

MEMORANDUM OF UNDERSTANDING EVALUATION PLAN REVISIONS

This Memorandum of Understanding (“MOU”) is entered into by and between the Board of Education of Zion Elementary School District No. 6 (“the Board”) and the Zion Education Association (“ZEA”).

WHEREAS, ZEA is the sole and exclusive bargaining representative of all regularly employed educational support personnel and teachers employed by the Board; and

WHEREAS, the Board and ZEA are parties to the 2023-2027 collective bargaining agreement (“CBA”), which sets forth the terms and conditions of employment for all bargaining unit members, including provisions concerning the evaluation of bargaining unit members; and

WHEREAS, the Parties have agreed to revise various provisions in the CBA pertaining to the evaluation of both educational support personnel and teachers.

NOW, THEREFORE, the Parties agree as follows:

1. **Incorporation of Recitals.** The recitals set forth above are true and correct and are incorporated in this paragraph by reference.
2. **Article IX.** Article IX, Section A of the CBA shall be revised as follows:

A. Class Size

Every effort shall be made to limit class size to a reasonable number and to establish and maintain equitable class sizes. In the event a class size is unreasonably large, the Superintendent or designee shall promptly meet with the affected teachers and Association Representatives to seek their input regarding alternative staffing patterns. Nothing contained herein shall limit the right of the Association to bring its own recommendation(s) to the Board.

The principal shall consider class size when investigating a disciplinary matter involving classroom management and shall also consider class size when evaluating a teacher in the area of classroom management. Barring no severe occurrences, if a teacher has at least the number of students listed below in his/her class, he/she will receive no lower than a Proficient rating in the area of learning environment:

- K-2nd: 18 students (evidence-based funding K-3rd: 15 students)
- 3rd -5th: 20 students (evidence-based funding 4th-12th: 20 students)
- 6th-8th: 22 students

3. **Article XII A.** Article XII, Section B of the CBA shall be revised as follows:

B. Evaluation Objective

The parties agree that the primary objective of teacher evaluation is to improve the quality of instruction. The parties recognize the importance and value of a procedure for assisting and evaluating the progress and success of all teachers.

4. **Appendices D & E.** Appendices D and E of the CBA shall be revised in accordance with the Appendices D and E attached to this MOU.
5. **PRE-K Student Growth MOU.** The terms of the Memorandum of Understanding Concerning Pre-K Evaluations and Student Growth that became effective on September 18, 2025, are hereby terminated.
6. **Execution.** This MOU may be executed in multiple counterparts, and a set of counterparts bearing the signatures of the Parties hereto shall constitute the MOU as fully as if the Parties had signed a single document. The Parties agree to accept facsimile and electronic copies of this MOU as if original copies.

IN WITNESS WHEREOF, the BOARD OF EDUCATION OF ZION SCHOOL DISTRICT NO. 6, LAKE COUNTY, ILLINOIS and the ZION EDUCATION ASSOCIATION–IEA/NEA, have approved and executed this Agreement on the dates indicated below, and the Agreement shall be effective as of the last date of signature.

ZION SCHOOL DISTRICT NO. 6

Signed by:

CFB92EC27EA04D3...

Date: 5/19/2026

**ZION EDUCATION
ASSOCIATION – IEA/NEA**

Signed by:

C872C04DED074B3...

Date: 5/19/2026

APPENDIX D

TEACHER EVALUATION PLAN

The parties agree that the procedural items in the Teacher Performance Evaluation Plan are subject to the Grievance Procedure.

**TEACHER PERFORMANCE
EVALUATION**

ZION ELEMENTARY SCHOOL DISTRICT 6

The mission of the Zion Elementary School District 6 is to educate students who will have the competence and character to excel in the global community as responsible citizens and life-long learners.

VISION STATEMENT:

In partnership with families and community, Zion Elementary School District 6 strives for educational excellence for every child in every classroom by providing a dynamic educational system in which learners actively participate, staff are caring, ethical and highly competent, and innovative instruction meets the diverse needs of students.

In keeping with the vision of the Zion Elementary School District 6, the Zion Elementary Schools are committed to providing a superior education for the youth of Zion. To meet this commitment District 6 must have an effective program of evaluation.

To be effective, evaluation must contribute to continuous improvement. Evaluation must provide the needed data to identify and implement appropriate instructional programs and techniques so that all students can succeed.

The evaluation of job performance in the school setting will contribute to the advancement of District goals, District beliefs and each School Improvement Plan.

Board of Education
Zion Elementary School District 6

The Zion Education Association

Administration
Zion Elementary School District 6

Zion Teacher Evaluation Plan Zion Elementary School District 6

The District 6 Evaluation Plan for Teachers is the result of a collaborative effort of the District 6 Board of Education and Administration, with the Zion Education Association to provide for “Excellence without Exception” for the children within our community. One of the established District 6 goals is that District 6 must establish outstanding staff evaluation processes that measure performance in an objective and student-centered manner. Staff development that corresponds to these evaluative processes is also essential to individuals, schools, and the district as a whole. We realize that the daily work which our teachers perform is vitally important to the growth of our children in Zion; there is no greater priority than our responsibility to provide for their ongoing development as teachers.

Therefore, the purpose of the District 6 Evaluation Plan for Teachers is the improvement of instruction. By utilizing a supervision and evaluation system that supports our teachers in the development of their craft, teachers can systematically improve their classroom performance, paying dividends to the learning of our children. The Framework for Teaching, the rubric that serves as the foundation of our evaluation system, is provided for the benefit of the teacher as an individual, as well as the collective professional learning community. The framework ensures the utilization of a common vocabulary for planning, management, instruction and professionalism, and this common rubric and vocabulary are the foundation of a professional dialogue vital to the continuous development of teachers. These dialogues allow teachers to share best practice and collectively improve.

The framework contains a rubric broken down into four professional domains of performance. These are Domain 1: Planning and Preparation, Domain 2: Learning Environment, Domain 3: Learning Experiences, and Domain 4: Principled Teaching. Within each domain are several more specific components which define the skills within the domain. Providing for an objective rubric also helps to articulate specific skill levels in particular component areas helps crystallize growth in specific areas for all teachers. Recommendations for improved instructions become much more specific, and supporting individual teachers with much more prescriptive coaching is possible. Additionally, a sound evaluation framework can provide assurance to the community that a high-quality of teacher performance is maintained within our schools.

Our teacher evaluation plan has several individual elements which each have a specific purpose, process and desired results. Ultimately, the collective desired result of all these procedures is to maximize teacher performance in the classroom resulting in increased student academic performance.

The **Goal Setting Process** is designed to allow individual teachers as well as collective groups of teachers, including entire schools, to articulate potential growth areas for the upcoming year. All teachers participate in this goal setting process annually, as goal setting is a vital component for professional development. By September 30, evaluators will establish school-wide goals that all staff members contribute to, and benefit from, as well as collaboratively work with the teacher or group of teachers to identify other potential goals. The school-wide goals are developed through data analysis of student performance in the past year. Individual goals are identified by teachers

based on their past evaluations and/or observations by the evaluator. Additionally, teachers may choose an additional goal which is unique to their particular personal interests, and aimed at increasing student performance. Evaluators will check in with teachers at least once during the year on the progress of the teachers' goals and processes to reach them, as well as toward the end of the year as a reflective exercise. Teachers will each have an individual goal setting sheet which they will share with the evaluator at several checkpoints during the year for sure focus on specific goals.

The purpose of the **informal observations** is to provide for authentic evidence collection by the evaluator. These observations are approximately 15 to 20 minutes in length, are generally unannounced, and provide data collected and related back to The Framework rubric by the evaluator. All probationary teachers will have an informal observation by October 31 of each school year because early, formative feedback is vital for teacher growth. Informal observations are great for capturing evidence within Domain 2 Learning Environment, and Domain 3 Learning Experiences. All tenured teachers will have an informal observation by December 15 of each school year. Evaluators will provide a written copy of the evidence collected and feedback related to the components from The Framework to the teacher on an Informal Observation Form within three working days of the observation. The teacher in turn should return the informal observation form signed to the evaluator within three days of receipt of the form. The evaluator may choose to request a meeting with the teacher based on the informal observation. Also, the teacher may request a meeting with the evaluator to discuss the informal observation feedback. By October 31st, it is also possible that either the teacher or evaluator may request the teacher be placed on the summative evaluation cycle even if originally this was scheduled to be a non-summative year. Over the course of the school year, it is anticipated that the evaluator may do multiple informal observations on a teacher, in addition to the one mandated early informal observation. However, if in any year the principal decides to perform more than four informal observations on a teacher, the principal will request a meeting with the teacher and a ZEA representative to discuss the reasons for more than four informal observations. Evidence gathered from an informal observation is evidence for a teachers' summative evaluation.

The purpose of a **Formal Observation** is to provide for a more comprehensive, robust, and detailed observation of teacher performance. The formal observation is designed for the evaluator to collect evidence of planning, management, instruction and reflection. This also allows for a much greater opportunity for teacher growth in a variety of component areas over the course of the year. The formal observation process includes four steps. The first step is the pre-observation conference where the teacher provides, in advance of the classroom observation, context of the classroom, a plan for the lesson to be observed, and a focus for the observation. Prior to the pre-observation conference, the teacher should complete and forward a copy of the Pre-Observation Form to the evaluator. During the pre-observation conference, the teacher and evaluator will discuss the information that the teacher provided, and clarify a focus for the observation. The pre-observation conference provides evidence for Domain 1, Planning and Preparation.

The next step is the actual classroom Formal Observation. It is approximately 45 to 50 minutes in length and is intended to give the evaluator a more comprehensive look at the teacher instructional process. The evaluator will observe a teacher's performance, collecting evidence for Domains 1, 2 and 3. Afterward, the evaluator will synthesize the evidence, and arrange for a post

conference meeting with the teacher within seven days of the observation. Prior to the post-observation conference, the evaluator will draft a preliminary draft of the Formal Observation Form which associates the evidence of particular components of the framework, and may develop a preliminary assessment of particular classroom performance components.

However, the ultimate comments regarding a formal observation can only be completed after the evaluator has had the opportunity to review the evidence and notes with the teacher. The teacher reflection of the class that was observed is critical to an analysis of the observation itself. As such, the teacher is expected to prepare a **Post-Observation Form** completed prior to the post-observation conference. The next step, the post-observation conference, occurs within seven days of the observation. The post-observation conference includes an opportunity for the teacher to reflect on his/her performance, as well as provide additional information and context that the evaluator may not have been aware of. As a result of the reflection, the evaluator will also be able to collect evidence and appropriately identify the teacher's skill level for 4a, Reflecting on Teaching. During the conference, the principal will communicate the most important items of the evidence collected, and make suggestions and recommendations. The post conference discussion is vital to the understanding of the evidence that was collected in the classroom, including student work data, and the principal will need to review this prior to any final evaluation document being drafted.

The final step in the formal observation process occurs after the post-observation conference when the evaluator modifies and ultimately finalizes the Formal Observation Form, and provides the document to the teacher within 10 working days of the observation date. The teacher is expected to sign that they received the document and return it to the evaluator within three working days of receipt of the document.

The Domain 4 Evidence Collection

Domain 4: Principled Teaching provides an opportunity to demonstrate professional responsibilities, collaboration, and contributions to the school community. Evidence should reflect professional practice and be representative rather than exhaustive. Throughout the school year, whether during an evaluation year or a non-evaluation year, teachers and evaluators may collect Domain 4 evidence that reflects the positive contributions teachers make to the school community and their role in building a strong learning environment. Evidence collected across the evaluation cycle, including non-evaluation years and the formal evaluation year, may be attributed to the formal evaluation year and may highlight areas for professional strength as well as opportunities for continued growth or improvement.

Domain 4 – Principled Teaching: Evidence Examples

Not all components need evidence every year. Evidence should be **representative, not exhaustive**. Examples of evidence may include, but are not limited to, the following:

4a. Engaging in Reflective Practice

- Written reflection on instructional practice or student outcomes
- Documentation showing adjustments made based on feedback, data, or self-reflection
- Participation in post-observation or goal-setting conversations

4b. Documenting Student Progress

- Running records, benchmark assessments, or formative assessments with dated results
- PLC or team data analysis notes referencing student results
- Student goal-setting
- Charts showing students tracking their own growth
- Report card narratives or progress reports

4c. Engaging Families and Communities

- Documentation of regular, professional communication with families
- Evidence of participation in family nights or school events
- Newsletters, class communications, or translated materials supporting access

4d. Contributing to School Community and Culture

- Leadership or participation in school-wide initiatives or improvement efforts
- Service on district or school committees (e.g., safety, equity, curriculum)
- Involvement in extracurricular activities or school-sponsored events
- Contributions that support a positive school culture and climate
- Mentoring or supporting colleagues, student teachers, or new staff

4e. Growing and Developing Professionally

- Certificates or logs of professional development or workshops
- Evidence of participation in district, regional, or state professional learning
- Implementation notes or reflections connected to new strategies or learning
- Participation in Professional Learning Teams (PLTs), committees, or task forces
- Agendas, notes, or products from collaborative planning meetings

4f. Acting in Service of Students

- Evidence of collaboration with support staff or intervention teams
- Participation in IEP, 504, MTSS, or problem-solving meetings
- Documentation showing advocacy for student needs or access to supports
- Reflection on inclusive practices or support strategies

The **Summative Evaluation Process** is intended to provide an overall assessment of the teachers' performance over the course of the school year, and/or since the time of their last summative evaluation. (Teachers who are in non-summative years will still be part of the goal-setting process, be informally observed one time, and have Domain 4 evidence collected as evidence for their summative in the next school year.) This summative evaluation is a necessary component in our assurance that the overall performance of teachers is adequate for the district. Additionally, this process provides for long-term multi-year growth and goal setting for individual teachers. Toward the conclusion of the school year, in accordance with the deadline dates associated with each teacher evaluation process, the evaluator will arrange for a summative evaluation conference with the teacher. The evaluator will bring to the meeting a draft copy of the Summative Evaluation Form that they have created based on an analysis of all of the evidence that was collected over the course of the evaluation period, including all domain evidence on the Composite Process Form. The principal will provide a scoring for every component within the rubric, and will

calculate a domain and overarching score based on pre-determined cut scores within the calculation. Any tenured teacher who has a summative evaluation score of unsatisfactory will be placed on a Remediation Plan as per State of Illinois guidelines. Any tenured teacher who has a summative rating of Needs Improvement will be on a summative evaluation year the following year, and will have a Professional Development Plan (“PDP”) designed to identify very specifically and concretely the areas of necessary improvement and desired skill development for the following year. This form allows the principal to very explicitly communicate to the teacher that significant improvement is expected over the course of the next year. This PDP form should be shared with the teacher within thirty (30) school days of the issuance of the Needs Improvement rating in connection with the goal setting process for the upcoming year. Additionally, the specific supports and coaching that a teacher may need to provide for such growth should also be identified. Hopefully, the District 6 Teacher Evaluation Process is only one aspect of our Professional Learning Community where feedback is regularly shared as part of daily professional practice. The processes and forms associated with the formal evaluation plan are used to document evidence and provide assurances for a fair and objective system.

Therefore, it is expected that evidence to be used in the summative evaluation process be evidence collected on the evaluation documents. It is also expected, however, that there is an even more expansive culture of sharing feedback that occurs continuously for the improvement of instruction. Teachers need ongoing feedback from evaluators and each other on a regular basis to be given the opportunity to grow and fully realize their potential in our profession and making a difference in the lives of our students.

SYNTHESIZING PROCESS (DANIELSON)

The process for the final rating of the teacher’s evaluation performance in conjunction with the Danielson Framework Process is as follows:

1. New teacher orientation in August

- District Meeting
 - Explain Teacher Performance Evaluation Process
- Building Meeting
 - Explain School Improvement Plan and Building Procedures

2. For 1st and 2nd year teachers

By the end of the second week, an individual conference will be held with the evaluator to review the teacher performance evaluation process and to discuss ways the evaluator may be of assistance. 2nd year teachers will also review the performance goals developed during the final evaluation conference of the previous school year.

- 3 Observations/2 Formals to be completed by:
 - Informal by October 31
 - First formal by December 15

- Second formal by February 15

- Pre-conference form to be completed and conference scheduled prior to each observation.
- Post-conference to be held within 7 calendar days of the respective observation.
- Summative Conference by March 1.
 - The teacher has 20 calendar days in which to respond.

3. For 3rd and 4th year teachers

By the end of the 4th week, an individual conference will be held with the evaluator to review the Teacher Performance Evaluation Process and review the performance goals developed at the final evaluation conference of the previous year.

- 3 Observations/2 Formals to be completed by:
 - Informal by October 31
 - First formal by December 15
 - Second formal by February 15
- Pre-conference form to be completed and conference scheduled prior to each observation.
- Post-conference to be held within 7 calendar days of the respective observation.
- Summative Conference by March 1.

The teacher will sign the evaluation to acknowledge receipt. A copy of the evaluation will be given to the teacher and be placed in the teacher's personnel file. The teacher has 20 calendar days in which to respond to the evaluation.

4. Teachers on Continued Contractual Service (Tenured teachers)

Tenured teachers will be formally evaluated at least once every three (3) years if their most recent evaluation rating was "Proficient" or "Excellent." A tenured teacher whose most recent evaluation rating is "Needs Improvement" will be formally evaluated the year and be placed on a Professional Development Plan (PDP). A tenured teacher whose most recent evaluation rating is "Unsatisfactory" will be formally evaluated the following year through the Remediation Plan process.

- Tenured teachers will be informally evaluated every year.
- Within the first 6 weeks of the school year, the tenured teachers in their assessment year will meet as a group to review the performance evaluation process with the administration.

<u>Type of Teacher</u>	<u>Evaluation Process</u>	<u>Summative</u>
All Teachers	- Notification of Evaluator by 1st day of school - Initial meeting by 9/30 - Goal Setting sheet completed by 9/30 - Goal Review completed by 4/15	N/A
Non-Tenured Teachers Years 1-4	3 Observations → 1 Informal and 2 Formal - Informal observation completed by 10/31 1st Formal Observation completed by 12/15* 2nd Formal Observation completed by 2/15* <i>*There must be a minimum of 10 school days between formal observations</i>	Due by 3/1
Tenured Non-Summative Year	1 Observations → 0 Formal Informal observation completed by 12/15	No Summative
Tenured Summative Year	2 Observations → 1 Informal and 1 Formal - Informal observation completed by 12/15 - Formal Observation completed by 4/15	Due by 5/1
Tenured Last Evaluation Rating = Needs Improvement	3 Observations → 1 Informal and 2 Formal - Informal observation completed by 10/31 1st Formal Observation completed by 12/15* 2nd Formal Observation completed by 2/15* - PDP Included <i>*There must be a minimum of 10 school days between formal observations</i>	Due by 3/1
Tenured Last Evaluation Rating = Unsatisfactory	3 Observations → 3 Formal - Remediation Plan - Three formals in 90 days	90 Day Timeline

REMEDATION ACTIVITIES FOR TEACHERS ON CONTINUED CONTRACTUAL SERVICE (TENURED TEACHERS)

If a tenured teacher receives an overall rating of unsatisfactory, within thirty (30) calendar days of the post observation conference a remediation plan will be designed to correct the area(s) identified as unsatisfactory, provided the deficiencies are deemed remediable.

Participants in the remediation plan shall include the teacher deemed unsatisfactory, a qualified administrator, and/or a consulting teacher. The remediation plan may include the participation of other personnel to assist in correcting areas identified as unsatisfactory.

A. The remediation plan shall provide for quarterly evaluations and ratings to occur during the year following the teacher's receipt of the remediation plan and shall be based on the unsatisfactory evaluation.

1. The quarterly evaluations and ratings shall be conducted by a qualified administrator.
2. When a quarterly evaluation schedule requires an evaluation after the close of the school year, but on or before July 15, such evaluation shall be scheduled to occur no later than two (2) weeks prior to the close of the preceding school year.
3. When a quarterly evaluation schedule requires an evaluation after the close of the school year, but after July 15, such evaluation shall be scheduled to occur not later than two (2) weeks after students' attendance commences in the following school year.
4. Failure to strictly comply with the timelines for the required quarterly evaluations because of events such as summer months, illness, or certain leaves granted teachers under a remediation plan shall not invalidate the results of the remediation plan.
5. The qualified administrator shall conduct the fourth and final evaluation at the conclusion of the year specified in subsection (A) (1) of this Section.
6. The remediation plan shall provide reinstatement to a schedule of biennial evaluations for any teacher who successfully completes the one-year remediation plan by receiving a satisfactory or better rating, unless the District's plan regularly requires more frequent evaluations.

B. Participants in the remediation plan shall include the teacher deemed unsatisfactory, a qualified administrator, and/or a consulting teacher. The remediation plan may include the participation of other personnel to assist in correcting areas identified as unsatisfactory.

1. The participation of the consulting teacher shall be voluntary.
2. The qualified consulting teacher shall be one who has received a rating of excellent on his or 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.
3. The qualified consulting teacher shall be chosen from a list developed by the district or, in districts with an exclusive bargaining agent, the bargaining agent, may, if it chooses, supply a roster of at least five (5) qualified teachers from which the consulting teacher is to be selected, or the names of all teachers so qualified if that number is less than 5.
4. Where no consulting teacher is available in a district, the district shall request the State Board of Education to provide a consulting teacher. The State Board of Education shall thereupon provide a consulting teacher who meets the requirements of subsection (B)(2) of this Section.
5. If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher.
6. The consulting teacher shall provide advice to the teacher rated as unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.
7. The consulting teacher shall not participate in any of the required quarterly evaluations, nor be engaged to evaluate the performance of the teacher under remediation, unless a collective bargaining agreement provides otherwise.
8. 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 evaluations in order to continue to provide assistance to the teacher under a remediation plan.
9. Any 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 or 34-85 of The Illinois School Code.

APPENDIX E
ZION ELEMENTARY SCHOOL DISTRICT 6
EDUCATIONAL SUPPORT PERSONNEL
EMPLOYEE EVALUATION PROCEDURE AND FORMS

Probationary Staff (Year 1):

1. Each new employee will be evaluated twice during his/her probationary period (which is 75 work days).
2. The first evaluation will be on or before the fortieth (40th) work day of employment.
3. The second evaluation will be on or before the seventy-fifth (75th) work day of employment to determine if the employee will be retained.

Probationary Staff (Year 2-4):

1. Assistants who are in their second to fourth year of employment will be informed by September 1 of each school year of the evaluation process, goal setting, and review evaluation instrument to be used.
2. Each assistant will be evaluated at least twice each school year, once each semester, for his/her second through fourth years of employment, with at least 35 work days between evaluations.
3. Each evaluation will be scheduled and will consist of a pre-conference, goal setting, an observation and a post-conference and will be done by the evaluator or a designated evaluator from the district's list of qualified evaluators.

Non-Probationary Staff (Years 5+):

1. Beginning with his/her fifth (5th) year of employment, each assistant will be evaluated at least once every two (2) years.

Evaluation Process:

Each evaluation will be scheduled and will consist of a pre-conference, an observation and a post-conference and will be done by the building principal or a designated evaluator from the district's list of qualified evaluators.

After the probationary period, if an evaluator finds areas of the evaluation to be unsatisfactory, these areas will be explained in the comment section of the evaluation instrument. The evaluator, the employee, and a representative of the Association will meet to develop a remediation plan. This plan will be for a period of 75 work days with at least two evaluations during the remediation plan period, and a minimum of 30 days between the two evaluations. If the employee is found to still be unsatisfactory at the end of the remediation period he/she may be terminated. If he/she is found to be satisfactory at the end of the remediation period, he/she will be returned to the employee's evaluation cycle immediately prior to remediation.

<u>Educational Support Personnel</u>	<u>Evaluation Process</u>	<u>Summative</u>
Probationary ESP and Non- Probationary ESP staff on cycle	• Notification of Evaluator by September 1 ○ Review of evaluation process and evaluation tool	N/A
Probationary Staff (Year 1):	2 Evaluations • 1st evaluation by the 40th work day of employment • 2nd evaluation by the 75th work day of employment ○ This evaluation will determine if employee will be retained	N/A
Probationary Staff (Year 2-4):	• Pre-conference to be scheduled prior to each observation • Observation by 12/15 • Post-conference to be held within 7 calendar days of the observation	Due by 5/1
Non-Probationary Staff (Years 5+)	• Evaluated at least once every 2 years • Pre-conference to be scheduled prior to each observation • Post-conference to be held within 7 calendar days of the observation	Due by 5/1