Teacher Evaluation Plan

HILLSBORO COMMUNITY UNIT
DISTRICT #3

Revised
September 21, 2026

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JOB DESCRIPTION OF CLASSROOM TEACHER

Performance Responsibilities (i.e. Danielson's *Framework for Teaching*)

I. Planning and Preparation A proficient teacher…

A. Applying Knowledge of Content and Pedagogy
B. Knowing and Valuing Students
C. Setting Instructional Outcomes
D. Using Resources Effectively
E. Planning Coherent Instruction
F. Designing and Analyzing Assessments

II. Learning Environment A proficient teacher…

A. Cultivating Respectful and Affirming Environments
B. Fostering a Culture for Learning
C. Maintaining Purposeful Environments
D. Supporting Positive Student Behavior
E. Organizing Spaces for Learning

III. Learning Experiences A proficient teacher…

A. Communicating About Purpose and Content
B. Using Questioning and Discussion Techniques
C. Engaging Students in Learning
D. Using Assessments for Learning
E. Responding Flexibly to Student Needs

IV. Principled Teaching A proficient teacher…

A. Engaging in Reflective Practice
B. Documenting Student Progress
C. Engaging Families and Communities
D. Contributing to School Community and Culture
E. Growing and Developing Professionally
F. Acting in Service of Students

PHILOSOPHY OF EVALUATION

The purposes of evaluation are to improve instruction, to encourage professional growth, to enhance student learning and achievement and establish professional goals. The evaluation process is an integral part of the total instructional program. Evaluation is an ongoing, cooperative process designed to maintain or improve teaching competencies. Teacher evaluation will provide a basis for continuous improvement. This process directly relates to on-the-job performance and will be a cooperative effort between the administration and the teaching staff.

The evaluation of teachers is an administrative function. Administrators must have a strong commitment to instructional improvement and the involvement of teachers in the development and implementation of the evaluation system. Hence, the district acknowledges its responsibility to train evaluators to administer the system and to educate teachers in the evaluation philosophy and process.

This document was created by a committee of teachers and district administrators in an attempt to create an evaluation based on communication and collaboration.

ORIENTATION

On or before the first day of student attendance, the administration shall advise the individual teachers as to who shall observe and evaluate their performance. At that time, the administration shall acquaint the teaching staff with the evaluation procedures, standards, and the instrument to be used.

EVALUATION SCHEDULING

Non-tenured teachers shall be formally evaluated each school year. The evaluation shall include three or more observations, two of which must be formal.

Remediation and Professional Development Plans for non-tenured staff will be addressed on an individual basis as appropriate.

Tenured teachers who received ratings of Proficient or Distinguished on their most recent evaluation shall be formally evaluated a minimum of once every three years. This cycle must include a minimum of two observations, one of which must be a formal observation.

Tenured teachers who received ratings of Unsatisfactory or Basic shall be re-evaluated the following year after completing a Remediation Plan or Professional Development Plan respectively. This cycle must include a minimum of three observations, two of which must be formal.

The evaluation shall be completed by March 15 for all teachers.

A pre-observation conference and a post-observation conference are necessary for each formal observation.

APPLYING THE FRAMEWORK FOR TEACHING

By mutual consent, Hillsboro Community Unit School District #3 and Hillsboro Unit Education Association agree to adopt the evaluation philosophy outlined in Charlotte Danielson's *Enhancing Professional Practice: The Framework for Teaching*, 3rd Edition (2025).

Hillsboro Community Unit School District #3 and Hillsboro Unit Education Association further agree to adhere to the process outlined in this document.

Danielson's Framework for Teaching

Domain 1: Planning and Preparation A. Applying Knowledge of Content and Pedagogy B. Knowing and Valuing Students C. Setting Instructional Outcomes D. Using Resources Effectively E. Planning Coherent Instruction F. Designing and Analyzing Assessments	**Domain 2: Learning Environments** A. Cultivating Respectful and Affirming Environments B. Fostering a Culture for Learning C. Maintaining Purposeful Environments D. Supporting Positive Student Behavior E. Organizing Spaces for Learning
Domain 3: Learning Experiences A. Communicating About Purpose and Content B. Using Questioning and Discussion Techniques C. Engaging Students in Learning D. Using Assessments for Learning E. Responding Flexibly to Student Needs	**Domain 4: Principled Teaching** A. Engaging in Reflective Practice B. Documenting Student Progress C. Engaging Families and Communities D. Contributing to School Community and Culture E. Growing and Developing Professionally F. Acting in Service of Students

Assigning component ratings without collection and consideration of evidence violates the spirit of the Framework for Teaching. Therefore, the chart below illustrates when—at a minimum--evidence for each component shall be collected.

Domain 1: Planning and Preparation	
A. Applying Knowledge of Content and Pedagogy--Pre-Observation Worksheet & Formal Observation	**D. Using Resources Effectively**--Pre-Observation Worksheet & artifacts presented at Pre-Observation Conference
B. Knowing and Valuing Students--Pre-Observation Worksheet & Pre-Observation Conference Discussion	**E. Planning Coherent Instruction**--Pre-Observation Worksheet & artifacts presented at Pre-Observation Conference
C. Setting Instructional Outcomes--Pre-Observation Worksheet & Pre-Observation Conference Discussion	**F. Designing and Analyzing Assessments**--Pre-Observation Worksheet & artifacts presented at Pre-Observation Conference

Domain 2: Learning Environments	
A. Cultivating Respectful and Affirming Environments--Formal Observation & Post-Observation Conference Discussion	**D. Supporting Positive Student Behavior**--Formal Observation & Post-Observation Conference Discussion
B. Fostering a Culture for Learning--Formal Observation & Post-Observation Conference Discussion	**E. Organizing Spaces for Learning**--Formal Observation & Post-Observation Conference Discussion
C. Maintaining Purposeful Environments--Formal Observation & Post-Observation Conference Discussion	

Domain 3: Learning Experiences	
A. Communicating about Purpose and Content--Formal Observation & Post-Observation Conference Discussion	**D. Using Assessments for Learning**--Formal Observation & Post-Observation Conference Discussion
B. Using Questioning and Discussion Techniques--Formal Observation & Post-Observation Conference Discussion	**E. Responding Flexibly to Student Needs**--Formal Observation & Post-Observation Conference Discussion
C. Engaging Students in Learning--Formal Observation & Post-Observation Conference Discussion	

Domain 4: Principled Teaching	
A. Engaging in Reflective Practice--Reflection on Formal Observation Lesson written by teacher	**D. Contributing to School Community and Culture**--Teacher artifacts presented at Post-Observation Conference
B. Documenting Student Progress--Collected Evidence & Records presented by Evaluator at Post-Conference	**E. Growing and Developing Professionally**--Teacher artifacts presented at Post-Observation Conference
C. Engaging Families and Communities--Teacher artifacts presented at Post-Observation Conference	**F. Acting in Service of Students**--Collected Evidence & Records presented by Evaluator at Post-Conference

Evidence collected during informal observations and documented in writing may be considered in determining component rating.

Hillsboro Community Unit School District #3 and Hillsboro Unit Education Association agree that no component rating will be assigned without accompanying documented evidence.

RATING SYSTEM

The following ratings shall be used to quantify performance in each component of the four domains of the Framework for Teaching:

Distinguished: Master teachers who contribute to the field, both inside and outside their schools. Their classrooms are high functioning communities of learners, with students who are motivated and engaged academically, emotionally, and socially and who are assuming considerable responsibility for their own learning and the overall success of class.

Proficient: Teachers who clearly understand the concepts underlying each component and implement them well. They are professional educators who have mastered the art and craft of teaching while working to improve their practice.

Basic: These teachers appear to understand the concepts underlying each component and its attempts to implement its elements but implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, coaching, visiting classrooms of other teachers, and experience (often supported by a mentor) will enable the teacher to become proficient in this area.

Unsatisfactory: A teacher who does not yet appear to understand the concepts underlying the Framework components. The performance represents teaching that is below standard, and intervention is required.

SUMMATIVE PERFORMANCE RATING FOR ALL PERSONNEL

When each domain component has been assigned a rating, divide their sum by 22 to calculate their average. Use the table below to convert to a summative performance rating.

Range	**Rating**
3.6 - 4.0	Distinguished
3.0 - 3.5	Proficient
2.4 - 2.9	Basic
1.00 - 2.3	Unsatisfactory

SPECIALTY PERSONNEL

Those individuals in non-teacher positions including library-media personnel, pupil personnel-counselor, and other such staff shall be evaluated using the performance evaluation framework only. The following rubrics shall be used for these specialties, applying appropriate domain and overall ratings as provided above. If the specialist periodically instructs students, the evaluator may elect to use Domains 2 & 3 of the Framework for Teaching.

Elective Teachers

Domain 1: Planning and Preparation	**Domain 2: The Environment**
A. Applying Knowledge of Content and Pedagogy B. Knowing and Valuing Students C. Integrating Standards and Aligning Curriculum D. Using Resources and Space Effectively E. Planning Coherent Instruction F. Designing and Analyzing Assessments	A. Cultivating Respectful and Affirming Environments B. Fostering a Culture for Learning C. Maintaining Purposeful Environments D. Supporting Positive Student Behavior E. Organizing Spaces for Learning
Domain 3: Learning Experiences	**Domain 4: Principled Teaching**
A. Communicating About Purpose and Content B. Delivering Instruction C. Engaging Students in Learning D. Providing Feedback for Learning E. Responding Flexibly to Student Needs	A. Engaging in Reflective Practice B. Maintaining Accurate Records C. Engaging Families and Communities D. Contributing to School Community and Culture E. Growing and Developing Professionally F. Acting with Professional Conduct

School Counselors

Domain 1: Planning and Preparation	**Domain 2: The Environment**
1a. Demonstrating knowledge of counseling theory and techniques 1b. Demonstrating knowledge of child development 1c. Establishing goals for the counseling program 1d. Demonstrating knowledge of regulations and resources 1e. Planning the counseling program	2a. Creating an environment of respect and rapport 2b. Establishing a culture for productive communication 2c. Managing routines and procedures 2d. Establishing standards for student behavior 2e. Organizing physical space
Domain 4: Professional Responsibilities	**Domain 3: Delivery of Service**
4a. Reflecting on practice 4b. Maintaining and submitting records 4c. Communicating with families	3a. Assessing student needs 3b. Assisting students and teachers in formulating career plans

4d. Participating in a professional community 4e. Engaging in professional development 4f. Showing professionalism	3c. Using counseling techniques in programs 3d. Brokering resources to meet needs 3e. Demonstrating flexibility and responsiveness 3f. Collaborating with teachers

COLLECTION OF EVIDENCE

Both the teacher and the evaluator have the responsibility to collect and document evidence regarding professional practice. In short, these are the evidence-collection and presentation responsibilities of each party:

Teacher

Preconference

Presents evidence of Domain 1 (Planning and Preparation)

Preconference Worksheet

A. Demonstrating knowledge of content and pedagogy
B. Demonstrating knowledge of knowing and valuing students
C. Setting instructional outcomes
D. Demonstrating knowledge of using resources effectively
E. Designing coherent instruction
F. Designing and analyzing student assessments

Artifacts

D. Demonstrating knowledge of using resources efficiently
E. Designing coherent instruction
F. Designing and analyzing student assessments

Examples of artifacts showing evidence of proficiency in Domain 1 components D, E, & F include but are not limited to the following: lesson and unit plans, planned instructional materials, past instructional materials, planned activities, past activities, planned assessments, and past assessments.

Post Conference

Presents evidence of Domain 4 (Principled Teaching)

Reflection on observed lesson

A. Reflecting on teaching

Artifacts

C. Communicating with families and community
D. Contributing to School Community and Culture
E. Acting in Service of Students

Examples of artifacts showing evidence of proficiency in Domain 4 components C, D, & F include but are not limited to the following: documents from department or committee meetings, parent contact logs, documents indicating attendance at professional development activities, documents indicating attendance at school-based activities/events, and systems for keeping records.

Evaluator

Preconference

Supplements evidence collection for Domain 1 from Pre-Observation Worksheet with Pre-Observation Conference Evaluator Notes.

Determines completeness of teacher presentation of Domain 1 components D, E, & F. Identifies what further evidence is needed to complete evaluation of these components.

Formal Observation

Collects and document evidence regarding proficiency in Domain 1 component A and all components in Domains 2 & 3.

Informal Observation

Collects and documents evidence regarding all or any domain component(s) reasonably observed in this format. Evidence may be used in assigning component ratings, provided it is documented in writing.

Post-Conference

Seeks additional information from the teacher regarding formal observation needed to complete assessment of Domain 1 component A and Domains 2 & 3.

Determines completeness of teacher presentation of Domain 4 components C, D, E. Identifies what further evidence is needed to complete evaluation of these components.

Presents evidence collected regarding the teacher's requested observation focus.

Shares other evidence collected to date and resulting judgments. May include any domain components but must include Domain 4 components B and F.

THE EVALUATION CYCLE FOR TENURED TEACHERS

STARTING THE CYCLE

1. **Together,** the evaluator and teacher select dates for the pre-observation conference and the formal observation. The formal observation shall be scheduled within five school days of the pre-observation conference.

2. The **teacher** completes the pre-observation worksheet and submits it at least two days before the Pre-Observation Conference.

3. The **teacher** collects evidence of proficiency in Domains 1 & 4.

INFORMAL OBSERVATION

Definition: An informal observation lasts a minimum of 10 minutes and does not need to be announced.

1. An informal observation may occur anytime during the evaluation cycle prior to the summative evaluation conference. There is no limit to the number of informal observations.

2. The **evaluator** must record the date, time, duration, and location for each informal observation. If evidence gathered during the informal observation is to be used to determine the summative rating, the **evaluator** must document that evidence in writing.

3. Within five days of the informal observation, the **evaluator** must provide written feedback for each informal observation. The teacher must have the opportunity for an in-person discussion with the evaluator.

PRE-OBSERVATION CONFERENCE

1. **Together,** the teacher and evaluator review the pre-observation worksheet. They have these three goals:
   a. discuss the planning and context of the lesson to be formally observed.
   b. determine areas upon which the evaluator should focus during the observation.
   c. examine the teacher's proficiency in Domain 1

2. The **teacher** presents additional evidence of proficiency in Domain 1 components D, E, & F using artifacts.

3. The **evaluator** supplements evidence of proficiency in Domain 1 using the Evaluator's Pre-Observation Conference Notes.

4. The **evaluator** determines whether artifacts present evidence sufficient to form a summative rating for Domain 1 components D, E, & F.

5. If not enough evidence is presented, the **evaluator** suggests additional artifacts and sets a reasonable timeframe for their presentation or submission.

FORMAL OBSERVATION

Definition: A formal observation is defined as being composed of either a minimum of 45 minutes at a time; or a complete lesson; or an observation during an entire class period.

1. The **evaluator** collects evidence regarding proficiency in Domain 1 component A and all components of Domains 2 & 3.

2. If a change in formal observation time is necessary, the teacher has the option to update the Pre-Observation Conference Worksheet and/or request another pre-observation conference.

3. Within three days following the formal observation, the **teacher** will submit the post-observation reflection to the evaluator.

THE POST-OBSERVATION CONFERENCE

1. The post-observation conference shall take place within ten school days of the formal observation. Its primary purposes are further evidence collection and initial feedback.

2. As needed, the **evaluator** seeks additional evidence for Domain 1 component A and Domains 2 & 3 through discussion with the teacher.

3. The **teacher** presents evidence of proficiency in Domain 4 components C, D, & E through artifacts.

4. The **evaluator** determines whether artifacts present evidence sufficient to form a summative rating for Domain 4 components C, D, & E.

5. If not enough evidence is presented, the **evaluator** suggests additional artifacts and sets a reasonable timeframe for their presentation or submission.

6. The **evaluator** gives initial feedback on professional practice, including evidence specific to the mutually agreed upon areas of focus. This feedback and evidence must be in writing.
7. The **evaluator** shares any other evidence collected to date that may be included in the summative evaluation and judgments made thereof. This evidence may include any domain components, but must include Domain 4 components B and F.

8. **Together** the teacher and evaluator identify areas for improvement.

9. If the evidence collected to date may result in a rating of Basic or Unsatisfactory, the **evaluator** shall notify the teacher of that determination.

10. If advised that the summative evaluation may be Basic or Unsatisfactory, the **teacher** may request additional observations, either formal or informal.

THE SUMMATIVE RATING CONFERENCE

1. A summative rating may be assigned at this conference held within ten days of the post observation conference. The **evaluator** will provide the teacher a complete, unsigned copy of the evaluation.

2. **Together** the teacher and evaluator discuss the completed evaluation form and sign the form to indicate that the document has been discussed. Copies of the completed, signed pre-observation worksheet, and evaluation form will be retained by the evaluator, the teacher, and the superintendent.

TEACHER PRACTICE RATING CONFERENCE

1. The Teacher Practice Rating Conference shall take place within ten days of the final post observation conference. The **evaluator** will provide the teacher a complete copy of the teacher practice evaluation.

2. **Together** the teacher and evaluator discuss the teacher practice evaluation form. Both initial the form to indicate that the document has been presented and discussed.

TEACHER'S RECOURSE

1. In the event of any disagreement on the pre-observation worksheet and/or summative evaluation document, the teacher has the right to respond within 10 days with a formal written statement, which is to be attached to the documents.

2. Further, teachers receiving summative ratings of Basic or Unsatisfactory have the right to appeal in writing the results of the evaluation within 10 days of the summative evaluation conference in the following manner:
    a. First to the appropriate evaluator
    b. Second to the superintendent
    c. Third to the Board of Education

THE EVALUATION PROCESS FOR NON-TENURED TEACHERS

The process follows the description above except in these respects:

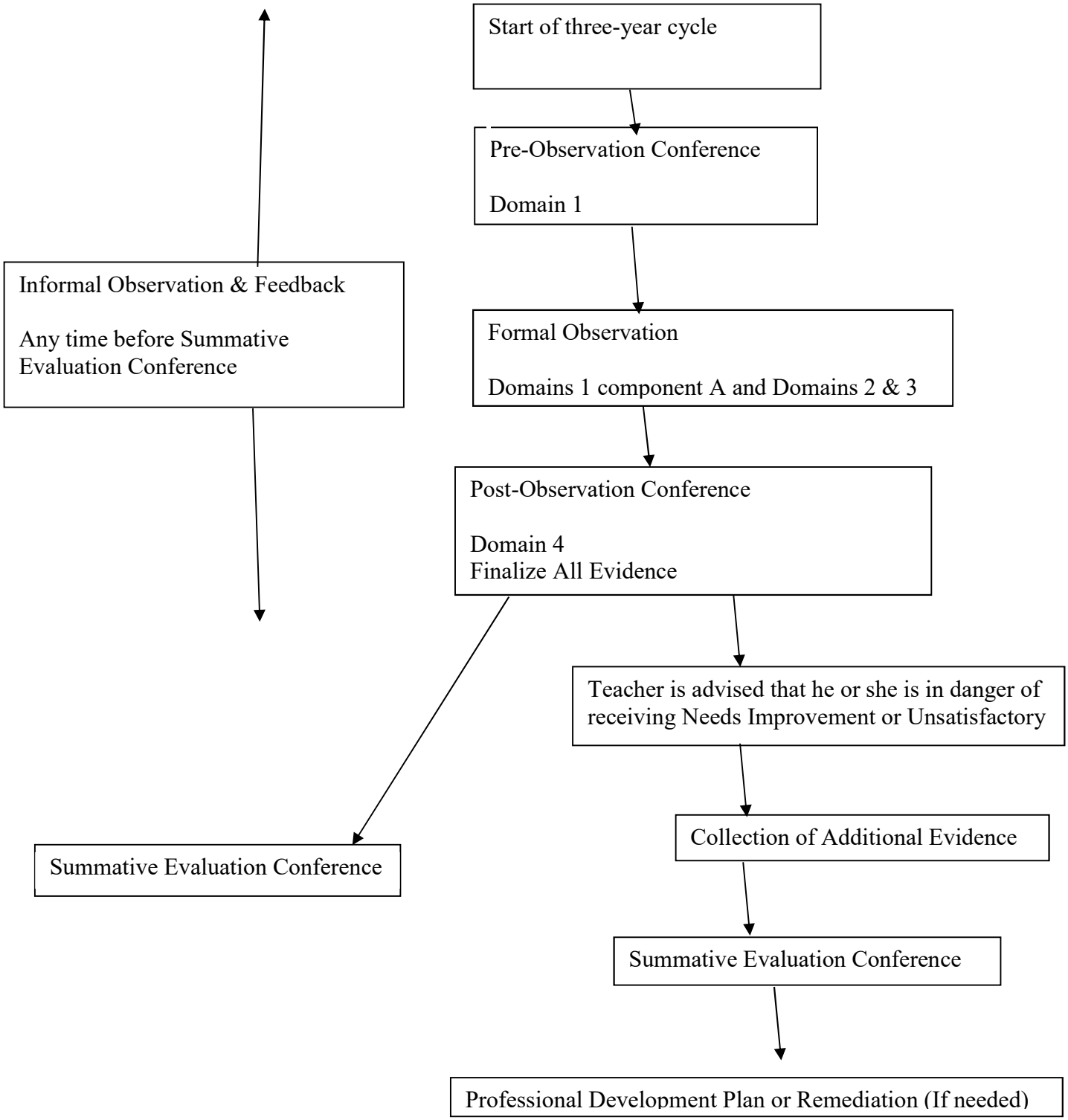
1. By law, non-tenured teachers are formally observed twice in a school year, comprising a single evaluation cycle. Each formal observation is accompanied by a Pre- and Post-Observation Conference. After the second Post-Observation Conference, the cycle proceeds to the Summative Evaluation Conference.

2. Jointly developed areas for improvement from the first Post-Conference should be the focus of the second formal observation.

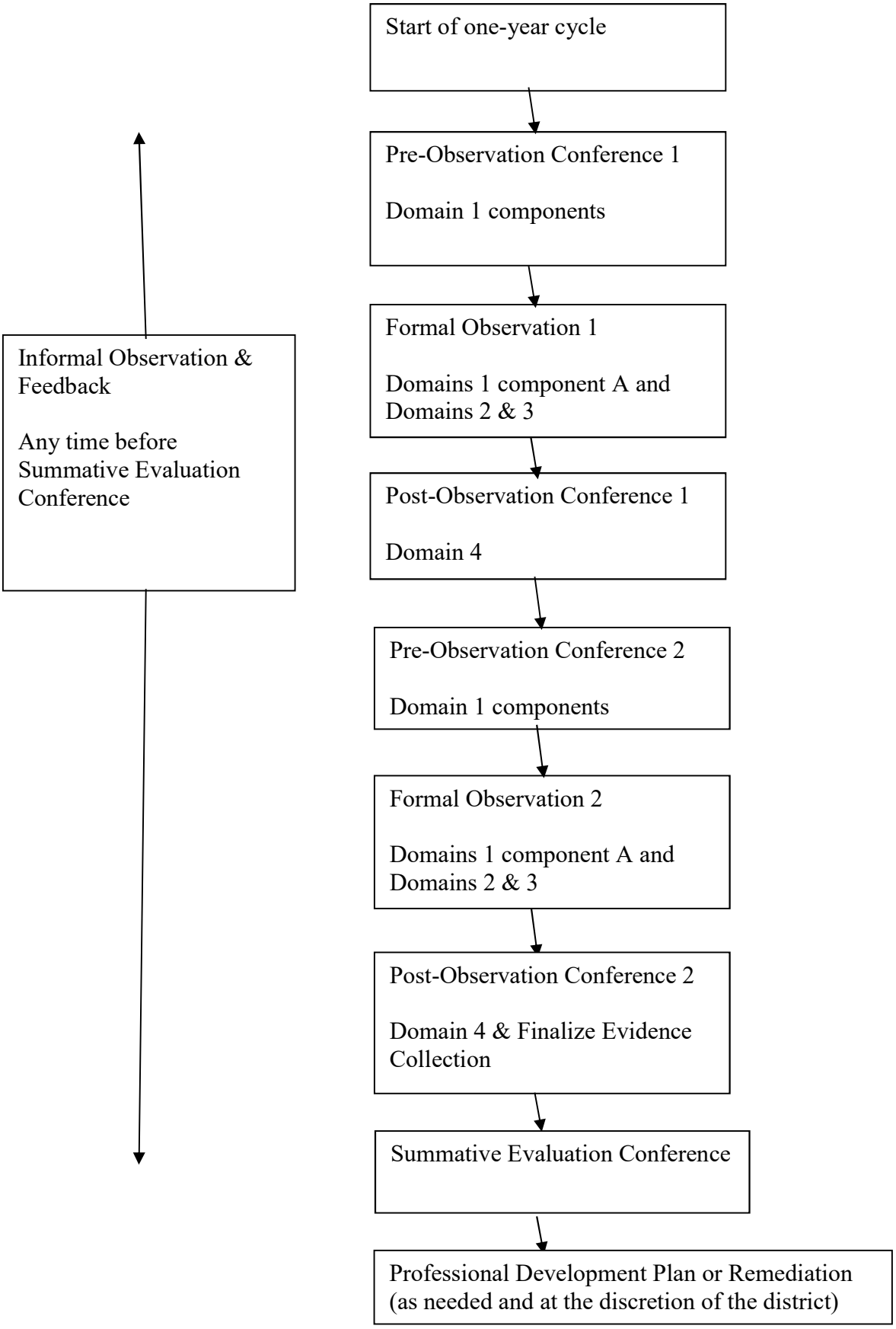
3. Because novice teachers are developing in their professional practice, evidence collected during the second half of the cycle should be more strongly considered when assigning component ratings.

GRAPHIC MODELS

MODEL OF THE PROCESS—TENURED TEACHER



MODEL OF THE PROCESS—NON-TENURED TEACHER



PROCEDURE TIMELINE

On or before first day of student attendance	Teacher is advised as to who will observe/evaluate Teacher orientation to evaluation document
Informal meeting	Establish appointments for pre-observation conference and formal observation
Pre-Observation Conference	Submit worksheet and present artifacts
Within 5 school days:	Formal observation
Within 3 school days	Teacher submits reflection on observed lesson
Within 10 school days of Formal Observation:	Post-observation conference
Within 10 school days of Post Observation Conference:	Teacher Practice Rating Conference or Summative Rating Conference
Evaluation deadlines:	**Non-tenured:** Formal Observation Summative Rating **Tenured:** Summative Rating by March 15
Within 30 calendar days:	Commencement of Professional Development Plan for tenured teachers who received Basic Rating. Commencement of 90-day remediation plan for tenured teachers in cooperation with consulting teacher. Evaluations at the midpoint and end.
Within 10 calendar days after completion of the remediation plan by the teacher:	Final summative evaluation.

PROFESSIONAL DEVELOPMENT PLAN

for Certified Staff Members with overall rating "Basic"

1. Within 30 school days after completion of an evaluation of a tenured teacher rated Basic, the evaluator shall develop in consultation with the teacher a professional development plan directed to the areas that need improvement.

2. The plan shall take into consideration the teacher's on-going professional responsibilities, including his or her regular teaching assignments.

3. The plan shall identify any supports that the district will provide to address the areas identified needing improvement.

4. The teacher rated Basic shall be evaluated the following school year (see Evaluation Scheduling p. 4). If he or she receives a rating of Proficient or Distinguished, he or she shall return to the regular evaluation schedule.

REMEDIATION PLAN

for Certified Staff Members with overall rating Unsatisfactory

1. Within 30 school days after completion of an evaluation of a tenured teacher as Unsatisfactory, the district will develop and commence a remediation plan designed to correct deficiencies noted in the evaluation.

2. The plan shall provide for 90 school days of remediation in the classroom.

3. The plan shall be developed by the evaluator with the participation of the consulting teacher. The teacher rated Unsatisfactory shall complete the plan with a consulting teacher (for qualifications, see 105 ILCS 5/24A-5j) under the supervision of the evaluator. The role of the supervising teacher is to advise the teacher rated Unsatisfactory about how to improve teaching skills and complete the remediation plan.

4. At the mid-point and at the end of the remediation period, the evaluator shall complete an evaluation of the performance of the teacher rated Unsatisfactory since the last evaluation. The evaluator shall use the evaluation documents set forth in this packet. The evaluation shall focus on domains previously rated Basic or Unsatisfactory; domains previously rated Proficient or better do not need to be reevaluated. Previous domain ratings of Proficient or better shall be factored into the overall rating.

5. Within 10 school days after the date of each evaluation, the evaluator shall provide to and discuss with the teacher rated Unsatisfactory a written copy of the evaluation and ratings, including deficiencies in performance and recommendations for correction.

6. Upon successful completion of the remediation plan with a rating of Proficient or Distinguished, the teacher rated Unsatisfactory shall be evaluated the following school year (See Evaluation Scheduling p. 4). If he or she receives a rating of Proficient or Distinguished, he or she shall return to the regular evaluation schedule.

7. If a teacher rated Unsatisfactory fails to complete a remediation plan with a rating of Proficient or Distinguished, the district may seek to dismiss the teacher.

8. If a teacher rated Unsatisfactory successfully completes the remediation plan with a rating of Proficient or Distinguished but receives a subsequent rating of Unsatisfactory on evaluation within 36 months of completing the remediation plan, the district may seek dismissal.

FORMS

PRE-OBSERVATION CONFERENCE WORKSHEET

Name of Teacher	
School	
Name of Evaluator	
Grade Level/Subject	
Date of Scheduled Formal Observation	
Relevant New Illinois Learning Standard	

Please respond to each. The evaluator may use these questions and your responses to structure the Pre-Observation Conference.

1. To which part of the curriculum does this lesson relate? 1A
2. How does this learning "fit" in the sequence of learning for this class? 1A, 1B, 1C
3. Briefly describe the students in this class, including those with special needs. 1B
4. What are your learning objectives for this lesson? What do you want students to understand? 1C, 1F

5. How will you engage students in learning? What will you do? What will the students do? Will the students work in groups or individually or as a large group? Provide any worksheets or other materials the students will be using. 1D, 1E
6. How will you differentiate instruction for different individuals or groups of students in the class? 1B, 1C, 1D
7. How and when will you assess (both formatively and summatively) whether the students have learned what you intend? 1E, 1F
8. Which particular components of Domains 2 and 3 would you like the evaluator to observe during the lesson? Why? ***Mandatory*** *for instructional staff.*
9. Is there anything else you would like to make the evaluator aware of before the formal observation?

Please submit to evaluator at least two school days before Pre-Observation Conference.

TEACHER'S REFLECTION

Name of Teacher	
School	
Name of Evaluator	
Grade Level/Subject	
Date of Completed Formal Observation	

Briefly respond to the following:

In general, how successful was the lesson? Did the students achieve the learning outcomes? How do you know?
Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?
If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Please submit to evaluator within three days of Formal Observation.

EVALUATOR'S CONFERENCE NOTES—PRE-CONFERENCE

Name of Teacher	
School	
Name of Evaluator	
Grade Level/Subject	
Date of Scheduled Formal Observation	
Date of Pre-Observation Conference	

Evidence for Domain 1—Data collection should lead Pre-Conference Discussion

1A: Applying Knowledge of Content and Pedagogy	Pre-Conference Worksheet
	Discussion:
1B: Knowing and Valuing Students	Pre-Conference Worksheet
	Discussion:
1C: Setting Instructional Outcomes	Pre-Conference Worksheet
	Discussion:

1D: Using Resources Effectively	Pre-Conference Worksheet
	Artifacts presented:
	Discussion:
1E: Planning Coherent Instruction	Pre-Conference Worksheet
	Artifacts presented:
	Discussion:
1F: Designing and Analyzing Student Assessments	Pre-Conference Worksheet
	Artifacts presented:
	Discussion:

EVALUATOR'S CONFERENCE NOTES—PRE-CONFERENCE

Only necessary if additional artifacts are needed

Name of Teacher	
Name of Evaluator	

Additional Artifacts needed

1D: Using Resources Effectively	Suggested artifacts	
	Date required:	Teacher initials:
1E: Planning Coherent Instruction	Suggested artifacts	
	Date required:	Teacher initials:
1F: Designing and Analyzing Student Assessments	Suggested artifacts	
	Date required:	Teacher initials:

Additional Notes

EVALUATOR'S CONFERENCE NOTES—POST-CONFERENCE

Name of Teacher	
School	
Name of Evaluator	
Grade Level/Subject	
Date of Scheduled Formal Observation	
Date of Post-Conference	

Completing Data Collection-- Data collection should lead Post-Conference Discussion

4A: Engaging in Reflective Practice	Reflection on lesson received □ Accurate? Useful for future teaching?
Domain 2: Learning Environment	Additional evidence gained in discussion:
Domain 3: Learning Experiences	Additional evidence gained in discussion:

Additional Artifacts needed

4C: Engaging Families and Communities	Suggested artifacts
	Date required: Teacher initials:
4D: Contributing to School Community and Culture	Suggested artifacts
	Date required: Teacher initials:
4E: Growing and Developing Professionally	Suggested artifacts
	Date required: Teacher initials:

Areas for Improvement (to be developed jointly with teacher)

Is teacher in danger of receiving Basic or Unsatisfactory? □Yes □No

If "Yes," teacher should initial at right to signify that he or she was notified: _____

QUALIFIED EVALUATORS

Hope McBrain, Superintendent, Hillsboro CUSD 3

Blake Lipe, Principal, Hillsboro High School

Donald VanGiesen, Assistant Principal, Hillsboro High School

Dan Stewart, Principal, Hillsboro Junior High School

Ben Cunningham, Assistant Principal, Hillsboro Junior High School

Zach Frailey, Principal, Beckemeyer Elementary School

Michelle Reeves, Assistant Principal, Beckemeyer Elementary School

Marci Gutierrez, Principal, Coffeen Early Childhood Center

Autumn Amling, Director of Curriculum and Instruction, HCUSD

Brandy Buske, Special Education Coordinator, Mid-State

A Joint Statement on AI Usage in Teacher Evaluations

Pursuant to PA 104-0565, the PERA Joint committee of HCUSD3 has agreed to the following guidelines.

Evaluators MUST
-disclose any use of AI in the post-evaluation conference, identifying the name and purpose of the tool (per PA 104-0565)

Evaluators MAY
-use AI for administrative tasks, such as sorting notes into domain components (per PA 104-0565)
-use AI to brainstorm possible strategies for improvement (per local agreement)
-use AI to proofread or polish comments or other written portions of the evaluation (per local agreement)

Evaluators MAY NOT
-Use AI to assign domain component ratings (per PA 104-0565).
-Use AI as a replacement for professional judgement (per PA 104-0565)

Certified Staff MAY
-use AI to generate classroom materials for formal observation (per local agreement)
-use AI for administrative tasks, such as leveling texts or differentiation, creating checklists, or maintaining a professional development log (per PA 104-0565)
-use AI to proofread or polish comments or other written portions of the evaluation (per local agreement)

Certified Staff MAY NOT
-use AI to respond to items such as the pre-observation questionnaire or reflection (per local agreement)
-use AI to fabricate artifacts that misrepresent actual practices (per PA 104-0565)

Certified Staff MUST
-disclose any use of AI in the pre-evaluation conference, identifying the name and purpose of the tool (per PA 104-0565)

The examples presented above are for illustrative purposes only and should not be construed to limit either teachers or evaluators to the specific examples.

The PERA committee agrees to revisit this document at its earliest convenience in the 2027-2028 school year.