

Smithton Community Consolidated School District No. 130  
Professional Educator Performance Evaluation Plan

## BACKGROUND

Under the Performance Evaluation Reform Act of 2010, individuals holding professional educator licenses endorsed in teaching are subject to new evaluation requirements. The Smithton school district is subject to the provisions of the law beginning with the 2016-2017 school year.

Part 50 of that Act provides descriptive language of the purpose and requirements. The general purposes are listed below. A copy of the full, detailed Part 50 Rules can be found in **Appendix A** of this document.

### Section 50.10 Purpose

This Part establishes the minimum requirements for the establishment of valid and reliable performance evaluation systems for employees who hold a professional educator license endorsed in a teaching or administrative field and are serving as a teacher, principal or assistant principal. Pursuant to Article 24A of the School Code [105 ILCS 5/Art. 24A], the performance evaluation system shall assess both professional competence or practice and student growth.

### Section 50.100 Plan Components Required for the Evaluation of Teachers

Each school district shall implement a performance evaluation plan for its teachers no later than the applicable date outlined in Section 50.20 of this Part. The plan shall address each of the components contained in this section:

- a) Tenured teachers will receive an evaluation at least once every two years; however a tenured teacher rated as “needs improvement” or “unsatisfactory” will be evaluated the next school year (following receipt of the rating).
- b) Non-tenured teachers will receive an evaluation at least once every year.
- c) At the start of the school term (first day students are in attendance), teachers who will be evaluated that year will receive a written notice containing:
  - a. Notification that they will receive an evaluation during the school term;

- b. Copy of the rubric to be used to determine a performance rating;
- c. Summary of the manner in which measures of student growth and professional practice will be used to determine a final performance rating; and
- d. Summary of the district's procedures related to the provision of professional development in the event a teacher receives a "needs improvement" rating or remediation in the event a teacher receives an "unsatisfactory" rating.

#### Section 50.110 Student Growth Components

Each school district shall provide for the use in the performance evaluation plan *of data and indicators on student growth as a significant factor in rating teacher performance*. "Significant factor" shall represent at least 30 percent of the performance evaluation rating assigned.

#### SMITHTON EVALUATION PLAN COMPONENTS AND TIMELINE

A timeline containing the evaluation plan components for tenured and non-tenured teachers can be found on the next page in Figure 1.

**Figure 1 – SMITHTON EVALUATION PLAN COMPONENTS AND TIMELINE**

Component	Aug	Sep	Oct	Nov	Dec	Jan	Feb
Written notification	1 <sup>st</sup> Day of student attendance						
SLO submission	October 1 deadline						
SLO approval	Two weeks after submission by teacher						
<b>Formal Observation</b> <ul style="list-style-type: none"> <li>• Set date of observation</li> <li>• Pre-observation conference (completion of self-assessment, pre-observation questions, goal setting and submission of lesson plan)</li> <li>• Classroom observation – minimum 45 minutes</li> <li>• Post-observation conference within 10 days of observation (completion of post-conference reflection questions; receipt of written feedback (electronic or paper))</li> </ul>	<p align="center">At least one for tenured teachers whose most recent summative evaluation rating was Excellent or Proficient</p> <p align="center">At least two for tenured teachers whose most recent summative evaluation rating was Needs Improvement or Unsatisfactory</p> <p align="center">At least two for non-tenured teachers</p>						
<b>Informal Observation</b> <ul style="list-style-type: none"> <li>• Verbal or written feedback</li> </ul>	At least one for tenured and non-tenured teachers						
Mid-point SLO review	At approximate mid-point of the SLO						
Summative Evaluation Conference	Before March 1						

Tenured teachers whose most recent summative evaluation rating was Excellent or Proficient will receive a written summative rating at least once every two years; tenured teachers whose most recent summative evaluation rating was Needs Improvement or Unsatisfactory will receive a written summative rating the next school year; non-tenured teachers will receive a written summative rating each year.

Written Notification. Teachers who will receive a summative evaluation rating will receive written notification on or before the first day of student attendance in the year in which they will receive the rating. The following will be included in the written notification:

- Copy of the rubric to be used to determine a professional practice rating. The rubric can be found in this evaluation plan in **Appendix B**.
- Summary of the manner in which measures of student growth and professional practice will be used to determine a final performance rating. The summary can be found in **Figures 2, 3, and 4**.
- Summary of the district's procedures related to the provision of professional development in the event a teacher receives a "needs improvement" rating or remediation in the event a teacher receives an "unsatisfactory" rating. The summary of these procedures begins on page 13 of this plan.

Figure 2 – TEACHER PROFESSIONAL PRACTICE RATING

The TEACHER PRACTICE rating is determined through an analysis of the individual component ratings. Each of the 22 components has an associated weighting that is used in arriving at the final numerical value. The final numerical value is then compared to the rating chart and the final rating of excellent, proficient, needs improvement or unsatisfactory is applied.				
Component		Weighted %	Rating	Value
<i>Domain 1: Planning and Preparation</i>				
1a	Demonstrating knowledge of content and pedagogy	2%	<input type="text"/>	0.00
1b	Demonstrating knowledge of students	2%	<input type="text"/>	0.00
1c	Setting instructional objectives	2%	<input type="text"/>	0.00
1d	Demonstrating knowledge of resources	2%	<input type="text"/>	0.00
1e	Designing coherent instruction	4%	<input type="text"/>	0.00
1f	Designing student assessments	2%	<input type="text"/>	0.00
	<b>Total Domain 1</b>	<b>14%</b>	<b>0</b>	<b>0.00</b>
<i>Domain 2: The Classroom Environment</i>				
2a	Creating an environment of respect and rapport	6%	<input type="text"/>	0.00
2b	Establishing a culture for learning	6%	<input type="text"/>	0.00
2c	Managing classroom procedures	6%	<input type="text"/>	0.00
2d	Managing student behavior	6%	<input type="text"/>	0.00
2e	Organizing physical space	2%	<input type="text"/>	0.00
	<b>Total Domain 2</b>	<b>26%</b>	<b>0</b>	<b>0.00</b>
<i>Domain 3: Instruction</i>				
3a	Communicating with students	6%	<input type="text"/>	0.00
3b	Using questioning and discussion techniques	10%	<input type="text"/>	0.00
3c	Engaging students in learning	15%	<input type="text"/>	0.00
3d	Using assessment in instruction	7%	<input type="text"/>	0.00
3e	Demonstrating flexibility and responsiveness	4%	<input type="text"/>	0.00
	<b>Total Domain 3</b>	<b>42%</b>	<b>0</b>	<b>0.00</b>
<i>Domain 4: Professional Responsibilities</i>				
4a	Reflecting on teaching	3%	<input type="text"/>	0.00
4b	Maintaining accurate records	3%	<input type="text"/>	0.00
4c	Communicating with families	3%	<input type="text"/>	0.00
4d	Participating in a professional community	3%	<input type="text"/>	0.00
4e	Growing and developing professionally	3%	<input type="text"/>	0.00
4f	Showing professionalism	3%	<input type="text"/>	0.00
	<b>Total Domain 4</b>	<b>18%</b>	<b>0</b>	<b>0.00</b>
	<b>Overall Value</b>	<b>100%</b>	<b>0</b>	<b>0.00</b>
Final Rating Scale: Excellent (3.5 – 4.0); Proficient (2.7 – 3.49); Needs Improvement (1.7 – 2.69); Unsatisfactory (below 1.69)				

Figure 3 – STUDENT GROWTH RATING SCALE

Student Learning Objectives (SLOs). A student learning objective is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. Each teacher develops two student learning objectives (SLOs) during the evaluation cycle. Each SLO represents 50% of the student growth rating. The outcome for each SLO is determined by the following chart.

No Growth	Minimal	Meets	Exceeds
Less than 25% of students met the indicated growth target(s).	25% - 50% of students met the indicated growth target(s).	51% - 75% of students met the indicated growth target(s).	76% - 100% of students met the indicated growth target(s).

Once each SLO is rated, the two scores are plotted on the chart below to determine the final student growth rating score.

		SLO 2 (50%)			
		Exceeds	Meets	Minimal	No Growth
SLO 1 (50%)	Exceeds	Excellent	Excellent	Proficient	Proficient
	Meets	Excellent	Proficient	Proficient	Needs Improvement
	Minimal	Proficient	Proficient	Needs Improvement	Needs Improvement
	No Growth	Needs Improvement	Needs Improvement	Needs Improvement	Unsatisfactory

Figure 4 – DETERMINATION OF FINAL PERFORMANCE RATING

		TEACHER PRACTICE (70%)			
		Excellent	Proficient	Needs Improvement	Unsatisfactory
STUDENT GROWTH (30%)	Excellent	Excellent	Proficient	Needs Improvement	Unsatisfactory
	Proficient	Excellent	Proficient	Needs Improvement	Needs Improvement
	Needs Improvement	Proficient	Proficient	Needs Improvement	Unsatisfactory
	Unsatisfactory	Proficient	Needs Improvement	Needs Improvement	Unsatisfactory
	Unsatisfactory	Proficient	Needs Improvement	Needs Improvement	Unsatisfactory

**SLO Submission.** Smithton Community Consolidated School District No. 130 has selected simple growth for the student growth model. This meets the requirements of the Illinois School Code and is fair and applicable to all teachers. This method compares pre- and post-performance data and can be applied to all subject matters and grade levels. Teachers will set the SLOs (student learning objectives) for their students, will monitor progress, and will report outcomes of performance at the end of the approved time interval. The Smithton SLO framework is summarized in the chart on page 8.

**SLO Requirements.** Each teacher will develop two SLOs per evaluation cycle. One SLO will be measured using a Type I or Type II assessment. The second SLO will be measured using a Type III assessment. If a Type I or Type II assessment is not available for a particular subject (i.e., technology, music, art, etc.), both SLOs will be measured using Type III assessments. The three types of assessments are detailed below in Figure 5. Figure 6 includes a listing of approved assessments as agreed to by the Smithton Joint Committee on Teacher Evaluation.

**Smithton Student Learning Objective Framework (adapted from the Sandoval model—see References)**

Baseline	Population	Objective	Rationale	Strategies	Assessment	Targeted Growth
<i>What does the data show you about students' starting point?</i>	<i>Who are you going to include in this SLO?</i>	<i>What will students learn?</i>	<i>Why did you choose this objective?</i>	<i>What methods will you use to accomplish this SLO?</i>	<i>How will you measure the outcome of the SLO?</i>	<i>What is your goal for student achievement?</i>
<b>Criteria</b>						
<ul style="list-style-type: none"> <li><input type="checkbox"/> Allowable data.</li> <li><input type="checkbox"/> Is measurable.</li> <li><input type="checkbox"/> Targets specific academic concepts, skills, or behaviors based upon approved assessment objectives and student needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 85% attendance is assumed.</li> <li><input type="checkbox"/> Pre-test data available for each student.</li> <li><input type="checkbox"/> Exceptions must be pre-approved by evaluator.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rigorous.</li> <li><input type="checkbox"/> Is measurable.</li> <li><input type="checkbox"/> Targets specific academic concepts, skills, or behaviors based state, district, or other approved standards (e.g., ISTE).</li> <li><input type="checkbox"/> Represents at least 3 DOK levels.</li> <li><input type="checkbox"/> Includes 3-5 learning standards.</li> <li><input type="checkbox"/> Includes 3-5 items per learning standard.</li> <li><input type="checkbox"/> Targets quarter or semester long concepts, skills, or behaviors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Aligns with school/district improvement plans.</li> <li><input type="checkbox"/> Based on the data regarding strengths and needs by student group, subject area, concepts, skills, or behaviors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies key strategies to be used.</li> <li><input type="checkbox"/> Is appropriate for learning content and skill level observed in the assessment data.</li> <li><input type="checkbox"/> Utilizes research-based best practices.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administered in a consistent manner and data is secure.</li> <li><input type="checkbox"/> Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop.</li> <li><input type="checkbox"/> Produces timely and useful data.</li> <li><input type="checkbox"/> Standardized; has the same content, administration, and results reporting for all students.</li> <li><input type="checkbox"/> Aligned with state or district standards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maximum of 5 tiers.</li> <li><input type="checkbox"/> Encourages collaboration.</li> <li><input type="checkbox"/> Based upon pre-assessment data.</li> <li><input type="checkbox"/> Quantifiable goals.</li> <li><input type="checkbox"/> Is measurable.</li> </ul>
<b>Guiding Questions</b>						
<ul style="list-style-type: none"> <li><input type="checkbox"/> How did students perform on the pre-assessment?</li> <li><input type="checkbox"/> What allowable data have you considered?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What student groups are targeted?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What general content areas are targeted?</li> <li><input type="checkbox"/> How is the content connected to state or local standards?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What strengths and needs were identified?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How will you differentiate instruction?</li> <li><input type="checkbox"/> What key strategies will be used?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What assessment will be used to measure whether students met the objective?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is the growth target?</li> <li><input type="checkbox"/> How was the target determined?</li> <li><input type="checkbox"/> What is the % of students who will perform at the target level?</li> </ul>



**Figure 5 – ASSESSMENT TYPES**

Type I	Type II	Type III
A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois.	Any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area.	Any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course.
Examples: DEA, STAR, Aimsweb	Examples: Collaboratively developed common assessments, curriculum tests, textbook assessments, district writing prompt	Examples: Teacher-created assessments, student portfolios

**Figure 6 – SMITHTON APPROVED ASSESSMENTS**

Teacher Category	Type I	Type II*	Type III*
K-5 ELA and Title/RtI	DEA, STAR, AIMSweb	KIDS Assessment (K); ISEL, Common Benchmark Assessments, DEA Probes, Writing Prompts w/Scoring Rubric, Running Records	Classroom-based, teacher-created assessment, student portfolio
K-5 Math	DEA, AIMSweb	Common Benchmark Assessments, DEA Probes, ENY Modules	Classroom-based, teacher-created assessment, student portfolio
Jr. High ELA	DEA, STAR, AIMSweb	Common Benchmark Assessments, DEA Probes, Writing Prompts w/Scoring Rubric,	Classroom-based, teacher-created assessment, student portfolio
Jr. High Math	DEA, AIMSweb	Common Benchmark Assessments, DEA Probes, Accelerated	Classroom-based, teacher-created assessment, student portfolio

		Math Assessments	
Jr. High Soc. Stud.	N/A	Textbook or curriculum publisher assessment	Classroom-based, teacher-created assessment, student portfolio
Jr. High Science	N/A	Textbook or curriculum publisher assessment	Classroom-based, teacher-created assessment
Art	N/A	N/A	Classroom-based, teacher-created assessment
Music	N/A	N/A	Classroom-based, teacher-created assessment
Physical Ed.	N/A	N/A	Classroom-based, teacher-created assessment
Health	N/A	N/A	Classroom-based, teacher-created assessment
Technology	N/A	N/A	Classroom-based, teacher-created assessment

\*Type II and Type III assessments must meet the following minimum standards:

- Items represent at least 3 DOK levels (See Appendix G)
- Scoring is objective (includes scoring guides and/or rubrics)
- Item type and length of assessment is appropriate to grade/subject
- 3-5 learning standards must be assessed
- 3-5 items per learning standard must be included
- Question and answer choices are clear, free from bias, and do not cue the right answer

**SLO Process.** The SLO process is comprised of six steps. These steps include: (1) collect baseline data; (2) select starting groups; (3) determine growth targets; (4) submit SLOs to evaluator; (5) discuss growth progress at midcourse check-in with evaluator; and (6) document actual outcomes. To document this process, teachers complete the SLO worksheet found in Appendix C.

SLO Approval. The teacher submits the SLO worksheet no later than October 1 of the year in which he/she will receive a summative evaluation rating. The evaluator will complete the approval process within 10 days of receiving the worksheet. The evaluator will consult with the teacher if clarification or modifications of the SLOs are needed. Two versions of the SLO worksheet are included in the appendix for the teacher and evaluator to consider. A mutually-agreed, modified worksheet, may be approved by the evaluator so long as the document does not change the purpose or intent of collecting and showing student growth.

Formal Observation. Tenured teachers who have received an “excellent” or “proficient” rating on their most recent evaluation will have at least one formal observation during the evaluation cycle. Tenured teachers who have received a “needs improvement” or “unsatisfactory” rating on their most recent evaluation will have at least two formal observations the year following receipt of one of these ratings. Non-tenured teachers will receive at least two formal observations during the evaluation cycle.

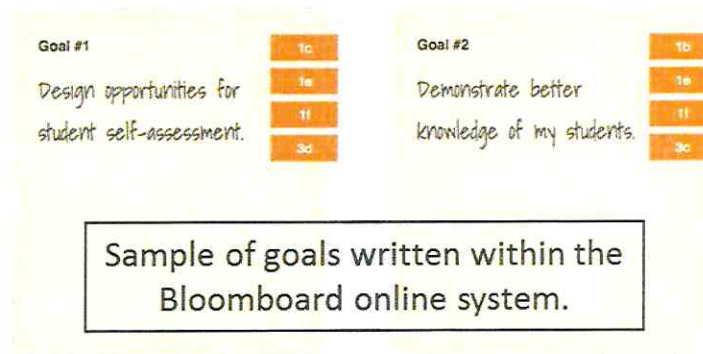
As part of the formal observation process, the teacher and the evaluator agree on a date for the formal observation. Prior to the observation, the teacher meets with the evaluator for a “pre-observation conference.” In preparation for that conference, the teacher completes the self-assessment (rubric found in Appendix A); completes the pre-observation questions (Figure 7); sets draft goals (Figure 8); and prepares the lesson plan that will be used during the evaluator’s visit.

**Figure 7 – SMITHTON PRE-OBSERVATION QUESTIONS**

1. List the Common Core Standards for this lesson.
2. What are the objectives for the lesson? What do you want students to learn?
3. How will you engage students in the content? What will you do? What will they do?
4. What instructional materials or other resources will you use? Attach samples if appropriate.
5. What accommodations will you use to differentiate instruction?
6. How will you assess student achievement of the objectives taught?
7. List any specific items on which you want feedback from the administrator.
8. Provide any additional information necessary for your administrator to know about the students or the class in general.

Figure 8 – GOALS

Personal goals are written with a connection to the corresponding performance rubric components.



The evaluator will spend a minimum of 45 minutes observing the teacher during the formal observation process. The evaluator will be scripting what is observed during the observation. After the observation is completed, the evaluator will set a post-conference date with the teacher to review what was observed. In preparation for the post-observation conference, the teacher completes the “post-conference reflection questions (Figure 9).” Within 10 days of the formal observation, the evaluator will review the observation with the teacher at the post-conference and will provide the teacher with written feedback, either printed or electronically.

Figure 9 – POST-CONFERENCE REFLECTIVE QUESTIONS

1. To what extent were students productively engaged in the lesson?
2. Did the students learn what you intended? Were the goals and objectives of the lesson met?
3. Did you alter your instructional plan as you taught? If so, why?
4. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? Why?
5. Show me, if relevant to this lesson, samples of student work. They should reflect the full range of student ability and include feedback you provided the students.
6. Any other reflections?

Informal Observation. Tenured and non-tenured teachers receive at least one informal observation during the evaluation cycle. The evaluator will provide

feedback to the teacher either verbally or in writing. The evaluator and the teacher each have an opportunity to request to meet to discuss the information observation if needed or desired.

Mid-Point Conference. Approximately mid-way through the designated interval of instructional time, the teacher or teaching team will analyze the formative assessment data and give formal consideration to student progress toward the SLO. The teacher will submit a Mid-Point Reflection form (Appendix D) to the evaluator. The teacher or teaching team and evaluator may determine whether an adjustment of an SLO is warranted. If the teacher and evaluator are unable to collaboratively agree on the need for any adjustments, the ultimate need for adjustment will be determined by the evaluator.

Summative Evaluation Conference. The last step in the evaluation cycle is the summative evaluation conference. The evaluator reviews the teacher's performance and student growth data and reviews the final summative rating that has been assigned. This rating, as illustrated on Page 4, is derived by assigned 70% to professional practice and 30% to student growth. The summative evaluation rating document can be found in Appendix E.

## PROFESSIONAL DEVELOPMENT PLAN

Introduction. The *Professional Development Plan* (PDP) is developed with the teacher to provide assistance in performance areas that are indicated as less than satisfactory. The process of developing the plan with the teacher will forge a common language to describe teaching best practices. It will also engage the teacher and administrators in a professional dialogue rather than just a critique of the teacher's performance. The PDP should address what we believe good teaching looks like. A copy of the PDF plan template can be found in Appendix F.

The Professional Development Plan. Staff development is an integral part of the evaluation process. A *Professional Development Plan* is designed as a guide for helping the teacher grow professionally. The plan must be developed with a teacher whose evaluation is determined to be "Needs Improvement." A date and time for the development of the plan shall be established between the evaluator and the teacher. This meeting must occur within 30 school days after the teacher in contractual continued service receives an evaluation rating of "Needs Improvement." The teacher shall be provided with an opportunity to review the plan, reflect on its content, and ask for clarification prior to the plan being finalized.

Timeline. Professional development plans do not have a minimum or maximum length. The PDP can last until the teacher is evaluated in the next school year. Tenured teachers who have received a rating of “Needs Improvement” must be evaluated according to the guidelines set forth in the collective bargaining agreement during the school year following the creation of the PDP. Tenured teachers evaluated equal to or better than “proficient” must be reinstated to the regular tenured teacher evaluation cycle. For tenured teachers who are evaluated, in the year following the rating of “Needs Improvement,” less than “proficient,” the school district may rate the teacher’s performance as “unsatisfactory” and start a remediation plan period.

Required Components. The PDP must take into account the teacher’s on-going professional responsibilities including his or her regular teaching assignments and shall contain:

- Performance Area(s) for Improvement (*Based on specific Danielson Evaluation Framework Domain/s and Component/s*)
- Goal(s)/Objectives(s)
- Resources, Activities, and Strategies
- Follow-up/Modification(s) (if needed)

Roles/Responsibilities of the Evaluator

1. Seek input from the teacher regarding all aspects of the plan development.
2. Document meetings and observations contributing to the development and completion of the plan.
3. Provide/suggest a variety of resources, strategies, activities to assist the teacher in meeting the needs of the plan.
4. Communicate with the teacher regarding progress toward completion of the plan.
5. Maintain a running record of progress of the developed plan and share this record with the teacher.

Roles/Responsibilities of the Teacher

1. Provide input regarding the plan development.
2. Ask for clarification regarding all aspects of the plan developed.
3. Provide the evaluator with evidence of actions/activities completed (of which the evaluator may or may not be aware) that support the goals of the plan.
4. Maintain anecdotal notes such as a running record of items completed, if desired, and share this record with the evaluator.

5. Be open and flexible in implementing different and/or refined strategies in improving his/her teaching.
6. Be responsible for meeting deadlines, appointments, scheduled observations, and other timelines.

## REMEDIATION PLAN

Introduction. Section 24A-5(i) of the School Code states that, within 30 school days after assigning a tenured teacher an “Unsatisfactory” rating, a school district is required to develop and commence a 90 school day remediation plan provided the deficiencies are remediable.

Timeline. The remediation plan will require evaluations and ratings once every 45 school days during the 90 school days immediately following the teacher receiving the remediation plan. The evaluations and ratings will be conducted by a qualified evaluator and will be in accordance with the time schedule as provided in the State Board of Education Rules and Regulations. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, will be provided to and discussed with the teacher within 10 school days after the date of the evaluation.

Evaluations at the conclusion of the remediation process will be separate and distinct from the required annual evaluations of teachers and will not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may, but is not required to, use the forms provided for the annual evaluation of teachers in the school district’s evaluation plan.

Participants. Participants in the remediation plan will include the teacher deemed unsatisfactory, one or more qualified evaluators, and a consulting teacher selected by the evaluator in accordance with state regulations as well as other personnel who may be included to assist in correcting areas identified as unsatisfactory.

When it becomes necessary for the District to utilize the services of a consulting teacher, the principal will request a list of 5 names from the President of the Smithton Education Association, and will verify that the names submitted are those of professional staff members who have an overall rating of "Excellent," five years' experience in teaching, and has knowledge relevant to the assignment of the teacher under remediation. In the event that no qualified teachers from the Association are willing to assume the responsibility of acting as the consulting teacher, the State Board of Education will provide a consulting teacher.

The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the evaluator.

If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher for the balance of the remediation period.

The consulting teacher shall provide advice to the teacher rated as unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall not participate in any of the required evaluations nor be engaged to evaluate the performance of the teacher under remediation.

The consulting teacher shall be informed, through conferences with the qualified administrator and the teacher under remediation, of the results of the periodic evaluations conducted in order to continue to provide assistance to the teacher under a remediation plan.

The consulting teacher shall have liability protection as defined in the School Code of Illinois, Article X, Section 20.20.

Plan Components. The written remediation plan will be directed at problems or skills that were addressed in the written summative evaluation and will not bring in new, unrelated areas of concern. The plan will contain the following components:

- Description of the condition(s) in need of change
- Clear definition of acceptable levels of performance
- Plan of achieved identified expectations
- Indication of assistance to be provided
- System of monitoring progress
- Indicators for success
- Resources needed
- Timelines for completion

Successful Remediation. A teacher who completes the remediation plan with a “Proficient” or better rating will be reinstated to a schedule of biennial evaluation. Documentation verifying the successful completion of a remediation plan shall be given to the teacher and will be placed in the teacher’s personnel file.

Dismissal. Any teacher who fails to complete the remediation plan with a Proficient or better rating will be dismissed in accordance with Section 24-12 of the Illinois School Code. Additionally, as provided in Section 24A-5(n) of the School Code, if a tenured teacher successfully completes a remediation plan and receives a subsequent rating of “Unsatisfactory” in the 36-month period following the



successful completion of the remediation plan, the school district may forego remediation and seek dismissal.

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