

# **NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203**



## **STANDARDS FOR PROFESSIONAL PRACTICE: EVALUATION PROCEDURES**

### **CERTIFIED STAFF**

Revised August 2013

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# **NAPERVILLE DISTRICT 203 STANDARDS FOR PROFESSIONAL PRACTICE EVALUATION PROCEDURES**

## **INTRODUCTION**

The Evaluation Committee, consisting of certified staff and administrators, has developed a system of evaluation for District 203. The plan set forth in this document is the result of discussion focused on developing a plan meaningful to certified staff members and administrators. The plan addresses the needs of a faculty with varying years of experience and levels of expertise. The committee included representatives of both teachers and administrators listed below:

Elementary School Teachers and Principal  
Junior High School Teachers  
High School Teachers and Principal  
Specialists (Tech Integration Specialists; Nurses; Social Workers;  
Associate Superintendent, Pupil Services  
Assistant Superintendent, Elementary Education  
Assistant Superintendent, Secondary Education  
Chief Academic Officer  
Chief Human Resources Officer  
Executive Officer of the Teachers' Association

## **ACKNOWLEDGEMENT**

School District 203 extends its appreciation to those who have served as resources in the development of the "District 203 Standards for Professional Practice". The work of Charlotte Danielson, Princeton Education Associates Program Administrator, *Enhancing Professional Practice: A Framework for Teaching* was published by the **Association for Supervision and Curriculum Development** in 1996. District 203 is grateful to Ms. Danielson for letting us adapt her material so it is representative of District 203 standards. The Educational Testing Service (ETS) is credited for the labels of performance included in each domain. The Center for Leadership in School Reform (CLSR) has provided a focus on Quality Work for the Evaluation Committee.

## **PURPOSE**

The purpose of the Evaluation Plan is as follows:

- To recognize, support, and reinforce effective teaching and quality
- To create engaging work for learners
- To help staff members improve instruction through enhanced understanding of sound teaching practices
- To assess adherence to Standards for Professional Practice
- To provide a basis for employment recommendations
- To comply with the provisions of Section 24A of the School Code of Illinois
- To comply with provisions of the Performance Evaluation Reform Act of 2010 and Senate Bill 7.

## **FOUNDATION**

School District 203's Belief, Vision, Mission, and Critical Goals serve as the core from which the "Standards for Professional Practice" was developed. The descriptors of each of the components within the four (4) domains were carefully crafted to also reflect the Center for Leadership in School Reform (CLSR) Design Qualities.

## **COMPONENTS**

### **A. Clinical Model**

The Clinical Model, "Standards for Professional Practice", is applicable to certified staff of District 203. The clinical model, "Evaluation and Supervision for Effective Performance," will be utilized as the evaluation document.

## **STANDARDS FOR PROFESSIONAL PRACTICE**

The Standards for Professional Practice represent those aspects of a teacher’s responsibilities that have been documented, through empirical studies or theoretical research, to promote student learning. Just as curriculum frameworks and standards define what students should know and be able to do in each of the disciplines, Standards for Professional Practice define what teachers should know and be able to do in the exercise of their profession. The standards offer a comprehensive framework for the complex activity we call teaching. They also serve to structure the conversations of educators about exemplary practice. A standard framework allows those conversations to guide novices as well as to enhance the performance of veterans. This document is a broad overview of the Standards for Professional Practice emphasizing four domains. The following pages show how the components are grouped under the domains. Performance labels were developed by Educational Testing Service (ETS). Following that is a brief description of each domain, and its components.

## **THE FOUR DOMAINS OF TEACHING RESPONSIBILITY**

While teachers assume a variety of professional roles and responsibilities, a unifying thread runs through the entire framework to provide an organizing structure. That thread consists of assisting students in learning important content and completing quality work.

Each of the four domains of the Standards for Professional Practice framework refers to a distinct aspect of teaching. The components within each domain form a coherent body of knowledge and skill that can be, to some extent, the subject of focus independent of other domains. However, there is significant interdependence among domains. For example, a teacher cannot demonstrate the highest level of skill in questioning and discussion techniques (Component 3b) if the students do not feel the classroom environment is safe for risk taking and is one where their ideas will be respected (Component 2a). The following pages provide a brief description of each domain and show how the components are grouped under each domain.

### **DOMAIN 1: PLANNING AND PREPARATION**

### **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

### **DOMAIN 3: INSTRUCTION**

### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

## **DOMAIN 1: PLANNING AND PREPARATION**

The components in Domain 1 define how a teacher organizes the content the students are to learn—how the teacher *designs* instruction and develops quality work assignments for students. All aspects of instructional planning are covered, beginning with a deep understanding of content and pedagogy, along with an understanding and appreciation of the students and what they bring to the educational encounter.

Understanding the content is not sufficient. The content must be transformed through instructional design into sequences of activities and exercises that make it engaging and accessible to the students. All elements of the instructional design (i.e., learning activities, materials and strategies) should be appropriate to students, the content and meaningful work. Assessment techniques must also align with the instructional goals and serve to document student learning before, during, and at the end of instruction.

Teachers who excel in Domain 1 design instruction that reflects an understanding of content, important concepts and principles within that area of study. Their design reflects the Design Qualities, which results in coherent, engaging work assignments for students and sound assessment methods that consider the range of students in the class.

### **COMPONENTS IN DOMAIN 1: PLANNING AND PREPARATION**

**1a. Demonstrating Knowledge of Content and Pedagogy**

**1b. Demonstrating Knowledge of Students**

**1c. Selecting Instructional Goals**

**1d. Demonstrating Knowledge of Resources**

**1e. Designing Coherent Instruction**

**1f. Assessing Student Learning**

**DOMAIN 1: PLANNING AND PREPARATION\***

COMPONENTS	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a. Demonstrating Knowledge of Content and Pedagogy	Teacher displays minimal understanding of the subject or continuity of the discipline or content related pedagogy.	Teacher's content and pedagogical Knowledge represents basic understanding, but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections to other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b. Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills or interests and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough Knowledge of students' backgrounds, skills and interests and uses this knowledge to plan for groups of students.	Teacher's demonstrates thorough knowledge of students' backgrounds, skills, and interests, using this knowledge to plan for individual student learning.
1c. Selecting Instructional Goals	Teacher's goals represent trivial learning and are unsuitable for students. Goals are stated only as instructional activities and do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in this class, consisting of a combination of goals and activities – some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in this class. They reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards. They are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.
1d. Demonstrating Knowledge of Resources	Teacher is unaware of school or district resources available either for teaching or for students who need assistance.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher is aware of school and district resources available for teaching and knows how to gain access to resources for students who need them.	Teacher seeks out resources for teaching in professional organizations and in the community. Teacher utilizes resources for students who need them, in school, in the district, and in the larger community.
1e. Designing Coherent Instruction	The various elements of instructional design do not support the stated instructional goals or engage the students in meaningful learning. The lesson or unit has no definite structure.	Some of the elements of instructional design support the stated instructional goals or engage students in meaningful learning, while others do not. The lesson or unit has a recognizable structure.	Most of the elements of instructional design support the stated instructional goals or engage students in meaningful learning. The lesson or unit has a clearly defined structure.	All of the elements of instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. The lesson or unit is highly coherent and has a clear structure.
1f. Assessing Student Learning	Teacher's approach to assessing student learning contains no clear criteria or standards and lacks congruence with instructional goals. Teacher does not use assessment results to design future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Assessment is used to plan for future, whole class instruction.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Assessment is used to plan for groups or individuals.	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by the students but also show evidence of student participation in their development. Students monitor their own progress in achieving the goals.

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## **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

The components in Domain 2 include the interactions that occur in classrooms. Though the interactions themselves may not be instructional, they are necessary for an effective learning environment. Such interactions establish a comfortable and respectful classroom environment, creating a culture for learning and cultivating a safe place for risk taking. The atmosphere is professional, with non-instructional routines and procedures handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment is supportive of student learning.

When students remember their teacher(s) years later, it is often for the teacher's skill in Domain 2. Students recall the warmth and caring their favorite teachers demonstrated, the high expectations for achievement and the teacher's commitment to students. Students feel safe with these teachers and know they can count on them to be fair and compassionate. Teachers who excel in Domain 2 consider all students as real people with interests, concerns and intellectual potential. They know their natural authority with students is grounded in knowledge and expertise rather than their position.

### **COMPONENTS IN DOMAIN 2: THE CLASSROOM ENVIRONMENT**

**2a. Creating an Environment of Respect and Rapport**

**2b. Establishing a Culture for Learning**

**2c. Managing Classroom Procedures and Resources**

**2d. Managing Student Behavior**

**2e. Organizing Physical Space**

## **DOMAIN 2: THE CLASSROOM ENVIRONMENT\***

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a. Creating an Environment of Respect and Rapport	Teacher and/or student interactions are inappropriate.	Teacher and/or student interactions are usually friendly, caring and non-offensive to culturally and developmentally diverse groups.	Teacher and/or student interactions are friendly, caring and non-offensive to culturally and developmentally diverse groups.	Teacher and students demonstrate genuine caring and respect for each other.
2b. Establishing a Culture for Learning	Teacher conveys a negative attitude toward the content or suggests the content is not important or is not mandated by others. Instructional goals and activities convey inconsistent expectations for student achievement.	Teacher usually communicates the importance of work with only minimal apparent buy-in by students. Instructional goals and activities convey modest expectations for student achievement.	Teacher communicates importance of the work and students demonstrate commitment to its value. Instructional goals and activities convey high expectations for student achievement.	Students demonstrate through their active participation, curiosity and attention to detail, that they value the content's importance. Both students and teachers establish and maintain, through planning of learning activities high expectations for the learning of all students.
2c. Managing Classroom Procedures and Resources	Classroom routines and procedures such as taking attendance, distributing and collecting materials and homework assignments are either nonexistent or inefficient resulting in the loss of much instruction time. Volunteers and paraprofessionals have poorly defined duties and are not engaged with students.	Classroom routines and procedures such as taking attendance, distributing and collecting materials and homework have been established but function unevenly or inconsistently with some loss of instruction time. Volunteers and paraprofessionals are usually engaged assisting students during portions of class time and are under the direction of certified staff.	Classroom routines and procedures such as taking attendance, distributing and collecting materials and homework assignments have been established and function smoothly for the most part, with little loss of instruction time. Volunteers and paraprofessionals are productively engaged assisting students during class time and are under the direction of certified staff.	Classroom routines and procedures such as taking attendance, distributing and collecting materials and homework assignments have been established and function smoothly. Students assume considerable responsibility for their smooth functioning. Volunteers and paraprofessionals have clearly defined duties and are productively engaged assisting students during the entire class and are under the direction of certified staff.
2d. Managing Student Behavior	No acceptable standards of conduct appear to have been established.	Appropriate standards of conduct appear to have been established and maintained, but are not consistently applied.	Appropriate standards of conduct appear to have been established and maintained and are consistently applied.	Appropriate standards of conduct have been established, and have become an integral part of the classroom environment.
2e. Organizing Physical Space	The classroom is unsafe and/or the furniture arrangement is not suited to the lesson activities and/or the needs of the students.	The classroom is safe and the classroom furniture is usually adjusted for a lesson and/or the needs of the students.	The classroom is safe and classroom furniture is adjusted for a lesson and/or the needs of the students.	The classroom is safe and the furniture arrangement is an effective resource for learning activities and the needs of the students.

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## **DOMAIN 3: INSTRUCTION**

The components in Domain 3 reflect the primary mission of teaching, which is to ensure student learning. Domain 3 components represent distinct elements of instruction.

Teachers who excel in Domain 3 create an engaging atmosphere emphasizing the importance of learning and the significance of the content. They care deeply about learning and invite students to share in the life-long journey. Students are engaged in quality work, which is authentic to life situation. The work results in skills and knowledge necessary for asking and answering meaningful questions and the ability to apply learning to life situations. As a result of engaging instructional experiences with a teacher who excels in this domain, students build toward thinking critically, solving problems, making decisions and possessing skills necessary for productive citizenship and life-long learning.

### **COMPONENTS IN DOMAIN 3: INSTRUCTION**

**3a. Communicating Expectations, Directions and Procedures Clearly and Accurately**

**3b. Using Questioning and Discussion Techniques**

**3c. Engaging Students in Learning**

**3d. Providing Formative Feedback for Students**

**3e. Demonstrating Flexibility and Responsiveness**

### **DOMAIN 3: INSTRUCTION\***

COMPONENTS	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>3a. Communicating Expectations, Directions, and Procedures Clearly And Accurately</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication to students contains errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
<b>3b. Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions limited student participation and discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high level questions, attempts at discussion and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, interactive discussion and full participation by all students.	Students formulate many of the high level questions and accept responsibility for the participation and interaction of other students in the discussion.
<b>3c. Engaging Students in Learning</b>	Students are not engaged in significant learning, as a result of inappropriate activities or materials, poor presentations of content, or a lack of structure.	Students are partially engaged, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.	Students are engaged throughout the lesson, with appropriate activities and materials, instructive representations of content and suitable structure, pacing and closure of the lesson.	Students are highly engaged throughout the lesson and make connections to the content, activities and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>3d. Providing Formative Feedback for Students</b>	Teacher's feedback to students is inaccurate, nonspecific and lacks timeliness.	Teacher's feedback to students is timely, but is nonspecific and inconsistent.	Teacher's feedback to students is specific, timely and consistent with provisions for students to make use of the feedback in their learning.	Teacher's feedback to students is specific, timely and consistent, and students make use of the feedback in their learning.
<b>3e. Demonstrating Flexibility and Responsiveness</b>	Teacher adheres to instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persisting in ensuring the success of all students.

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## **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

The components in Domain 4 consist of a wide range of professional responsibilities, which include self-reflection and professional growth as well as contributions made to the school, the district and the teaching profession. The components include interactions with the families of students, advocacy for students, contacts with the larger community, and the maintenance of records/paperwork.

Teachers who excel in Domain 4 are highly regarded by colleagues and parents. They can be depended upon to serve the interests of students. They contribute to the general well-being of their school community. These teachers are active in their professional organizations, in the school and in the district.

### **COMPONENTS IN DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**4a. Reflecting on Instruction**

**4b. Maintaining and Submitting Accurate, Timely Records /Reports**

**4c. Communicating with Families**

**4d. Contributing to School and District**

**4e. Growing and Developing Professionally**

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES\***

COMPONENTS	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a. Reflecting on Instruction	Teacher does not reflect accurately on lesson or propose ideas as to how it might be improved.	Teacher's reflection on the instruction is usually accurate and teacher makes broad suggestions as to how it might be improved.	Teacher reflects accurately on instruction, citing general characteristics about how it might be improved.	Teacher's reflection is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
4b. Maintaining and Submitting Accurate/Timely Records/Reports	Teacher records and reports are missing, late or contain errors and result in confusion.	Teacher maintains and submits records/reports in a timely, accurate manner. It usually conforms to law, school and district procedures.	Teacher maintains and submits records/reports in a timely, efficient and effective manner which conforms to law, school and district procedures.	Teacher maintains and submits records/reports in a timely, efficient and effective manner which conforms to law and school-district procedures. Students contribute to their maintenance.
4c. Communicating With Families	Teacher provides little or no information to families and makes no attempt to engage them in the instruction program. Teacher is not available to students and parents at reasonable times.	Teacher complies with school procedures for communicating with families and makes an effort to engage them in instructional program. Teacher is available to students and parents at reasonable times.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher initiates and encourages frequent, varied and perceptive communication with families and successfully engages them in the instructional program. Students participate in communicating with families.
4d. Contributing to School and District	Teacher's relationships with staff are negative and teacher is not involved in school and district projects.	Teacher's relationships with staff are professional and productive, and Teacher participates in school and district events and activities during the professional day when requested.	Teacher cultivates relationships with staff that are professional and productive, and teacher is actively engaged in school and district events and activities.	Teacher assumes leadership role with staff and makes a substantial contribution to school and district events and activities.
4e. Growing and Developing Professionally	Teacher does not actively participate in required professional development activities.	Teacher participation in professional development is limited to attendance at required activities.	Teacher participates actively in a variety of professional development activities and utilizes the new skills appropriately.	Teacher makes a substantial contribution to the building, district and the profession by engaging in and leading a variety of professional development activities.

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**MINIMUM EXPECTATIONS FOR *TEACHERS, GUIDANCE COUNSELORS, LEARNING CENTER DIRECTORS/LIBRARIANS/MEDIA SPECIALISTS, INSTRUCTIONAL COORDINATORS, SPECIAL EDUCATION PROFESSIONALS, TECHNOLOGY INTEGRATION SPECIALISTS***

Listed below are the minimum expectations for teachers, guidance counselors, learning center directors/librarians/media specialists, instructional coordinators, school social workers, school psychologists, speech and language clinicians, occupational/physical therapists, behavior specialists and school nurses.

A combination of these minimum expectations and the *Standards for Professional Practice: Evaluation Procedures (Domains 1, 2, 3, and 4)* comprises the description of responsibilities and duties for staff as required by the State of Illinois.

1. Supports the goals and philosophy of the district, school and departmental program.
2. Instructs, counsels, and serves students at designated locations and times.
3. Prepares for assignment and shows written evidence of preparation on request of the immediate supervisor.
4. Sets, maintains, and encourages appropriate academic standards for each student.
5. Sets, maintains, and encourages acceptable standards of student behavior pursuant to building policy.
6. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
7. Maintains records as required by law, district policy, and administrative regulations.
8. Assists in upholding and enforcing school rules and administrative regulations.
9. Is available to students and parents when necessary and under reasonable terms.
10. Works to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students.
11. Attends and participated in district, faculty, and department meetings.
12. Cooperates with other members of the staff in planning instructional goals, objectives, and methods.
13. Assists in the selection of books, equipment, and other instructional materials.

## PRE-OBSERVATION FORM

\_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Evaluator's Name)

\_\_\_\_\_  
(School Site)

\_\_\_\_\_  
(Grade/Department)

\_\_\_\_\_  
(Observation Date)

\_\_\_\_\_  
(Observation Time/Period)

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**I.** LEARNER CHARACTERISTICS (Describe students, including those with special needs):

**II.** PRE-ASSESSMENT (Describe processes used to determine level of student readiness):

**III.** LEARNING FOCUS:

- OBJECTIVE (What will students know and be able to do?):
  
- INSTRUCTIONAL STRATEGIES (What methods will be used to meet student needs?):
  
- LEARNING ACTIVITIES (How will students be engaged in quality work?):

**IV.** ASSESSMENT (Describe processes used to determine level of student learning):

**V.** OBSERVER FOCUS (List specific areas for observer feedback):

## TEACHER REFLECTION FORM

*(For Post-Conference discussion only)*

*(Domain 4a)*

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**(Teacher's Name)**

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**(Evaluator's Name)**

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**(School Site)**

---

**(Grade/Department)**

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**(Observation Date/Time Period)**

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**(Post Observation Time/Period)**

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**I.** Did the students learn what I intended? Were my instructional goals met? How do I know?

**II.** If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

**III.** Observer questions provided to teacher prior to post-conference (optional)

**PROCEDURES AND STANDARDS FOR PROFESSIONAL PRACTICE  
NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203**

\_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Evaluator's Name)

\_\_\_\_\_  
(School Site)

\_\_\_\_\_  
(Grade/Department)

\_\_\_\_\_  
(Teacher's Signature\*)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Evaluator's Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(2<sup>nd</sup> Evaluator's Signature)

\_\_\_\_\_  
(Date)

*\*The above signature indicates that the teacher has read this document*

**INSTRUCTIONS:** This evaluation form is to be completed annually for non-tenured teachers and at least once every two years for tenured teachers. Part-time teachers who are employed continuously for multiple years will follow the same evaluation schedule as non-tenured teachers. At the beginning of year five, the tenured evaluation cycle will be followed.

The general format for evaluations is as follows:

- I. Conferencing** – Evaluators and evaluatees communicate about the evaluation process (its philosophy and purpose), discuss basic expectations, and plan the actual classroom visits/evaluations. When mutually acceptable, conferences may be combined. For example, a pre-evaluation conference and pre-observation conference may occur at the same time, or a single pre-observation conference may be held for multiple observations. For those evaluatees who do not typically meet with groups of students, performance criteria may be held in addition to or in lieu of the above mentioned observations.
- II. Evaluation** – In the evaluation section, the evaluator will provide the evaluatee with feedback regarding performance and will rate the evaluatee in conformance with State requirements.
- III. Supervision** – The fundamental purpose of teacher evaluation is for the improvement of instruction. A supervision system that focuses on goal setting is the optimal process to improve instruction. In order for this improvement to take place, the process must be ongoing through the year and from year to year.

*This is a brief summary of the evaluation process. It is important that both evaluatee and evaluator carefully review The Standards for Professional Practice in order to fully understand the process.*



## GOALS AND IMPLEMENTATION PLAN

### EVALUATION YEAR GOALS

The teacher and evaluator are responsible for working together to develop goals and a plan for implementing the goals. During the pre-evaluation conference, the teacher and evaluator will develop a reasonable number of shared goals with target dates for completion and implementation plans for the evaluation year. These goals should relate to the Domains of Teaching Responsibilities, the School Improvement Plan, and Quality Work for Students.

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(Teacher's Name)

(Date)

(School Site)

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**GOAL DESCRIPTION:**

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**Implementation Plan(s):**

**Target Dates:**

**GOAL DESCRIPTION:**

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**Implementation Plan(s):**

**Target Dates:**

## **DATA GATHERING FORM**

*Indicate the information for observations below.*

\_\_\_\_\_  
**(Teacher's Name)**

\_\_\_\_\_  
**(Date)**

\_\_\_\_\_  
**(Grade/Department)**

\_\_\_\_\_  
**(School Site)**

\_\_\_\_\_  
**(School Year)**

\_\_\_\_\_  
**(Date of Post-Evaluation Conference)**

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<b>Pre-Observation Conference Date</b>	<b>Classroom Observation Date</b>	<b>Post-Observation Conference Date</b>	<b>Evaluator</b>

*Any additional data, including relevant artifacts and comments, should be attached to final, completed document*

**OBSERVER FEEDBACK FORM**  
***DOMAIN 1: PLANNING AND PREPARATION***

- |   |  |
|---|--|
| 1a. Demonstrating Knowledge of Content and Pedagogy | 1d. Demonstrating Knowledge of Resources |
| 1b. Demonstrating Knowledge of Students             | 1e. Designing Coherent Instruction       |
| 1c. Selecting Instructional Goals                   | 1f. Assessing Student Learning           |

**OBSERVER REFLECTION**

**SUGGESTIONS FOR FUTURE PRACTICE**

\_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(School Site)

\_\_\_\_\_  
(Evaluator's Name)

**OBSERVER FEEDBACK FORM**

***DOMAIN 2: THE CLASSROOM ENVIRONMENT***

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a culture for learning
- 2c. Managing Classroom Procedures and Resources
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

**OBSERVER REFLECTION**

**SUGGESTIONS FOR FUTURE PRACTICE**

---

(Teacher's Name)

(Date)

(School Site)

---

(Evaluator's Name)

**OBSERVER FEEDBACK FORM**  
***DOMAIN 3: INSTRUCTION***

3a. Communicating Expectations, Directions and Procedures Clearly and Accurately  
3b. Using Questioning and Discussion Techniques  
3c. Engaging Students in Learning

3d. Providing Formative Feedback for Students  
3e. Demonstrating Flexibility and Responsiveness

**OBSERVER REFLECTION**

**SUGGESTIONS FOR FUTURE PRACTICE**

\_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(School Site)

\_\_\_\_\_  
(Evaluator's Name)

**OBSERVER FEEDBACK FORM**

***DOMAIN 4: PROFESSIONAL RESPONSIBILITIES***

4a. Reflecting on Instruction

4b. Maintaining/Submitting Accurate and Timely Records/Reports

4c. Communication with Families

4d. Contributing to School and District

4e. Growing and Developing Professionally

**OBSERVER REFLECTION**

**SUGGESTIONS FOR FUTURE PRACTICE**

\_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(School Site)

\_\_\_\_\_  
(Evaluator's Name)

**PROFESSIONAL DEVELOPMENT/PARTICIPATION HIGHLIGHTS\***

*(Domain 4d, 4e)*

*To be completed by the teacher*

\_\_\_\_\_  
**(Teacher's Name)**

\_\_\_\_\_  
**(Grade/Department)**

\_\_\_\_\_  
**(School Site)**

\_\_\_\_\_  
**(School Year)**

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\*Some examples may include participation in professional organizations, district and school committee work and coursework, etc.

DATE	EVENT OR SERVICE	BENEFIT/ KNOWLEDGE SHARED

**MID-YEAR REPORT OF NON-TENURED  
TEACHER EFFECTIVENESS**

\_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Evaluator's Name)

\_\_\_\_\_  
(School Site)

\_\_\_\_\_  
(Grade/Department)

\_\_\_\_\_  
(Teacher's Signature\*)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Evaluator's Signature)

\_\_\_\_\_  
(Date)

*\*The above signature indicates that the teacher has read this document*

**I. STRENGTHS:**

**II. PROGRESS TOWARD PROFESSIONAL GROWTH INCLUDING ANNUAL GOALS:**

**III. AREAS NEEDING IMPROVEMENT:**

**IV. RATING OF EFFECTIVENESS:**

**Satisfactory**

*To be rated at this level, one should demonstrate basic proficiency in the domain of teaching responsibilities.*

**Unsatisfactory**

*To be rated at this level, one does not demonstrate basic proficiency in the domain of teaching responsibilities.*

(Additional pages may be attached)



## SUMMATIVE EVALUATION – TENURED/NON-TENURED

TEACHER'S NAME	DATE OF EVALUATION
LOCATION	SUBJECT/GRADE
TOTAL YEARS IN DISTRICT	TOTAL YEARS CERTIFIED
ADMINISTRATOR	

DOMAIN 1 – PLANNING AND PREPARATION			
<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Content and Pedagogy</li> <li>• Demonstrating Knowledge of Students</li> <li>• Selecting Instructional Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Resources</li> <li>• Designing Coherent Instruction</li> <li>• Assessing Student Learning</li> </ul>		
<input type="checkbox"/> Unsatisfactory <sup>1</sup>	<input type="checkbox"/> Needs Improvement <sup>2</sup>	<input type="checkbox"/> Proficient <sup>3</sup>	<input type="checkbox"/> Excellent <sup>4</sup>
SUMMATIVE EVALUATOR COMMENTS:			

DOMAIN 2 – CLASSROOM ENVIRONMENT			
<ul style="list-style-type: none"> <li>• Creating an Environment of Respect</li> <li>• Establishing a Culture for Learning</li> <li>• Managing Classroom Procedures and Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Managing Student Behavior</li> <li>• Organizing Physical Space</li> </ul>		
<input type="checkbox"/> Unsatisfactory <sup>5</sup>	<input type="checkbox"/> Needs Improvement <sup>6</sup>	<input type="checkbox"/> Proficient <sup>7</sup>	<input type="checkbox"/> Excellent <sup>8</sup>
SUMMATIVE EVALUATOR COMMENTS:			

<sup>1</sup> Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.

<sup>2</sup> Teacher's plans reflect basic to moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.

<sup>3</sup> Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.

<sup>4</sup> Teacher's plans based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans-instructional outcomes, learning activities, materials, resources, and assessments-are in complete alignment and are adapted as needed for individual students.

<sup>5</sup> Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards for student conduct, poor use of physical space, and negative interactions between individuals.

<sup>6</sup> Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct. Classroom routines and use of space partially support student learning. Respectful interactions between teacher and student(s) are inconsistent.

<sup>7</sup> Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.

<sup>8</sup> Students themselves make substantive contributions to the smooth functioning of the classroom, with highly positive personal interactions, high expectation and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.

DOMAIN 3 – INSTRUCTION			
<ul style="list-style-type: none"> <li>• Using Questioning and Discussion Techniques</li> <li>• Engaging Students in Learning</li> <li>• Communicating Expectations, Directions and Procedures Clearly and Accurately</li> </ul>		<ul style="list-style-type: none"> <li>• Providing Formative Feedback for Students</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	
<input type="checkbox"/> Unsatisfactory <sup>9</sup>	<input type="checkbox"/> Needs Improvement <sup>10</sup>	<input type="checkbox"/> Proficient <sup>11</sup>	<input type="checkbox"/> Excellent <sup>12</sup>
<b>SUMMATIVE EVALUATOR COMMENTS:</b>   			

DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES			
<ul style="list-style-type: none"> <li>• Reflecting on Instruction</li> <li>• Maintaining/Submitting Accurate Records/Reports</li> <li>• Communication with Families</li> </ul>		<ul style="list-style-type: none"> <li>• Contributing to School and District</li> <li>• Growing and Developing Professionally</li> </ul>	
<input type="checkbox"/> Unsatisfactory <sup>13</sup>	<input type="checkbox"/> Needs Improvement <sup>14</sup>	<input type="checkbox"/> Proficient <sup>15</sup>	<input type="checkbox"/> Excellent <sup>16</sup>
<b>SUMMATIVE EVALUATOR COMMENTS:</b>   			

<b>Areas of Strength:</b>
<b>Future Focus:</b>
<b>Attendance:</b>

OVERALL:			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
<b>Signature of Employee*</b>	<b>Signature of Evaluator</b>	<b>Date</b>	
<small>*Indicates that content has been seen and discussed. Signature of summative evaluation does not necessitate agreement of comment/ratings</small>			

CC:      **Teacher**                      **Evaluator**                      **Building Principal**                      **Human Resources**

<sup>9</sup> Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.

<sup>10</sup> Some students are engaged in learning because of partially clear communication, uneven use of discussion strategies, and some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is inconsistent in adjusting the instructional plan in response to students' interests and their success in learning.

<sup>11</sup> Most students are consistently engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make proactive use of assessment. The teacher contributes to the success of the lesson and each student through flexible instruction.

<sup>12</sup> All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.

<sup>13</sup> The teacher may demonstrate low ethical standards. The teacher demonstrates minimal levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.

<sup>14</sup> The teacher demonstrates ethical standards and moderate levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and modest compliance with expectations regarding participation in school and district projects and activities for professional growth.

<sup>15</sup> The teacher demonstrates ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.

<sup>16</sup> The teacher demonstrates ethical standards and a highly developed sense of professionalism showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.

## STATUS OF EVALUATION YEAR GOALS

The teacher and evaluator are to update progress on evaluation year goals and to develop future goals with implementation plans. These future goals and implementation plans can be written at the beginning of the following year (This page remains in the building).

---

(Teacher's Name)

---

(Grade/Department)

---

**GOALS:**

**Target Dates:**

**Implementation Plan(s):**

**GOALS:**

**Target Dates:**

**Implementation Plan(s):**

## OVERVIEW OF EVALUATION PROCESS

### 1. CONFERENCING

Evaluators and evaluates communicate about the evaluation process (its philosophy and purpose), discuss minimum expectations, and plan the actual classroom visits/evaluation. Listed below are the types of conferences which should occur. When mutually acceptable, conferences may be combined. For example, a pre-evaluation conference and a pre-observation conference may occur at the same time, or a single pre-observation conference may be held for multiple observations. Conference types:

**Pre-Evaluation Conference** - This conference affords the teacher and the evaluator an opportunity to discuss expectations with regard to the teacher's classroom teaching performance and to set relevant goals. The parties will use this time to review the evaluation instrument and the various procedures, to review the previous year's goals, and to write meaningful, shared goals. The pre-evaluation conference occurs at the beginning of the evaluation period prior to formal observations.

**Pre-Observation Conference** - During this conference, the teacher will state and provide in writing his/her objectives for the instruction to be observed; teaching and learning methods to be used to achieve these objectives, and the method to evaluate expected outcomes.

**Post-Observation Conference** – The following guidelines should be followed:

- Following a formal observation, the evaluator shall meet with the teacher to discuss evidence collected and provide feedback. The teacher may provide additional information or explanation about the lesson presented.
- Following an informal observation, the evaluator must provide the teacher an opportunity to have an in-person discussion following the observation.
- The teacher shares his/her reflection of the lesson.
- The primary purpose of this collaborative meeting shall be to reflect, identify and describe in detail the performance of the teacher and the impact on student learning.
- The collaborative meeting will focus on positive, constructive segments of the observation. Performance segments needing improvement will also be discussed as needed.
- Evidence and feedback are provided either orally or in writing (electronic or paper), but can only be considered in determining the summative rating if documented in writing.
- The post observation conference for a formal observation should occur within 10 days following the observation.

**Final Evaluation Conference** - After the required visitations and conferences, the Observer Feedback Forms should be completed from notes contained on the working document and judgments made by the evaluator(s). The completed instrument should be reviewed with the teacher being evaluated. In addition, the supervision (goal setting) documents will be finalized at this conference. A copy of the completed instrument and its supporting materials and working documents are to be signed by the evaluatee and evaluators. Copies are distributed to the evaluatee, the building files and the employee's personnel file.

## 2. DATA GATHERING

The scheduled observations should occur at mutually convenient and satisfactory times. The goal of these visits should be to obtain a representative sample of the teacher’s classroom performance and to provide information for a description of the lesson observed.

During a visit, supervisory personnel and peer observers will follow the procedures and observe the constraints listed below.

- *The evaluator is to arrive promptly at the agreed upon time.*
- *The evaluator is to look for evidence that the teacher is including the appropriate components of effective teaching in his/her lesson. The evaluator must provide specific and complete feedback forms in order to provide evidence for the teacher’s performance rating.*

School Social Workers and School Psychologists – Building level administrators and the Assistant Superintendent of Special Education will gather data regarding the performance of school social workers and school psychologists. Feedback forms will be completed for all such data gathering sessions. The primary evaluator will incorporate the observation into the final document.

## 3. EVALUATION

In the evaluation section, the evaluator will provide the evaluatee with feedback regarding performance and will rate the evaluatee in conformance with State requirements.

The minimum expectations are those standards that teachers, guidance counselors, library/learning center directors/media specialists, instructional coordinators, school social workers and school psychologists should meet.

The Domains include characteristics developed after a review of research on effective teaching. The domains focus on the act of teaching in the classroom. The overall teacher rating is derived from these characteristics. This stage of the evaluation process emphasizes instruction, guides the goal-setting process, and leads to the ultimate goal of instructional improvement.

## 4. RATINGS OF EFFECTIVENESS

<i>Excellent</i> – To be rated at this level, one has three or more ratings of “Excellent” with the remaining domain rated “Proficient.”
<i>Proficient</i> - To be rated at this level, one has two or more ratings of “Proficient,” with no domains rated as “Needs Improvement” or “Unsatisfactory.”
<i>Needs Improvement</i> - To be rated at this level, one has a rating of “Needs Improvement” in one or more domains.
<i>Unsatisfactory</i> - To be rated at this level, one has a rating of “Unsatisfactory” in one or more domains.

## **SUPERVISION**

The fundamental purpose of teacher evaluation is for the improvement of instruction. A supervision system, which focuses on goal setting, is the optimal process to improve instruction. The process must be ongoing throughout the year and focused on continuous improvement.

*The procedures to be followed for this process are as follows:*

- *At the pre-evaluation conference to be held at the beginning of the evaluation process, the evaluatee and the evaluator(s) will generate meaningful, shared goals to be completed during the evaluation year. These goals should be realistic, observable and should originate from the frameworks for instructing students, counseling students, directing learning resource centers/libraries/media services and delivering instructional coordinator, school social worker and school psychologist services. The goals may relate to building goals, and/or departmental goals.*
- *During the time that the evaluation process is taking place, additional goals may be added as needs identify themselves during the observation process.*
- *During each post-observation conference, the evaluator is encouraged to review the current status of each of the evaluatee's goals.*
- *During the post-evaluation conference, the evaluatee receives a final report indicating the current status for each of the goals. During this session, the evaluators and the evaluatee would agree upon Future Performance Goals.*

## EVALUATION TIMETABLE

The timetable below shall be followed in evaluation of staff. The evaluation process will be completed for each tenured teacher at least one (1) time every two (2) years.

The non-tenured cycle shall be completed each year that a teacher is non-tenured, except that part-time teachers may be converted to the tenured teacher cycle after their first four (4) years on the non-tenured cycle.

If a tenured teacher's final evaluation will result in a rating of "Needs Improvement" or "Unsatisfactory," a minimum of three (3) observations shall be required during the evaluation cycle, of which two (2) must be formal observations. Time should be allowed between observations for the evaluatee to address the deficient issues.

Any tenured teacher receiving a summative rating of 'Needs Improvement' or 'Unsatisfactory' will be placed on the evaluation cycle for the following year.

Latest Date	Activity	Tenured	Non-Tenured Years 1, 2, 3, 4
Day 1 of Student Attendance	Evaluatee receives notice of evaluation and copy of Standards for Professional Practice	X	X
January 1	At least two complete observations		X
January 1	Written midyear status report, with notation of any obstacles to reemployment, submitted to evaluatee and Human Resources		X
April 1	Second full round (minimum of 60 minutes with at least one block of 30 minutes) of observations completed. Evaluation and supervision sections of document completed, with copies to the evaluatee, building file and Human Resources		X
May 1	Full round (minimum of 60 minutes with at least one block of 30 minutes) of observations completed. Evaluation and supervision sections of document completed with copies to the evaluatee, building file and Human Resources	X	
Succeeding school year	Status of supervisory (goal setting) section monitored and progress reported	X	X

## **EVALUATION SCHEDULE PROBATIONARY (NON-TENURED) TEACHERS**

The evaluation process remains the same (goal setting, observation(s), mid-year, and summative evaluation). The only change is the observation schedule. The process and schedule remains the same for tenured teacher. The following list is recommended as a minimum amount of observation(s) and/or time.

### **Years 1-3**

- A minimum of three (3) observations shall be required each school year, of which two (2) must be formal observations (formal observations include both a pre-and-post observation conference).
- Identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and subject competency when determining a Summative Evaluation Rating.
- Non-tenured Teachers in two (2) out of the last three (3) years of non-tenured status must have a summative rating of “proficient” or “excellent”.

### **Year 4**

- A minimum of three (3) observations shall be required each school year, of which two (2) must be formal observations (formal observations include both a pre-and-post observation conference).
- Identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and subject competency when determining a Summative Evaluation Rating.
- Non-tenured Teachers in fourth (4) year of non-tenured status must have a summative rating of “proficient” or “excellent”.

Tenured status may be recommended to the Board of Education upon successful performance over four years of continuous, full-time employment in School District 203. Once achieving tenured status, the employee will be placed on the tenured evaluation cycle.



## **DUE PROCESS**

The Naperville system of teacher performance evaluation has the following provisions to provide due process protection for both supervisory personnel and teachers:

1. All parties have had extensive involvement and committee representative in the design, research and development of the evaluation system and instrument.
2. Multiple evaluators may be used to provide more data.
3. Teachers are provided rebuttal opportunities at each reporting period and may request a personal conference with the Human Resources Office and/or central administrators in the event of disagreement with the evaluation ratings from building supervisory personnel.
4. No third party is to be present at building evaluation conferences. Only evaluator(s) and the teacher being evaluated should be present.
5. Each teacher must be provided access to his/her annual evaluation report. The teacher's signature indicates he/she has read the report.

## **SUMMATIVE RATING**

Any tenured teacher receiving a summative rating of ‘Needs Improvement’ or ‘Unsatisfactory’ will be placed on the evaluation cycle for the following year (as noted on page 30).

## **PROFESSIONAL DEVELOPMENT PLAN**

A Professional Development Plan (PDP) will be developed within thirty (30) school days after a Summative Rating of “Needs Improvement”.

- The Needs Improvement cycle does not have a minimum or maximum timeframe.
- A PDP is developed by the Evaluator in consultation with the teacher and takes into account the teacher’s ongoing professional responsibilities including his/her regular assignments.
- The PDP includes evidence of progress/achievement of goal(s) as well as supports that the district will provide to address the performance areas needing improvement.
- If the teacher has corrected the performance areas and receives a rating of “Proficient” or “Excellent”, he or she is returned to the regular evaluation cycle.
- If the teacher has not corrected the performance areas, he or she will be rated “Unsatisfactory”.

## **REMEDICATION**

In conformance with provisions of the Illinois School Code, the following tenured teacher remediation process is incorporated into the evaluation system:

- A.** A Remediation Plan will be developed within thirty (30) school days after a summative rating of “Unsatisfactory” to correct deficiencies cited, provided the deficiencies are deemed remediable.
  - *The remediation plan shall provide for 90 school days of remediation within the classroom.*
  - *The remediation plan shall provide for evaluations and ratings to occur on day 45 and day 90 during the remediation period.*
  - *The evaluations and ratings shall be conducted by a qualified administrator. Failure to strictly comply with the timelines for the required evaluations because of illness or certain leaves granted teachers under a remediation plan, for example, shall not invalidate the results of the remediation plan.*
  - *The qualified administrator shall issue the final evaluation within ten days after the conclusion of the remediation period.*
  - *If the teacher has corrected the performance deficiencies and receives a rating of “Proficient” or “Excellent”, he or she is returned to the regular appraisal cycle unless the District’s plan regularly requires more frequent evaluations.*
  - *If, at the conclusion of the remediation period, the teacher has not corrected the performance deficiencies, the teacher is subject to dismissal.*

**B.** 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.

- *The participation of the consulting teacher shall be voluntary.*
- *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.*
- *The consulting teacher shall be chosen from a list developed by the district or, in districts with an exclusive bargaining agent, the bargaining agent may, if it chooses, supply a roster of at least five 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 five. The participating administrator or principal of the teacher who was rated "unsatisfactory" shall select the consulting teacher.*
- *Where no consulting teacher is available in a district, the district shall request the State Board of Education to provide a consulting teacher. The State Board of Education shall thereupon provide a consulting teacher who meets the requirements of subsection (b) (2) of this Section. The State Board of Education shall compensate any consulting teacher provided to a school district under this subsection (b) (4).*
- *If the consulting teacher becomes unavailable during the course of the remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher for the balance of the remediation period.*
- *The consulting teacher shall provide advice to the teacher rated as unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.*
- *The consulting teacher shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the teacher under remediation, unless a collective bargaining agreement provides otherwise.*
- *The consulting teacher shall be informed, through conferences with the qualified administrator and the teacher under remediation, of the results of the evaluations conducted pursuant to subsection (a) (2) of this Section in order to continue to provide assistance to the teacher under a remediation plan.*

**C.** The Plan shall provide that any teacher who fails to complete his or her remediation plan with a 'Proficient' or 'Excellent' shall be dismissed in accordance with Section 24-12 of the School [105 ILCS 5/24/12].

## **REVIEW OF EVALUATION DOCUMENT AND PROCESS**

Revisions in the Standards for Professional Practice are made with awareness that further revision may be necessary from time to time. Therefore, the review committee agrees to reconvene at least annually to consider any needed changes.

## SUMMATIVE RATING SYSTEM

	Excellent	Proficient	Needs Improvement	Unsatisfactory
<b>Excellent</b> An <i>Excellent</i> rating in 3 or more Domains, with remaining Domain rated as <i>Proficient</i>	XXXX XXX	X		
<b>Proficient</b> Not less than 2 Domain ratings of <i>Proficient</i>	X XX	XXXX XXX XX		
<b>Needs Improvement</b> Any 1 Domain rated <i>Needs Improvement</i> will be rated <i>Needs Improvement</i> .	X  XX XXX X X XX	X  XX  XX X X X XXX	XXXX XXX XXX XX XX X X XX X X	
<b>Unsatisfactory</b> Any 1 Domain rated <i>Unsatisfactory</i> will be rated <i>Unsatisfactory</i> .	X  X  XX  X XX XXX  X XX X	X  X X XX  XXX XX X  XX X  X	X  XX X       X X X XX XX XXX	XXXX XXX XXX XXX XX XX XX XX X X X X X X X X X X