsibilities (including his/her regular teacher assignments) will develop a written individual "Professional Development Plan" (PDP) directed to the specific areas that need improvement.
3. The written Professional Development Plan will include:
 - any supports the district will provide to address the areas that need improvement

- a timeline for implementation
 - a plan for the formal monitoring of progress
4. The Professional Development Plan does not have a required minimum length of time. The plan can last until the teacher is evaluated in the next school year.
 5. The “Professional Development Plan” will be conducted in accordance with applicable School Code.

In order to assist in focusing the “Professional Development Plan”, the evaluator and teacher are encouraged to utilize the more specific “component” rubrics from Danielson (2013) as applicable to the specific area(s) of concern. These “component” rubrics provide specific feedback in the elemental areas of the domain.

Remediation Plan Following an Overall “Unsatisfactory” Rating

1. The Remediation Plan is to be created within 30 school days after assigning a tenured teacher an overall “Unsatisfactory” rating. See Section 4 for Remediation Plan (RP).
2. The district is required to develop and commence a remediation plan designed to correct the cited deficiencies.
3. The remediation plan will be conducted in accordance with applicable School Code.

Unsatisfactory Rating Appeal Process:

A teacher rated “Unsatisfactory” on a summative evaluation may appeal the rating by submitting a timely written notice of appeal via email within five (5) teacher workdays after receipt of the “Unsatisfactory” rating to both the Assistant Superintendent of Human Resources and the FEA President. Upon receipt of a timely appeal, the Assistant Superintendent or designee will inform the evaluator who issued the “Unsatisfactory” rating and convene the panel of qualified evaluators. Untimely appeals will not be advanced to the panel of qualified evaluators.

Initiating the appeals process shall not prevent the school district from developing or implementing a remediation plan for the teacher issued an “Unsatisfactory” rating. Filing an appeal does not excuse the teacher’s participation in development or implementation in the remediation plan. The parties agree that, if a teacher appeals a performance evaluation of “Unsatisfactory,” the remediation plan required in 105 ILCS 24A/5-2 (i) shall begin within 30 days after the rating was assigned.

The teacher must specify in the notice of appeal the reasons why the “Unsatisfactory” rating is erroneous and identify any facts or evidence to support the basis for appeal. Student growth ratings may be appealed in whole or in part only if the teacher identifies in the notice of the appeal that there was an error in the computation of the student growth rating.

The evaluator who issued the “Unsatisfactory” rating may submit a written response to the teacher’s response.

Upon receipt of a timely appeal, the Assistant Superintendent or designee will prepare the written record of the rating and submit it to the panel of qualified evaluators, the teacher and the evaluator who issued the “Unsatisfactory” rating. The appeals committee will receive the teacher’s evaluation and evidence in a confidential fashion to review individually. The written record of the rating shall be limited to the following records:

- The school district's complete evaluation plan
- Documents and materials submitted by the teacher to the evaluator during pre- and post-conferences and observations in the district's evaluation instrument.
- The evaluator's observations, comments and feedback as noted in the district's evaluation instrument (ex. Evaluwise).
- All information supplied by the teacher in the district's evaluation instrument including their responses to the Evaluator's information
- The teacher's summative evaluation as entered in the district's evaluation instrument.
- The teacher's written notice of appeal specifying any and all bases for the appeal.
- Any written response to the appeal from the evaluator.

Three qualified district evaluators who were not part of the teacher's evaluation process, and not evaluators in the same building as the teacher, will be randomly selected by the Superintendent or their designee to serve on the panel. This random selection will be held in the presence of the FEA President. If an evaluator cannot serve on the panel, another evaluator will be randomly selected by the Superintendent or their designee. Upon receipt of the teacher's written record of the rating, the panel of qualified evaluators will conduct an expedited review of the basis for the appeal. The panel shall notify the parties in writing of its decision to uphold or revoke the "Unsatisfactory" rating within ten (10) teacher work days after receipt of the written record of the rating. The decision of the panel is final and not subject to further review.

The panel of qualified evaluators shall either revoke the rating of Unsatisfactory or retain the rating of Unsatisfactory. If a majority of the panel of qualified evaluators agrees to revoke the "Unsatisfactory" rating as erroneous, the rating of "Needs Improvement" shall be assigned to the teacher.

Guiding Questions for the Appeals Panel:

- Was the evaluation done by a qualified evaluator?
- Was the evaluation done in accordance with the required timelines?
- Was the same rubric applied to the classroom observation for all teachers?
- Was the teacher provided with all the evidence the evaluator used to determine the rating?
- Did the evidence provided by the evaluator and/or teacher meet the standards for this rating?
- Were the required meetings between the teacher and the evaluator held?
- Is there any violation of a technical nature?
- Do inconsistencies among district evaluators exist?
- Is there evidence of bias?

Section 8: REDUCTION IN FORCE (RIF) AND RECALL TEACHER GROUPINGS

- **Group 1** – Any first year pre-tenured teacher with no evaluation rating
- **Group 2** – A tenured or pre-tenured teacher with a “Needs Improvement” or “Unsatisfactory” performance evaluation rating on either of the teacher’s last two performance evaluation ratings.
- **Group 3** - A teacher with a performance evaluation rating of at least “Proficient” on both of the teacher’s last two performance evaluation rating, if two ratings are available, or on the teacher’s last performance evaluation rating, if only one rating is available.
- **Group 4** – A teacher whose last two performance evaluation ratings are “Excellent” as well as a teacher with two “Excellent” performance evaluation ratings out of the teacher’s last three performance evaluation ratings with a third rating of “Proficient”.

RIF Process

- Teachers in **Group 1** are dismissed first in a Reduction In Force (RIF), then teachers in **Group 2**, then teachers in **Group 3**, and teachers in **Group 4** are dismissed last.
- Teachers in **Group 1** may be laid off in any order, at the discretion of the District. Teachers in **Group 2** are dismissed based on the average of their performance evaluation ratings, with teachers in any order at the discretion of the District.
- Teachers in **Group 2** are dismissed based on the average of their performance evaluation ratings, with teachers with the lowest average performance evaluation rating dismissed first. Teacher with the same average performance evaluation rating will be dismissed by seniority. The average is calculated by using 4 for “Excellent”, 3 for “Proficient”, 2 for “Needs Improvement” and 1 for “Unsatisfactory”.
- Teachers in **Group 3 and 4** are rated by seniority.
- A teacher other than a first year teacher, who is not evaluated prior to the end of the school year will default to “Proficient” for that school year.

Recall Process

- A teacher who is released as an “Honorable Dismissal” and was in **Group 3** or **Group 4** will have recall rights.
- Teachers in **Group 1** and **Group 2** do not have recall rights.
- For the purposes of this section “Teachers” refers to any staff required to hold a Professional Educator License.

Section 9: PROFESSIONAL EDUCATOR EVALUATION PROCESS

Timeline

- Evaluation Orientation—within the first 15 days of school, or upon initial employment, (before observations begin) the principal, assistant principal, or the teacher's immediate supervisor, shall notify each teacher to be evaluated during that school year of the current evaluation procedures. Each teacher shall be provided a copy of the evaluation plan and any evaluation instruments to be used and shall have the opportunity to discuss the plan with his or her evaluator.
- Classroom Observations—mid-September (following orientation) through late February (pre-tenured) and mid-May (tenured)
- Final Evaluation Summary – no later than the first Friday in March for 1st & 2nd year teachers, March 31st for 3rd & 4th year teachers, and May 15th for tenured teachers.

Schedule for Formal Evaluation of Teachers

- All pre-tenured teachers will be evaluated annually.
- All tenured teachers will be formally evaluated at least once every two years.
- Tenured teachers who receive an overall rating of “Needs Improvement” will be evaluated annually.
- Fifth year, newly tenured, teachers will be placed on the “off cycle” of their evaluations. They will be formally evaluated again during their sixth year.

Orientation

- All teachers who are being formally evaluated are invited to a general meeting with the evaluator to review the Professional Educator Evaluation Process (P.E.E.P.) Guide containing the performance rating information and an overview of the process and timeline.

Pre-Observation

- A pre-observation meeting between the evaluator and teacher precedes each formal observation.
- The teacher must submit evidence of planning prior to the observation.
- The teacher should complete a pre-observation form, prepare a lesson plan or bring other written evidence of planning to the pre-observation conference.
- At the pre-observation meeting, the evaluator and teacher will discuss the lesson plan or any instructional planning and any areas on which the evaluator should focus during the observation.

Formal Observations

- The evaluator and teacher collaboratively schedule formal observations.
- Formal observations will typically be of classroom instruction, but may include observations of such things as parent/teacher conferences, IEP meetings, faculty meetings, curriculum nights, or other events.
- Formal observations will begin in September.
- First round formal observations start with returning pre-tenured teachers (e.g. 2nd, 3rd, and 4th year teachers).

- Pre-tenured teachers will be formally observed a minimum of three times during their first and second years of teaching.
- In years three and four, pre-tenured teachers will be formally observed a minimum of two times.
- Part-time pre-tenured teachers will be formally observed at least once per year in their fifth year and beyond.
- Tenured teachers will be formally evaluated at least once every two years. During a formal evaluation year, the tenured teacher will be observed a minimum of two times (at least one must be a formal observation).

Post-Observation Conference

Following the formal observation, the evaluator and teacher meet to discuss the evidence collected about the teacher's professional practice. This two-way conversation seeks to identify strengths and weaknesses as well as to develop plans to improve and guide professional growth. Prior to the post-observation conference, the teacher will reflect upon their work as an educator by self-assessing using the rubric. The post-observation conference should be conducted within 10 school days of the observation, with the teacher receiving a final written summary of the observation within 10 school days of the post-observation conference.

Final Summary: Self-Evaluation

The teacher will complete a self-evaluation of his/her progress and submit it to the evaluator within forty-eight (48) hours of the final evaluative conference. Teachers are encouraged to provide the evaluator with any information, documents, or examples they wish to have considered in the final evaluation.

Final Summary Evaluation

The Final Summary Evaluation reflects more than just the formal observations. The evaluator develops a written summary based on the formal and informal observations, the teacher's self-evaluation, and review of other relevant data including such things as student work samples, committee participation, contributions to the school/district, and continuing education/professional development. The final summary evaluation includes day-to-day observations of the teacher, including performance since the previous formal evaluation. The evaluation will be reviewed with the teacher no later than the first Friday in March for 1st & 2nd year teachers, March 31st for 3rd & 4th year teachers and May 15th for tenured teachers.

The teacher and the evaluator will both sign the final written summary, indicating that both have reviewed it. The teacher's signature does not indicate agreement but that the summary was reviewed. The teacher and evaluator retain a copy of the evaluation and the original is sent to the Superintendent or Superintendent's designee for placement in the personnel file.

NOTES: