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Appendix:

- Form 1 Scoring Rubrics (Teacher, Nurse, Library, Social Worker, School Psychologist, Deans, Special Education, Instructional Specialist)
- Form 2 Observation Notes
- Form 3 Pre-Observation Form
- Form 4 Formative Feedback Form
- Form 5 Post Observation Form
- Form 6 Final Evaluation of Professional Practice
- Form 7 Teacher Self Reflection
- Form 8
- Form 9 Mid-year Meeting Record
- Form 10 Informal Observation Form
- Form 11 Professional Development Plan (PDP)
- Form 12 Remediation Plan
The PROFESSIONAL EVALUATION PLAN for Rich Township High School District 227 was the result of a two-year-long dialogue with a committee of professional educators and stakeholders, in a collaborative effort between the Rich Township High School Education Association and District Administration. The primary purpose for revising our District 227 Professional Evaluation Plan was due to the mandate of SENATE BILL 7 (SB7) 2010 through the PERFORMANCE EVALUATION REFORM ACT (PERA) process. The focus was to place an emphasis on making this growth process a qualitatively and quantitatively better one for all. Student achievement demands that educators integrate their knowledge of subjects, students, social emotional learning, curriculum, and community to create a bridge between learning goals and students’ lives.

This committee dedicated itself to thinking clearly about the teaching and learning process, reading and reviewing research about professional growth, and committing time to a plan that had the best chance to focus on growth and development, not merely evaluation or supervision.

Thanks to all staff committed to the process, past and present.

PERFORMANCE EVALUATION REFORM ACT COMMITTEE 2014 – (PERA)

Julie Grohn
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Jennifer Norrell
Cindy O'Dea
Jackie Stone
Traci Toth
Harry Raetz

Special thanks to Lora K. Sheehy, Executive Administrative Assistant to the Director of Human Resources.
<table>
<thead>
<tr>
<th>Commitment: Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Professional Evaluation Plan must support equity with clear and consistent guidelines through a common understanding.</td>
</tr>
</tbody>
</table>

In order to embed **equity** into practice, the district commits to evaluating educators in a reliable, on-going, evidence-based manner utilizing multiple data sources which are differentiated based upon roles and responsibilities.

<table>
<thead>
<tr>
<th>Commitment: Professional Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Professional Evaluation Plan must support continuous professional growth through engagement and reflective practice.</td>
</tr>
</tbody>
</table>

In order to embed **professional growth** into practice, the district commits to fostering a culture that promotes training opportunities, goal setting, and reflective practice through the allocation of resources. Supports Certified Staff Members in taking ownership of their professional practice as it impacts student growth and influences the broader learning community.

<table>
<thead>
<tr>
<th>Commitment: Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Professional Evaluation Plan must support student outcomes through highly effective instruction, professional development, and data supported resource allocations.</td>
</tr>
</tbody>
</table>

In order to embed **student outcomes** into practice, the district commits to aligning this process to student growth.

<table>
<thead>
<tr>
<th>Commitment: Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Professional Evaluation Plan must support collaboration among all stakeholders and will dedicate time for ongoing refinement to ensure a continuous cycle of improvement.</td>
</tr>
</tbody>
</table>

In order to embed **collaboration** into practice, the district commits to fostering a culture that promotes trust, reflection, and open professional dialogue.

<table>
<thead>
<tr>
<th>Commitment: Expectations</th>
</tr>
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<tbody>
<tr>
<td>The Professional Evaluation Plan must support clearly defined expectations.</td>
</tr>
</tbody>
</table>

In order to embed clearly defined **expectations** into practice, the district commits to integrating consistent expectations into professional practice through performance standards which are evidence-based.
DISTRICT 227 PROFESSIONAL DEVELOPMENT PLAN OBJECTIVES

The Professional Evaluation Process commits to…

**Professional Development that will:**
- Educate and guide stakeholders in the paradigm shift from the previous evaluation system to the Framework.
- Create different levels of support for Certified Staff Members.
- Establish Inter-rater reliability among Evaluators.
- Equip Evaluators with the strategies that will foster a supportive environment through collaborative, open communication during professional conversations.

**A Culture that will:**
- Embed Commitments into the District culture.
- Foster professional dialogue and collaboration within the professional learning community.
- Dedicate time and resources for professional growth.
- Empower Certified Staff Members to use research based best practices and innovative strategies that will challenge students and enhance their learning.
- Embrace and utilize data for making sound educational decisions.

**Resources that will:**
- Explain the Framework, evaluation process, and all tools as they relate to each position.
- Provide a meaningful and manageable timeframe for the implementation of the evaluation process.

**A Continuous Learning Process that will:**
- Use a variety of data sources to guide reflection and decision-making.
- Develop procedures to review the evaluation process and adapt as appropriate.
- Identify areas of need for district-wide professional development for Certified Staff Members.
WRITTEN NOTIFICATION

Written notice (electronic or paper) about the evaluation process will be provided at the start of the school term (the first day students are required to be in attendance) for every teacher evaluated under the plan. The Written notice will include:

- A copy of the rubric to be used to rate the educator against identified standards and goals and other tools to be used to determine a performance evaluation rating.
- A summary of the manner in which measures of student growth and professional practice will be used to determine the educator’s performance evaluation rating.
- A summary of the district's procedures related to the provision of professional development or remediation in the event an educator receives a "needs improvement" or "unsatisfactory" rating, as well as evaluation tools used during the remediation period.

An Introductory Conference between an administrator and a teacher will be held within the first two weeks of the first day of all student attendance. Its purpose is to allow the parties to become better acquainted and to share general information about teaching and learning philosophies and goals.

The Introductory Conference is not intended to be a part of the individual observation cycle.

Any professional development provided as part of the professional development plan for tenured educators rated “needs improvement” or a remediation plan for tenured educators rated “unsatisfactory” shall align to Standards for Professional Learning from Learning Forward. The standards can be found at http://learningforward.org/standards-for-professional-learning.
### FORMAL AND INFORMAL OBSERVATIONS CONDUCTED DURING THE EVALUATION CYCLES

**OBSERVATION OF TEACHERS**

**RICH TOWNSHIP HIGH SCHOOL DISTRICT 227 REQUIREMENTS**

<table>
<thead>
<tr>
<th>Years 1-2 Non-Tenured</th>
<th>Year 3-4 Non-Tenured</th>
<th>TENURED</th>
<th>TENURED Needs Improvement</th>
<th>TENURED Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of four (4) observations shall be required each school year: <strong>Two (2) must be formal observations</strong> (formal observations include both a pre- and post observation conference)</td>
<td>A minimum of three (3) observations shall be required each school year: <strong>Two (2) must be formal observations</strong> (formal observations include both a pre- and post observation conference)</td>
<td>A minimum of two (2) observations shall be required each evaluation: <strong>One (1) must be a formal observation</strong> (formal observations include both a pre- and post observation conference)</td>
<td>A minimum of three (3) observations shall be required each evaluation cycle: Two (2) must be a formal observation (formal observations include both a pre- and post observation conference)</td>
<td>A minimum of three (3) observations shall be required each evaluation cycle: Two (2) must be a formal observation (formal observations include both a pre- and post observation conference)</td>
</tr>
</tbody>
</table>

### OBSERVATION OF PROFESSIONAL PRACTICE

Evidence of professional practice is collected through the use of multiple observations that include formal and informal observations and focus upon acquiring evidence of the planning and preparation, classroom environment, instruction, and professional responsibilities.

### FORMAL OBSERVATIONS

As part of the formative process, formal observations are an effective way of gathering information about the teacher’s practice:

- Full-time, non-tenured teachers will be formally observed at least once each year
  - Formal observations are a minimum of 45 minutes at a time, or a complete lesson, or during an entire class period
- Tenured teachers will be formally observed at least once in the course of every two (2) school years
- Tenured teachers who receive a ‘needs improvement rating’ will be formally observed at least once in the school year following the Professional Development Plan (PDP)
- Formal observation will include a pre-observation conference. In advance of the conference, teachers will submit the Pre-observation Form (Form 3) and may be asked to submit any appropriate artifacts that pertain to the observation. Evaluator will discuss and make recommendations for areas of focus during the observation. A copy of the Pre-observation Information Request Form can be found on the district website.
- Together, teachers and evaluators will determine a focus for the observation and any specific areas of feedback.
- Observation notes will be provided to the teacher within two (2) working days. For example, if an observation is completed on a Monday at 11:30am, the observation notes are due by Wednesday at 11:30am.
- A post-observation conference will be held within five (5) working days after the formal observation unless both parties mutually agree on another time to meet.
**POST-OBSERVATION CONFERENCE**

The Post-Observation Conference is a designated interactive meeting time to follow the classroom observation period. The conference time, a minimum of 30 minutes in length, is intended to be a useful tool to advance mutual understanding of the mastery of the FIT Domains. The purpose of the meeting is interactive discussion between the teacher and the Designated Administrator.

- The post-observation conference will focus on teacher reflection on the lesson and evidence of student learning. Teachers will be asked to submit a self-reflection form, post-observation form and/or any appropriate artifacts that pertained to the observation.
- The evaluator shall meet with the educator to discuss the evidence collected.
- The evaluator shall provide feedback to the educator about professional practice, including evidence specific to the areas of focus that may have been identified in the pre-conference.
- Copies of observation notes will be given to the teacher prior to the conference. The conference should be completed no later than five school days after the classroom observation. Each Post-Observation Conference will be recorded through a written summary by the Designated Administrator and a copy of that summary will be filed with the teacher within five days after the Post-Observation conference.
- The educator shall reflect upon instruction and may provide additional information or explanations to the evaluator.
- If the evaluator determines that evidence collected to date (at the time of the observation/post conference) may result in the educator receiving a “needs improvement” or “unsatisfactory” rating, the evaluator must notify the educator of that determination. Additionally, the teacher will be referred to the PAR Panel.
- The educator shall work with the evaluator and others as determined to identify areas for improvement.

**INFORMAL OBSERVATIONS**

As part of the formative process, informal observations are an effective way of gathering ongoing and authentic information about teacher practice with the intent of focusing on teaching, learning, and the interactions between teachers and students.

- Evaluators shall make as many informal observation visits as deemed necessary to properly assess teacher effectiveness.
- These observations need not be pre-announced nor do they require pre or post-observation conferences.
- Informal observations are not intended to supplant formal observations; rather, they are intended to broaden opportunities for professional growth.
- Following an informal observation the evaluator shall provide feedback either orally or in writing.
  - If it is in writing, then the evaluator shall provide the educator with an opportunity to have an in-person discussion.
  - Evidence gathered during an informal observation may be considered in determining the performance evaluation provided it is documented in writing and will be provided within (five) 5 working days.
- Teachers are always encouraged to seek feedback and/or initiate conversations from their informal observations. Informal observations can provide opportunities for evaluators and teachers to strengthen relationships and foster an atmosphere of trust and respect, to motivate teachers to engage in self-reflection in order to move their practice forward, to allow evaluators to be accessible and provide support.

**CLASSROOM OBSERVATION**

- Formal observations shall be one of the following: 45 minutes, a complete lesson, or an entire class period.
- Evaluator shall acquire evidence of planning, instructional delivery, and classroom management.
- Evidence of professional practice shall be collected through the use of multiple observations that include formal and informal observations.
- Any of the teacher’s regularly scheduled classes may be observed.

**DESIGNATED ADMINISTRATOR**
A designated evaluator may designate another qualified evaluator to conduct observations in situations where it cannot be completed in a timely manner and the teacher will be notified.

**EVALUATION CONFERENCES**

**Mid Year Evaluation Conference**
The Mid Year Evaluation Conference is a documented meeting time scheduled by the Designated Administrator with the probationary teacher for the purpose of reviewing mid-year progress on the teacher’s mastery of the FfT Domains. The teacher shall be given a copy of the Preliminary Evaluation at least twenty-four (24) hours before the conference. The evaluation is to be completed by November 15. No final ratings as designated by the State of Illinois will be given at this conference. Preliminary evaluation documents, with original signatures, will be filed with the teacher, the designated administrator and the principal. In the event it is determined a probationary teacher is in danger of having a final rating of ‘needs improvement’ or ‘unsatisfactory’, the teacher will be referred to the PAR Panel.

**Summative Evaluation Conference**
The Summative Evaluation Conference is the documented meeting time scheduled between the teacher and the Designated Administrator(s). The teacher shall be given a copy of the Final Evaluation with ratings at least twenty-four (24) hours before the conference. The Final Evaluation, complete with Summary Ratings as required by the State of Illinois, is to be completed by March 1 for all teachers. Final evaluation documents will be filed with the teacher, the designated administrator and the principal. The original copy filed with the Director of Human Resources will be placed in the teacher’s official personnel file. Original signatures are required for the teacher records and the Human Resources Office.

**SELF REFLECTION**
The self reflection is a narrative document prepared by the teacher being evaluated, which provides the teacher with the opportunity to reflect on the Teaching Essentials or to inform the Designated Administrator of accomplishments and contributions to the school which may not be evident in a classroom observation. Information from the Self Reflection shall be attached to the Final Evaluation document. Self-Reflections will be provided to the Designated Administrator on or before the Summative Evaluation Conference. A template for the self reflection is located at the end of the Professional Evaluation Plan.
STATE OF ILLINOIS PERFORMANCE RATINGS
The Illinois School Code recognizes four performance ratings: Excellent, Proficient, Needs Improvement and Unsatisfactory. For tenured teachers rated as “needs improvement”, within 30 school days of the completion of an evaluation rating, the evaluator, in consultation with the teacher, must create a professional development plan that is directed to the areas of needed improvement. Tenured teachers rated as “unsatisfactory” places a teacher in remediation. The procedures for remediation are delineated in the Remediation Procedures section of this document. For details of the performance ratings see page 10 of the Professional Evaluation Plan.

FRAMEWORK FOR TEACHING (FfT) DOMAINS
The Domain are defined as the summation of the examples listed in each of the certified professional’s four Roles: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, Domain 4: Professional Responsibilities

TEACHING DOMAIN PERFORMANCE RANKING
These rankings accompany each Domain. The goal of the individualized rankings is to assess the level of performance in each Domain.

Excellent
A State rating of Excellent means that the teacher has received Excellent rankings in the FfT Domains and no rankings less than Proficient on his/her final evaluation. The teacher demonstrates a consistent mastery of each FfT Domain. The teacher displays knowledge of and exhibits behavior that shows a commitment to the Domain above and beyond the minimum expectations.

Proficient
A State rating of Proficient means that the teacher has received rankings of Proficient on his/her final evaluation. The teacher displays knowledge of and exhibits behavior that is consistent with the Domains.

Needs Improvement
A State rating of Needs Improvement means the teacher has received rankings of Needs Improvement. A state rating of Needs Improvement for tenured teachers will initiate the Professional Development Plan.

The teacher demonstrates a basic understanding of the requirements for meeting this Domain but is inconsistent in their application. The teacher may be in need of additional reinforcement, guidance or information concerning a particular Domain in order to progress to the Excellent or Proficient rankings.

Unsatisfactory
A State rating of Unsatisfactory means that the teacher has received rankings of Needs Improvement and/or any ranking of Unsatisfactory on his/her final evaluation. A State rating of Unsatisfactory for tenured teachers will initiate the Remediation Process.

The teacher does not display a clear understanding of the requirements for meeting this Domain. The teacher is in need of additional monitoring, guidance and support in order to progress to the Proficient or Excellent rankings.

Not Applicable
The Domain may not apply or be relevant on the date of a formal observation.
OPERATING PRINCIPLES

**DOMAIN** Ratings in Rich Township High School District 227 Professional Evaluation Plan

- **Excellent** – No more than two components rated Proficient, with the remaining components rated Excellent. The anchor component must be rated Excellent.
- **Proficient** – No more than one component rated Needs Improvement, with the remaining components rated at Proficient or Excellent.
- **Needs Improvement** – Two or more components rated Needs Improvement, with the remaining components rated as Proficient or Excellent.
- **Unsatisfactory** - Any component rated as Unsatisfactory.

**OVERALL** Ratings in Rich Township High School District 227 Professional Evaluation Plan

- **Excellent** - No more than one domain rated Proficient, with the remaining domains rated at Excellent.
- **Proficient** – No more than one domain rated Needs Improvement, with the remaining domains rated at Proficient or Excellent.
- **Needs Improvement** – Two or more domains rated Needs Improvement, with the remaining domains rated as Proficient or Excellent.
- **Unsatisfactory** - Any domain rated Unsatisfactory.

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

**Tenured Staff** are expected to maintain an overall Summative Rating of Proficient or Excellent.

- If a Tenured Staff member receives an overall Summative Rating of Needs Improvement, a Professional Development Plan (PDP) will be developed. A tenured Staff member whose performance is not Proficient or Excellent after the completion of a PDP will be rated Unsatisfactory.
- If at any point in the appraisal cycle a Tenured Staff member exhibits evidence of Unsatisfactory practice, an overall Summative Appraisal may be conducted at any time during the contractual school year. An overall Summative Rating of Unsatisfactory will result in the development of a Remediation Plan in accordance with the law.

*Please see the following page for an example of how domain and summative ratings are determined.*
EXAMPLES of DOMAIN and FINAL SUMMATIVE RATINGS

DOMAIN Ratings in Rich Township High School District 227 Professional Evaluation Plan

- **Excellent** – No more than two components rated Proficient, with the remaining components rated Excellent. The anchor component must be rated Excellent.
- **Proficient** – No more than one component rated Needs Improvement, with the remaining components rated Proficient or Excellent.
- **Needs Improvement** – Two or more components rated Needs Improvement, with the remaining components rated Proficient or Excellent.
- **Unsatisfactory** - Any component rated Unsatisfactory.

### Domain 2 – The Classroom Environment

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Needs Improvement (Basic)</th>
<th>Proficient</th>
<th>Excellent (Distinguished)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2b (anchor)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>2c</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2d</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2e</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domain Rating</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

OVERALL Ratings in Rich Township High School District 227 Professional Evaluation Plan

- **Excellent** - No more than one domain rated Proficient, with the remaining domains rated Excellent.
- **Proficient** – No more than one domain rated Needs Improvement, with the remaining domains rated Proficient or Excellent.
- **Needs Improvement** – Two or more domains rated Needs Improvement, with the remaining domains rated Proficient or Excellent.
- **Unsatisfactory** - Any domain rated Unsatisfactory.

### Final Summative Rating

<table>
<thead>
<tr>
<th>Domain</th>
<th>Unsatisfactory</th>
<th>Needs Improvement (Basic)</th>
<th>Proficient</th>
<th>Excellent (Distinguished)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Domain 2</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Domain 3</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Domain 4</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Overall Rating</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
ROLES OF EVALUATORS, MENTORS, SPECIALISTS, PROFESSIONAL PEER and STAFF in EVALUATION PLAN

Responsibilities of Evaluators

- Demonstrate competency in the Charlotte Danielson’s Framework for Teaching (FfT) and the Rich Township High School District 227 Professional Evaluation Plan.
- Notify Staff of observation cycle and evaluator(s) assignment by the first student attendance day.
- Meet with Staff to discuss expectations based on the FfT, district and school goals, district initiatives, and appraisal process (Introductory Conference) within the first two weeks of school.
- Conduct informal observations and provide feedback or engage in reflective conversations as appropriate.
- Communicate with other administrator(s) during the evaluation plan.
- Conduct formal observation(s) including planning and reflective conversations within specified timeframe.
- Maintain ongoing communication with Staff about their professional practice, aligned with the FfT.
- Identify and enlist other resources to provide support for Staff.
- Conduct summative appraisal conference with the Teacher and notify Staff of their rating.
- Maintain appropriate levels of confidentiality.

Responsibilities of Staff

- Understand and implement all necessary components of the FfT.
- Meet with Evaluator and Mentor, or Professional Peer (as needed) to ensure adherence to FfT.
- Take personal responsibility for attaining Proficient or Excellent performance.
- Develop and implement a Professional Development Plan, as specified by the Evaluation Plan.
- Maintain appropriate levels of confidentiality.

Roles of New Staff Mentor

- Assume responsibilities outlined in the New Teacher Induction Program (NTIP).
- Provide feedback and support for New Staff professional growth.
- Maintain appropriate levels of confidentiality.

Role of District Staff Resources

- Support professional learning opportunities of Staff.
- Engage Staff in professional dialogue about “best practices” in the identified areas
- Assuming time is available, conduct informal observations (instructive, collaborative and facilitative) and provide verbal or written feedback to Staff.
- Maintain appropriate levels of confidentiality.

Role of Professional Peer

- Support professional learning opportunities of Staff.
- Support Staff in analysis of student data.
- Support implementation of peer’s Professional Development Plan (PDP).
- Maintain appropriate levels of confidentiality.
PROFESSIONAL GROWTH AND ASSESSMENT PROGRAM
Evaluation Procedures for First and Second Year Teachers
in Rich Township High School District 227

1. There will be a minimum of four classroom observations for first or second year teachers, at least one (1) being conducted by the principal. In addition, any first or second year teacher who teaches in two (2) different departments or at two (2) different campuses shall have at least one (1) observation by each designated administrator and/or principal to whom he/she reports. The traveling teacher will be evaluated by the principal at the campus where he/she spends the most Full Time Equivalent (FTE). Traveling teachers will have a minimum of two observations per building. If the principal is in fact the Designated Administrator, another administrator will conduct no fewer than two classroom observations.

2. Observations may take two formats; formal or informal. Observations should occur over the course of both first and second semesters.

3. An administrator will schedule an introductory conference with a staff member if either the administrator or staff member is new to the department, building or district.

4. Post-observation conferences will last at least 30 minutes.

5. Each post-observation conference will be held within five (5) school days after the completion of a full-period observation. Prior to the conference, copies of observation notes will be given to the teacher within 2 working days. A written summary will be developed and filed with the teacher within five school days after the post-observation conference.

6. A Mid-Year evaluation will be completed by November 15. The written evaluation completed by November 15 will be presented to the teacher in an evaluation conference with the Designated Administrator. An employee shall be given a copy of the Mid-Year evaluation report at least twenty-four (24) hours before the conference. Signatures will be required for this evaluation. A summative rating will not be provided in Mid-Year evaluations.

7. A probationary teacher, who has been identified by the Building Principal or designee, as having significant performance concerns, will receive support from the District and/or Building Mentor Coordinator and will be referred (as soon as possible) to the Peer Assistance Review (PAR) Panel for additional support. The Peer Assistance Review (PAR) Panel will assign a Consulting Teacher that will work with the building mentor and probationary teacher.

8. A peer evaluator will perform classroom observations in addition to the designated evaluator. Both the peer evaluator and the designated administrator will submit separate evaluation reports to the PAR Panel for review and recommendations no later than February 1st.

9. The Designated Administrator will participate with the Principal in writing the final narrative evaluation. If the Principal is the Designated Administrator, then the Administrator who conducted the two classroom observations will also participate in writing the summative narrative evaluation.

10. A summative evaluation conference with the teacher, Designated Administrator, and Principal will be held by March 1 and must include the Final Summary Rating as required by the State of Illinois. An employee shall be given a copy of the summative evaluation report at least twenty-four (24) hours before the conference. No employee shall be required to sign a blank or incomplete evaluation form, nor shall any changes be made on the completed form after the employee has signed. Both the principal and the supervisor shall sign the form before the employee signs it.

11. Copies of the signed final evaluation, with two (2) original signatures, will be filed with the teacher and Director of Human Resources. The copy filed with the Director of Human Resources will be placed in the teacher’s official personnel file. If the educator disagrees with the summative evaluation, they may write a rebuttal which will be attached to the summative evaluation and filed with the Director of Human Resources.

12. All teachers have the right of representation by a representative of the Rich Township High School Education Association at any point during any evaluation process.
EVALUATION PROCEDURES FOR THIRD YEAR TEACHERS IN RICH TOWNSHIP HIGH SCHOOL DISTRICT 227

1. There will be a minimum of three (3) classroom observations for third year teacher, at least one being conducted by the principal. In addition, any third year teacher who teaches in two (2) different departments or at two (2) different campuses shall have at least one (1) observation by each designated administrator and/or principal to whom he/she reports. The traveling teacher will be evaluated by the principal at the campus where he/she spends the most Full Time Equivalent (FTE). Traveling teachers will have a minimum of two observations per building. If the principal is in fact the Designated Administrator, another administrator will conduct no fewer than two classroom observations.

2. Observations may take two formats; formal or informal. Observations should occur over the course of both first and second semesters.

3. An administrator may choose to schedule an introductory conference with a staff member if either the administrator or staff member is new to the department, building or district.

4. Post-observation conferences will last at least 30 minutes.

5. Each post-observation conference will be held within five (5) school days after the completion of full-period observation. Prior to the conference, copies of observation notes will be given to the teacher within 2 working days. A written summary will be developed and filed with the teacher within five school days after the post-observation conference.

6. A Mid-Year evaluation will be completed by November 15. The written evaluation completed by November 15 will be presented to the teacher in an evaluation conference with the Designated Administrator. An employee shall be given a copy of the Mid-Year evaluation report at least twenty-four (24) hours before the conference. Signatures will be required for this evaluation. A summative rating will not be provided in Mid-Year evaluations.

7. A probationary teacher, who has been identified by the Building Principal, as having significant performance concerns, will receive support from the District and will be referred (as soon as possible) to the PAR Panel for additional support. The PAR Panel will assign a Consulting Teacher that will work with the probationary teacher.

8. A peer evaluator will perform classroom observations in addition to the designated evaluator. Both the peer evaluator and the designated administrator will submit separate evaluation reports to the PAR Panel for review and recommendations no later than February 1st.

9. The Designated Administrator will participate with the Principal in writing the final narrative evaluation. If the Principal is the Designated Administrator, then the Administrator who conducted the two classroom observations will also participate in writing the summative narrative evaluation.

10. A summative evaluation conference with the teacher, Designated Administrator, and Principal will be held by March 1 and must include the Final Summary Rating as required by the State of Illinois. An employee shall be given a copy of the summative evaluation report at least twenty-four (24) hours before the conference. No employee shall be required to sign a blank or incomplete evaluation form, nor shall any changes be made on the completed form after the employee has signed. Both the principal and the supervisor shall sign the form before the employee signs it.

11. Copies of the signed final evaluation, with two (2) original signatures, will be filed with the teacher and Director of Human Resources. The copy filed with the Director of Human Resources will be placed in the teacher’s official personnel file. If the educator disagrees with the summative evaluation, they may write a rebuttal which will be attached to the summative evaluation and filed with the Director of Human Resources.

12. All teachers have the right of representation by a representative of the Rich Township High School Education Association at any point during any evaluation process.
1. There will be a minimum of three (3) classroom observations, at least one (1) being conducted by the principal. In addition, any third year teacher who teaches in two (2) different departments or at two (2) different campuses shall have at least one (1) observation by each designated administrator and/or principal to whom he/she reports. The traveling teacher will be evaluated by the principal at the campus where he/she spends the most Full Time Equivalent (FTE). Traveling teachers will have a minimum of two observations per building. If the principal is in fact the Designated Administrator, another administrator will conduct no fewer than two classroom observations.

2. Observations may take two formats; formal or informal. Observations should occur over the course of both first and second semesters.

3. An administrator may choose to schedule an introductory conference with a staff member if either the administrator or staff member is new to the department, building or district.

4. Post-observation conferences will last at least 30 minutes.

5. Each post-observation conference will be held within five (5) school days after the completion of a full-period observation. Prior to the conference, copies of observation notes will be given to the teacher within 2 working days. A written summary will be developed and filed with the teacher within five school days after the post-observation conference.

6. A Mid-Year evaluation will be completed by November 15. The written evaluation completed by November 15 will be presented to the teacher in an evaluation conference with the Designated Administrator. An employee shall be given a copy of the Mid-Year evaluation report at least twenty-four (24) hours before the conference. Signatures will be required for this evaluation. A summative rating will not be provided in Mid-Year evaluations.

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10. A summative evaluation conference with the teacher, Designated Administrator, and Principal will be held by March 1 and must include the Final Summary Rating as required by the State of Illinois. An employee shall be given a copy of the summative evaluation report at least twenty-four (24) hours before the conference. No employee shall be required to sign a blank or incomplete evaluation form, nor shall any changes be made on the completed form after the employee has signed. Both the principal and the supervisor shall sign the form before the employee signs it.

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12. All teachers have the right of representation by a representative of the Rich Township High School Education Association at any point during any evaluation process.
TENURED TEACHERS
Evaluation Procedures for Tenured Teachers
in Rich Township High School District 227

1. Tenured teachers will be evaluated with state ratings every other year. In the year in which the teacher will receive state ratings, he/she will be considered “on cycle”.

2. There will be a minimum of two (2) classroom observation for a tenured teacher who is on cycle. In addition, any tenured teacher who teaches in two (2) different departments or at two (2) different campuses shall have at least one (1) observation by each designated administrator and/or principal to whom he/she reports. The traveling teacher will be evaluated by the principal at the campus where he/she spends the most Full Time Equivalent (FTE). Traveling teachers will have a minimum of one observation per building. If the principal is in fact the Designated Administrator, another administrator will conduct at least one classroom observation.

3. Observations may take two formats; formal or informal. Observations should occur over the course of both first and second semesters.

4. An administrator will schedule an introductory conference with a staff member if either the administrator or staff member is new to the department or building.

5. Post-observation conferences will last at least 30 minutes.

6. Each post-observation conference will be held within five (5) school days after the completion of a full-period observation or 45 minutes. Prior to the conference, copies of observation notes will be given to the teacher within 2 working days. A written summary will be developed and filed with the teacher within five school days after the post-observation conference.

7. During a post-observation conference, if a tenured teacher receives a Needs Improvement or Unsatisfactory in any of the FfT Domains, an additional observation by another Administrator will be conducted prior to the determination of the final State Summary Rating.

8. The Designated Administrator will participate with the Principal in writing the final narrative evaluation. A summative evaluation conference with the teacher, Designated Administrator, and Principal will be held by March 1 and must include the Final Summary Rating as required by the State of Illinois.

9. An employee shall be given a copy of the summative evaluation report at least twenty-four (24) hours before the final conference. No employee shall be required to sign a blank or incomplete evaluation form, nor shall any changes be made on the completed form after the employee has signed. Both the principal and the supervisor shall sign the form before the employee signs it. Copies of the signed final evaluation, with two (2) original signatures, will be filed with the teacher and the Director of Human Resources. The copy filed with the Director of Human Resources will be placed in the teacher’s official personnel file.

10. For any tenured teacher receiving an “unsatisfactory” evaluation, the remediation period shall be ninety (90) school days.

11. Tenured teachers rated as “needs improvement”, within 30 school days of the completion of an evaluation rating, the evaluator, in consultation with the teacher, must create a professional development plan that is directed to the areas of needed improvement. The plan must also describe any support the district will provide to address any areas identified as needing improvement and referred to the PAR Panel.

12. No teacher’s rating shall be lowered as a result of the teacher not sponsoring or participating in an extraschedule activity.

13. Copies of the signed final evaluation, with two (2) original signatures, will be filed with the teacher and Director of Human Resources. The copy filed with the Director of Human Resources will be placed in the teacher’s official personnel file. If the educator disagrees with the summative evaluation, they may write a rebuttal which will be attached to the summative evaluation and filed with the Director of Human Resources.
PEER ASSISTANCE AND REVIEW (PAR)

1st and 2nd Year Teachers

3rd Year Teacher
REMEDIATION PROCEDURES
UNSATISFACTORY RATING

If a tenured teacher receives an "unsatisfactory" rating on any domain in his/her evaluation(s), and the deficiencies causing the "unsatisfactory" rating are remediable, the following will take place in addition to regular evaluation cycle activities for the roles rated "satisfactory" or better:

1. The Superintendent shall recommend to the Board of Education that the teacher who receives an "unsatisfactory" rating receive a remediation plan.
2. Within thirty (30) school days following the final evaluation conference, a remediation plan will be developed by the administration, with input from the consulting teacher, to correct the deficiencies cited.
3. The written remediation plan will be presented by the building principal and designated administrator to the teacher at a scheduled remediation conference at which the consulting teacher is present.
4. A consulting teacher shall provide advice to the teacher rated as "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan.
   a. The consulting teacher shall participate only on a voluntary basis.
   b. The consulting teacher shall be selected by the building principal from a list provided by the R.T.H.S.E.A. of at least five teachers who have at least five years' teaching experience and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an "excellent" rating on their most recent evaluation.
   c. If the R.T.H.S.E.A. does not provide a list of qualified consulting teachers, the district may select a qualified consulting teacher from within the district, or the district shall request and the State Board of Education shall supply, to participate in the remediation process, an individual who meets these criteria.
5. The consulting teacher shall be granted the equivalent of four days with a substitute teacher provided to observe and conference with the teacher under the remediation plan.
6. The consulting teacher shall receive Two Hundred Dollars ($200.00) compensation for assisting the teacher in completing his/her remediation plan.
7. If the consulting teacher becomes unavailable during the course of the remediation plan, a new consulting teacher will be selected in the same manner as the initial consulting teacher with the remediation plan being amended, if necessary, upon consultation with the new consulting teacher.
8. The consulting teacher shall not participate in any of the required evaluations, nor be involved in the evaluation rating of the performance of the teacher under remediation.
9. The consulting teacher shall remain informed through conferences with the participating administrator and the teacher under remediation of the progress of the teacher in order to provide continuous assistance to the teacher during the remediation period.
10. The remediation evaluation schedule to assess progress in the role(s) identified in the remediation plan will result in two narrative evaluations being completed by the building principal or the designated administrator. The first evaluation will be completed 45 student attendance days after the remediation plan takes effect. The second and final evaluation will consist of a rating for the second 45 day evaluation period and a separate overall rating for the entire 90 day remediation period.
11. Each evaluation shall contain a summative rating of excellent, proficient, needs improvements, or unsatisfactory with the rating on the final evaluation being the final rating for the remediation plan.
12. Each evaluation shall be presented to the teacher by the principal and the designated administrator at a conference with the consulting teacher present.
13. The teacher who receives at least a proficient rating on his/her remediation plan as the final evaluation rating shall be reinstated to the normal evaluation schedule.
14. The teacher who receives less than a proficient rating on his/her remediation plan as the final evaluation rating shall be dismissed in accordance with Section 24-12 of the School Code.
15. Failure to strictly comply with the timelines for the required evaluations shall not invalidate the results of the remediation plan.
MEASURES OF STUDENT GROWTH

It is the expectation of Rich Township High School District 227 that all students will grow in their knowledge, skills, and aptitude during their time in our school district. The Performance Evaluation Reform Act (PERA) states that student growth will be measured and incorporated into the summative evaluation rating of all certified staff. Student growth will account for 25% of the summative rating during the 2015-2016 school year and 30% of the summative rating for the 2016-2017 school year and beyond.

Rich Township High School District schools will measure student growth using two different types of assessment. Students will be measured through the final exam assessments (Type II) and Student Learning Objectives (SLO) (Type III). The Type II assessment will account for 80% of the student growth score and the Type III assessment will account for the other 20%. The district will be utilizing the Illinois State Board of Education (ISBE) Student Learning Objective template and resources located at http://www.isbe.net/assessment/htmls/balanced-asmt.htm.

Final exams assessments (Type II) will be administered at the beginning and end of the semester. Growth scores will be calculated on average per pupil growth from pre-exam to post-exam, for the curricular team within that building. For example, all teachers of English 9 at a given campus, will earn the same growth score for that course. This method of measurement was designed by the Joint PERA Committee to reinforce the standard practice that students within the building are everyone’s responsibility. The Committee wanted to support the collaborative nature that is a hallmark of Rich Township High School educational practices. For a given teacher, the Type II growth score will be weighted on their teaching schedule. For example, Teacher A has a class schedule with three (3) English 9 and two (2) English 10 Honors classes. Therefore, 60% of the Type II rating will come from the English 9 growth score and 40% of the Type II rating will come from the English 10 Honors growth score.

Student Learning Objectives (SLO) are designed for teachers and their evaluator to collaborate about expected growth in the individual teacher’s classroom. Working together, the teacher and the administrator will work to develop a predicted growth goal for a specific sub-set of students on that teacher’s roster. This goal will identify a percentage of students that the teacher feels will achieve a particular growth benchmark. After establishing baseline data and creating a rate of achievement for each student, the teacher and administrator will measure the number of students who met or exceeded that rate of achievement. The SLO rating will be determined by calculating the ratio of students that met or exceeded the achievement rate compared to the predicted growth goal. The SLO should focus on a particular unit or chapter of study and is meant to be of
shorter duration than the Type II assessment. For example, Teacher A predicts 60% of their sub-set will meet the growth benchmark. At the end of that unit or chapter it is measured that 70% meet or exceeded the benchmark. Based on this information, Teacher A had a 117% achievement rate.

The district recognizes there is a potential need for conversations revolving around student attendance and its impact on student achievement. These conversations should take place between the teacher and their evaluator before the summative rating meeting. During these student achievement meetings, it is critical that the conversation be ruled by data and an accurate representation of what is actually happening in the classroom. For example, if Teacher A had student in their class who happens to be on homebound instruction for a large portion of a unit or chapter, it would be reasonable to discuss if this student should be included in the student growth calculation. In the event a student is unable to achieve the goal because it is mathematically impossible, the evaluator and teacher must have an agreed upon remedy. For example, in an SLO with a growth goal of 25%, if a student scored 87% for the baseline assessment, that student would have to score over 108% on the end assessment. It would be reasonable, in this case, to create a goal that maintains the baseline level of achievement. The evaluator has final approval in each case.

Specific measures of growth, from pre-test or post-test or baseline to end of unit assessments, will translate into evaluation ratings. Evaluative ratings are described in the Type II and Type III rubrics shown on the next page.
**INTEGRATION OF STUDENT GROWTH AND OBSERVATION RATINGS**

<table>
<thead>
<tr>
<th>SLO (Type III)</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Excellent</th>
<th>Percentage of students meeting goal (Calculated on individual teacher basis)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 40% of students meeting established goal</td>
<td>40% - 59.999999% of students meeting established goal</td>
<td>60% - 84.999999% of students meeting established goal</td>
<td>85%+ of students meeting established goal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Exams (Type II)</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Excellent</th>
<th>Average percentage point increase per student on final exam pre/post test (Calculated on course team basis by building)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than or Equal 20%</td>
<td>Greater than 20%, but less than or equal to 30%</td>
<td>Greater than 30%, but less than or equal to 40%</td>
<td>Greater than 40%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Objectives (Type III) 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Excellent</td>
</tr>
</tbody>
</table>

First, determine performance levels for final exams and Student Learning Objectives (SLO) based on the performance indicators in the top two charts. Next, use the bottom chart to determine the overall student growth rating at the intersection of the two ratings.
INTEGRATION OF STUDENT GROWTH AND OBSERVATION RATINGS

Take the student growth score based on the intersection of the rating for the final exams and SLO and use the chart below to find the intersection of the student growth rating and the observation rating to determine your overall rating for your evaluation.

<table>
<thead>
<tr>
<th>Student Growth (25% of Total Score)</th>
<th>Observation Rating (75% of Total Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Proficient</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Excellent</td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2015-2016</th>
<th>Observation Rating (75% of Total Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Proficient</td>
</tr>
<tr>
<td>Proficient</td>
<td>Excellent</td>
</tr>
<tr>
<td>Excellent</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
</tr>
</tbody>
</table>
INTEGRATION OF STUDENT GROWTH AND OBSERVATION RATINGS

Take the student growth score based on the intersection of the rating for the final exams and SLO and use the chart below to find the intersection of the student growth rating and the observation rating to determine your overall rating for your evaluation.

<table>
<thead>
<tr>
<th>2016-2017</th>
<th>Observation Rating (70% of Total Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Proficient</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Excellent</td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>
GLOSSARY

Anchor Component—the most important aspect within a domain as identified by Rich Township High School District 227. Those anchor standards are; 1e, 2b, 3c, 4f.

Appraisals—annual or biennial written evaluations of Staff job performance based on the ratings earned on each of the four domains. According to state requirements, Staff performance shall be rated as: Excellent, Proficient, Needs Improvement or Unsatisfactory.

Constructivism—is a theory of knowledge (epistemology) that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. The Danielson FFt is a research based set of components that are grounded in a constructivist view of learning and teaching.

Consulting Teacher—Member of the bargaining unit who will work with teacher with observed deficiencies to provide specific support to areas of needed improvement.

Mentor—an educational employee assigned to assist new employees.

The Performance Evaluation Advisory Council - Appointed group of 32 teachers, administrators, stakeholder and union leaders who are responsible for making recommendations to the Illinois State Board of Education (ISBE) about the new teacher and principal evaluation systems required by the state Performance Evaluation Reform Act (PERA).

Performance Evaluation Reform Act (PERA) - The state law requires that teachers and principals be evaluated in a new way that incorporates student growth measures as a significant factor in performance ratings.

Peer Assistance and Review Panel (PAR Panel) - A Joint Committee of Administrators and Union Members to work with Consulting Teachers, Peer Evaluators, and administration to provide support for teacher with observed concerns in professional practice, review observation documentation, and make recommendation to Superintendent and Union President for future employment status of said teacher.

Peer Coach—an educational employee with at least five years of experience, who has a reasonable familiarity with the assignment of the Staff member being evaluated, and proficiency in a district initiative.

Peer Evaluator-Member of the bargaining unit who will perform classroom observations of a teacher.

Planning Conversation—dialogue among evaluator(s) and Staff on an upcoming formal observation where professional conversation and artifact sharing take place. Information shared during the planning conversation is intended to inform the formal observation process and summative rating.

Professional Training—is training required by the district to comply with district and state initiatives.
Professional Development Plan (PDP)—The Performance and Appraisal Reform Act includes the language regarding the creation of a Professional Development Plan for a Staff member in contractual continued service (tenured) who is rated “Needs Improvement.” This Professional Development Plan (PDP):

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

Professional Growth—steps a Staff member takes to continue to enhance lifelong learning and become more effective in his or her position, such as attending workshops, conferences, and or course work.

Qualified Evaluator—administrator who has successfully completed a pre-qualification program provided or approved by ISBE in compliance with P.A. 86-1477; 87-1076.

Reflective Conversation—dialogue among observer or evaluator and Staff on a previously observed lesson or service where professional conversation and artifact sharing take place. Information shared at the reflective conversation is to be used as part of the overall summative rating.

Student Growth—the achievements a student attains in academics and other areas, usually determined on the basis of an academic year.

Student Learning—the achievements a student attains in academics only, usually determined on the basis of an academic year.

Student Learning Objective - Student Learning Objectives. Learning target that can be used to measure student growth. SLOs are often used at the classroom level.

Walkthrough—a snapshot of classroom practices in order to collect data on district initiatives.