

# **McLean County Unit District No. 5 Professional Evaluation Plan**



Developed Spring 2012

## Section 1: Letter of Understanding – Evaluation Plan Process

*In 2012-2013 the McLean County Unit District No. 5 will begin implementing a new evaluation plan that complies with the Performance Evaluation Reform Act (PERA). Any evaluations conducted using the new evaluation plan will comply with the process as outlined below. Evaluations conducted using the former plan will continue in accordance with the rules and procedures outlined in the negotiated agreement.*

7.1	Phase-In	<ul style="list-style-type: none"> <li>• The new evaluation plan will be used for all non-tenured classroom teachers beginning with the 2012-2013 school term. Tenured classroom teachers who received a summative rating in the 2011-2012 school term may volunteer to begin their evaluation cycle using the new evaluation plan in the 2012-2013 school term.</li> <li>• In the 2013-2014 school term, all tenured classroom teachers who received a summative rating in the 2010-2011 school term shall begin their evaluation cycle using the new evaluation plan.</li> <li>• By the fall of the 2014-2015 school term, all classroom teachers will be evaluated using the new evaluation plan.</li> <li>• All bargaining unit members who are counselors, nurses, instructional leaders, psychologists and social workers, shall continue to be evaluated using the current evaluation plan until a new plan is agreed upon by the district and association.</li> </ul>
7.2	Purpose	<ul style="list-style-type: none"> <li>• The purpose of the evaluation is to improve the quality of instruction.</li> </ul>
7.3	Evaluator Qualifications	<ul style="list-style-type: none"> <li>• Any individual who participates in the observation and evaluation of a bargaining unit member’s teaching performance must be pre-qualified and trained in accordance with the pre-qualification and training provisions of the Performance Evaluation Reform Act (PERA).</li> </ul>
7.4	Evaluation Plan	<ul style="list-style-type: none"> <li>• All evaluations shall be conducted in accordance with the District’s evaluation plan utilizing the agreed upon evaluation instrument (currently the Danielson Framework). The evaluation plan will be posted on the District website and copies kept at the Administrative offices.</li> </ul>
7.5	Orientation	<ul style="list-style-type: none"> <li>• Within the first fifteen (15) school days of each school term, the building principal or designated administrator shall orient all bargaining unit members under that administrator’s supervision as to the evaluation procedures.</li> <li>• The bargaining unit member’s evaluation cycle shall not begin or continue for tenured teachers already in their evaluation cycle until such orientation has been completed.</li> <li>• Such orientation shall include the evaluation procedures, standards expected, and evaluation instruments to be used.</li> </ul>

		<ul style="list-style-type: none"> <li>At the time of the orientation each term, each bargaining unit member shall be advised as to who shall observe and evaluate the bargaining unit member's teaching performance for that school term.</li> </ul>
7.6	Planning of the Evaluation Cycle	<ul style="list-style-type: none"> <li>Following the orientation and within twenty (20) school days of the start of the school term, the evaluator shall meet with each bargaining unit member he/she will be evaluating to plan the evaluation cycle.</li> <li>At this meeting the evaluator and bargaining unit member shall plan the evaluation cycle and determine the week(s) formal observation(s) will occur during that school year.</li> </ul>
7.7	Frequency of Observations	<ul style="list-style-type: none"> <li>Each non-tenured bargaining unit member shall have a minimum of three (3) observations (at least two (2) formal) for each school term. For non-tenured bargaining unit members, there must be at least one formal observation each semester.</li> <li>Each tenured bargaining unit member shall have a minimum of two (2) observations (at least one (1) formal) during the two-term evaluation cycle.</li> <li>For tenured bargaining unit members, there must be a minimum of one observation each term of the evaluation cycle.</li> </ul>
7.8	Evidence	<ul style="list-style-type: none"> <li>The evaluator must share the evidence and associated performance ratings with the bargaining unit member in each formal observation post-conference.</li> <li>The evidence must link to the instructional framework included in the evaluation plan, and the complete record of evidence must include evidence for each part of the instructional framework.</li> <li>All observations which form the basis for the evaluation shall be reduced to writing by the evaluator on the <b>Form A</b> in accordance with the Evaluation Plan.</li> <li>Standardized test results may not be used for the purpose of bargaining unit member evaluation.</li> </ul>
7.9	Formal Observation	<p><i>Pre-Observation</i></p> <ul style="list-style-type: none"> <li>At least five school days in advance of the scheduled week, the evaluator will notify the bargaining unit member of the date and time of the formal observation and will work with the bargaining unit member to schedule the dates and times for the pre-observation and post-observation conferences.</li> <li>At least one school day in advance of the pre-observation conference the bargaining unit member shall submit to the evaluator the <b>Form C</b> and may include other evidence of instructional planning for the lesson to be observed during the</li> </ul>

		<p>formal observation. At the conference, the evaluator and the bargaining unit shall discuss the lesson to be formally observed.</p> <p><i>Observation</i></p> <ul style="list-style-type: none"> <li>• Each formal observation of the bargaining unit member shall last for a minimum of 40 continuous minutes.</li> <li>• The evaluator will document the observation of teaching using <b>Form A</b>.</li> </ul> <p><i>Post-Observation</i></p> <ul style="list-style-type: none"> <li>• A Post-Observation conference shall be held within five (5) school days after each formal observation.</li> <li>• To this conference, the bargaining unit member will bring a completed <b>Form D</b> and the evaluator will bring a draft of <b>Form A</b> to guide their discussion.</li> <li>• The teacher and evaluator will discuss the teacher’s strengths, weaknesses, and suggestions for improvement and the reasons for identifying the areas as such.</li> <li>• Within three (3) school days of the Post-Observation conference, the evaluator will provide a completed <b>Form A</b>.</li> <li>• If the evaluator determines that the data and evidence collected to date may result in the bargaining unit member receiving either a “Needs Improvement” or “Unsatisfactory” Summative Performance Evaluation Rating, the evaluator shall notify the teacher of that determination.</li> </ul>
7.10	Informal Observation	<ul style="list-style-type: none"> <li>• Informal observations may or may not be announced in advance to the bargaining unit member. Each informal observation of the bargaining unit member shall last for a minimum of 15 continuous minutes. There must be a cumulative total of 40 minutes of informal observation to qualify as a component of the Evaluation Plan.</li> <li>• Following each informal observation and within three (3) school days, the evaluator will record evidence of the informal observation on the appropriate form and provide the bargaining unit member with a copy of the completed <b>Form A</b>.</li> <li>• A post-conference meeting will be held within five (5) school days to discuss the informal observation should either the bargaining unit member or evaluator request it in writing.</li> </ul>
7.11	Video Recording	<ul style="list-style-type: none"> <li>• In addition to or in lieu of a direct (in classroom) formal or informal observation, the bargaining unit member and evaluator may agree to the submission of a videotaped recorded lesson or class period by the bargaining unit member to the evaluator to be used as part of the bargaining unit member’s evaluation.</li> </ul>
7.12	Evaluation Cycle	<ul style="list-style-type: none"> <li>• See attached Evaluation Cycles of Implementation Table</li> </ul>

7.13	Mid-Cycle Conference	<ul style="list-style-type: none"> <li>• For tenured bargaining unit members, a Mid-Cycle conference shall be held within the first twenty-five (25) school days of the second school term of the evaluation cycle in which the bargaining unit member and evaluator meet to discuss progress.</li> <li>• For non-tenured bargaining unit members a Mid-Cycle conference shall be held in December in which the bargaining unit member and evaluator meet to discuss progress using <b>Form B</b> to guide discussion.</li> <li>• Information shared during this meeting shall not be used to determine the performance evaluation rating and should allow for a bargaining unit member to assess his or her progress and adjust instruction as needed.</li> </ul>
7.14	Changes to the Evaluation Schedule	<ul style="list-style-type: none"> <li>• Once dates have been established for the pre-observation conference, observations, and post-observation conference, the evaluator shall notify the bargaining unit member of any change in dates and/or times as soon as possible and the bargaining unit member and the evaluator shall confirm, in writing, the revised date(s) and/or time(s).</li> </ul>
7.15	Evaluation Completion Date	<ul style="list-style-type: none"> <li>• Evaluations of non-tenured bargaining unit members must be completed no later than 60 calendar days prior to the end of the school term including the written summary report and recommendations as to continued employment.</li> <li>• Tenured bargaining unit members' evaluations must be completed no later than 45 calendar days prior to the end of the school term including the written summary report.</li> </ul>
7.16	Summative Conference	<ul style="list-style-type: none"> <li>• At the end of the evaluation cycle, the evaluator will schedule a Summative Conference with the bargaining unit member to discuss the overall rating of each domain based upon evidence of professional practice as consistent with the instructional framework included in the evaluation plan.</li> <li>• The evaluator will present the bargaining unit member with a Summative Evaluation Performance Rating in accordance with the published evaluation plan using <b>Form A</b>.</li> </ul>
7.17	Response and Review	<ul style="list-style-type: none"> <li>• The bargaining unit member shall have the right to attach, at any time, comments to any formal evaluation or other materials placed in the member's personnel file, exclusive of privileged material.</li> <li>• Within ten (10) school days following the Summative Conference, the bargaining unit member may request in writing that the evaluation be reviewed jointly by the Superintendent of Schools or designee and the president of the Association or designee.</li> <li>• The review request shall include the specific reasons for the review and a copy of the written evaluation summary.</li> </ul>

		<ul style="list-style-type: none"> <li>The parties will conduct a review of the evaluation within 30 school days of the request and the employee and evaluator will be advised in writing regarding the outcome of the review.</li> </ul>
7.18	Peer Coach	<ul style="list-style-type: none"> <li>A Peer Coach will be assigned to assist any tenured bargaining unit member who receives a Summative Rating of “Needs Improvement.”</li> <li>To qualify as a Peer Coach, the bargaining unit member must have received at minimum of 4 consecutive “Excellent” Summative Ratings on their own evaluations and must have completed the Evaluator Training and Certification process.</li> <li>The role of the Peer Coach is to assist with the implementation of the Professional Development Plan developed by the evaluator and the bargaining unit member under evaluation.</li> <li>Assuming the Peer Coach will work an average of one (1) additional hour per week he or she will be paid a stipend equal to 36 hours at Pay Rate 4 (9.8.4 and 9.8.8).</li> <li>The position of Peer Coach will be posted per the negotiated contract.</li> </ul>
7.19	Evaluation Committee	<ul style="list-style-type: none"> <li>A committee consisting of the following members is to be selected by the Board and the Association respectively: <ul style="list-style-type: none"> <li>Assistant Superintendent of Operations and Human Resources, Co-Chair</li> <li>Director of Special Education</li> <li>Director of Elementary Education</li> <li>Director of Secondary Education</li> <li>One (1) Elementary Administrator</li> <li>One (1) Junior High/Middle School Administrator</li> <li>One (1) High School Administrator</li> <li>President of the Unit Five Education Association (UFEA) or designee, Co-Chair</li> <li>One (1) Elementary Bargaining Unit Member</li> <li>One (1) Junior High/Middle School Bargaining Unit Member</li> <li>One (1) High School Bargaining Unit Member</li> <li>One (1) Special Education Bargaining Unit Bargaining Unit Member</li> <li>One (1) Area Bargaining Unit Member</li> <li>One (1) Type 73 Bargaining Unit Member</li> </ul> </li> <li>The committee shall meet as necessary, but not less than quarterly. It is the intention of the parties that the committee shall make recommendations annually to the Association and to the Board regarding the process to be used for evaluation of the bargaining unit members.</li> <li>It is further understood that, if necessary, any recommended changed to the evaluation process adopted by the Board would be agreed to in a letter of understanding during the period</li> </ul>

		<p>covered by the existing contract.</p> <ul style="list-style-type: none"> <li>• The District Evaluation Committee composed of administrators and bargaining unit members shall annually review the evaluation instrument and make recommendations to the administration of any changes in the District evaluation instrument.</li> </ul>
7.20	School Code	<ul style="list-style-type: none"> <li>• The parties acknowledge that this procedure set forth in the article pertains to the evaluation of classroom teaching performance.</li> <li>• Nothing herein shall be construed as prohibiting or limiting the normal day-to-day observation and evaluation of a bargaining unit member's general performance as a district employee, nor shall it hinder or limit the right of the Board to terminate the employment of a bargaining unit member under the applicable provisions of The Illinois School Code.</li> </ul>

## Section 2: Standards of Professional Practice for Certified Staff

<p><b>Domain 1 – Demonstrates effective planning and preparation for instruction through:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of Content and Pedagogy</li> <li>• Knowledge of Students</li> <li>• Setting Instructional Outcomes</li> <li>• Demonstrating Knowledge of Resources</li> <li>• Designing Coherent Instruction</li> <li>• Designing Student Assessments</li> </ul>	<p><b>Domain 2 – Creates an environment conducive for learning by:</b></p> <ul style="list-style-type: none"> <li>• Creating an Environment of Respect and Rapport</li> <li>• Establishing a Culture for Learning</li> <li>• Managing Classroom Procedures</li> <li>• Managing Student Behavior</li> <li>• Organizing Physical Space</li> </ul>
<p><b>Domain 4 – Demonstrates professionalism by:</b></p> <ul style="list-style-type: none"> <li>• Reflecting on Teaching</li> <li>• Maintaining Accurate Records</li> <li>• Communicating with Families</li> <li>• Participating in a Professional Community</li> <li>• Growing and Developing Professionally</li> <li>• Showing Professionalism</li> </ul>	<p><b>Domain 3 – Demonstrates effective instruction by:</b></p> <ul style="list-style-type: none"> <li>• Communicating with Students</li> <li>• Using Questioning and Discussion Techniques</li> <li>• Engaging Students in Learning</li> <li>• Using Assessment in Instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>

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 Evaluation Plan addresses the needs of each category of Certified Staff.

## Section 3: Professional Practice Performance Evaluation

### Rating Definitions

<p><b>EXCELLENT</b></p>	<p><b>Professional practice at the <i>Excellent</i> level demonstrates</b> evidence of extensive knowledge and expertise in understanding and implementing the components of the Unit 5 Certified Staff Evaluation Framework and the adopted district curriculum. <b>Practice at the <i>Excellent</i> level</b> is demonstrated by exceptional commitment to flexible, differentiated and responsive instructional practice as evidenced by high levels of student engagement, student-directed learning and student growth. There is evidence of extensive and rigorous individualized instruction that is developmentally and culturally appropriate. <b>A Certified Staff Member at the <i>Excellent</i> level provides</b> leadership in the school, district and/or profession and is committed to reflective and professional practice that promotes high levels of student ownership of their learning.</p>
<p><b>PROFICIENT</b></p>	<p><b>Professional practice at the <i>Proficient</i> level demonstrates</b> evidence of a thorough knowledge of content, students, instructional practices, students and resources, <b>Practice at the <i>Proficient</i> level</b> consistently demonstrates reflective teaching preparation and use of a broad repertoire of strategies and activities as described in the Unit 5 Certified Staff Evaluation Framework and the adopted district curriculum. <b>A Certified Staff Member at the <i>Proficient</i> level works</b> independently and collaboratively to improve his/her professional practice to support and promote high levels of student learning.</p>
<p><b>NEEDS IMPROVEMENT</b></p>	<p><b>Professional practice at the <i>Needs Improvement</i> level demonstrates</b> evidence of basic understanding and/or implementation of the Unit 5 Certified Staff Evaluation Framework and the adopted district curriculum. <b>Practice at the <i>Needs Improvement</i> level is</b> inconsistent. Understanding and implementation of instructional planning and delivery and/or professional behaviors are minimally competent. <b>A Tenured Certified Staff Member at the <i>Needs Improvement</i> level requires</b> specific supports to improve individual professional practice to <i>Proficient</i> or <i>Excellent</i> levels of practice.</p>
<p><b>UNSATISFACTORY</b></p>	<p><b>Professional practice at the <i>Unsatisfactory</i> level demonstrates is</b> inadequate inappropriate and/or unprofessional behavior that may actually be harmful to student learning. <b>Practice at the <i>Unsatisfactory</i> level is</b> inadequate, inappropriate, and/or unprofessional and actually may do harm. Inadequate and inappropriate instructional and/or unprofessional behaviors persist even after intervention(s) and support(s) have been provided. <b>A Tenured Certified Staff Member at the <i>Unsatisfactory</i> level</b> requires specific <i>interventions</i> to improve his/her professional practice immediately to the <i>Proficient</i> or <i>Excellent</i> levels of practice.</p>

## Section 4: Professional Evaluation Plan Performance Rating System

### OPERATING PRINCIPLES

#### **Domain Performance Ratings in Unit 5 District Certified Staff's Professional Evaluation Plan**

- Excellent - Excellent ratings in at least half of the components of the domain, with the remaining components rated no lower than Proficient.
- Proficient – No more than one component rated Needs Improvement, with the remaining components rated at Proficient or higher.
- Needs Improvement – More than one component rated Needs Improvement, with the remaining components rated as Proficient or higher.
- Unsatisfactory – Two or more components rated as Unsatisfactory.

#### **Final Performance Ratings in Unit 5 District Certified Staff's Professional Evaluation Plan**

- Excellent- Excellent rating in at least two or more of the domains, with the remaining domains rated as Proficient.
- Proficient – No more than one domain rated Needs Improvement, with the remaining domains rated at Proficient or higher.
- Needs Improvement – More than one domain rated Needs Improvement, with the remaining domains rated as Proficient or higher.
- Unsatisfactory - Any domain rated Unsatisfactory or 3 components total rated as Unsatisfactory.

## Section 5: Definitions of Terms in the Professional Evaluation Plan

**Bargaining Unit Member** - Any certified staff member who is not an administrator.

**Certified Staff Member** - A “Teacher” as defined by the Article 21 or Article 21B of the School Code or the district collective bargaining agreement to be a full-time or part-time professional employee of the school district who is required to hold a teaching certificate or a professional educator’s license endorsed for a teaching field. This includes Counselors, Instructional Coaches, Certified School Nurses, Instructional Media Center Specialists, School Psychologists, Social Workers, and Speech Pathologists.

**Components** – Distinct aspects of a domain as defined by the *Framework for Teaching (Danielson, 2011)*.

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

**Domains of Specialized Practice** – Four main areas of effective specialized practice (Planning and Preparation, Environment, Delivery of Services, and Professional Responsibilities).

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

**Evidence** – Objective data that has been collected during the performance evaluation cycle through multiple observations and conversations/review of artifacts of professional practice.

**Initial Planning Conference** – A meeting in which the Certified Staff Member and Evaluator meet to plan the performance evaluation cycle.

**Mid-Cycle Conference** – A meeting in which the Certified Staff Member and Evaluator meet to discuss performance evaluation progress. For non-tenured certified staff member the meeting is held in December and then tenured certified staff member will be held within the first 25 school days of the second year).

**Observation (Formal)** – Formal observations will include the following: (1) are announced (2) are a minimum of 40 minutes; (3) include pre-observation and post-observation conferences; and (4) include documentation of the observation provided to the Certified Staff Member.

**Observation (Informal)** – Informal observations will include the following: (1) are unannounced, (2) are a minimum of 15 minutes, (3) have no pre-observation conference, (4) have optional post-observation conference as requested in writing by the Certified Staff Member

or Evaluator or both; and (5) include documentation of the observation provided to the Certified Staff Member.

**Peer Coach** – A Certified Staff Member to assist any tenured bargaining unit member who receives a Summative Performance rating of “Needs Improvement”.

**Performance Evaluation** – Written evaluation of the Certified Staff Member job performance based on the ratings earned on each of the components. According to state requirements, Certified Staff Member performance shall be rated as: *Excellent, Proficient, Needs Improvement, or Unsatisfactory*.

**Performance Evaluation Ratings (Summative)** – The final rating of Certified Staff Member using the rating levels of *Excellent, Proficient, Needs Improvement, or Unsatisfactory*, that includes consideration of professional practice and when applicable, indicators of student growth under Section 24A-2.5 of the School Code.

**Pre-observation Conference** – The conference held prior to any scheduled formal observation attended by Evaluator and the Certified Staff Member.

**Post-observation Conference** – The conference held following any scheduled formal or informal (as requested in writing) observation attended by Evaluator and the Certified Staff Member.

**Professional Development Plan (PDP)** – A plan for professional development created within 30 school days after the completion of a performance evaluation resulting in the *Needs Improvement* rating. The PDP is developed by the Evaluator in consultation with a Certified Staff Member based upon areas that need improvement and the plan includes supports that the district will provide to address the performance areas identified as needing improvement.

**Qualified Evaluator** – An individual who has completed the pre-qualification process required under Section 24A-3 of the School Code of Subpart E, as applicable, and who has successfully passed the State-developed assessments specified to evaluate Certified Staff.

**Remediation Plan** – A state-mandated Professional Plan created by the Evaluator and commenced within 30 days after a Tenured Certified Staff Member has been rated Unsatisfactory on a Summative Evaluation.

**Written Notification** – Document provided to each Certified Staff Member by the first day of school: 1) Rating definitions and the method for determining the ratings, 2) Performance Evaluation rubric that is appropriate for Certified Staff Member and 3) the defined process for Certified Staff Member who receives “needs improvement” and “unsatisfactory.”

## Section 6: Non-Tenured Process in Professional Evaluation Plan

Time of Year	Process
<p><b>Segment 1</b></p> <p>Start of School Term to Orientation</p>	<ul style="list-style-type: none"> <li>• Written Notification by the first student school day</li> <li>• Orientation for all staff within the first 15 school days</li> </ul>
<p><b>Segment 2</b></p> <p>Following the Orientation to Winter Break (Certified Staff Members new to the district after October 1<sup>st</sup>)</p>	<ul style="list-style-type: none"> <li>• One or more Informal Observations</li> <li>• Formal Observation(s)</li> <li>• Mid-Cycle Conference with evaluator to confirm progress</li> </ul>
<p><b>Segment 3</b></p> <p>After Winter Break and Before 60 Calendar Days Before the End of the School Term</p>	<ul style="list-style-type: none"> <li>• Informal Observations (as needed)</li> <li>• Formal Observation(s)</li> <li>• At least 60 calendar days before the end of the school term, a Summative Evaluation rating is given to the Certified Staff Member to determine Next Steps               <ul style="list-style-type: none"> <li>○ Non-Tenured Certified Staff Members must have a rating of “Proficient” or “Distinguished” in last two of the last three years of non-tenured status</li> <li>○ Tenure will be determined at the end of the fourth non-tenured year. Tenure will only be considered for Certified Staff who have a performance evaluation rating of “Proficient” or “Excellent” at the end of the fourth probationary year.</li> <li>○ Non-Tenured Certified Staff Members, who have maintained an “Excellent” performance evaluation rating in the first three years, are eligible for early tenure.</li> </ul> </li> </ul>

***\*A minimum of three observations must be conducted, of which two (2) must be formal.***

## Section 7: Tenured – Proficient/Excellent Process in Professional Evaluation Plan

<b>Evaluation Timeline for Tenured (Proficient/Excellent)</b>	
<b>Timeline</b>	<b>Process</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Written Notification by the first student school day</li> <li>• Orientation for all staff within the first 15 school days</li> <li>• Initial Planning Conference for the school year within the first 20 school days</li> <li>• Informal Observation(s)(at least one)</li> <li>• Formal Observation(s) (at the request of the bargaining unit member or administrator)</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Written Notification by the first student school day</li> <li>• Orientation for all staff within the first 15 school days</li> <li>• Mid-Cycle Conference within the first 25 school days</li> <li>• Minimum of one Formal Observation</li> <li>• At least 45 calendar days before the end of the school year, a Summative Evaluation rating is given to the Certified Staff Member to determine Next Steps               <ul style="list-style-type: none"> <li>○ Overall Rating of Proficient or Excellent – Continuation of the district’s evaluation schedule</li> <li>○ Overall Rating of Needs Improvement – Professional Development Plan</li> <li>○ Overall Rating of Unsatisfactory – Remediation Plan</li> </ul> </li> </ul>

***\*A minimum of two observations must be conducted, of which one (1) must be formal.***

## Section 8: Tenured – Needs Improvement Process in Professional Evaluation Plan

Time of Year	Process
<b>Within 30 school days of Certified Staff Member receiving an Overall Rating of Needs Improvement</b>	<ul style="list-style-type: none"> <li>• Review of the Tenured Staff <b>Professional Evaluation Plan</b> Components that include the 1) Professional Practice Performance Rating Definitions, 2) Operating Principles of the Summative Rating, 3) Assign the Peer Coach, and the 4) Certified Staff Member’s current Teaching Performance Evaluation Framework.</li> <li>• Develop Professional Development Plan with the Certified Staff Member to address components that are cited as needing improvement</li> </ul>
<b>Segment 1</b> First Semester	<ul style="list-style-type: none"> <li>• Written Notification by the first student school day</li> <li>• Orientation for all staff within the first 15 school days</li> <li>• PDP Review Meeting within the first 20 school days</li> <li>• Informal Observation(s) (as determined by the Evaluator)</li> <li>• Formal Observation(s) (at least one)</li> </ul>
<b>Segment 2</b> Second Semester	<ul style="list-style-type: none"> <li>• Mid-Cycle Conference to discuss progress towards PDP with a formative rating</li> <li>• Informal Observation(s) (as determined by the Evaluator)</li> <li>• Formal Observation(s) (at least one)</li> <li>• At least 45 calendar days before the end of the school year, a Summative Evaluation is conducted and reviewed with the Certified Staff Member to determine Next Steps               <ul style="list-style-type: none"> <li>○ Overall Rating of Proficient or Excellent – Reinstatement to the district’s evaluation schedule</li> <li>○ Second Overall Rating of Needs Improvement becomes Unsatisfactory – Remediation Plan</li> <li>○ Overall Rating of Unsatisfactory – Remediation Plan</li> </ul> </li> </ul>

***\*A minimum of three observations must be conducted, of which two (2) must be formal.***

## Section 9: Tenured – Unsatisfactory Process in Professional Evaluation Plan

Time Frame	Process
Within 30 days of Certified Staff Member receiving an Overall Rating of Unsatisfactory	<ul style="list-style-type: none"> <li>• Review of the Tenured Staff <b>Professional Evaluation Plan</b> Components that include the 1) Professional Practice Summative Rating Definitions, 2) Operating Principles of the Summative Rating, 3) Role of the Consulting Certified Staff Member, and the 4) Certified Staff Member’s current Teaching Performance Evaluation Framework.</li> <li>• Develop <b>Remediation Plan</b> with the Consulting Certified Staff Member to address deficiencies cited, provided that the deficiencies are remediable</li> <li>• Explain and confirm the <b>Remediation Plan</b> with Certified Staff Member and the Consulting Certified Staff Member</li> </ul>
At the beginning of the 90 day Remediation Plan	<ul style="list-style-type: none"> <li>• The Certified Staff Member begins the implementation of the <b>Remediation Plan</b> with the support of the Consulting Certified Staff Member</li> </ul>
Before the midpoint of the Remediation Plan	<ul style="list-style-type: none"> <li>• Formal Observation(s) (at least one)</li> <li>• Informal Observations (as determined by Evaluator, post-conference required)</li> </ul>
At the midpoint of the Remediation Plan	<ul style="list-style-type: none"> <li>• Summative Evaluation is conducted and reviewed with the Certified Staff Member</li> </ul>
After the midpoint of the Remediation Plan	<ul style="list-style-type: none"> <li>• Formal Observation(s) (at least one)</li> <li>• Informal Observation (as determined by Evaluator, post-conference required)</li> </ul>
At the conclusion of the Remediation Plan period	<ul style="list-style-type: none"> <li>• Summative Performance Evaluation is conducted and reviewed with the Certified Staff Member to determine Next Steps               <ul style="list-style-type: none"> <li>○ Overall Rating of <i>Proficient</i> or <i>Excellent</i> – Reinstatement to the district’s evaluation schedule</li> <li>○ Overall Rating of <i>Needs Improvement</i> or <i>Unsatisfactory</i> – Recommendation for Dismissal (Section 24-12)</li> </ul> </li> </ul>

***\*A minimum of three observations must be conducted, of which two (2) must be formal.***

## Form A: Teaching Performance Evaluation Framework

### Domain 1: Planning and Preparation

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>1a:</b> <i>Demonstrating Knowledge of Content and Pedagogy</i>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<b>Documentation of Evidence By Date:</b>				
<b>1b:</b> <i>Demonstrating Knowledge of Students</i>	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
<b>Documentation of Evidence By Date:</b>				

<b>1c: Setting Instructional Outcomes</b>	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
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**Documentation of Evidence By Date:**

<b>1d: Demonstrating Knowledge of Resources</b>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
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**Documentation of Evidence By Date:**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>1e: Designing Coherent Instruction</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
<b>Documentation of Evidence By Date:</b>				
<b>1f: Designing Student Assessments</b>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
<b>Documentation of Evidence By Date:</b>				

**Domain 2: The Classroom Environment**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<i>2a: Creating an environment of respect and rapport</i>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students.  The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
<b>Documentation of Evidence By Date:</b>				
<i>2b: Establishing a culture for learning</i>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.  Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
<b>Documentation of Evidence By Date:</b>				

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<i>2c Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
<b>Documentation of Evidence By Date:</b>				
<i>2d Managing Student Behavior</i>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
<b>Documentation of Evidence By Date:</b>				
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
<b>Documentation of Evidence By Date:</b>				

**Domain 3: Instruction**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<i>3a: Communicating with students</i>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.

**Documentation of Evidence By Date**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<i>3b: Using questioning / prompts and discussion</i>	Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

**Documentation of Evidence By Date:**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<i>3c: Engaging students in learning</i>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

**Documentation of Evidence By Date:**

<i>3d: Using Assessment in Instruction</i>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
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**Documentation of Evidence By Date:**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>3e: Demonstrating flexibility and responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

**Documentation of Evidence By Date:**

**Domain 4: Professional Responsibilities**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>4a Reflecting on Teaching</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

**Documentation of Evidence By Date:**

<b>4b Maintaining Accurate Records</b>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
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**Documentation of Evidence By Date:**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>4c: Communicating with Families</b>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

**Documentation of Evidence By Date:**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>4d: Participating in a Professional Community</b>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

**Documentation of Evidence By Date:**

<b>4e: Growing and Developing Professionally</b>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
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**Documentation of Evidence By Date:**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
<b>4f: Showing Professionalism</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
<b>Documentation of Evidence By Date:</b>				

**FORM B: Performance Evaluation Planning Document for \_\_\_\_\_**

Non-Tenured

Tenured

**PART 1: Initial Planning Meeting (Within the first 20 days of the school year)**

Certified Staff Initials:

Date:

Name of Evaluator:

Date:

Teaching Assignment \_\_\_\_\_

School \_\_\_\_\_

Week of Formal Observation #1 \_\_\_\_\_

Week of Formal Observation #2 (required for Non-Tenured) \_\_\_\_\_

Check box if the Evaluator and Certified Staff member agree to substitute a video-recorded lesson for one or more observations

Certified Staff Member initials \_\_\_\_\_

Evaluator Initials \_\_\_\_\_

**PART 2: Mid-Cycle Planning Meeting (Non-Tenured - December; Tenured - Within the first 25 days of the second year)**

Certified Staff Initials:

Date:

Name of Evaluator:

Date:

Teaching Assignment \_\_\_\_\_

School \_\_\_\_\_

Based upon the review of **Form A: Teaching Performance Evaluation Framework**, the Evaluator and Certified Staff Member will confirm the following:

- In which areas of your professional practice do you feel most accomplished?
- Which areas of your professional practice are you targeting for improvement?
- Confirm what formal and/or informal observations have been conducted up to this point in the evaluation cycle.
- What additional formal or informal observations will be conducted during the second half of the evaluation cycle?

Check box if the Evaluator and Certified Staff member agree to substitute a video-recorded lesson for one or more observations

Certified Staff Member initials \_\_\_\_\_

Evaluator Initials \_\_\_\_\_

## Form C: Performance Evaluation System Pre-Observation Conference Form

Teacher Signature:

Evaluator Signature:

Grade Level(s):

Subject(s):

Pre-Observation Conference Date:

Observation Date:

### Pre-Observation Conversation Steps:

Electronically document evidence in the **Form A: Teaching Performance Evaluation Framework - Domain 1 and Domain 4** sections.

- a. Submit the **Form A: Framework Data Documentation Form - Domain 1 and 4** to the Evaluator no later than one (1) day before the Pre-Observation Conference.
- b. Bring the lesson plan specific to the observation and any additional documents or artifacts that reflect the professional practices to the Pre-Observation Conference.
- c. Be prepared to discuss the completed documents.

The following **Pre-Conference Guiding Questions** listed below will support the Evaluator and Certified Staff Member conversation.

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Classroom Environment</i>	<i>Domain 3 Instruction</i>
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction 1f - Designing Student Assessments	4a - Reflection on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques 3c - Engaging Students in Learning 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

### What do you want your students to know and be able to do? (1a, 1b, 1c)

- What are some of the skills/knowledge students will need to bring to this lesson (unit) to be successful? (1a)
- What are some things about your students' readiness (social skills, routines, self-management) that are influencing your lesson (unit) design? (1b)
- What are some special areas/student needs or issues you will need to address? (1b)
- As you think about what you know about your students and the content, what are some key learning goals? (1c)

### How will you know when they have learned it? How will you respond if they don't learn or already know it? (1d, 1e, 1f)

- Given these goals, how will you monitor student learning? How will you determine students' learning success? (1f)
- What are some ways you'll ensure high engagement for all students? (1e)
- What are some resources or materials you/your students will need to support and extend student learning? (1d)

### What do you want me to specifically observe in this lesson?

## Form D: Performance Evaluation System Post-Observation Conference Form

Teacher Signature:

Evaluator Signature:

Grade Level(s):

Subject(s):

Post-Observation Conference Date:

### Post-Observation Conversation Steps

- 1) The Post-Observation Conference will be held through a mutually agreed upon date/time but no later than five (5) school days after each formal observation.
- 2) The Certified Staff will bring completed **Form C: Post-Observation Conference Form**, along with additional documents or artifacts that reflect student progress, to the Post-Observation Conference.
- 3) The Evaluator will bring a draft of **Form A: Teaching Performance Evaluation Framework** to be reviewed by the Certified Staff Member. Form A may be modified based upon additional information and dialogue during the conference.

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Environment</i>	<i>Domain 3 Instruction</i>
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction 1f - Designing Student Assessments	4a - Reflection on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques 3c - Engaging Students in Learning 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

### Post-Observation Conference Guiding Questions:

- 1) What did your students learn from this lesson?
- 2) How did you assess student learning?
- 3) How did you alter your instruction based upon your students' feedback?
- 4) If you had another opportunity to teach this lesson to the same group of students, what would you do differently? Why?
- 5) What next steps are you considering? What support would be helpful in taking these next steps?

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Based upon the post-observation conference, Evaluator will make necessary modifications to **Form A: Teaching Performance Evaluation Framework** within three (3) school days and provide completed form to the Certified Staff Member.

Check box if data and evidence collected to date may result in either a "Needs Improvement" or "Unsatisfactory" Summative Performance Evaluation Rating and complete **Form D: Component Improvement Plan**.

Initial here if box is checked:      Evaluator Initials \_\_\_\_\_      Certified Staff Initials \_\_\_\_\_

# FORM E: Performance Evaluation Rating

Name:

School Year(s):

Evaluator(s):

Non-Tenured  Tenured

<b>Observation dates included in the basis of this summative evaluation:</b>
Formal Observation Dates:
Informal Observation Dates:

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 2 – Classroom Environment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 3 – Instruction	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Performance Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

**The bargaining unit member shall have the right to attach, at any time, comments to any formal evaluation or other materials placed in the member's personnel file, exclusive of privileged material. Within ten (10) school days following the Performance Evaluation Conference, the bargaining unit member may request in writing that the evaluation be reviewed jointly by the Superintendent of Schools or designee and the president of the Association or designee. The review request shall include the specific reasons for the review and an copy of the written evaluation summary. The parties will conduct a review of the evaluation within 30 school days of the request and the employee and evaluator will be advised in writing regarding the outcome of the review.**

Certified Staff Member Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Certified Staff Member's Signature acknowledges receipt of the evaluation information.*

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Form F: Component Improvement Plan

Certified Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ School/Position: \_\_\_\_\_

**Based upon the evidence collected in the Teaching Performance Evaluation Framework, the highlighted area(s) have been identified.**

<b>Conversation Components</b>		<b>Observable Components</b>	
<b>Domain 1 Planning and Preparation</b>	<b>Domain 4 Professional Responsibilities</b>	<b>Domain 2 Classroom Environment</b>	<b>Domain 3 Instruction</b>
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction 1e - Designing Student Assessments	4a - Maintaining Accurate Records 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques 3c - Engaging Students in Learning 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

***Specific steps to be taken by the Certified Staff Member to address identified components:***

***Specific supports that will be provided by the Evaluator to address identified components:***

I acknowledge that I have reviewed and discussed the above concerns with my Evaluator.

\_\_\_\_\_  
Certified Staff Member's Signature/Date

\_\_\_\_\_  
Evaluator's Signature/Date

## Form G: Professional Development Plan

Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date of PDP: \_\_\_\_\_

**PDP Priorities:**

<b>1. Domain/ Component:</b>	<b>Indicators for Effective Teaching (e.g., Critical Attributes):</b>	
<i>Date of Development</i>	<i>Improvement Strategies/Tasks</i>	<i>Supports and Resources:</i>
<i>Date of Updates</i>	<i>Updates on Improvement Strategies/Tasks</i>	<i>Supports and Resources:</i>
<b>2. Domain/ Component</b>	<b>Indicators for Effective Teaching (e.g., Critical Attributes):</b>	
<i>Date of Development</i>	<i>Improvement Strategies/Tasks:</i>	<i>Supports and Resources:</i>
<i>Date of Updates</i>	<i>Updates on Improvement Strategies/Tasks</i>	<i>Supports and Resources:</i>
<b>3. Domain/ Component</b>	<b>Indicators for Effective Teaching (e.g., Critical Attributes):</b>	
<i>Date of Development</i>	<i>Improvement Strategies/Tasks:</i>	<i>Supports and Resources:</i>
<i>Date of Updates</i>	<i>Updates on Improvement Strategies/Tasks</i>	<i>Supports and Resources:</i>

## Signature Section

**PDP Initial Signatures:**

Evaluator:		Certified Staff Member:	
Date:		Date:	

**PDP Observation #1 Signatures:**

Evaluator:		Certified Staff Member:	
Date:		Date:	

**PDP Observation #2 Signatures:**

Evaluator:		Certified Staff Member:	
Date:		Date:	

**PDP Observation #3 Signatures:**

Evaluator:		Certified Staff Member:	
Date:		Date:	

## **Timeline for implementing the new 2-year evaluation cycle with TENURED TEACHERS**

*This chart shows when you will be evaluated during the transition from the old system to the new system.*

*According to School Code, teachers must receive a summative rating once every two years.*

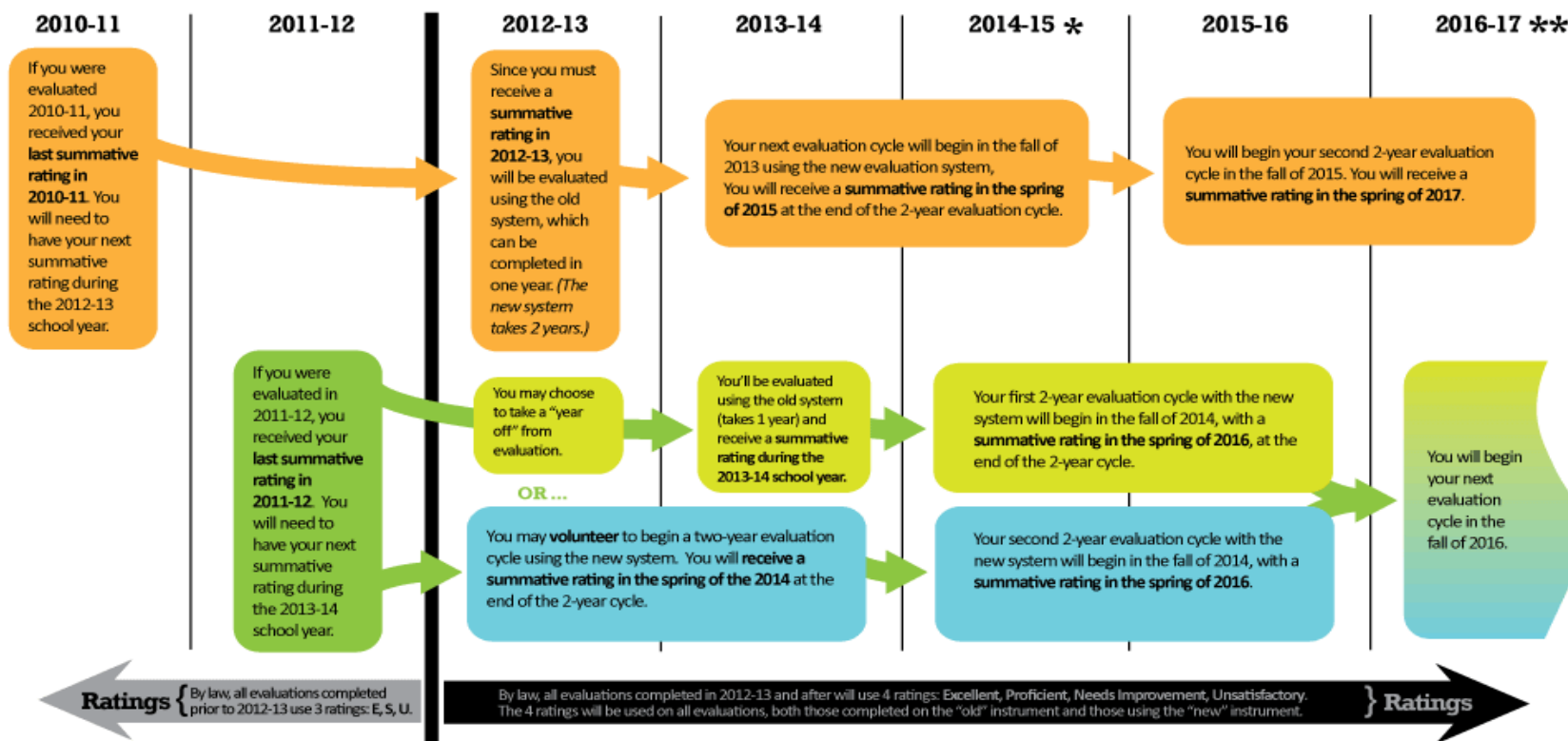
*Our old evaluation system can be completed in a single school year. Under this system, tenured teachers are evaluated and receive a summative rating one school year, and the next school year is a “year off” from evaluation.*

***The new evaluation system for tenured teachers is completed over the course of 2 school years. A tenured teacher begins a cycle in the fall of one school year, and receives a summative rating in the spring of the next school year. In the fall, the evaluation cycle begins again. Once this system is fully implemented, there will be no “year off” from evaluation.***

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
If you were evaluated 2010-11, you received your last <b>summative rating in 2010-11.</b> You will need to have your next summative rating during the 2012-13 school year.		Since you must receive a <b>summative rating this year</b> , you will be evaluated using the old system, which can be completed in one year. (The new system takes 2 years.)	Your next evaluation cycle will begin in the fall of 2013 using the new evaluation system,  You will receive a <b>summative rating in the spring of 2015</b> at the end of the 2-year evaluation cycle.		You will begin your second 2-year evaluation cycle in the fall of 2015.  You will receive a <b>summative rating in the spring of 2017.</b>	
	If you were evaluated in 2011-12, you received your last <b>summative rating in 2011-12.</b> You will need to have your next summative rating during the 2013-14 school year.	You may choose to take a “year off” from evaluation.  You may volunteer to begin a two-year evaluation cycle using the new system. You will receive a <b>summative rating in the spring of the 2014</b> at the end of the 2-year cycle.	You will be evaluated using the old system, which can be completed in one year, and receive a <b>summative rating during the 2013-14 school year.</b> (The new system takes 2 years.)	Your first 2-year evaluation cycle with the new system will begin in the fall of 2014, with a <b>summative rating in the spring of 2016</b> , at the end of the 2-year cycle.		You will begin your next evaluation cycle in the fall of 2016.
By the fall of 2014, all tenured and non-tenured teachers will be participating in the new 2-year evaluation cycle. By the spring of 2016, all tenured teachers will have completed at least one 2-year evaluation cycle using the new system.						

# Timeline for implementing the new 2-year evaluation cycle with TENURED TEACHERS in Unit 5

This chart shows when you will be evaluated during the transition from the old system to the new system. According to School Code, tenured teachers must receive a summative rating at least once every two years. Our old evaluation system can be completed in a single school year. Under this system, tenured teachers may be evaluated and receive a summative rating one school year, and the next school year is a "year off" from evaluation. The new evaluation system for tenured teachers is completed over the course of 2 school years. A tenured teacher begins a cycle in the fall of one school year, and receives a summative rating in the spring of the next school year. In the fall, the evaluation cycle begins again. Once this system is fully implemented, there will be no "year off" from evaluation, although summative ratings will still be given every 2 years.



\* By the fall of 2014, all tenured and non-tenured teachers will be participating in the new 2-year evaluation cycle.

\*\* By the spring of 2016, all tenured teachers will have completed at least one 2-year evaluation cycle using the new system.