Participant Guidebook

Module 1
“Understand” Teacher Practice
Overview

Based upon successful completion of the Teacher Evaluator Modules, you will be prepared for the state prequalification assessments and able to:

- **Understand Teacher Performance Aligned to Professional Practice** in the teacher evaluation process and evaluator qualifications (*Module 1*)
- **Validate** knowledge and skills when using professional standards to collect and measure evidence of teaching practice (*Module 2*)
- **Collaborate** using observation and conversation to provide feedback to teachers on their planning, classroom environment, and instructional teaching practices (*Module 3*)
- **Measure, Evaluate, and Reflect** in order to determine ratings for all teachers and, when appropriate, develop improvement plans that address teaching at the “needs improvement” or “unsatisfactory” levels (*Module 4*)
- **Understand Teacher Performance Aligned to Student Growth** in the teacher evaluation process and evaluator qualifications (requirement to take *Module 5* dependent upon PERA Implementation Date)
Module 1 Outcomes

Successful completion of this module will enable you to:

1.1 Apply best practices of teacher evaluation to the key parts of the Performance Evaluation Reform Act of 2010 and Senate Bill 7, as well as general requirements of Articles 24A and 34 of the Illinois School Code as defined by Module 1 Outcomes.

1.2 Identify key definitions and requirements of the teacher evaluation process aligned to professional practice.

1.3 Use required timelines to implement the teacher evaluation plan with fidelity.

1.4 Implement the teacher evaluation plan components required for measuring professional practice of teachers.

1.5 Align a common teaching framework to the Illinois Professional Teaching Standards.

1.6 Identify the required roles and competencies of a qualified evaluator.

Getting the most of an online learning experience:

• Download the Guidebook to use as a guide for the module

• Focus on the content and its application to your work

• Make good use of the resource library

• Take breaks as needed
Connecting to Teacher Evaluation Best Practice…

**Developing Evaluations that Help Teachers Learn: How good is good enough? Good enough at what? How do we know? Who should decide? ~ Charlotte Danielson (ASCD, January 2011)**

**Why Do We Evaluate Teachers? There is a Two-Fold Answer:**
- **Teacher Quality**
  - A consistent definition of good teaching...it must be defined, shared, and confirmed. One of the most widely used definitions of good teaching is *The Framework for Teaching*. The Framework not only describes the professional practices that happen in the classroom but also the behind-the-scenes work of planning and other professional priorities. The Framework includes four levels of performance: unsatisfactory, basic, proficient, and distinguished that describe the expertise of teaching practice in each of the 22 components of the Framework.
  - A shared understanding of this definition...between teachers, mentors, coaches, and evaluators. Having a common language to describe practice increases the value of the professional conversations that come from observation of professional practice.
  - Ensuring that evaluators and peer observers are skilled...at providing ongoing valid, reliable, and essential evidence of teachers’ practice. There are several skills rolled up into one for being a skillful observer – being able to recognize classroom examples of different components of practice, interpret the evidence against specific levels of performance, and engage teachers in productive conversations about their teaching practice.
- **Promote Professional Development**
  - Shared commitment between evaluator and teacher...to celebrate areas of teaching strengths that enhance student learning AND concentration on areas of teaching that need to improve to support all students in ongoing achievement. The commitment to ongoing, shared conversations is to recognize that teaching is complex and is never perfect. Professional improvement is a career-long quest.

**Two Challenges for Developing/Sustaining a Highly Effective Teacher Evaluation Process**
- **Need for Trained Evaluators**
  - Four Steps for Evaluators in the Inter-Rater Training Process:
    - Be VERY familiar with the Framework for Teaching or the identified Framework used for teacher evaluation.
    - Recognize sources of evidence from the District selected framework (i.e. Danielson Framework for Teaching comprise each of the 22 components/aligned 76 elements).
    - Interpret evidence against the rubrics for each component’s levels of performance
    - Calibrate their judgments against those of their colleagues and Master Score
- **Time for Professional Conversations**
  - Ongoing, meaningful observations (both informal and formal) that are focused around commonly agreed upon teaching practices and expectations with follow-up face-to-face discussion around evidence of teaching
  - Multiple opportunities to assess areas of strengths, areas of needed improvement, and agreed upon next steps by both the teacher and evaluation
<table>
<thead>
<tr>
<th>Design Standard</th>
<th>Recommendation</th>
<th>Pitfall to Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Annual Process</td>
<td>School leaders should evaluate every teacher at least once a year, regardless of their ability level of years of experience to ensure all teachers receive ongoing feedback on their performance.</td>
<td>Attempting to save resources by evaluating veteran teachers with no performance issues less frequently.</td>
</tr>
<tr>
<td>2. Clear, Rigorous Expectations</td>
<td>Teachers should be evaluated against clear, rigorous performance expectations based primarily on evidence of student learning (as opposed to teacher behaviors).</td>
<td>Setting the bar for “ineffective” too low. Rather than including only negligent, harmful instruction, this level may also include a lack of student engagement in learning.</td>
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<tr>
<td>3. Multiple Measures</td>
<td>No single data point can paint a complete picture of a teacher’s performance, so evaluation systems should use multiple measures to determine whether teachers have met performance expectations.</td>
<td>Treating all data sources as equally valid. Some measurement tools are more reliable than others. Multiple measures should not mean “anything goes”.</td>
</tr>
<tr>
<td>4. Multiple Ratings</td>
<td>Each teacher should earn one of four or five summative ratings at the end of each school year: for example, “highly effective,” “effective,” “needs improvement,” or “ineffective.” This gives teachers a clear picture of their current performance, while still allowing for clear distinctions between each level and meaningful differentiation.</td>
<td>Ambiguity about the meaning of each rating. There should be no ambiguity about which levels represent meeting expectations.</td>
</tr>
<tr>
<td>5. Regular Feedback</td>
<td>An evaluation system should not be limited to a single rating assigned at the end of the year. Frequent, informal observations and regular conversations to discuss performance and student progress should occur with consistency.</td>
<td>Compliance-driven feedback. Districts should hold school leaders accountable for the quality of the feedback and support teachers receive, not just the quantity.</td>
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<tr>
<td>6. Significance</td>
<td>An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from teachers and school leaders and to contribute to the systematic improvement of the teacher workforce.</td>
<td>Blind allegiance to evaluation results. While evaluations should play a significant role in employment decisions, professional judgment must play a role, as well.</td>
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</tbody>
</table>
## Connecting Module 1 Outcomes to Teacher Evaluation Best Practice Summary...

<table>
<thead>
<tr>
<th>Module 1 Outcomes:</th>
<th>Charlotte Danielson recommendations...</th>
<th>The New Teacher Project recommendations...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Apply</strong> best practices of teacher evaluation to the key parts of the Performance Evaluation Reform Act of 2010 and Senate Bill 7, as well as general requirements of Articles 24A and 34 of the Illinois School Code as defined by Module 1 Outcomes.</td>
<td>• Ensure that evaluators are skilled</td>
<td>• Use multiple measure to determine teacher’s performance</td>
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<td></td>
<td>• Provide evaluators with appropriate inter-rater training of the evaluation process</td>
<td>• Have multiple ratings with clear distinctions between each level</td>
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<td></td>
<td>• Implement a shared understanding of this definition</td>
<td>• Frequent ongoing conversations aligned to observations</td>
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<td></td>
<td>• Promote a shared commitment between the evaluator and the teacher to celebrate strengths and identify opportunities for growth</td>
<td>• Ensure the process has meaningful implications for the evaluator’s and teacher’s work</td>
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<tr>
<td></td>
<td>• Provide time for ongoing meaningful observations and aligned to time for professional conversations</td>
<td>• Clear, rigorous performance expectations primarily based upon the teacher’s impact on student learning</td>
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<tr>
<td><strong>1.2 Identify</strong> key definitions and requirements of the teacher evaluation process aligned to the professional practice.</td>
<td>• Share a consistent definition of good teaching</td>
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<td><strong>1.3 Implement</strong> the teacher evaluation plan components required for measuring professional practice of teachers.</td>
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<tr>
<td><strong>1.4 Use</strong> required timelines to implement the teacher evaluation plan with fidelity</td>
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<tr>
<td><strong>1.5 Align</strong> common teaching frameworks to the Illinois Professional Teaching Standards.</td>
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<tr>
<td><strong>1.6 Identify</strong> the required roles and competencies of a qualified evaluator.</td>
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</tbody>
</table>
Outcome 1.2: Module 1 “Understand” Definitions [50.30]

MODULE 1 “UNDERSTAND” DEFINITIONS

The following definitions of Articles 24A and 34 of the School Code have been embedded into Module 1 “Understand” Teacher Performance Aligned to Professional Practice:

- **“Formal observation”** means a specific window of time that is scheduled with the teacher for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school. (Also see Sections 50.120(c) and 50.320(c) of this Part.)

- **“Informal observation”** means observations of a teacher, principal, or assistant principal by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement.

- **“Joint committee”** means a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance. (Section 24A-4 of the School Code)

- **“Performance evaluation plan”** means a plan to evaluate a teacher that includes data and indicators on student growth as a significant factor in judging performance, measures the individual’s professional practice, and meets the requirements of Article 24A of the School Code.

- **“Performance evaluation rating”** means the final rating of a teacher’s performance, using the rating levels of unsatisfactory, needs improvement, proficient, and excellent that includes consideration of both data and indicators of student growth, when applicable under Section 24A-2.5 of the School Code.

- **“Qualified Evaluator”** shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers. Each qualified evaluator shall maintain his or her qualification by completing the retraining as applicable.

- **“Teacher”** means full-time or part-time professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educator’s license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, “teacher” shall not include any individual who holds a school service personnel certificate issued under Article 21 of the School Code or a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this certificate or endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, or school social worker.
Teacher Evaluation Modules General Rules and Definitions

In Module 1: “Understand” Teacher Performance Aligned to Professional Practice, participants will utilize key parts of Performance Evaluation Reform Act (PERA) of 2010 (096-0861), Senate Bill 7 (097-8), Illinois Professional Teaching Standards (IPTS), as well as common frameworks of professional teaching standards, including the 2011 Framework for Teaching Evaluation Instrument.

The general requirements of Articles 24A and 34 of the School Code addressed in Module 1 “Understand” Teacher Performance Aligned to Professional Practice include:

Outcome 1.3: Implement the Teacher Evaluation Plan Components Required for Measuring Professional Practice of Teachers includes Ratings Categories and Requirements, Teacher Evaluation Cycle, and Written Notice Requirement [50.100 and 50.120 c]

FOUR REQUIRED EVALUATION RATINGS CATEGORIES and RATING REQUIREMENTS

In 2010, Gov. Pat Quinn signed the Performance Evaluation Reform Act (PERA), which requires all schools in Illinois to change how teachers’ performance is measured.

PERA requires districts to design and implement performance evaluation systems that assess teachers’ professional practice as well as incorporate measures of student growth. The state performance evaluations will be based on standards of effective practice, with evaluators trained and pre-qualified to conduct observations, collect evidence, and provide ongoing formative professional feedback.

The state teacher performance evaluation system includes both professional practices and student growth components. Beginning September 1, 2012, all Illinois school districts must adopt the following four performance categories:

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

By statute, 70% of the Teacher Evaluation rating is based professional practices defined through an instructional framework that aligns to the 2010 Illinois Professional Teaching Standards. The instructional framework assesses the Teacher’s planning, instructional delivery, and classroom management. The new performance evaluation system should also consider teacher attendance and competency in the subject matter taught.

In addition, through a phase-in plan, 30% of the Teacher Evaluation rating is comprised of academic data and other indicators of student growth. PERA administrative rules require that student growth measures represent 25% of teachers’ performance evaluation rating the first and second years for school districts (or schools) with an implementation date of September 1, 2012. [50.110, 50.110 a].
For all other school districts, 30% of the teacher performance evaluation rating will be based upon academic data and other indicators of student growth.

**Outcome 1.3: Implement the Teacher Evaluation Plan Components Required for Measuring Professional Practice of Teachers** includes Ratings Categories and Requirements, *Teacher Evaluation Cycle-Tenured and Non-Tenured,* and Written Notice Requirement [50.100 and 50.120 c)]

**EVALUATION CYCLE**

The plan shall provide for an evaluation at least once every two years of each teacher in contractual continued service (i.e., tenured); however, a tenured teacher who has obtained a “needs improvement” or “unsatisfactory” rating on the previous year’s evaluation shall be evaluated in the next school year after receiving that rating.

The plan shall provide for an evaluation at least once every year of each teacher not in contractual continued service (i.e., non-tenured).

The specific requirements for Tenured and Non-Tenured are provided below:

**TEACHER EVALUATION CYCLE REQUIREMENTS: TENURED**

<table>
<thead>
<tr>
<th>Who</th>
<th>Tenured – Proficient/Excellent Rating</th>
<th>Tenured – Needs Improvement Rating</th>
<th>Tenured – Unsatisfactory Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>All tenured Teachers who receive a rating of Proficient or Excellent</td>
<td>All tenured Teachers who receive a rating of Needs Improvement</td>
<td>All tenured Teachers who receive a rating of Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>What</td>
<td>Clearly defined expectations as outlined in the teacher evaluation plan and district determined IPTS-Aligned Teaching Evaluation Framework</td>
<td>Clearly defined expectations as outlined in the teacher evaluation plan and district determined IPTS-Aligned Teaching Evaluation Framework</td>
<td>Clearly defined expectations as outlined in the teacher evaluation plan and district determined IPTS-Aligned Teaching Evaluation Framework</td>
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<tr>
<td></td>
<td>Ongoing conversations based upon evidence gathered by both Teacher and Evaluator (e.g., Data Logs, reflection forms, lesson planning, student work, formal and informal observations)</td>
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</tr>
<tr>
<td></td>
<td>A minimum of two (2) observations shall be required each evaluation cycle, of which one (1) must be a formal observation (formal observations include both a pre-and-post observation conference)</td>
<td>A minimum of three (3) observations shall be required each evaluation cycle, of which two (2) must be a formal observation (formal observations include both a pre-and-post observation conference)</td>
<td>A minimum of three (3) observations shall be required each evaluation cycle, of which two (2) must be a formal observation (formal observations include both a pre-and-post observation conference)</td>
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<tr>
<td></td>
<td>Identification of strengths</td>
<td></td>
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<tr>
<td>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</td>
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<tr>
<td>A Professional Development Plan (PDP) developed within thirty (30) school days after a Summative Rating of &quot;needs improvement&quot;</td>
<td>A Remediation Plan developed within thirty (30) days after a summative rating of &quot;unsatisfactory&quot; to correct deficiencies cited, provided the deficiencies are deemed remediable</td>
<td>A Remediation Plan developed within thirty (30) days after a summative rating of &quot;unsatisfactory&quot; to correct deficiencies cited, provided the deficiencies are deemed remediable</td>
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</tr>
<tr>
<td>The Needs Improvement cycle does not have a minimum or maximum timeframe</td>
<td>A consulting teacher is selected by the evaluator who has 5 years of experience, familiarity with assignment, and an &quot;excellent&quot; rating on last evaluation</td>
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<td></td>
</tr>
<tr>
<td>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</td>
<td>A remediation period of ninety (90) school days is provided unless a shorter period is provided by the local collective bargaining agreement with a mid-point and final evaluation during and at the end of the evaluation period</td>
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<td></td>
</tr>
<tr>
<td>The PDP includes evidence of progress/achievement of goal as well as supports that the district will provide to address the performance areas needing improvement</td>
<td>If the Teacher has corrected the performance deficiencies and receives a rating of &quot;proficient&quot; or &quot;excellent&quot;, he or she is returned to the regular appraisal cycle</td>
<td>If the Teacher has corrected the performance deficiencies and receives a rating of &quot;proficient&quot; or &quot;excellent&quot;, he or she is returned to the regular appraisal cycle</td>
<td></td>
</tr>
<tr>
<td>If the Teacher has corrected the performance areas and receives a rating of &quot;proficient&quot; or &quot;excellent&quot;, he or she is returned to the regular evaluation cycle [PERA 2010].</td>
<td>If, at the conclusion of the remediation period, the Teacher has not corrected the performance deficiencies, the Teacher is subject to dismissal</td>
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<td></td>
</tr>
<tr>
<td>Summative Evaluation</td>
<td>Every two years</td>
<td>No minimum or maximum timeframe specified</td>
<td>90 school days unless shortened by agreement</td>
</tr>
</tbody>
</table>
**TEACHER EVALUATION CYCLE REQUIREMENTS: NON-TENURED**

<table>
<thead>
<tr>
<th>Who</th>
<th>Years 1-3 Non-Tenured</th>
<th>Year 4 Non-Tenured</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All first through third year non-tenured Teachers</td>
<td>All fourth year non-tenured Teachers</td>
</tr>
<tr>
<td><strong>What</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Clearly defined expectations as outlined in the teacher evaluation plan and district determined IPTS-Aligned Teaching Evaluation Framework</td>
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<td>❑ Ongoing conversations based upon evidence gathered by both Teacher and Evaluator (e.g., Data Logs, reflection forms, lesson planning, student work, formal and informal observations)</td>
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</tr>
<tr>
<td>❑ 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)</td>
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<td></td>
</tr>
<tr>
<td>❑ 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</td>
<td>❑ 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</td>
<td></td>
</tr>
<tr>
<td>❑ 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”</td>
<td>❑ Non-tenured Teachers in fourth (4) year of non-tenured status must have a summative rating of “proficient” or “excellent”</td>
<td></td>
</tr>
<tr>
<td>❑ Non-tenured Teachers that have summative ratings of “excellent” during first three year are eligible for early tenure</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative Evaluation</th>
<th>Annual</th>
<th>Annual</th>
</tr>
</thead>
</table>
Outcome 1.3: Implement the Teacher Evaluation Plan Components Required for Measuring Professional Practice of Teachers includes Ratings Categories and Requirements, Teacher Evaluation Cycle – Formal and Informal Observations, and Written Notice Requirement [50.100 and 50.120 c]

PREOBSERVATION CONFERENCE

Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.

- Formal Evaluation: Teacher submits in advance of conference a written lesson or unit plan and/or other evidence of planning for instruction to be observed. Evaluator will discuss and make recommendations for areas of focus during the observation.
- Informal: No Pre-Conference requirements are defined.

OBSERVATION OF PROFESSIONAL PRACTICE

Evidence of professional practice is collected through the use of multiple observations that include formal and informal observations and focus upon acquiring evidence of the teacher's planning, instructional delivery, and classroom management skills.

- Formal Observation: Minimum of 45 minutes at a time, or a complete lesson, or during an entire class period
- Informal Observation: No observation requirements are defined.

DOCUMENTATION OF PROFESSIONAL PRACTICE

Following a formal observation, the evaluator provides feedback to the teacher.

- Formal Observation: The evaluator provides feedback following a formal evaluation to the teacher in writing (electronic or paper).
- Informal Observation: The evaluator provides feedback to the teacher either orally or in writing (electronic or paper).

POST-OBSERVATION CONFERENCE

Following a formal observation, the evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice.

- Formal Observation: Evaluator shall meet with the Teacher to discuss evidence collected and provide feedback. Teacher may provide additional information or explanation about the lesson presented.
- Informal Observation: Evaluator must provide the Teacher an opportunity to have an in person discussion following observation.
Outcome 1.3: Implement the Teacher Evaluation Plan Components Required for Measuring Professional Practice of Teachers includes Ratings Categories and Requirements, Teacher Evaluation Cycle, and Written Notice Requirement [50.100 and 50.120 c)]

**WRITTEN NOTICE**

At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:

- a copy of the rubric (e.g., The Framework for Teaching) to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;
- a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory” as set forth in Sections 24A-5 e) and 34-85 c) of the School Code; and
- a summary of the district’s procedures related to the provision of professional development or remediation in the event a teacher receives a “needs improvement” or “unsatisfactory” rating, respectively, to include evaluation tools to be used during the remediation period.

Outcome 1.4: Use Required Timelines to Implement the Teacher Evaluation Plan with Fidelity [50.20]

**DATES FOR SPECIFIC GROUPS of SCHOOL DISTRICTS**

Dates have been established for specific groups of school districts (or for schools within certain districts) to implement performance evaluation systems, including both professional practice and data and indicators of student growth, for teachers.

- CPS in at least 300 school by September 1, 2012 and in remaining schools by September 1, 2013
- Schools districts that receive SIG by date set forth in the approved grants
- School Districts located outside of the city of Chicago whose student performance ranks in the in lowest 20 percent among school districts of their type by September 1, 2015
- Any other school district by September 1, 2016

- **Voluntary Early Implementation**: Any school district and its teachers, or exclusive bargaining representative of teachers, if applicable, may jointly agree in writing to an implementation date that is earlier than the date specified for their district type. When an earlier implementation date is agreed upon, the school district shall provide to the State Board of Education, within 30 days of an agreement’s being executed, a dated copy of the written agreement specifying the agreed upon implementation date and signed by the district superintendent and teachers or the exclusive bargaining representative.
Outcome 1.5: Align Common Teaching Frameworks to the Illinois Professional Teaching Standards [50.120]

INSTRUCTIONAL FRAMEWORK REQUIREMENTS

Each school district, when applicable (see above TIMELINES FOR PERFORMANCE EVALUATION PLAN IMPLEMENTATION), shall implement the requirements of this Section regarding the evaluation of a teacher’s professional practice.

In order to assess the quality of the teacher’s professional practice, the evaluation plan shall include an instructional framework developed or adopted by the school district that is based upon research regarding effective instruction; addresses at least planning, instructional delivery, and classroom management; and aligns to the Illinois Professional Teaching Standards.

- The instructional framework shall align to the roles and responsibilities of each Teacher who is being evaluated.

- The evaluation plan shall contain a rubric to be used in rating professional practice that aligns to the instructional framework developed or adopted under this subsection.

- If the rating scale to be used for each indicator of professional practice does not correspond to the performance evaluation ratings required under Section 24A-5 e) or 34-85 c) of the School Code, then the framework shall include a description of the four rating levels to be used and how these are aligned to the required performance evaluation ratings. In addition, the district shall quantify the relative importance of each portion of the framework to the final professional practice rating.

- The evaluation plan shall consider the teacher’s attendance and his or her competency in the subject matter taught, as well as specify the teacher’s strengths and weaknesses and the reasons for identifying the areas as such.
<table>
<thead>
<tr>
<th>Illinois Standard</th>
<th>IPTS Description of Teacher Performance – Guiding Definition</th>
<th>Danielson Framework for Teaching Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Teaching Diverse Students</td>
<td>The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.</td>
<td>1b, 1d, 1e, 1f, 2a, 2b, 3a, 3c, 4c</td>
</tr>
<tr>
<td>#2 Content Area and Pedagogical Knowledge</td>
<td>The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.</td>
<td>1a, 1b, 1c, 1d, 1e, 3a, 3b 3c, 3e</td>
</tr>
<tr>
<td>#3 Planning for Differentiated Instruction</td>
<td>The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.</td>
<td>1a, 1b, 1c, 1d, 1e, 1f, 4d</td>
</tr>
<tr>
<td>#4 Learning Environment</td>
<td>The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.</td>
<td>2a, 2b, 2c, 2d, 2e, 3d</td>
</tr>
<tr>
<td>#5 Instructional Delivery</td>
<td>The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. The teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.</td>
<td>1c, 1d, 1e, 3a, 3b, 3c, 3d, 3e</td>
</tr>
<tr>
<td>#6 Reading, Writing, and Oral Communication</td>
<td>The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.</td>
<td>1a, 1b, 1c, 1d, 1e, 1f, 3a, 3b, 3c, 3d, 3e, 4d</td>
</tr>
<tr>
<td>#7 Assessment</td>
<td>The competent teacher understands and uses appropriate formative and summative assessments for determining students needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.</td>
<td>1b, 1f, 3d, 3e, 4a, 4b, 4c, 4d</td>
</tr>
<tr>
<td>#8 Collaborative Relationships</td>
<td>The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.</td>
<td>1b, 1e, 1f, 3c, 3d, 4a, 4b, 4c, 4d, 4e, 4f</td>
</tr>
<tr>
<td>#9 Professionalism, Leadership, and Advocacy</td>
<td>The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.</td>
<td>4a, 4c, 4d, 4e, 4f</td>
</tr>
</tbody>
</table>
### Domain 1 - Planning and Preparation

**1a: Demonstrating Knowledge of Content and Pedagogy**
- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

**1b: Demonstrating Knowledge of Students**
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students’ skills, knowledge, and language proficiency
- Knowledge of students’ interests and cultural heritage
- Knowledge of students’ special needs

**1c: Setting Instructional Outcomes**
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

**1d: Demonstrating Knowledge of Resources**
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

**1e: Designing Coherent Instruction**
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

**1f: Designing Student Assessments**
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

### Domain 2 – Classroom Environment

**2a: Creating an Environment of Respect and Rapport**
- Teacher interaction with students
- Student interactions with other students

**2b: Establishing a Culture for Learning**
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

**2c: Managing Classroom Procedures**
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of noninstructional duties
- Supervision of volunteers and paraprofessionals

**2d: Managing Student Behavior**
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

**2e: Organizing Physical Space**
- Safety and accessibility
- Arrangement of furniture and use of physical resources

### Domain 4 – Professional Responsibilities

**4a: Reflecting on Teaching**
- Accuracy
- Use in future teaching

**4b: Maintaining Accurate Records**
- Student completion of assignments
- Student progress in learning
- Noninstructional records

**4c: Communicating with Families**
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

**4d: Participating in a Professional Community**
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

**4e: Growing and Developing Professionally**
- Enhancement of content knowledge and pedagogical skills
- Receptivity to feedback from colleagues
- Service to the profession

**4f: Showing Professionalism**
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

### Domain 3 - Instruction

**3a: Communicating with Students**
- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

**3b: Using Questioning and Discussion Techniques**
- Quality of questions
- Discussion techniques
- Student participation

**3c: Engaging Students in Learning**
- Activities and assignments
- Instructional materials and resources
- Grouping of students
- Structure and pacing

**3d: Using Assessment in Instruction**
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

**3e: Demonstrating Flexibility and Responsiveness**
- Lesson adjustment
- Response to students
- Persistence

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**Common Themes:** Equity, Cultural Competence, High Expectations, Developmental Appropriateness, Attention to Individual Students (including those with special needs), Appropriate Use of Technology, Student Assumption of Responsibility

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*Growth through Learning’s Module 1 “Understand” Teacher Practice Guidebook*
Outcome 1.6: Identify the Required Roles and Competencies of a Qualified Evaluator [50.420 b)]

REQUIRED EVALUATOR COMPETENCIES

A qualified evaluator when evaluating the professional practice of Teachers:

- Demonstrates a **high rate of inter-rater reliability** using the required performance evaluation ratings (i.e., “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”);

- **Observes instruction competently** in multiple subject areas provided to varied and multiple student populations (e.g., English language learners, students with Individualized Education Programs, students in career and technical education programs);

- Uses data from the evaluation rubric, other evidence collected, and best practices relative to **evaluating professional practice to link teacher and school-level professional development plans to evaluation results**;

- Creates, in collaboration with teachers, supportive, **targeted professional development plans** that consider past results, contribute to professional growth, and assist teachers in aligning professional development and goal-setting to school improvement goals;

- Communicates **evaluation outcomes and findings in constructive and supportive ways** that enable teachers to set goals and improve professional practice; and

- Understands sources of personal bias and **is able to recognize and control for bias** when conducting an evaluation and determining results.
Summary of Module 1 Learning

In this module you have explored the requirements for the teacher performance evaluation process in the State of Illinois and focused on six outcomes:

1.1 **Apply** best practices of teacher evaluation to the key parts of the Performance Evaluation Reform Act of 2010 and Senate Bill 7, as well as general requirements of Articles 24A and 34 of the Illinois School Code as defined by Module 1 Outcomes.

1.2 **Identify** key definitions and requirements of the teacher evaluation process aligned to professional practice.

1.3 **Implement** the teacher evaluation plan components required for measuring professional practice of teachers.

1.4 **Use** required timelines to implement the teacher evaluation plan with fidelity.

1.5 **Align** a common teaching framework to the Illinois Professional Teaching Standards.

1.6 **Identify** the required roles and competencies of a qualified evaluator.
Module 1 “Understand” Teacher Practice Notes: