

Waterloo CUSD #5

Teacher Evaluation Guidebook



Version 1.0

Created in 2014

Updated in October 2021

Table of Contents

Introduction	3
WCUSD #5 Teacher Evaluation: Mission and Core Beliefs.....	3
Background: Performance Evaluation Reform	3
PERA Guidelines: Evaluation Cycles... ..	4
WCUSD #5 Teacher Evaluation Design Committee	5
Evaluation Design and Implementation Timeline.....	6
WCUSD #5 Teacher Evaluation System: Overview	7
Parts of the WCUSD #5 Teacher Evaluation System	7
Teacher and Evaluator Collaboration	7
Teacher Performance Levels.....	7
Part 1: Teacher Practice	7
<i>The WCUSD #5 Framework for Teaching: Overview</i>	7
WCUSD #5 Framework for Teaching with Elements Table	8
<i>The WCUSD #5 Framework for Teaching: Observation Rubric</i>	9-18
Observation of Teacher Practice: Process	18
Process Overview	18
Self Reflection and Professional Growth Plan.....	18
Implementation and Observation Schedule for Non-Tenured and Tenured Teachers	18
Observation Requirements	19
Formal Observations	19
Informal Observations	20
Evaluators.....	20
Conferences	20
Mid-Year Data Reviews	20
Evidence Collection and Scoring	21
Evidence Collection in Domains 1 and 4	21
Professional Growth Plan.....	21
Observation of Teacher Practice: Scoring.....	22
Performance Level Descriptions	24
Creating a Professional Development Plan.....	25
Creating a Remediation Plan.....	27

Introduction

WCUSD #5 Teacher Evaluation: Mission and Core Beliefs

It is the mission of WCUSD #5 Community Unit School District #5 to provide excellent educational experiences for the total development of each student so they can become well-adjusted citizens, making positive contributions to society.

Three core beliefs about an improved teacher evaluation system guide this work:

- 1) An effective evaluation system will help us provide our students with effective teachers.** Research shows that effective teachers make the biggest impact on the quality of our students' educational experiences. We will do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. With effective evaluation systems, we can identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.
- 2) Teachers are professionals, and our evaluation system should reflect that.** We have created an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to evaluations that are fair, accurate and consistent. The new system will ensure evaluations are based on multiple factors that paint a complete picture of each teacher's success in helping students learn.
- 3) A new evaluation system will make a positive difference in teachers' everyday lives.** Novice and veteran teachers alike can look forward to detailed feedback, tailored to the individual needs of their classrooms and students. Teachers and evaluators will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized professional growth plan to meet those goals.

Background: Performance Evaluation Reform

The Performance Evaluation Reform Act (PERA) of 2010 is the result of a collaborative effort among lawmakers, teachers, union leaders, and other education experts to dramatically reform Illinois' education landscape. PERA collaborators designed a law that ensures every district in Illinois will implement a comprehensive evaluation system that:

- Guarantees every teacher and principal is evaluated by a certified evaluator;
- Differentiates continued-service performance among unsatisfactory, needs improvement, proficient, and excellent teachers and administrators;
- Evaluates tenured teachers at least once every **three** years and non-tenured teachers once every year;
- Provides opportunities for teachers and administrators to reflect on performance and progress and create an individualized professional growth plan;
- Includes student growth as a significant factor in a final performance rating;
- Provides for remediation and support for lower performing teachers;
- Guarantees every evaluated teacher receives a statement of strengths and weaknesses.

PERA 2010 mandates that all districts in the state convene representative stakeholder committees to identify and adopt evaluation systems that meet the requirements of the law and serve the unique needs of the district. All districts must implement principal and teacher evaluation systems that are compliant with state-mandated rules. The rules are currently under development by a state-convened committee called the Performance Evaluation Advisory Committee (PEAC).

PERA Guidelines: Evaluation Cycles

PERA also provides guidelines around how often teachers must be evaluated and how many times teachers must be observed during this evaluation cycle. As outlined by state law, all non-tenured teachers must be evaluated every year, and these non-tenured teachers must have at least two formal observations and one informal observation during this one-year evaluation cycle. Tenured teachers who receive *Proficient* or *Excellent* ratings will receive a summative evaluation once every **three** years, and these teachers must have one formal and one informal observation during this two-year cycle. Tenured teachers who do **not** receive *Proficient* or *Excellent* ratings (e.g. Unsatisfactory or Needs Improvement) must be evaluated every year.

-Original- WCUSD #5 Teacher Evaluation Design Committee

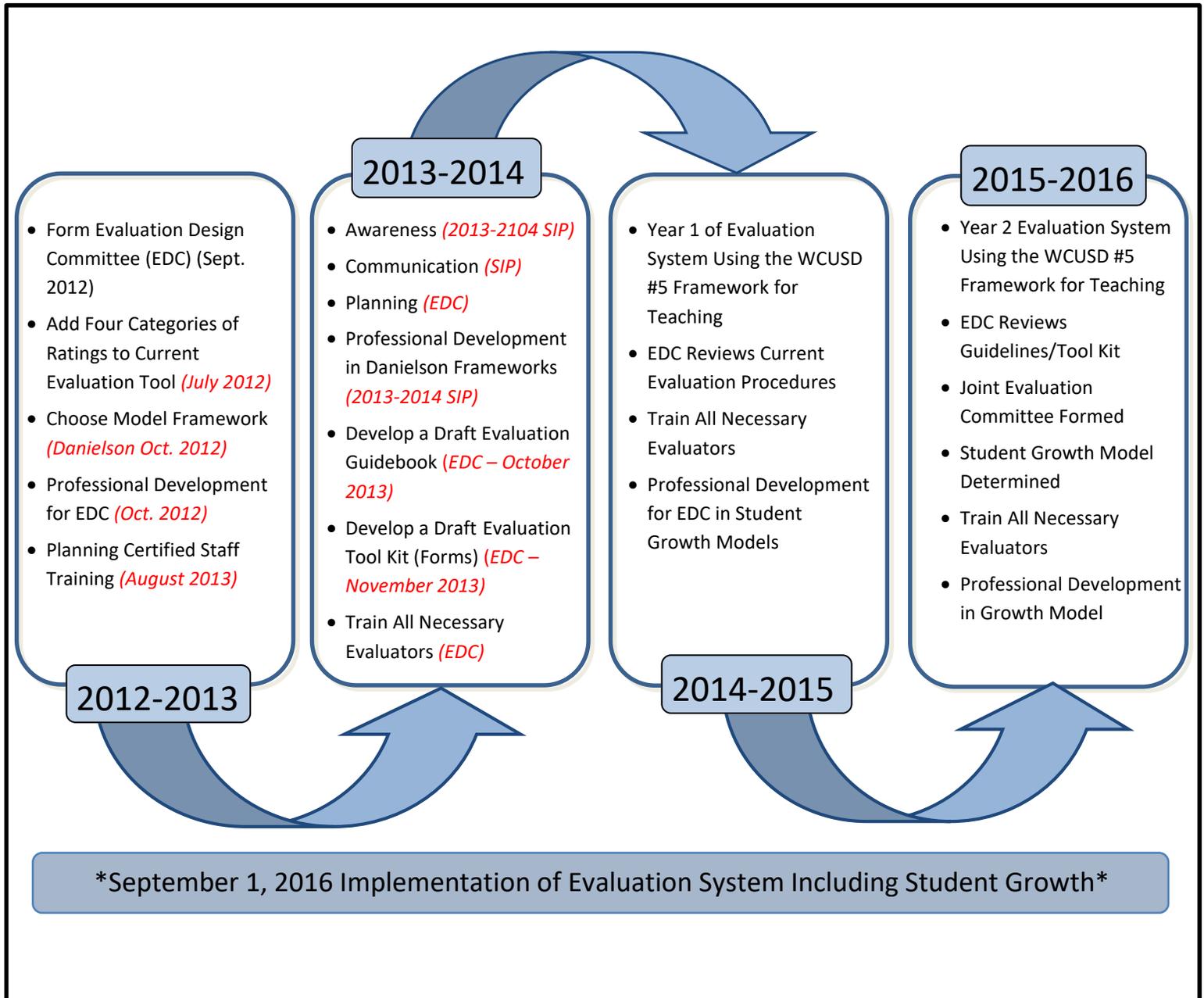
WCUSD #5 Community Unit School District #5 assembled a design committee to make decisions regarding the design and implementation of the new teacher evaluation system. WCUSD #5's evaluation committee consists of teachers, union representation, and a district official. The committee convened in Fall 2012, and will continue to meet through the implementation and refinement of the evaluation system. The following individuals serve on the committee:

Jennifer Moehrs – W.J. Zahnow Elementary Teacher
Mary Gardner – W.J. Zahnow Elementary Principal
Robyn Gaubatz – Rogers Elementary Teacher
Brian Smith – Rogers Elementary Principal
Kara Lavoie – Gardner Elementary Teacher
Dawn Ivers- Gardner Elementary Principal
Krista Adams – WCUSD #5 Junior High School Teacher
Nicholas Schwartz – WCUSD #5 Junior High School Principal
Richard McDermott – WCUSD #5 High School Teacher; WCTA President
Brian Charron – WCUSD #5 High School Principal
John Schmiegl – WCUSD #5 Curriculum Coordinator

The work of the committee has been driven by a shared vision of a teacher evaluation system that incorporates student achievement and growth, supports the work of teachers, helps in further developing a collaborative relationship between teachers and administrators, and is a transparent, objective process. Inherent in this vision are the following expected outcomes:

- Improved student achievement
- An increase in the quantity and quality of feedback to teachers from evaluators
- Evaluations that are fair, accurate, and consistent
- A more accurate assessment of performance and support needs, leading to appropriately differentiated professional support for teachers

Evaluation Design and Implementation Timeline



WCUSD #5 Community Unit School District Teacher Evaluation System: Overview

History of WCUSD #5 Teacher Evaluation System Development and Implementation

Teacher practice will be assessed according to *The WCUSD #5 Framework for Teaching* as described in the proceeding section of this guidebook. The teacher practice component of the summative evaluation was implemented and further modified during the 2014-2015 school year based on feedback from teachers and evaluators. All teachers in the district participated in the teacher practice component of the new evaluation system beginning in September 2014.

The student growth portion of the summative evaluation uses multiple measures of student achievement and growth in order to capture teacher impact on student learning. The teacher evaluation committee began the process of determining what this portion of the evaluation will look like and continued to work on this process throughout the 2015-2016 school year. This portion of the evaluation was introduced in schools beginning the 2016-2017 school year.

Teacher and Evaluator Collaboration

The new evaluation system includes a rigorous observation and collaboration cycle where evaluators and teachers speak regularly about their practice. Conversations will be grounded in *The WCUSD #5 Framework for Teaching* and will revolve around several conferences throughout the year. Teachers during their evaluation cycle will be observed multiple times through both formal and informal observations. All observations will be paired with written feedback. Evaluators will be trained and certified in *The WCUSD #5 Framework for Teaching*.

Teacher Performance Levels

The Performance Evaluation Reform Act (PERA) specifies that all districts in Illinois include four rating categories for teachers in their teacher evaluation systems: Unsatisfactory, Needs Improvement, Proficient, and Excellent. All teachers in WCUSD#5 will receive a summative evaluation score in one of these four categories.

Part 1: Teacher Practice

The WCUSD #5 Framework for Teaching: Overview

The WCUSD #5 Framework for Teaching is based upon the Charlotte Danielson *Framework for Teaching*. Administration and union members, as well as representative teachers of each of WCUSD #5's school buildings, collaborated to select Danielson's *Framework for Teaching*. The group felt the framework accurately captured the complexities of the teaching profession and aligns with the state model. The committee wanted to preserve the research-based practices of the Danielson Framework so very few changes were made.

As with Charlotte Danielson's *Framework for Teaching*, *The WCUSD #5 Framework for Teaching* has four domains that represent distinct aspects of teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Within each domain are components that identify skills and knowledge associated with the domain. Additionally, each component is comprised of several elements that detail practices within that area.

TABLE 1: WCUSD #5 Framework for Teaching with Elements

<p style="text-align: center;"><u>Domain 1 - Planning and Preparation</u></p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> ▪ Knowledge of content and the structure of the discipline ▪ Knowledge of prerequisite relationships ▪ Knowledge of content-related pedagogy <p>1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> ▪ Knowledge of child and adolescent development ▪ Knowledge of the learning process ▪ Knowledge of students' skills, knowledge, and language proficiency ▪ Knowledge of students' interests and cultural heritage ▪ Knowledge of students' special needs <p>1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> ▪ Value, sequence, and alignment ▪ Clarity ▪ Balance ▪ Suitability for diverse learners <p>1d: Demonstrating Knowledge of Resources & Designing Coherent Instruction</p> <ul style="list-style-type: none"> ▪ Resources for classroom use ▪ Resources to extend content knowledge and pedagogy ▪ Resources for Student <p>1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> ▪ Learning activities ▪ Instructional materials and resources ▪ Instructional groups ▪ Lesson and unit structure <p>1f: Designing Student Assessments</p> <ul style="list-style-type: none"> ▪ Congruence with instructional outcomes ▪ Criteria and standards ▪ Design of formative assessments ▪ Use for planning 	<p style="text-align: center;"><u>Domain 2 – Classroom Environment</u></p> <p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> ▪ Teacher interaction with students, including both words and actions ▪ Student interactions with other students, including both words and actions <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> ▪ Importance of the content and of learning ▪ Expectations for learning and achievement ▪ Student pride in work <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> ▪ Management of instructional groups ▪ Management of transitions ▪ Management of materials and supplies ▪ Performance of noninstructional duties <p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> ▪ Expectations ▪ Monitoring of student behavior ▪ Response to student misbehavior <p>2e: Managing Physical Space</p> <ul style="list-style-type: none"> ▪ Safety and accessibility ▪ Arrangement of furniture and use of physical resources
<p style="text-align: center;"><u>Domain 4 – Professional Responsibilities</u></p> <p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> ▪ Accuracy ▪ Use in future teaching <p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> ▪ Student completion of assignments ▪ Student progress in learning ▪ Non-instructional records <p>4c: Communicating with Families</p> <ul style="list-style-type: none"> ▪ Information about the instructional program ▪ Information about individual students ▪ Engagement of families in the instructional program <p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> ▪ Relationships with colleagues ▪ Involvement in a culture of professional inquiry ▪ Service to the school ▪ Participation in school and district projects <p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> ▪ Enhancement of content knowledge and pedagogical skills ▪ Receptivity to feedback from colleagues ▪ Service to the profession <p>4f: Showing Professionalism</p> <ul style="list-style-type: none"> ▪ Integrity and ethical conduct ▪ Service to students ▪ Advocacy ▪ Decision making ▪ Compliance with school and district regulations 	<p style="text-align: center;"><u>Domain 3 – Instruction</u></p> <p>3a: Communicating with Students</p> <ul style="list-style-type: none"> ▪ Expectations for learning ▪ Directions for activities ▪ Explanations of content ▪ Use of oral and written language <p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> ▪ Quality of questions/prompts ▪ Discussion techniques ▪ Student participation <p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> ▪ Activities and assignments ▪ Grouping of students ▪ Instructional materials and resources ▪ Structure and pacing <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> ▪ Assessment criteria ▪ Monitoring of student learning ▪ Feedback to students ▪ Student self-assessment and monitoring of progress <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> ▪ Lesson adjustment ▪ Response to students ▪ Persistence

The WCUSD #5 Framework for Teaching: Observation Rubric

Directions: Evaluators will use the Observation Rubric when observing teachers and providing written feedback to teachers following any observation.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating Knowledge of Content and Pedagogy	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 subject.	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.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1b: Demonstrating Knowledge of Students	Teacher demonstrates minimal understanding of how students learn - and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages – and does not indicate that such knowledge is valuable.	Teacher demonstrates generally accurate minimal understanding of how students learn - and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to 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 acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	Teacher understands the active nature of student learning, and attains information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as activities, rather than as outcomes for 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. Outcomes, on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
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	Unsatisfactory	Needs Improvement	Proficient	Excellent
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	Teacher displays some awareness of resources beyond those beyond materials provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	Teacher displays awareness of resources beyond those beyond materials provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression 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 and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence is aligned to instructional goals, and designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; and lack criteria by which student performance will be assessed. Teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan; with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessments is well designed and includes student as well as teacher use of the assessment information.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	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. Student 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. The 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, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, 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 an environment where all students feel valued and are comfortable taking intellectual risks.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b: Establishing a culture for learning	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 and the precise use of language are 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 of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norms for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or assisting peers in their precise use of language.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups and 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 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 and seamless classroom routines and procedures. Students take initiative in the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	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. The teacher monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e: Organizing physical space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including the arrangement of technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including the arrangement of technology.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including 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.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies the students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's 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. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	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 and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is appropriate to the students' ages and interests. The teacher's use of academic language is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b: Using questioning / prompts and discussion	The Teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to ask some questions designed to engage students in thinking, 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, and to explain their thinking, 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. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The 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.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c: Engaging students in learning	The learning tasks/activities, materials and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting the students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and 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 activities that require complex thinking by the students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	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. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e: Demonstrating flexibility and responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. The 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.	The 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. The 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.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4b: Maintaining Accurate Records	The 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.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	The 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.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The 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. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d: Participating in a Professional Community	The 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.	The 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.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The 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.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f: Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations based on self-serving interests. The teacher does not comply with school and district regulations	The teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The 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. The 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.

Observation of Teacher Practice: Process

Process Overview

Teacher practice will be assessed by an evaluator, taking into account evidence collected throughout the year during formal observations, informal observations, and conferences. *The WCUSD #5 Framework for Teaching* will be referenced during all observations and conferences and should be used as the basis for any evidence collected.

Self-Reflection and Professional Growth Plan

The evaluation cycle will begin with a teacher's self-reflection in preparation for their Beginning of Year Conference. During the Beginning of Year Conference, a teacher and an evaluator will discuss and draft between two and five professional goals for that teacher based upon the evaluator practice rubric. The teacher's goals translate into that teacher's Professional Growth Plan. The teacher and evaluator will use that Professional Growth Plan throughout the year and will specifically revisit the document during a Mid-Year Conference and an End of Year Summative Conference. Furthermore, the teacher and evaluator will participate in additional collections of evidence, including an observation cycle, in order to gauge and support that teacher's progress.

Implementation and Observation Schedule

All teachers across the district will be evaluated using *The WCUSD #5 Framework for Teaching* beginning in SY 2014-15. See the observation schedules below for non-tenured and tenured teachers.

FIGURE 2: Observation Cycle for Non-Tenured Teachers

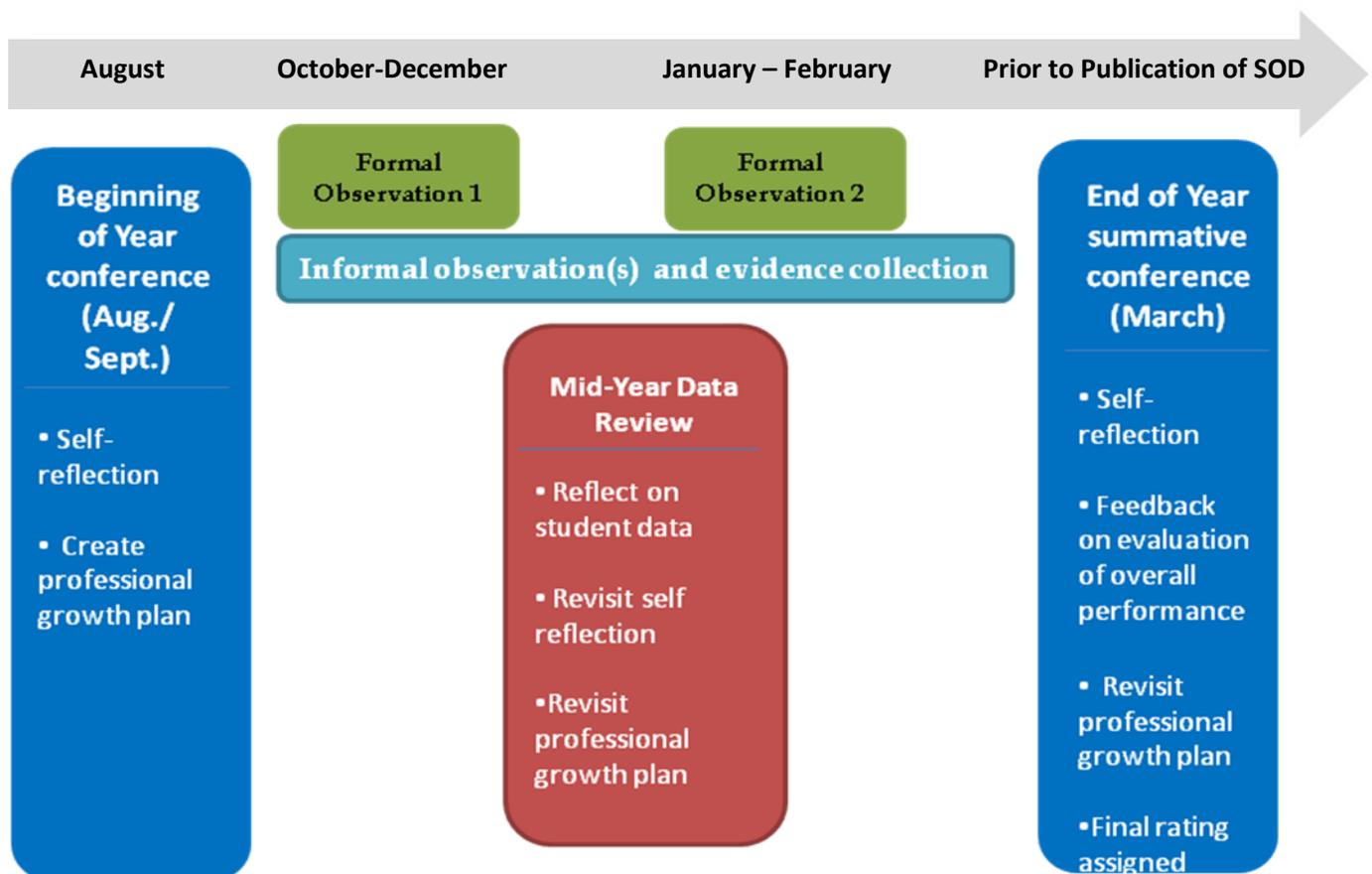
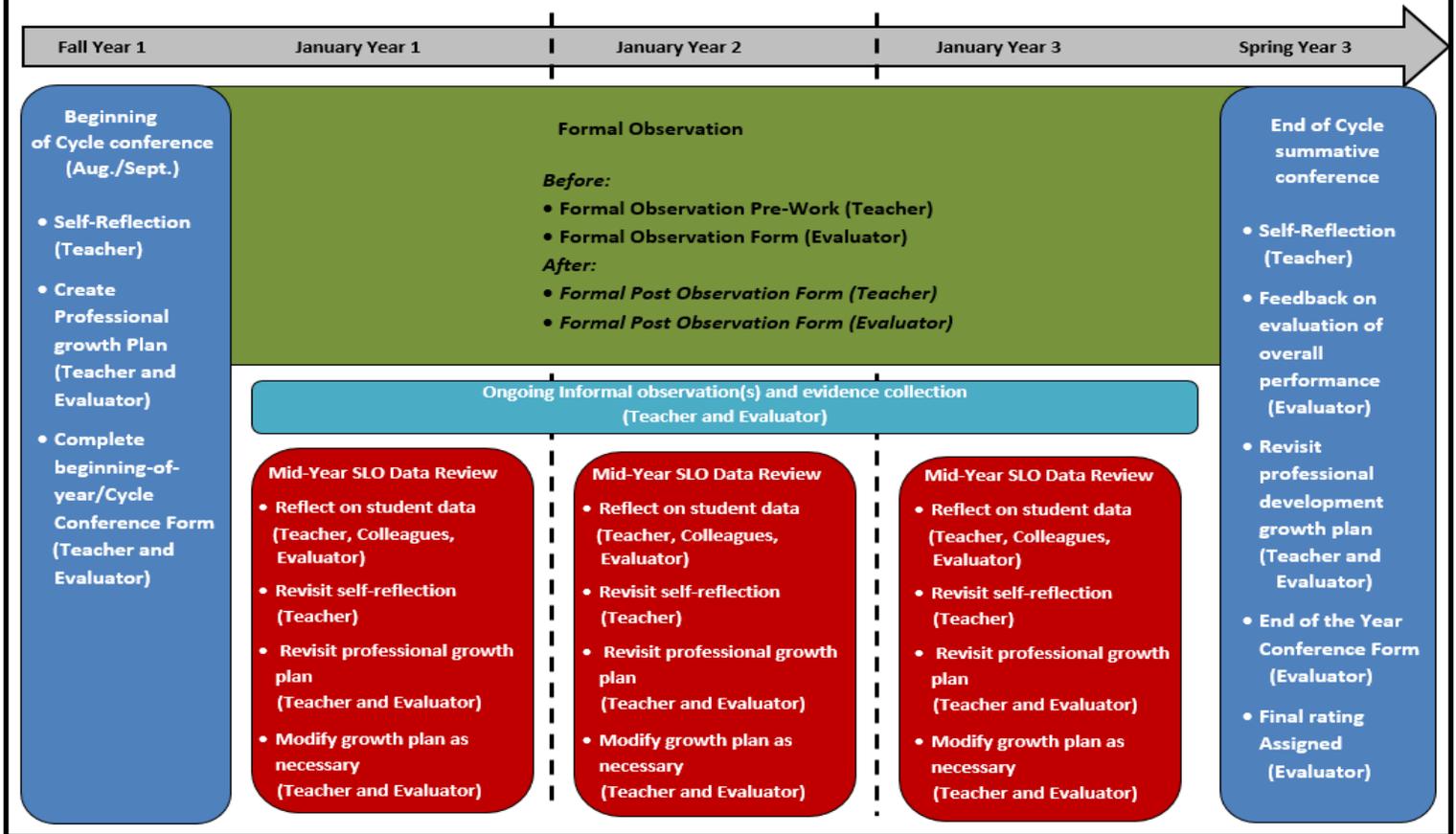


FIGURE 3: Observation Cycle for **Proficient/Excellent Rated Tenured Teachers**



Note: The evaluation cycles for **most** tenured teachers rated *Excellent* or *Proficient* will take place over a three-year period, as shown above.

Observation Requirements

Non-tenured teachers will have two formal observations and one informal observation over the course of the evaluation cycle. Tenured teachers rated at the *Proficient* and *Excellent* levels will have at least one formal and one informal observation over the course of an evaluation cycle. Since evaluation cycles will occur over a **three-year** period for **most** tenured teachers, at least one informal observation should occur by the end of the **second year** of the evaluation cycle.

See Figures 2 and 3 above.

Formal Observations

A formal observation is an observation that is one full lesson in length and must incorporate the beginning, middle, and end of a lesson. A set of conferences accompanies the formal observation. This includes a pre-observation conference prior to the observation and a post-observation conference within seven workdays after the observation. A teacher must receive written feedback following a formal observation before or during the post-conference. The teacher and evaluator must complete any appropriate paperwork prior to any conferences.

Informal Observations

An informal observation need not be announced. There are no conferencing requirements around informal observations, but it is expected that a post-observation conference will be scheduled if a teacher is at risk for receiving an “Unsatisfactory” or “Needs Improvement” rating. A teacher or an evaluator may request a post-conference. A teacher must receive written feedback of any evidence within five workdays after the informal observation if any of the evidence will be used in the summative evaluation.

Evaluators

Any trained administrator may perform a formal or informal observation. Informal observations may be conducted by trained non-administrative personnel, but cannot take place of the required informal observation(s) required by the administrative evaluator.

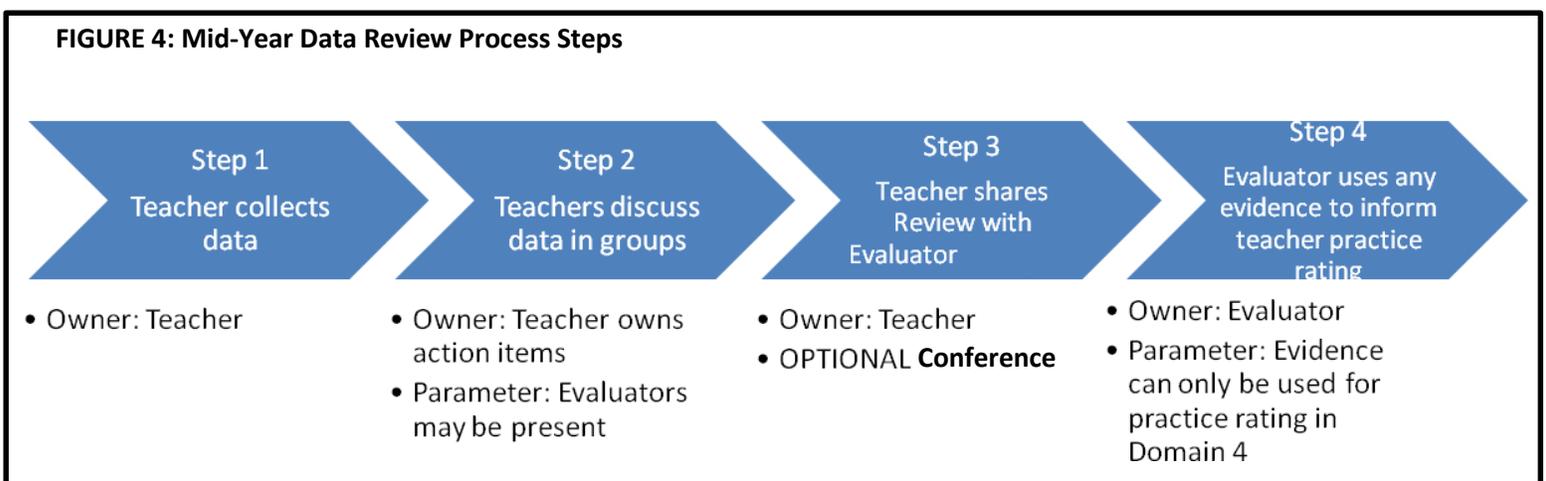
Conferences

In addition to pre- and post-observation conference requirements for formal observations, each teacher will have a beginning and end of year conference with the assigned evaluator. These conferences serve as a time to set professional growth goals, self-reflect on performance, and receive feedback on performance and progress towards goals. In addition to serving a summative purpose, conferences should be formative in nature throughout the year. During conferences, evaluators and teachers can have meaningful conversations surrounding teacher performance that will help teachers to improve their practice.

Tenured teachers who have received *Proficient* or *Excellent* ratings will also have the option of requesting an End-of-Year Conference during the first year of the **three-year** evaluation cycle. This conference can be either teacher or administratively driven and may be used to reflect on growth, discuss student growth/data, collect evidence in Domains 1 and 4, or address any concerns regarding summative ratings.

Mid-Year Data Reviews

Every teacher will have a mid-year data review, in which groups of teachers will be given the opportunity to meet and reflect on student performance data, each teacher’s progress towards professional growth goals, and each teacher’s self-reflection. The Mid-Year Data Review will be completed by the end of January. Teachers should share any necessary forms with their evaluators. See the figure below for the Mid-Year Data Review process steps.



Evidence Collection and Scoring

Both formal and informal observations are opportunities for evaluators to collect evidence. There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. However, evaluators are expected to provide specific and meaningful feedback on performance following all observations.

Any evidence collected must be shared with the teacher in written feedback. Written feedback from collections of evidence 1) must be identified as either from an informal or formal observation, 2) state any evidence collected, and 3) reference *The WCUSD #5 Framework for Teaching*.

All summative reports will be discussed with the teacher during the summative, End-of-Year Conference and delivered to the teacher in writing. For more information about scoring using *The WCUSD #5 Framework for Teaching*, please see the scoring section of this guidebook and the Implementation Toolkit.

- Non-tenured summative evaluation reports will be completed prior to the publication of the Sequence of Honorable Dismissal List.
- Tenured summative evaluation reports will be completed no later than May 1.

Note: *If summative evaluation will be Unsatisfactory or Needs Improvement for a tenured teacher, the district office must receive all paperwork prior to the publication of the Sequence of Honorable Dismissal List.*

Evidence Collection in Domains 1 and 4

Evaluators must collect evidence outside of the classroom to assess performance in Domains 1 and 4. Teachers should also be proactive in presenting evidence of their proficiency in these areas. Pre- and post-observation conferences can be a valuable time to present and discuss additional evidence in these two domains.

- a. Examples of evidence for Domain 1: Planning and Preparation include but are not limited to: lesson and unit plans, planned instructional materials, and activities, assessments and systems for record keeping.
- b. Examples of evidence for Domain 4: Professional Responsibilities include, but are not limited to: documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events.

Professional Growth Plan

An important part of developing professionally is the ability to self-reflect on performance. The Professional Growth Plan is a tool for teachers to assess their own performance and set professional growth goals. Every teacher will have a Professional Growth Plan consisting of between two and five professional growth goals. Professional growth goals should be directly tied to areas of improvement within *The WCUSD #5 Framework for Teaching* and to local professional development opportunities.

Observation of Teacher Practice: Scoring

A final score for teacher practice will not be determined until the end of the observation cycle when all evidence has been collected and assessed. Evidence used for scoring may include: documentation from formal observations, informal observations, conferencing, and any additional evidence the teacher has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible before making any conclusions.

The following describes the scoring process for teacher practice:

- 1) **Gather and assess evidence for each component.** At the end of the observation cycle, the assigned evaluator will assess all the evidence available for a given teacher to determine component ratings in each of the 20 components using *The WCUSD #5 Framework for Teaching*. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.
- 2) **Use component ratings to establish domain ratings.** To roll-up component ratings into four domain ratings, evaluators will use the following operating principles as established by the evaluation committee.

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 two components within that domain rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.

Needs Improvement: At least half of all components within that domain rated *Needs Improvement*, with no more than one *Unsatisfactory*.

Unsatisfactory: Two components within that domain rated as *Unsatisfactory*.

FIGURE 5: Example of Establishing Domain Ratings – *Classroom Environment*

Example 1: Domain Rating of Excellent

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a				X
2b			X	
2c				X
2d				X
2e			X	
Domain Rating				X

Example 2: Domain rating of Proficient with a Needs Improvement

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a			X	
2b		X		
2c			X	
2d				X
2e		X		
Domain Rating			X	

FIGURE 5: Example of Establishing Domain Ratings – *Classroom Environment*

Example 3: Domain Rating of Needs Improvement

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a		X		
2b		X		
2c			X	
2d			X	
2e		X		
Domain Rating		X		

Example 4: Domain Rating of Unsatisfactory

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a	X			
2b			X	
2c			X	
2d	X			
2e				X
Domain Rating	X			

- 3) Use domain ratings to establish a final teacher practice rating. To roll-up domain ratings into one final teacher practice rating, evaluators will use the following operating principles as established by the evaluation committee.

Excellent: *Excellent* rating in at least two or more of the domains, with at least one of the ratings being in domains 2 or 3. All remaining domains must be rated as *Proficient*.

Proficient: No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.

Needs Improvement: Two or more domains rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.

Unsatisfactory: Any domain rated *Unsatisfactory*.

FIGURE 6: Example of Establishing Final Summative Rating

Example 1: Summative Rating of Excellent

Domain	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 1				X
Domain 2			X	
Domain 3				X
Domain 4			X	
Summative Rating				X

FIGURE 6: Example of Establishing Final Summative Ratings

Example 2: Summative Rating of Proficient with a Needs Improvement

Domain	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 1		X		
Domain 2			X	
Domain 3			X	
Domain 4				X
Summative Rating			X	

Example 3 – Summative Rating of Needs Improvement

Domain	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 1		X		
Domain 2				X
Domain 3		X		
Domain 4			X	
Summative Rating		X		

Example 4 – Summative Rating of Unsatisfactory

Domain	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 1			X	
Domain 2	X			
Domain 3			X	
Domain 4			X	
Summative Rating	X			

Performance Level Descriptions

The four performance levels describe performance for each component, domain, and summative ratings. The levels describe a spectrum of practice ranging from teachers still working to master the basic concepts of teaching to highly distinguished professionals who serve as leaders. The following represent definitions of teacher practice at each of the four levels:

Excellent: Master teachers who make a contribution in the field, both inside and outside their schools. Their classrooms function as a community of learners, with students highly engaged and accepting responsibility for their own learning.

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

Needs Improvement: Teachers who appear to understand the concepts underlying each component but may implement them inconsistently. These may be teachers, early in their careers, for whom improvement is likely

to occur with more experience. These could also be experienced educators, whose implementation is inconsistent, but could improve with additional guidance and support.

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

Creating a Professional Development Plan

The Performance and Evaluation Reform Act includes the language regarding the creation of a **Professional Development Plan** for a teacher in contractual continued service (tenured) who is rated *Needs Improvement*.

This **Professional Development Plan** (PDP):

- is to be created within 30 school days after the completion of a summative evaluation resulting in the *Needs Improvement* rating
- is to be developed by the evaluator in consultation with the teacher and will take into account the tenured teacher's on-going professional responsibilities including his/her regular teaching assignments
- is to be directed to the areas that need improvement and include guidance and support that the district will provide to address the performance areas identified as needs improvement
- is to provide ongoing conversations based upon evidence gathered by both the teacher and evaluator (e.g. data logs, reflection forms, lesson planning, student work, formal and informal observations)
- After development of the PDP, the teacher and evaluator will collaborate to determine the target completion date.

Tenured teachers must be evaluated at least once in the school year following the receipt of an overall *Needs Improvement* rating in completion of the Professional Development Plan. The evaluation cycle must include a minimum of three (3) observations, of which two (2) must be a formal observation. Teachers who are rated *Proficient* or *Excellent* at that time will be reinstated to the tenured teacher evaluation process for *Proficient* and *Excellent* Individual Growth Plan.

For tenured Teachers who are evaluated less than *Proficient* at the completion of the PDP, the school district will start a remediation plan under the provisions of Illinois School Code 105 ILCS 5/24A-5.

Professional Development Plan Components:

- **Areas of Improvement (including the Domain/Component):** List one domain rated *Needs Improvement* on the PDP form.
- **Rationale for Area of Improvement:** Evidence from observations that show an area needing improvement.
- **Indicators for Effective Teaching:** Find examples of best teaching practices and other resources as needed, of domain/component rated *Needs Improvement* that will show or produce evidence of effective teaching.
- **Improvement Strategies:** Provide strategies the teacher can use to show improvement in needed domain/component.
- **Tasks to Complete:** Specific tasks the teacher will complete that will improve the domain/component.
- **Support and Resources:** List of supports and resources the teacher can use to improve, e.g. workshops, observe colleagues, ask a specialist, books/journals.
- **Indicators of Progress:** How the teacher will show progress towards proficient/excellent in domain/component through information observation, data, evidence, etc.

Creating a Remediation Plan

A teacher will be placed upon remediation status under the following conditions:

- The evaluator will complete a written Summative Evaluation Report and meets with the teacher within seven (7) school days of the most recent performance observation.
- The evaluator determines, as a result of performance observations, that identified weaknesses are significant enough to rate one of the four Domains of the Summative Evaluation Report *Unsatisfactory*
- The evaluator determines, for tenured teachers who are evaluated less than *Proficient* or *Excellent* at the completion of the Professional Development Plan.
- The Summative Evaluation Report will indicate the date by which a written remediation plan will be developed (within 30 days of the conference).

Tenured teachers must be evaluated at least once in the school year following the receipt of a summative *Unsatisfactory* rating. The evaluation cycle must include a minimum of three (3) observations, of which two (2) must be a formal observation. Teachers who are rated *Proficient* or *Excellent* at that time will be reinstated to the evaluation process for *Proficient* and *Excellent* Individual Growth Plan. If, at the conclusion of the remediation period, the teacher has not corrected performance, the teacher is subject to dismissal.

Remediation Plan Components:

- **Remediation Period:** A remediation period of ninety (90) school days is provided.
- **Consulting Teacher:** A consulting teacher is selected by the evaluator who has successful experiences and familiarity with the assignment, and an “excellent” rating on last summative evaluation.
- **Areas of Improvement (including the Domain/Component):** List one domain rated *Unsatisfactory* on the Remediation form.
- **Rationale for Area of Improvement:** Evidence from observations that show an area as unsatisfactory performance.
- **Indicators for Effective Teaching:** Find examples in the *WCUSD #5 Frameworks for Teaching* and other resources as needed, of domain/component rated *Unsatisfactory* that will show or produce evidence of effective teaching.
- **Improvement Strategies:** Provide strategies the teacher can use to show improvement in needed domain/component.
- **Tasks to Complete:** Specific tasks the teacher will complete that will improve the domain/component.
- **Support and Resources:** List of supports and resources the teacher can use to improve, e.g. workshops, observe colleagues, ask a specialist, books/journals
- **Indicators of Progress:** How the teacher will show progress towards. *proficient/excellent* in domain/component through information observation, data, evidence, etc.

If a teacher successfully completes a remediation plan and then receives a second unsatisfactory rating in any evaluation during the 36-month period following the completion of the remediation plan, the school district may forego remediation and seek dismissal.