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**Meridian CUSD #101**  
**Teacher Evaluation Guidebook**

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Meridian Community Unit School District No. 101  
Professional Educator Performance Evaluation Plan

## **BACKGROUND**

The Meridian School District teacher evaluation system is based on the *Framework for Teaching Evaluation Instrument* (2011) by Charlotte Danielson. The *Framework for Teaching* is a research-based, validated instrument that is being used across the country and is recommended for use in Illinois districts by the Performance Evaluation Advisory Council.

The *Framework for Teaching* will serve as the rubric of professional practice that underlies the teacher appraisal system. All forms can be found in Appendix A.

The *Framework for Teaching* is organized into four domains comprising 22 components, as shown in Table 1.

### **Domain 1: Planning and Preparation**

“The components in Domain 1 define how a teacher organizes the content that the students are to learn—how the teacher *designs* instruction.... All elements of the instructional design—learning activities, materials, and strategies—should be appropriate to both the content and the students.... Skills in Domain 1 are demonstrated primarily through the plans that teachers prepare to guide their teaching” (Danielson, 2007, p. 30).

### **Domain 2: Classroom Environment**

“Domain 2 consists of the interactions that occur in a classroom... [that] are themselves noninstructional, even though they are necessary for effective instruction. Such activities and tasks establish a comfortable and respectful classroom environment, which cultivates a culture for learning.... The atmosphere is businesslike, with noninstructional routines and procedures handled efficiently; student behavior is cooperative and nondisruptive; and the physical environment is supportive of the stated instructional purposes” (Danielson, 2007, p. 31). The components of Domain 2 are demonstrated through classroom interaction and are observable.

### **Domain 3: Instruction**

“Domain 3 components represent distinct elements of instruction. Students are engaged in meaningful work” (Danielson, 2007, p. 32). Like Domain 2, the components of Domain 3 are demonstrated through classroom interaction and are observable.

### **Domain 4: Professional Responsibilities**

“The components in Domain 4...encompass the roles assumed outside of and in addition to those in the classroom with students.... Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to contributions made to the school and district, to contributions made to the profession as a whole” (Danielson, 2007, p. 32). The

components in Domain 4 are demonstrated through goal setting, self-reflection, and artifacts of interactions with colleagues and families.

**Figure 1 – 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>	100%	0	0.00
Final Rating Scale: Excellent (3.5 – 4.0); Proficient (2.7 – 3.49); Needs Improvement (1.7 – 2.69); Unsatisfactory (1.69 or below)			

## MERIDIAN EVALUATION PLAN COMPONENTS AND TIMELINE

### OVERALL PERFORMANCE RATINGS

#### **Excellent**

Documented observations revealed performance of an exceptional and/or commendable quality. Multiple strengths in many or all skill areas in the Criteria/Standards are observed. Suggestions for improvement, if applicable, may be indicated by the evaluating administrator. In addition to the classroom observations, qualities within the school community that are observed by the administrator and are not a part of the performance criteria can also reflect an excellent rating.

#### **Proficient**

Documented observations revealed performance that meets the standard by the district. Multiple strengths in many or all skill areas in the Criteria/Standards are observed. Suggestions for improvement, if applicable, may be indicated by the evaluating administrator.

#### **Needs Improvement**

Documented observations revealed some strengths are prevalent within the skill areas. However, some areas of significant weaknesses in the Criteria/Standards were observed. Within 30 school days of the post evaluation conference of a tenured teacher a professional development plan will be implemented, in accordance with The School Code of Illinois.

#### **Unsatisfactory**

Documented observations revealed major weaknesses in areas of the Criteria/Standards. Continued performance at a level below expectations would have a negative impact upon students, and/or upon the school environment. A remediation plan, in accordance with The School Code of Illinois, will be implemented within 30 school days of the post evaluation conference of a tenured teacher.

A timeline containing the evaluation plan components for tenured and non-tenured teachers can be found on the next page in Figure 2.

**Figure 2 –MERIDIAN EVALUATION PLAN COMPONENTS AND TIMELINE**

<b>Component</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>
<b>Written notification</b>	1 <sup>st</sup> Day of student attendance						
<b>SLO submission</b>	October 1 deadline						
<b>SLO approval</b>	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						
<b>Mid-point SLO review</b>	At approximate mid-point of the SLO						
<b>Summative Evaluation Conference</b>	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 A**.
- 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 1, 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.



**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.

Unsatisfactory	Needs improvement	Proficient	Excellent
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).

Starting in the fourth year of the implementation of this performance evaluation system, the outcome for each SLO is determined by the following chart:

Unsatisfactory	Needs improvement	Proficient	Excellent
Less than 40% of students met the indicated growth target(s).	40% - 59% of students met the indicated growth target(s).	60% - 79% of students met the indicated growth target(s).	80% - 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 (50%)				
		Excellent	Proficient	Needs Improvement	Unsatisfactory	
STUDENT GROWTH (50%)	Excellent	Excellent	Excellent	Proficient	Proficient	
	Proficient	Excellent	Proficient	Proficient	Needs Improvement	
	Needs Improvement	Proficient	Proficient	Needs Improvement	Needs Improvement	
	Unsatisfactory	Proficient	Needs Improvement	Needs Improvement	Unsatisfactory	

**SLO Submission.** Teachers will recommend at least two (2), but no more than four (4) SLOs in response to each assessment (i.e., the assessment type-Type I, Type II, or Type III-and specific instrument to be used. The qualified evaluator shall choose the SLO to be used in the performance evaluation from among the options presented by the teachers. The teacher and the qualified educator will agree in writing to the determinations made.

In the event that the qualified evaluator determines that one or more of the SLOs do not meet the requirements of the SLOs, the qualified evaluator shall request that the teacher or teacher’s representative propose an alternative to each SLO that the qualified evaluator finds inadequate.

**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.

Each learning goal of the SLO shall be aligned to the needs of the teacher’s students or the classroom and shall be based on Meridian initiatives that address the content of the learning goal; and/or Meridian’s improvement plan, as the plan may relate to the content of the learning goal.

Growth expectations also shall be reviewed at the midpoint of the interval of instruction and modified as may be necessary, provided that the teacher and the qualified evaluator mutually agree to any modifications to be made.

Results from each assessment shall constitute 50 percent of the final student growth rating to be assigned.

**Meridian Student Learning Objective Framework (adapted from the Sandoval model)**

<b>Baseline</b>	<b>Population</b>	<b>Objective</b>	<b>Rationale</b>	<b>Strategies</b>	<b>Assessment</b>	<b>Targeted Growth</b>
<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

**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 B**.

**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 6); sets draft goals (Figure 8); and prepares the lesson plan that will be used during the evaluator’s visit.

**Figure 6 – MERIDIAN 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 7 – MERIDIAN APPROVED ASSESSMENTS**

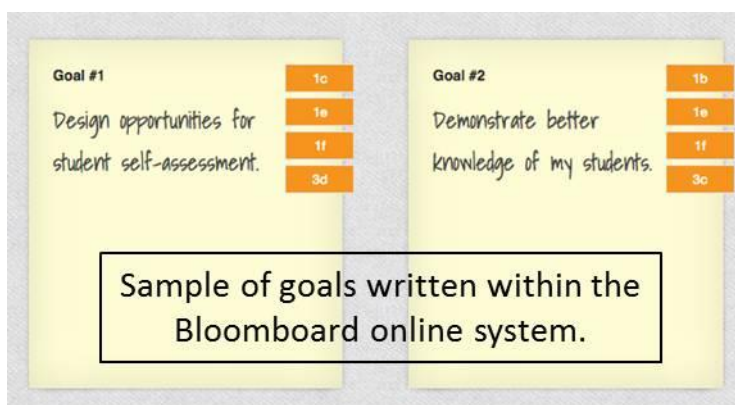
Teacher Category	Type I	Type II*	Type III*
K-5 ELA and Title/RtI	DEA, STAR, AIMSweb	KIDS Assessment (K); ISEL, Common Benchmark Assessments, DEA Probes, Writing Prompts w/Scoring Rubric, Running Records	Classroom-based, teacher-created assessment, student portfolio
K-5 Math	DEA, AIMSweb	Common Benchmark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

**Figure 8 – GOALS**

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



For a formal observation, the evaluator will observe the teacher for a minimum of 45 minutes at a time; or an observation during a complete lesson; or an observation during an entire class period. 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 school 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. (**Appendix C**)

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 50% to professional practice and 50% to student growth. The summative evaluation rating document can be found in **Appendix E**.

## **PROFESSIONAL DEVELOPMENT PLAN**

Within 30 school days after a tenured teacher receives an evaluation rating of "needs improvement", the evaluator will develop and initiate, in consultation with the teacher, a professional development plan directed to the areas that need improvement. The professional development plan will identify any supports that the District will provide to address the areas identified as needing improvement.

## **REMEDICATION 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 shall provide for a minimum of a mid-point and final evaluation and rating during the ninety school days immediately following the receipt of the remediation plan. Each evaluation shall assess the teacher's performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher's performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with



the teacher within 10 school days after the date of the evaluation. Failure to strictly comply with the timeline for the required evaluations because of events such as summer months, illness, or certain leaves granted teachers under a remediation plan shall not invalidate the results of the remediation plan.

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.

Each of the evaluations and ratings shall be conducted by a qualified administrator. The qualified administrator shall conduct the final evaluation at the conclusion of the ninety school days.

Participants in the remediation plan shall include the teacher deemed unsatisfactory, a qualified administrator, and a consulting teacher. The remediation plan may include the participation of other personnel to assist in correcting areas identified as unsatisfactory.

1. The participation of the consulting teacher shall be voluntary.
2. The qualified consulting teacher shall be one who has received a rating of excellent on his or her most recent evaluation, has a minimum of five years experience in teaching, and has knowledge relevant to the assignment of the teacher under remediation. In the event of a dispute as to qualification, the State Board shall determine qualifications.
3. The consulting teacher shall be chosen from a list developed by the bargaining agent, if the bargaining agent supplies a roster of at least 5 qualified teachers from which the consulting teacher is to be selected, or the names of all teachers so qualified if that number is less than 5.
4. When no consulting teacher is available in the District, the District shall request, and the applicable regional office of education shall supply, to participate in the remediation process, an individual who meets the required criteria.
5. 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.

6. 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.
7. The consulting teacher shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the teacher under remediation.
8. The consulting teacher shall be informed, through at least three conferences with the qualified administrator and the teacher under remediation, of the results of the evaluations in order to continue to provide assistance to the teacher under a remediation plan.

The remediation plan will contain the following components:

1. Description of the teaching performance in need of change.
2. Acceptable levels of teaching performance will be identified.
3. Indication of assistance to be provided.
4. System of monitoring progress.
5. Indicators for success.
6. Resources needed.
7. Timelines for completion.

Any tenured teacher who successfully completes the ninety school day remediation plan by receiving a proficient or better rating shall be formally evaluated the following school term. If such a teacher receives a rating of proficient or better in the following school term, the teacher will then be reinstated to the regular two year evaluation cycle.

Any teacher who fails to complete ninety school day remediation plan with a proficient or better rating shall be dismissed in accordance with Section 24-12 of The School Code of Illinois. 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.