



# REACH Students

Recognizing Educators Advancing  
Chicago's Students

## **Educator Evaluation Handbook 2021-2022**



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# REACH Students Overview

## **REACH Introduction**

REACH Students (**R**ecognizing **E**ducators **A**dvancing **C**hicago) is the Chicago Public Schools' system of educator evaluation and support. REACH Students (REACH) was created in response to a 2010 law passed by the state of Illinois. The Performance Evaluation Reform Act (PERA) requires that all school districts implement evaluation systems inclusive of student growth for educators and principals. REACH was built to provide better feedback to all educators including librarians, counselors, educational support specialists (ESS) and related service providers (RSPs), with the goal of improving their professional practice and increasing student learning.

PERA mandates that educator evaluations consist of evidence of professional practice and multiple forms of student growth measures for most educators. Chicago Public Schools (CPS) Frameworks provide common definitions of effective practice and roadmaps for continuous improvement. The Illinois State Board of Education (ISBE) requires all evaluators to undergo training and certification before observing and rating any professional practice.

*For most of the educators and evaluators restarting REACH during the 2021-2022 school year is a unique opportunity to engage in the process in a way that focuses on rebuilding the learning communities and reengaging in collaborative efforts to enhance instructional practices and learning environments.*

*Many of our educators were not able to engage in the full observation cycle during the 2019-2020 school year as the district shifted into remote learning due to the pandemic. As REACH evaluations did not take place during the 2020-2021 school year, there are some aspects of the REACH evaluation process that require a protocol update while some processes will remain the same.*

*The information in this handbook provides guidance to educators and evaluators regarding the protocols and expectations related to restart and implementation of the REACH evaluation process during the 2021-2022 school year.*



# **2021-2022 REACH Essential Updates**

## Important REACH and Performance Task Dates

August 23-27, 2021	Annual REACH Orientation Held
August 20 - September 2, 2021	Performance Tasks Order Window
September 20 - November 5, 2021	BOY Performance Tasks Administration Window <ul style="list-style-type: none"> <li>• <i>Required for all teachers teaching year-long classes</i></li> </ul>
September 27, 2021	First Day Observations can be conducted <ul style="list-style-type: none"> <li>• <i>Please note that Pre-observation Conferences can commence prior to September 27, 2021 and must be held 5 or less school days before the observation.</i></li> </ul>
January 31 - March 4, 2022	MOY 3rd Qtr Performance Task Window (where applicable) <ul style="list-style-type: none"> <li>• <i>Semester classroom teachers must assess their last cohort of students</i></li> <li>• <i>New/transfer teachers in classrooms with no previous BOY PT scores entere</i></li> </ul>
April 18 - May 6, 2022	MOY 4th Qtr Performance Task Window (where applicable) <ul style="list-style-type: none"> <li>• <i>Quarterly block schedule classroom teachers must assess their last cohort of students</i></li> </ul>
February 28 - March 11, 2022	EOY PT Order Window
TBD	Teacher Roster Verification Window
May 2 - June 3 , 2022	EOY Performance Tasks Administration Window <ul style="list-style-type: none"> <li>• <i>Required for all teachers</i></li> </ul>
May 20, 2022	Last Day Observations can be conducted <ul style="list-style-type: none"> <li>• <i>Please note that Post-observation conferences can be held after May 20, 2021 and must take place within 3-10 school days after the observation.</i></li> </ul>
June 1, 2022	Professional Responsibilities (4b-4e) due for PATs and Tenured Teachers on Annual Plans

## REACH Procedural Expectations for 2021-2022 School Year

### **Annual REACH Orientation and Handbook**

- REACH Orientation must be provided to all educators by the 20<sup>th</sup> day of school (September 27, 2021) by their evaluators.
- The Educator Effectiveness Department will provide a recorded webinar (via Learning Hub) as an optional delivery method for educators hired after the 20<sup>th</sup> day of school.
- Evaluators and Educators are encouraged to utilize the information provided in this handbook as REACH guidance.

### **REACH Observation Protocols**

- All procedural expectations related to REACH timelines will remain the same.
- Evaluators are encouraged to review and utilize [REACH Best Practice Protocols](#) when planning and executing REACH evaluations.
- All REACH observations are expected to be conducted during in-person instruction.
- Should a classroom/pod have to quarantine and/or transition to a remote instructional setting the educator should not be observed during the first week of the return to the in-person instruction.
- REACH Evaluations will not be conducted in remote settings for any educators, including those who are providing instruction via Remote Academy.

### **REACH Plan Labels and Required Number of Observations**

- Plan labels reflecting the changes for 2021-2022 will be updated in the Reflect and Learn System (RLS).
- Educators are encouraged to review their plan label before the start of the REACH process.
- **Important PAT Update regarding tenure progression:** Per [Illinois School Code](#) all PATs who worked 150 days during the 2020-2021 school year defaulted to proficient (or their last summative rating - if rating was higher) and progressed on their tenured tracks.
  - *Information regarding the progression will be communicated to the individual teachers and their current building leaders by the Office of Educator Effectiveness during the first quarter of the school year.*

### **Student Growth, Performance Tasks and Roster Verification**

- **For the 2021-2022 school year**, value added will not be utilized as one of the student growth metrics. Instead, where applicable, student growth value will be derived from the performance tasks growth measure.
- Teachers providing instruction via Remote Academy may administer REACH Performance Tasks for formative purposes, but should not enter BOY or EOY PT scores into Checkpoint.
- While there will not be Value Added Growth included in REACH Summative Ratings this year, the process for roster verification will not change and both classroom and performance task rosters should be reviewed.

## Utilization of Archived REACH Observations from 2019-2020 School Year

- [Protocols for utilization of observations from the 2019-2020](#) school year have been negotiated with CTU and published in spring of 2020.
- Based on the above agreement educators received either a summative report or an informational report.
- If the Educator:
  - (a) received summative report based on the 2019-2020 agreement then that summative rating counts as her/his official current REACH rating;
  - (b) received an informational report based on the 2019-2020 agreement then:
    - (i) 2019-2020 observation are archived and not used during 2021-2022 school year;
    - (ii) Educator will restart their observation cycle;
    - (iii) Educator's last summative rating report is considered as her/his official current REACH rating.
- Educators who were eligible to appeal their ratings based on the 2019-2020 summative reports have been notified of the process and opportunities.
- Window for appeals and grievances based on the 2019-2020 observation data is closed.

## Plan Labels Determination for 2021-2022 School Year

The 2021-2022 plan labels require review of multiple sets of data. The label type subsequently identifies the number of observations that the educator will require during the 2021-2022 school year.

2019-2020 Plan Label	Most Recent Rating	Plan Type for SY 21-22	Additional Information
PAT 1-2	Summative/Default Rating from 2019-2020 <b>AND</b> worked 150 school days during 2020-2021 school year	PAT	If PAT worked 150 school days during 2020-2021 then school year counts toward tenure progression  If PAT worked less than 150 school days during the 2020-2021 school year then default to the same plan label they had during 2019-2020
PAT 3 and PAT 4	Proficient or Excellent Summative Summative/Default Rating from 2019-2020 <b>AND</b> worked 150 school days during 2020-2021 school year	Tenured	PAT3 and PAT4 who worked less than 150 school days during the during the 2020-2021 school year will default to the same plan label they had during 2019-2020
PAT 3 and PAT 4	Developing Summative Rating from 2019-2020 <b>AND</b> worked 150 school days during 2020-2021 school year	PAT or Tenured	Individual determination based on the <a href="#">Illinois School Code</a> attainment guidelines  PAT3 and PAT4 who worked less than 150 school days during the during the 2020-2021 school year will default to the same plan label they had during 2019-2020
Tenured Annual Plan	Developing Rating in 2018-19 <b>OR</b> Developing Rating in 2019-20	Tenured Annual plan	New PDP is required Questions regarding PDP plans should be sent to <a href="mailto:performanceimprovement@cps.edu">performanceimprovement@cps.edu</a>
Tenured Biennial Plan	Proficient or Excellent Rating 2018-19 <b>OR</b> Proficient or Excellent Rating 2019-20	Biennial Year 1	Any questions regarding individual plans should be sent to <a href="mailto:rlsupport@cps.edu">rlsupport@cps.edu</a>
Tenured Remediation Plan	Remediation Plan during 2019-2020	Remediation Plan	New/Updated Remediation Plans Required Questions regarding remediation Plans should be sent to <a href="mailto:performanceimprovement@cps.edu">performanceimprovement@cps.edu</a>

## Number of Observations Required Based on the Plan Label Type

2021-2022 Plan Label Type	Number of Observations Required	Professional Responsibilities (4b-4e) required at the end of the 2021-2022 year	Additional Information
<b>PAT</b>	2 Formal and 1 Informal	Yes	
<b>Tenured Annual</b>	2 Formal and 1 Informal	Yes	Submission of the new PDP prior to any formal engagement in the REACH observation process is required
<b>Tenured Biennial</b>	1 Formal and 1 Informal	No	If time does not allow for both observations to be conducted then formal observation should be prioritized
<b>Tenured Remediation</b>	Completion of the Remediation cycle	No	Engagement in Formalized Remediation process
<b>TAT</b>	No observations required	N/A	
<b>Part Time</b>	same as tenured biennial 1 Formal and 1 Informal	No	

## **Tenured Educators Requiring a Professional Development Plan (PDP) during the 2021-2022 School Year**

- All Professional Development Plans (PDP) will start anew during the 2021-2022 school year.
- For any educators who were on a Professional Development Plan (PDP) during the 2019-2020 school, the observations conducted during the 2019-2020 will be archived and will not count toward future summative ratings.
- Administrators and Educators are expected to complete, upload and sign off a PDP plan for 2021-2022 school year.
  - No observation should take place without a properly uploaded PDP plan in the Reflect and Learn System (RLS).
  - Pre-conferences and/or Observations should not take place the same day that the PDP is signed/uploaded.
- Evaluators and Educators are encouraged to reach out to [performanceimprovement@cps.edu](mailto:performanceimprovement@cps.edu) with any questions regarding the protocols and/or support with the Professional Development development and implementation.

## **Tenured Educators Requiring a Remediation Plan during the 2021-2022 School Year**

- Tenured educators who were on a Remediation Plan during the 2019-2020 school year will be placed on Remediation Plan during the 2021-2022 school year.
- Questions regarding Remediation Plans should be sent to [performanceimprovement@cps.edu](mailto:performanceimprovement@cps.edu).

## 2021-2022 Performance Task Administration Guide by Educator Type

<u>EDUCATOR</u>	<u>PERFORMANCE TASK</u>
<p>Teachers should only administer PTs in subjects they are responsible for teaching</p>	<p><b>All teachers [including Special Education, English Language (EL) and Specialists] are required to administer <u>two</u> PTs and should administer either:</b></p> <ul style="list-style-type: none"> <li>● Two different PTs at different grade levels/courses (e.g. Music Grade 1 and Music Grade 4)</li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>● Two class sections at the same grade level (e.g. Music Grade 1 to both classes)</li> </ul>
<p><b>Special Considerations for Low Numbers of Assessed Students</b></p>	
<p><b>If the total number of students in the class assessed is less than 20:</b></p> <ul style="list-style-type: none"> <li>● Teachers should administer PTs to additional classes until at least 20 students are assessed (e.g. If teacher has 5 sections with 8 students each, 3 sections should be assessed)</li> </ul> <p><b>If a teacher is responsible for <u>fewer than 20 total students</u>:</b></p> <ul style="list-style-type: none"> <li>● Teachers should administer two different subject PTs to all students they teach (e.g. Science Grade 6 and Social Studies Grade 6)</li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>● Teachers who only teach one subject should administer the appropriate task to all students they teach</li> </ul> <p><b>Special Education Resource, Inclusion, and English Language (EL) teachers (see Performance Tasks Manual):</b></p> <ul style="list-style-type: none"> <li>● Should work with the teacher of record to administer (2) different PTs in subjects and/or grade levels they are responsible for teaching</li> </ul>	



# REACH Measurement Overview

## REACH Measurement Overview

Due to elimination of the NWEA all Pre-K - 12th grade teachers will be required to administer (2) REACH Performance Tasks at BOY and EOY for the 2021-22 school year.

Student growth scores will comprise 30% of all Pre-K - 12th grade teachers overall REACH Summative Scores. Please reference the table on pg. 19 for more detailed information about the utilization of Performance Tasks as sole student growth measure for 2021-2022 school year.

For most educators there are two components that go into their REACH Summative Report:

- **Professional Practice** is a means of observing educators within CPS using discipline-specific frameworks that provide a common definition of effective practice levels. Each framework is used to analyze and rate evidence gathered during observations for the purposes of REACH. In using a framework to evaluate an educator's practice, evaluators should consider the preponderance of evidence and not expect to see everything described in each component of the framework in every observation or conference.
  - Classroom educators will either be under the CPS Framework for Classroom Teachers or the CPS Framework for Teacher-Librarians.
  - Non-classroom educators are rated by using their discipline-specific framework, CPS Framework for Related Service Providers (RSPs), CPS Framework for Counselors, and CPS Framework for Educational Support Staff (ESS).
- **Student Growth** will be measured by the percentage of students attaining growth on (2) REACH Performance Tasks between BOY and EOY in 2021-2022.



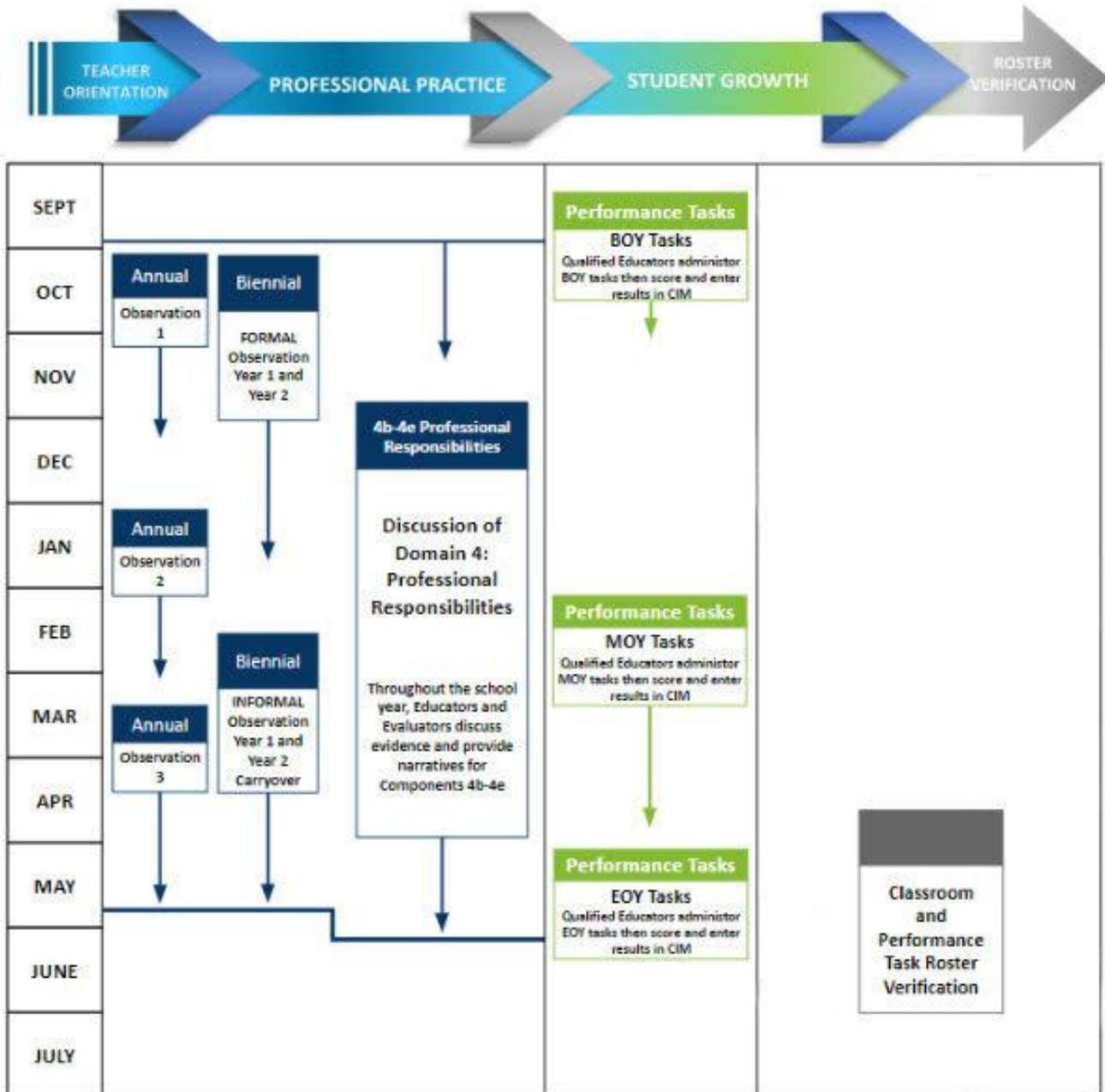
The REACH Category Chart below delineates the five different educator categories and their corresponding weights.

2021-2022 REACH Category Chart			
Educators	Professional Practice	Student Growth	
		Performance Tasks	Value-Added
<b>Category A:</b> Elementary Grade 3–8 educators who teach English/Language Arts Courses, Math Courses, including EL, Special Education Cluster, Inclusion and Resource educators †	70%	30% Based on two Performance Tasks	
<b>Category B:</b> Elementary PreK–Grade 2 educators, including EL, Special Education Cluster, inclusion and resource educators in PreK–Grade 2	70%	30% Based on two Performance Tasks	
<b>Category C:</b> Elementary Grade 3– 8 non-literacy or math educators, such as Science, Social Science, Fine Arts, Physical Education and Librarians	70%	30% Based on two Performance Tasks	
<b>Category D:</b> High School educators including EL and Special Education Cluster, Inclusion and Resource educators	70%	30% Based on two Performance Tasks	
<b>Category E:</b> Counselors, Related Service Providers (RSP), and Educational Support Specialists (ESS)	100%		

†If an educator is missing one of the two growth metrics, then the weight is reweighted to the other growth metric.

## Reach Observations, Performance Task and Roster Verification Schedule at a Glance

The timeline below covers one school year, and displays the approximate windows of time when each event should take place.





# Professional Practice

Categories A-E

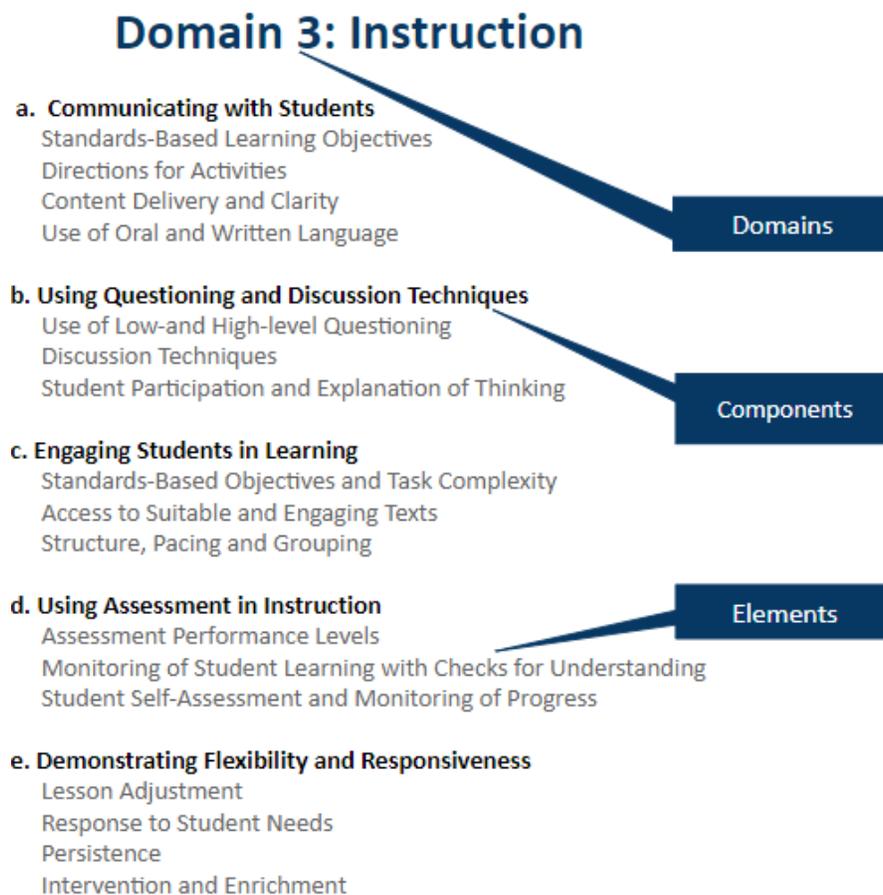
## CPS Frameworks Overview

CPS and the Chicago Teachers Union (CTU) worked collaboratively to develop nine CPS Frameworks that provide a common language and standards for professional practice for both administrators and educators. The Frameworks enables educators to grow professionally and to have a clear direction for improving their practice.

## Domains, Components, and Elements

Each CPS Framework is organized into 4 domains. Each domain has 4-5 components, which describe distinct aspects of practice, and each component has elements that further define each component. Educators receive ratings at the component-level based on the evidence gathered during formal and informal observations.

Each CPS Framework organizes each definition into four numbered sections (1-4) called **domains**. Each **Domain** contains four or five lettered **components**. Each **component** contains a set of **elements** which are designed to further define aspects of the component and to further distinguish levels of performance. Each section of the Framework is illustrated below:





# Framework for Teaching

Categories A-D

## Framework for Teaching Overview

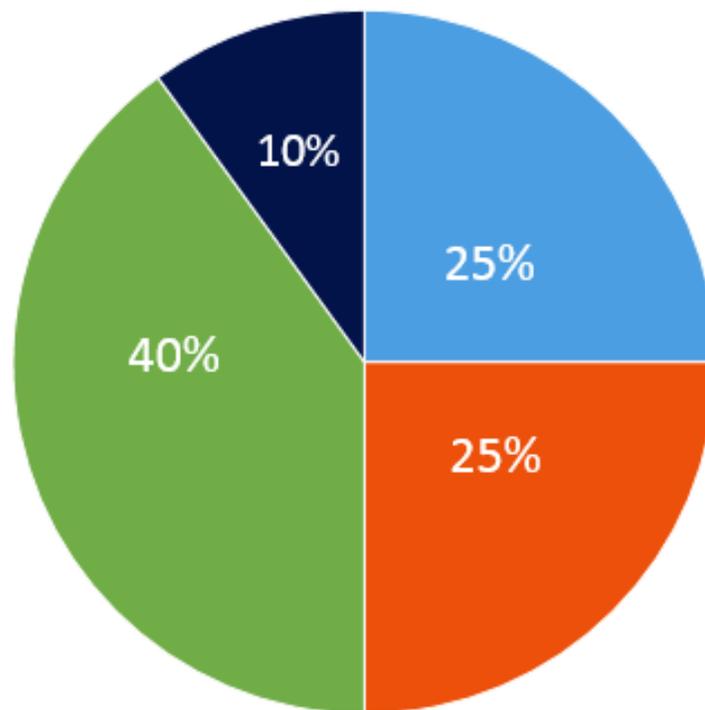


The CPS Framework for Teaching provides a common definition for effective instructional practices for both administrators and educators. The Framework is used to analyze teaching practices for the purposes of informing educators and assigning a level of performance. In addition, the CPS Framework for Teaching, as an adaptation of Charlotte Danielson’s Framework for Teaching, is an effective tool for providing coaching and feedback to educators.

The classroom teacher’s REACH Students Rating is based 70% on the Professional Practice Score. The following is the breakdown of weights for each domain:

### CPS Framework for Teaching Domain Weights for Professional Practice

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities



## The Framework for Teaching is organized into four domains

<b>Domain 1: Planning and Preparation</b> <i>What a Teacher does in Preparation of Teaching</i>	<b>Domain 2: Classroom Environment</b> <i>The culture of the classroom characterized by the relationships and management of the room for the purpose of learning</i>
1a: Demonstrating Knowledge of Content and Pedagogy	2a: Creating an Environment of Respect and Rapport
1b: Demonstrating Knowledge of Students	2b: Establishing a Culture for Learning
1c: Selecting Learning Objectives	2c: Managing Classroom Procedures
1d: Designing Coherent Instruction	2d: Managing Student Behavior
1e: Designing Student Assessment	
<b>Domain 4: Professional Responsibilities</b> <i>Professional responsibility and behavior outside of the classroom</i>	<b>Domain 3: Instruction</b> <i>What a teacher does in engaging students in learning</i>
4a: Reflecting on Teaching and Learning	3a: Communication with Students
4b: Maintains Accurate Records	3b: Using Questioning and Discussion Techniques
4c: Communicating with Families	3c: Engaging Students in Learning
4d: Growing and Developing Professionally	3d: Using Assessment in Instruction
4e: Demonstrating Professionalism	3e: Demonstrating Flexibility and Responsiveness

### CPS Framework for Teaching *with Critical Attributes*

CPS and the CTU worked together to develop critical attributes that help describe teaching at each level of performance within the CPS Framework for Teaching. These critical attributes are intended to provide further clarity for educators and administrators. Critical attributes represent, on a small scale, descriptions of what one might see in a classroom or conference.

**Domain 1: Planning and Preparation**

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b></p> <p><i>Knowledge of:</i></p> <ul style="list-style-type: none"> <li>● <i>Content Standards Within and Across Grade Levels</i></li> <li>● <i>Disciplinary Literacy</i></li> <li>● <i>Prerequisite Relationships</i></li> <li>● <i>Content-Related Pedagogy</i></li> </ul>	<p>The teacher demonstrates little to no knowledge of relevant content standards within and/or across grade levels. demonstrates no knowledge of the disciplinary way of reading, writing and/or thinking within the subject area. The teacher demonstrates little understanding of prerequisite knowledge important to student learning of the content/skills. Teacher’s plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content/skills being taught.</p>	<p>The teacher demonstrates knowledge of the relevant content standards within the grade level but displays a lack of awareness of how these concepts relate to one another and/or build across grade levels. The teacher demonstrates some knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. The teacher demonstrates some understanding of prerequisite learning, although knowledge of relationships among topics may be inaccurate or incomplete. Teacher’s plans reflect a limited range of pedagogical approaches suitable to student learning of the content/skills being taught.</p>	<p>The teacher demonstrates knowledge of the relevant content standards, within and across grade levels. The teacher demonstrates knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. r demonstrates an accurate understanding of prerequisite learning and relationships among topics and concepts. Teacher’s plans reflect a range of effective pedagogical approaches suitable to student learning of the content/skills being taught.</p>	<p>Teacher demonstrates knowledge of the relevant content standards within the grade level and across grade levels, as well as how these standards relate to other disciplines. Teacher’s plans demonstrate extensive knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. The Teacher demonstrates a deep understanding of prerequisite learning and relationships among topics and concepts. Teacher’s plans include a range of effective pedagogical approaches suitable to student learning of the content/skills being taught and anticipate student misconceptions.</p>
<p><b>Critical Attributes</b></p>	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plans do not include content standards.</li> <li>2. Unit and/or lesson plans do not include strategies that require reading, writing or thinking in the content area.</li> <li>3. Unit and/or lesson plans include content that is not sequenced based on prior lessons or prior student knowledge.</li> <li>4. Unit and/or lesson plans include instructional strategies that are not appropriate for the content or students’ learning styles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plans include content standards but they may not be entirely appropriate for the grade level or properly sequenced.</li> <li>2. Unit and/or lesson plans include some strategies that require reading, writing or thinking in the content area but they may not be fully described or appropriately selected.</li> <li>3. Unit and/or lesson plans include some gaps in appropriate content or the sequence of the content does not fully build on prior lessons or student knowledge.</li> <li>4. Unit and/or lesson plans include a limited range of instructional strategies that are somewhat appropriate for the content and students’ learning styles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plans include content standards that are grade-level appropriate and are properly sequenced.</li> <li>2. Unit and/or lesson plans include appropriate and articulated strategies requiring reading, writing or thinking in the content area.</li> <li>3. Unit and/or lesson plans include content that is well sequenced and builds on prior lessons and student knowledge.</li> <li>4. Unit and/or lesson plans include a diverse range of instructional strategies that are entirely appropriate for the content and students’ learning styles.</li> </ol>	<p>In addition to the characteristics of “proficient,”</p> <ol style="list-style-type: none"> <li>1. Unit and/or lesson plans include connections to content standards from related disciplines.</li> <li>2. Unit and/or lesson plans include strategies that connect reading, writing or thinking within the content area or to related disciplines.</li> <li>3. Unit and/or lesson plans include strategies to clarify connections between major concepts in the content.</li> <li>4. Unit and/or lesson plans include instructional strategies to anticipate student questions and student interest.</li> </ol>

## **CPS Framework for Teaching Companion Guide**

The CPS Framework for Teaching Companion Guide lists unique characteristics of the teaching practice for the content areas/settings, as well as examples of practice at the proficient and distinguished rating levels of performance. Educators and school administrators may wish to use these resources as a reference when reflecting on practice and during the REACH observation cycle.

### **Companion Guide Addenda**

Each addenda encompasses work and input from educators within CPS with the goal of providing specific examples of what the classroom setting and instructional practices may look like under each respective Framework. It is recommended for educators and evaluators to reference these materials during pre- and post-observation conferences. The following addenda are available on the CPS Framework for Teaching section on the Knowledge Center:

- Arts Addenda
- English Language Learner (ELL) Addenda
- Physical Education (PE) Addenda
- Special Education (SPED) Addenda
- School Counselor Companion Guide
- School Librarian Companion Guide
- Preschool - 2nd Addenda

### **Special Education (SPED) Critical Attributes**

In addition to the CPS Framework for Teaching with Critical Attributes, CPS and the CTU worked together to develop the CPS Special Education (SPED) Critical Attributes to help describe special education teaching at each level of performance in The Framework for Teaching. The CPS SPED Critical Attributes are intended to interpret the Framework for special education settings, taking into account the special needs of our students and how that may affect teaching practices, to provide further clarity for teachers and administrators. These critical attributes represent descriptions of what one might see in a classroom. They are not meant to be exhaustive and should not be used as checklists to determine or justify ratings.

### **REACH Observations in Co-teaching Settings**

CPS and the CTU convened a group of educators, principals, Office of Diverse Learners (ODLSS), and the Talent Office to develop additional resources to support educators in a co-teaching setting. The CPS Co-teaching Guidance provides assistance to both educators and evaluators around this teaching model. Together the group generated best practices for conducting REACH observations in the context of each co-teaching approach. The special considerations identify unique characteristics of each approach to further clarify elements of practice and implementation. It is recommended that school administrators and co-teachers review these considerations together to establish a common understanding prior to the REACH observation series.



# Framework for Teacher-Librarians

## Category C

## Framework for Teacher-Librarians Overview



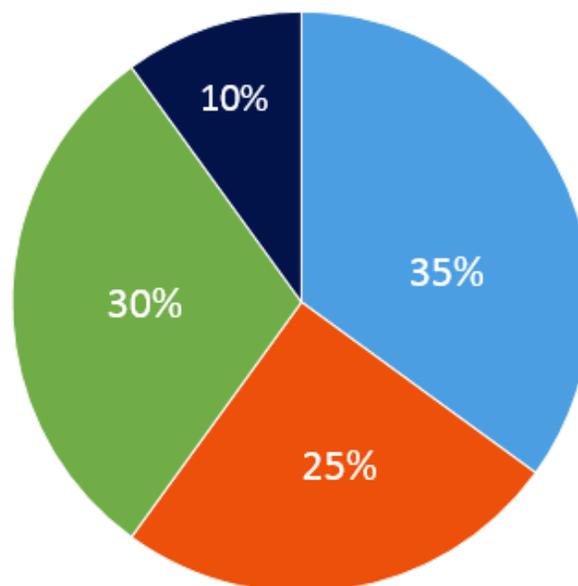
Teacher-Librarians have a dedicated framework adapted from Charlotte Danielson’s Framework for a Library/Media Specialist. The CPS Framework for Teacher-Librarians provides a clear definition of instruction and gives all Teacher-Librarians within CPS a common language for their practice. It enables Teacher-Librarians to grow professionally and to have a direction for improving their instructional practice.

The CPS Framework for Teacher-Librarians will serve as a road map for effective instruction relevant to library science. The Framework provides a contextual understanding for conducting Librarian observations and provides meaningful feedback specific to the roles and responsibilities of Librarians. In addition, the CPS Framework for Teacher-Librarians with Critical Attributes provides ways for educators to reflect on their individual practice while suggesting new ways to think about improving teaching within each component. The CPS Framework for Teacher-Librarians Companion Guide was created to provide additional framework support and understanding.

The Teacher-Librarian’s REACH Students Rating is based 70% on the Professional Practice Score. The following is the breakdown of weights for each domain:

### CPS Framework for Teacher-Librarians Domain Weights for Professional Practice

- Domain 1: Planning and Preparation
- Domain 2: The Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities





# Framework for School Counselors

## Category E

## Framework for School Counselors Overview



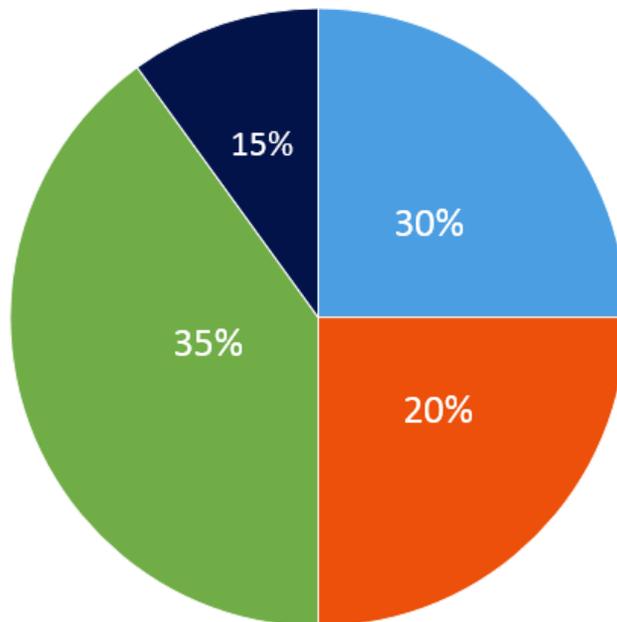
The Charlotte Danielson’s Framework for School Counselors was used as a model for the CPS Framework for School Counselors and much of the content and language was derived from the ASCA National Model. School Counselors align their goals and activities to the school’s mission and support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school counseling program that is data driven and results-based. The key to successful implementation of a robust school counseling program is early articulation of the Annual Agreement with the principal to properly plan and align annual goals.

The School Counselor’s REACH Students Rating is based 100% on Professional Practice. The following is the breakdown of weights for each domain:

### CPS Framework for School Counselors

#### Domain Weights for Professional Practice

- Domain 1: Planning and Preparation
- Domain 2: Environment
- Domain 3: Delivery of Service
- Domain 4: Professional Responsibilities





It's important to remember, it may not be possible to observe every element of each component in the CPS Framework for School Counselors. Evaluators should use pre- and post-observation conferences to gather evidence regarding practice and delivery of services observed.

Refer to the CPS Framework for School Counselors Companion Guide for details about gathering evidence for components, including recommendations for discussion during the pre- and post-observation conferences.

## **REACH Students Guidance for Observing School Counselors**

At the start of each school year, evaluators and School Counselors are encouraged to meet to discuss counseling program goals, resources, and expectations, especially through completion of the Annual Agreement. In some cases, elementary School Counselors that opt into case management responsibilities through the ODLSS process, should meet with their evaluators to complete the Framework Selection Form for Case Managers. CPS does not have a “one size fits all” procedure for handling case management. This guidance document outlines REACH observation procedures as well as a few best practices for making the process as successful as possible.

### **Annual Agreement**

The Annual Agreement is a tool provided by the Office of School Counseling and Postsecondary Advising and can be used to address the roles and responsibilities of the school counselor as well as how the School Counseling Program will be organized to meet goals. School counselors and evaluators are encouraged to complete the Annual Agreement meeting early in the year to discuss time distribution, school counseling program needs and goals.



### **Framework Selection**

During the development of the Annual Agreement, the School Counselor who has been nominated as the case manager and the evaluator will determine which framework best fits the School Counselor's roles and responsibilities. School Counselors will choose either:

- CPS Framework for School Counselors (which is adaptable to include case management duties)
- CPS Framework for Educational Support Specialists (ESS)

*Please note the Office of School Counseling and Postsecondary Advising recommend the use of the CPS Framework for School Counselors. If the CPS ESS Framework is deemed the best fit for school counselors, then the Framework Selection Form for Case Managers must be completed.*

## Evidence Based Implementation Plan (EBIP)



The Evidence Based Implementation Plan (EBIP) is a tool provided by the Office of School Counseling and Postsecondary Advising which includes a calendar, action plan(s), lesson plan(s), etc., to ensure that a structured, intentional approach is in place to address the academic, career and personal/social development of all students. This can be an additional point of discussion in completing the Annual Agreement and/or uploaded as evidence during the REACH Performance Evaluation process.

## Counselor Resources

- Evidence Based Implementation Plan
- Annual Agreement
- Framework Selection Form for Case Managers

The CPS Framework for School Counselors Companion Guide is the source for appropriate artifacts to upload as evidence, definitions and examples of practice within each domain and component.

The REACH Framework for School Counselors Database of Resources is available on the Knowledge Center for School Counselors interested in accessing lesson plans, other documents, photos and videos specific to their practice. All resources are categorized by activity, grade level and by domains and components. Please see the Office of School Counseling and Postsecondary Advising for more resources.



# **Framework for Educational Support Specialists (ESS)**

Category E



## Framework for Educational Support Specialists Overview

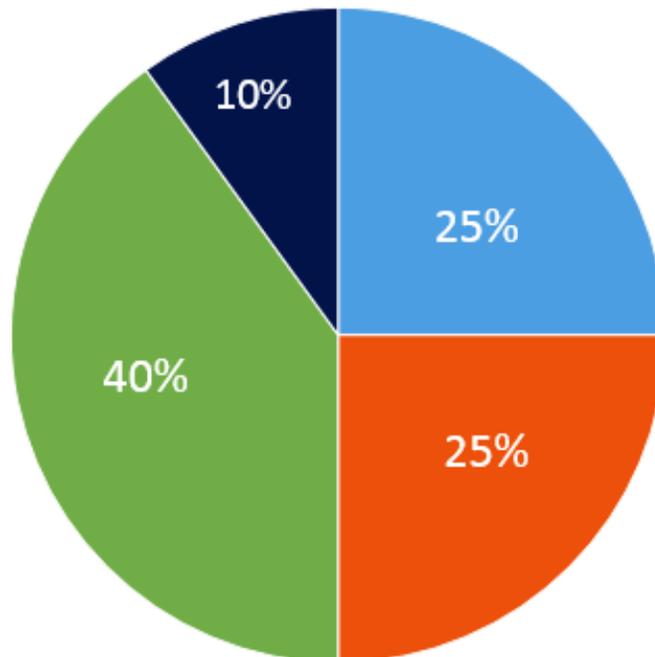
The CPS Framework for Educational Support Specialists (ESS) may be used for educators whose job description does not always involve instructing groups of students while simultaneously not having a job description that fits under the other frameworks for Non-Classroom Educators. Examples of educators who may opt to be evaluated under the CPS Framework for ESS may include the following:

- **IB Coordinators**
- **Deans**
- **STEM Coordinators**
- **Instructional Coaches**
- **Bilingual Leads**
- **Counselors serving primarily as Case Manager**

The Educational Support Specialists' REACH Students Rating is based 100% on Professional Practice. The domain weights are noted below:

### CPS Framework for Educational Support Specialists Domain Weights for Professional Practice

- Domain 1: Planning and Preparation
- Domain 2: The Environment
- Domain 3: Delivery of Service & Support
- Domain 4: Professional Responsibilities





**Frameworks for Related Service  
Providers  
(RSP)  
Category E**

## Frameworks for Non-Classroom Educators and Related Service Providers Overview



A RSP is a specialist who directly improves student outcomes by increasing access to the curriculum and learning environment. Each RSP discipline has a framework that defines their specific practice. Educators evaluated using the frameworks below will receive a final REACH Students Rating and Score based solely on professional practice, with no Student Growth measurements. Professional practice is measured using the appropriate discipline-specific framework.

- School Nursing
- Speech-Language Pathology
- School Psychology
- School Social Work

The Office of Diverse Learner Supports and Services (ODLSS) determines which school-level administrators will evaluate RSPs assigned to multiple schools based on the allocated time yearly.

### Evaluator Assignments for RSPs

ODLSS Evaluators	School-Level Administrators
<ul style="list-style-type: none"> <li>● All formal observations and case review conferences for RSPs on Professional Development or Remediation Plans.</li> <li>● All formal observations and case review conferences for RSPs on Annual plans.</li> <li>● All case review conferences for RSPs on Biennial plans.</li> </ul>	<ul style="list-style-type: none"> <li>● All formal observations for RSPs* on Biennial plans.</li> </ul> <p><b>* SLP, SSW, PSY only</b></p>

**NOTE:** ODLSS administrators will conduct the case review once the formal observation is complete.

### Other CPS Frameworks with Critical Attributes

Critical attributes exist for RSP frameworks as well: School Psychology, School Social Work, School Nursing, and Speech-Language Pathology. RSPs are encouraged to print, read, and annotate relevant critical attributes and may want to reference these materials during pre- and post-observation conferences.

Visit the Knowledge Center for information regarding the RSP evaluation policies and procedures.



# **REACH Observations and Evaluation Plans**

## CPS Ratings Overview

CPS Frameworks are rubrics that describe professional practice across a continuum for each component. The levels of performance of the Frameworks are Distinguished, Proficient, Basic, and Unsatisfactory. It is important to recognize that levels of performance refers to the educator’s instructional and professional practices, not the educator.

Levels of Performance	Unsatisfactory	Basic	Proficient	Distinguished
	Refers to teaching that does not convey an understanding of the concepts underlying the component. Educators whose practice falls into this level of performance are doing academic harm in the classroom.	Refers to teaching practice that has the necessary knowledge and skills to be effective, but its application is inconsistent.	Refers to successful teaching practice that is consistently high level. Most experienced educators frequently demonstrate practice at this level.	Refers to professional teaching that innovatively involves students in the learning process and creates a community of learners. Educators performing at this level are master educators and leaders in the field, both inside and outside of their school.
<b>Key Indicators</b>	Little or None Unclear Not Aligned	Some Inconsistent Partial	Most Consistent Clear	All Complex Leadership



The Frameworks should guide professional and student growth, and are used by administrators and educators during observations to determine current levels of performance and promote reflection on practice. In using the Framework to evaluate an educator’s practice educator, evaluators should consider the preponderance of the evidence.

## Determining an Evaluation Plan Overview

The specific timing and type of observations are determined by the assigned evaluation plan. Every CPS educator is on an Annual or Biennial plan. The tables below highlight the difference between each of the plans.

All PAT educators are assigned to an annual evaluation plan.

### Probationary Appointed Teachers (PATs)

Annual Plan
<ul style="list-style-type: none"> <li>● <b>Three</b> observations conducted within a <b>single school year</b></li> <li>● At least two of which shall be formal observations</li> <li>● Observations are separated by at least <b>one calendar month</b></li> </ul>

Some tenured educators are assigned to an **Annual plan**, while some are assigned to a **Biennial plan**. These are determined by their most recent REACH Students Rating.

### Tenured Educators

Annual Plan	Biennial Plan
<p><b>A most recent REACH Student Rating of <u>Developing</u></b></p> <ul style="list-style-type: none"> <li>● <b>Three</b> observations conducted within a <b>single school year</b>.</li> <li>● At least two of which shall be formal observations.</li> <li>● Observations are separated by at least <b>one calendar month</b>.</li> </ul>	<p><b>A most recent REACH Students Rating of <u>Proficient or Excellent</u></b></p> <ul style="list-style-type: none"> <li>● <b>Three</b> observations conducted across the span of <b>two school years</b>.</li> <li>● At least two of which shall be formal observations.</li> <li>● Observations are separated by at least <b>three calendar months</b>.</li> </ul>

Tenured educators with an unsatisfactory rating are placed on a Remediation Plan. Please reference the [Professional Development Plan/Remediation](#) pages for more.

Additional plan type notes:

- Part-time educators are placed on the Biennial plan.
- Temporarily Assigned Teachers are not evaluated under REACH.

REACH observations are conducted by evaluators certified by the Illinois State Board of Education. In the event that the principal and assistant principal in a building are unable to conduct observation due to unexpected circumstances, CPS may appoint a certified evaluator to conduct the evaluations.



It is important to note that additional classroom visits by school colleagues, network teams, school leadership teams, and/or individuals, (e.g. peer observations, walkthroughs, snapshots), may still occur outside of REACH observations. However, these non-evaluative classroom visits do not count as formal or informal observations and will not contribute towards an educator's REACH Summative Report.

## REACH Best Practices Overview



The CPS/CTU Joint Committee on educator evaluation has developed the following best practices. Best practices are guidance to educators and evaluators based on lessons learned at CPS schools where REACH has successfully worked well over the last several years.

### Best Practices for Scheduling REACH Observations

- The principal leads the development of a year-long REACH observation schedule that is completed prior to the first day of observations. The principal shares this document (or a summary) with educators (ILT, PPC, PPLC). This is a fluid document that is subject to change based on school scheduling circumstances.
- Educators are encouraged to check-in with administrators to get a general idea of when observations will occur.
- Upon returning from an extended leave, the evaluator should not observe an educator for REACH purposes for at least two weeks of instruction, unless a failure to observe will result in an Inability to Rate (ItR).
- Nothing shall impede principals and APs from conducting additional formative, non-REACH observations of educators.

### There are two types of observations: formal and informal

Educators shall have three observations by qualified evaluators during their evaluation cycles, at least two of which shall be formal observations.

#### Formal observation steps

- **Pre-observation conference** (Domain 1 focused)
- **Observation** (Domains 2 and 3 focused)
- **Post-observation conference** (Component 4a and reflection on the observation focused)



### Pre-Observation Conference Best Practices

#### Prior to the Pre-Observation Conference

- Evaluator needs to provide 48 hours (two school days) notice to the educator.
- Evaluators should use educator-directed preparation periods to conduct pre- and post-observation conferences.
- In elementary schools, the educator and evaluator should identify the content that will be observed, (e.g. writing, math, literacy, science, social studies), and unit of instruction to be observed.
- In high schools, the educator and evaluator should identify the type of class where the observation will occur (e.g. algebra, Spanish 2 honors, senior English) and unit of instruction to be observed.

- Educators are encouraged to complete the pre-observation protocol and upload the unit and/or lesson plan in [RLS](#) prior to the conference.

### **During the Pre-Observation Conference**

- The evaluator and educator should reference relevant Addendum, Critical Attributes, pre- and post-observation protocols, and/or other REACH documents posted on the Knowledge Center.
- The evaluator and educator refer to the Remediation Plan or Professional Development Plan to guide progress and feedback (if applicable).
- The evaluator will not use the educators non-completion of pre-observation conference protocol as the sole justification for ratings. Evaluator summarizes evidence provided in protocol and relevant parts of discussion to provide a clear written rationale for ratings.
- Any additions, uploads or edits by the educator to the pre-observation conference section in RLS *after* the conference should only take place with the evaluator’s knowledge.

## **Best Practices for Classroom Observations**

### **Observations**

- Observations occur within five school days, and no sooner than the next school day following the pre-observation conference.
- Formal observations shall be 45 minutes in duration, the length of the class period OR the length of the lesson. All framework components are rated in a formal observation.
- Evaluators may discreetly interact with students. Evaluators may ask students questions that help illuminate their understanding of objectives, relevance, and assessment practices.
  - For example, when students are working independently, evaluators may ask individuals questions like: “What are you working on? Why are you working on this? Will you get a grade? What feedback will you get on this work?”
- The same evaluator shall conduct the pre-observation conference, observation, and post-observation conference.
- Audio and/or video recordings are not permitted by either the educator or evaluator during any part of REACH observations.



## **Post-Observation Conference Best Practices**

### **Prior to the post-observation conference**

- Evaluator schedules a post-observation conference no sooner than three school days following the observation.
- Evaluator shares evidence in RLS with enough time for educators to review.
- Educator reviews evidence against framework to spur reflection.
- Educator gathers pertinent evidence for supporting artifacts (e.g. student work, exit slips, quizzes) from the observation period.
- Educator completes post-observation protocol in RLS with enough time for the evaluator to review.

### **During the post-observation conference**

- It is recommended for the evaluator and educator to reference the post-observation protocol.
- Evaluator and educator reference relevant Addendum, Critical Attributes, and/or other REACH documents posted throughout the Knowledge Center.
- Evaluator and educator refer to Remediation or Professional Development Plan to guide progress and feedback (if applicable).
- Evaluator will not use the educator's non-completion of Post-Conference Protocol as the sole justification for ratings. Evaluator summarizes evidence provided in Protocol and relevant parts of discussion to provide a clear rationale for ratings.
- Evaluator and educator discuss evidence for components 4b-4e once per evaluation cycle.
- Evaluator shares preliminary component-level ratings for discussion. Ratings are not finalized until after the post-observation conference.
- Evaluator shares final component-level ratings with the educator in RLS within a reasonable time after the post-observation conference.

### **Informal Observations Best Practices**

#### **Observations**

- Informal observations are a minimum of 15 minutes and are unannounced. The focus is on Domain 2 and Domain 3 and ratings are provided in components for which there is sufficient evidence.
- The evaluator will inform the educator when the observation is an informal observation either upon arrival in the classroom or promptly following the observation.
- Informal observations are occasions for more targeted coaching. It is an opportunity to focus on specific components, such as those discussed in a prior post-observation conference, in order to improve practice.
- Evaluators may discreetly interact with students. Evaluators ask students questions that help illuminate their understanding of objectives, relevance, and assessment practices.
  - For example, when students are working independently, evaluators may ask individuals questions like: "What are you working on? Why are you working on this? Will you get a grade? What feedback will you get on this work?"
- Audio and/or video recordings are not permitted by either the educator or evaluator during any part of REACH observations.



#### **After the Observation**

- The evaluator shares evidence in RLS with enough time for the educator to review.
- The educator can request a post-observation conference to take place within 3-10 school days following the Informal observation date.
  - The educators should make this request up to five school days from the observation date.
- If the educator or evaluator requests a post-observation conference, the evaluator will not finalize scores in [RLS](#) until after the post-observation conference has occurred.

## 4b-4e Professional Responsibilities Overview

REACH evaluation components 4b-4e, otherwise known as Professional Responsibilities is an opportunity for educators to demonstrate how they've improved their Professional Practice, communicated with and engaged the families of their students throughout the school year.



### Educators plan types who require 4b-4e ratings

- Probationary Appointed Teachers (PATs)
- Tenured Annual
- Tenured Biennial 2nd Year
- Tenured Biennial 2nd Year Carryover
- Part-Time Biennial 2nd Year

## Attendance

Attendance is one of the five elements of Component 4e: Demonstrating Professionalism. Evaluators must always consider the preponderance of evidence across the entire component when issuing ratings. It is not appropriate for an evaluator to assign more weight to Attendance than Integrity and Ethical Conduct, Advocacy, Decision-Making, or Compliance with School and District Regulations. An evaluator may not create local school criteria regarding attendance and apply them as part of the REACH Evaluation process.

Educators are encouraged to be mindful of the importance of punctuality and regular attendance, but should not be deterred from appropriately using contractual benefit time. Educators must follow their school's absence monitoring procedures (e.g. reporting, substitute plans, etc.) when taking a benefit day

It is considered misconduct if an educator abuses sick or personal business benefit days, or uses absences to avoid the REACH process.

### Examples of conduct that may merit disciplinary action include but are not limited to:

- Repeated tardiness.
- Repeated absences on days when pre- and post-observation conferences are scheduled or on days between the conferences for purposes of avoiding the REACH process.
- Repeated unplanned absences with short notice.
- Short notice of planned absences.
- Planned or unplanned absences on key dates for the school (report card pick-up, Professional Development (PD) days, testing days, special event days).
- Repeated Friday/Monday, the day before a holiday/break absences.
- Excessive numbers of days off without a leave of absence (LOA).
- Use of sick days for other than personal illness.

## Ratings are issued once and at the end of the evaluation cycle

If an educator on a Biennial plan submits evidence for components 4b–4e in Year 1 of the plan cycle, the evaluator should consider that evidence as well as any evidence they document in year two when issuing final ratings.



## What evidence should the educator enter into the [RLS](#)?

- Evidence for 4b–4e can be captured as a brief narrative that reflects the educator’s Professional Practice throughout the school year.
- Up to two artifacts per component may be submitted, but a thoughtful description may take place of uploading documents into RLS.

## What happens after evidence has been entered into [RLS](#)?

- Educators are encouraged to enter evidence by mid-March in order to receive feedback from their evaluator.
- Evaluators are encouraged to review the evidence and provide feedback by mid-April.
- Educators make final edits to the evidence by mid-May.
- Evaluators review final evidence and share final ratings.



For more information on how to approach 4b to 4e, educators are encouraged to visit the annual Guidance for Components 4b-4e that’s posted on the Knowledge Center, under the Guidance and Best Practices section.



# Student Growth

Categories A-D

## Student Growth Overview

### Category A-D Educators

All educators on either CPS Framework for Teaching or the CPS Framework for Librarians who provide course-related instruction and contribute to the assignment of student grades will be eligible to receive Student Growth scores. To ensure the accuracy of those scores, educators are strongly encouraged to complete Roster Verification and enter Performance Task scores.



### Roster Verification (RV) Overview

RV is the opportunity for administrators and educators to review and verify the student and course linkages that will be used to calculate the student growth measures within REACH evaluations. RV occurs through the [LINK Platform](#) developed and maintained by Battelle for Kids (BFK), the platform combines data from multiple CPS sources and presents them for easy viewing and editing by educators and administrators. While there will not be Value Added Growth included in REACH Summative Ratings this year, the process for roster verification will not change and both classroom and REACH Performance Task rosters should be reviewed.

RV occurs in Spring ANNUALLY. Keep an eye out for the dates of RV in the Teacher Newsletter.

### Participation

RV is particularly important for educators in more complex situations, as they might not be captured completely by the district's data systems, this includes educators who:

- **Share students:**
  - Check that all courses and students are represented, work with the school support team and co-educators if they are not.
- **Transfer schools:**
  - Educators should verify the data for all the schools taught at are represented in their rosters.
- **Hired midyear:**
  - Educators should make sure their roster reflects that they only provided instruction for part of the year.

While RV is an optional process, it is used to determine which students are included in a teacher's REACH student growth scores. Any Class or Performance Task Rosters that are not updated or

submitted will be used as is, so participation is strongly encouraged. Educators can access the [LINK Platform](#) by going to BFK and clicking “Access Link” (in the upper right corner), which takes them to the login screen. Educators should use their CPS username and password to login.

Roster Verification occurs in three phases over seven weeks. Educators participate in phase 2, The Verification Window.

- For **Class Rosters**, educators are responsible for reviewing, editing, and confirming the accuracy of their class roster(s) by indicating when students were members of each class and their level of instructional responsibility for each student.
- For **Performance Task Rosters**, educators are responsible for verifying the performance task they administered and which students they expect to receive credit for.
- Remember to start early in the 3-week window. There are many supports resources but they become very strained close to the deadline.
- Also keep in mind that extensions are not feasible for Phase 1 and 2 because they would prevent the next phase from starting, as phases cannot overlap for data integrity reasons.



The Roster Verification Process for SY 2021-2022			
Phase	Length	Who Participates?	What happens?
1. School Setup Window	2 Weeks	Principals and School Support teams	Principals assign support teams and complete an initial review of the rosters loaded for their school.
2. Educator Verification Window	3 Weeks	Educators (with Principals and support teams supporting)	Educators have two steps to complete: <ol style="list-style-type: none"> <li>1. Verifying Class Rosters (indicating instructional responsibility): Which students will be provided instruction? In which courses, for which months and for what percent of their instruction?</li> <li>2. Verifying Performance Task Rosters: Which tasks and students do educators expect to receive Performance Task credit for?</li> </ol>
3. Principal Review and Approval Window	2 Weeks	Principals (with support team support)	Principals then approve the educator-verified rosters and submit the school as complete when they are done. This concludes the Roster Verification process and all data is final after this point.

## Resources

- Roster Verification Resources are available on the Knowledge Center:
  - Visit the Main Roster Verification Page.
  - Visit the Main Performance Task Page.
- After reviewing training and resources, educators with questions should contact the following:
  - Educators should contact their school-based Roster Verification support team or their administrator.
  - Email the RV Manager: [RosterVerification@cps.edu](mailto:RosterVerification@cps.edu).
  - Email the Performance Task Manager: [reachperformancetasks@cps.edu](mailto:reachperformancetasks@cps.edu)

## Performance Task (PT) Overview:

### Category A-D Educators

REACH Performance Task (PT), developed by teams of CPS educators, are a written or hands-on demonstration of mastery, or progress towards mastery, of selected standards or skills. PTs require students to perform or to generate meaning on their own rather than select answers from a predetermined list. They can yield rich insights in not only what students know and do not yet know, but also how they apply their knowledge to complex questions or tasks.

## Performance Task Ordering and Administration

Each Performance Task will be administered at the beginning and the end of the school year to the same group of students. Educators can obtain their PTs in two ways:

1. Educators can place an order for their tasks through the Google form available on the PTs page through the Department of Student Assessment, and the relevant materials will be delivered to schools.
2. Educators who miss the BOY/EOY order deadline can download the task documents from the PTs page of the Knowledge Center and print the necessary materials independently.

For a list of available tasks, visit the [REACH Performance Task](#) page of the Knowledge Center. For those who need to create their own PTs, please follow the guidelines provided in the REACH Performance Task Manual. †Due to a later Spring Break, MOY Q4 PTs should be administered as early as possible in the administration window.

**Important:** Temporarily Assigned Teachers (TATs) and substitutes who are covering a classroom for an educator who is currently on leave, must administer the Performance Tasks if the coverage is occurring during the BOY or EOY performance task administration window. .

## Performance Task Score Entry

Educators enter their students' PTs scores into the [Checkpoint Student Assessment System](#). To ensure that PT scores are entered correctly, educators should utilize the associated assessment scoring guides and video resources found on the [REACH Performance Tasks](#) page of the KC. All scores must be entered by the last day of the PT administration window.

## Performance Task Audit

- All PTs are eligible to be audited by the Department of Student Assessment, which conducts a PT Audit on an annual basis.
- All PTs for the current school year must be held at the school-level for **two** calendar years (e.g. SY 2019-20 PTs should be retained until December 31, 2022).
- Administrators and educators will be notified at the end of the EOY administration window whether individual audit participation is required.
- Additional guidance regarding the PT Audit is available in the REACH Performance Task Manual.





# **REACH Summative Reports**

## REACH Summative Reports Overview

The information outlined below represents different types of reports that educators may see in their historical RLS data.

Please note that there were no reports generated for the 2020-2021 school year and the uniqueness of the 2019-2020 school year required the end of the year calculations to be based on this agreement outlined in [this document](#).

The REACH Summative Report provides details about the measures used to calculate an educator's REACH Students Summative Rating. The table below provides a summary of each of the three reports.

Report Type	Plan Type(s)	Measures
<b>Interim</b>	<ul style="list-style-type: none"> <li>● Biennial 1st Year</li> </ul>	<ul style="list-style-type: none"> <li>● May include:               <ul style="list-style-type: none"> <li>○ Professional Practice Score</li> <li>○ Value-Added Score</li> <li>○ Performance Task Score</li> </ul> </li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>● Probationary Appointed Teacher (PATs)</li> <li>● Biennial 2nd Year</li> <li>● Biennial 2nd Year Carryover</li> <li>● Tenured Annual</li> </ul>	<ul style="list-style-type: none"> <li>● May include:               <ul style="list-style-type: none"> <li>○ Professional Practice Score</li> <li>○ Value-Added Score</li> <li>○ Performance Task Score</li> </ul> </li> <li>● Will include:               <ul style="list-style-type: none"> <li>○ REACH Students Total Points</li> <li>○ REACH Students Rating</li> </ul> </li> </ul>
<b>Informational</b>	<ul style="list-style-type: none"> <li>● Temporary Assigned Teachers (TATs)</li> <li>● Educators who worked less than 150 days†</li> </ul>	<ul style="list-style-type: none"> <li>● May include:               <ul style="list-style-type: none"> <li>○ Professional Practice Score</li> <li>○ Value-Added Score</li> <li>○ Performance Task Score</li> </ul> </li> </ul>

†Educators who work less than 150 days will receive a No Rating. For more information please reference the [Tenure Attainment](#) section for more.

## Interpreting REACH Summative Reports

The REACH Students Rating is developed from professional practice scores and student growth measures, when applicable. Scores from each measure (e.g., professional practice, PTs or VAM) are converted to a scale of 1.00–4.00 and contribute to the total points.

Each scaled score is multiplied by the appropriate weight which yields a weighted total for each measure (total points). REACH Students Ratings are based on the total points for each measure. They are then added together to equal the REACH Students Total Points, which falls on a scale between 100 and 400 points. The final totals for each measure are then added and assigned a REACH Students Rating.

## Interpreting Professional Practice Results

The Professional Practice Score is expressed as a number ranging from 1.0-4.0 and this number is multiplied by 100 to determine the professional practice score. It is based on ratings from the educator’s REACH observations. Professional Practice Scores are calculated for educators who received the required number of REACH observations for their evaluation plan.

## Interpreting Performance Task Growth Results

BOY and EOY assessments are designed to measure the same standard at the same level of difficulty at two different points in the school year. The percentage of students who make growth from the BOY to EOY will be factored into an educator’s performance task growth score. For PTs, “growth” is defined as moving up at least one performance level on the REACH Summative Scale from BOY to EOY (e.g. 0 → 1, 1 → 3, etc.). Note: if a student begins at the highest level (3) at the BOY and retains that score at the EOY, then that is also counted as “growth” for purposes of REACH. An educator’s PTs score is based on the total percentage of students that grow, not the overall magnitude of growth.

Examples below illustrate whether or not an individual student has grown:

BOY Score	EOY Score	Counts as Growth?	Explanation
3	3	Yes	Because the student has already topped out the scale in BOY, a 3–3 score counts as growth.
1	3	Yes	This student grew, though the amount of growth does not affect the score.
2	2	No	If a student receives the same non-3 score in BOY and EOY, no growth.
2	1	No	If the EOY score is less than the BOY, no growth.

## Interpreting Value-Added Growth Results

Under the VAM section of the summative report, educators are provided a summary of the components that produced the Value-Added Score. In addition, they are also provided a table of the growth scoring bands with the corresponding REACH Students Total Points, which allows them to connect the VAM to their REACH Students Total Points. For a detailed step-by-step please reference the Value-Added Model Calculation in the Appendix for more.

The first table (below) is unique to the educator and includes:

- Any VAM eligible subject(s) the educator provided instruction in.
- The number of eligible students included in the educator’s Value-Added calculation.
- The confidence interval for each subject.
- An educator’s content area Value-Added result.
- An educator’s aggregate Value-Added result (the weighted average of math and reading).
- An educator’s Value-Added score (the score included in the REACH Students Total Points based on the educator’s aggregate Value-Added result).

Subject	Number of Students	Confidence Interval	Value-Added Result
Reading	17	0.08 to 0.96	+ 0.519
Mathematics	18	0.06 to 0.94	+ 0.499
Your Value-Added Results:			3.4
Your REACH Students Value-Added Score:			3.4

The second table (below) is a legend for interpreting the educator’s REACH Value-Added Score from the growth measured from the first table’s (above) Value-Added Result.

- If the furthest right column (Value-Added Result) by subject is populated, the value falls within the confidence interval listed and therefore is statistically significant (Confidence intervals protect against chance results).
- Take the average of the educator’s two subject value added scores, weighting by the number of students in each subject area.
  - EX: In this case, this educator taught 35 students, 49% reading, 51% math.
    - Average value added result= $((0.49*0.519)+(0.51*0.499))/(0.49+0.51)$ .
    - The aggregate value added result is 0.509.
    - On the Second table, find the growth category where that value falls, in this case it is “higher than expected growth, as 0.509 falls between +0.3 and +0.59, resulting in a REACH score of 3.4.

**REACH Score for Significant\* Value-Added**

Growth Category	REACH Score
Exemplary (Growth is +0.60 or Above)	4.0
Higher than Expected (Growth from +0.30 to +0.59)	3.40
Expected (Growth from -0.29 to +0.29)	2.85
Emerging (Growth from -0.30 to -0.59)	2.10
Needs Improvement (Growth from -0.60 to -0.89)	1.55
Unsatisfactory (Growth is -0.90 or Below)	1.00



# **Reflect and Learn System (RLS)**

## Reflect and Learn Overview

The [Reflect and Learn System \(RLS\)](#) facilitates professional dialogue and meaningful feedback between CPS educators and evaluators to better serve the needs of Chicago's students. Throughout the evaluation cycle, evaluators use RLS to collect evidence, align evidence to components, and enter component-level ratings. Educators are encouraged to use RLS to upload relevant documentation for observation cycles and professional responsibilities components, as well as view their observation cycle evidence, ratings and REACH Summative Reports.

### During the school year, educators can access [RLS](#) for:

- **Evaluator evidence:** educators can view evaluator evidence for each scored component after the evaluator has entered and shared these items in RLS.
- **Component-level ratings after a post-observation conference:** educators can review evidence that an evaluator has entered and shared in RLS.
- **Artifacts and documents:** educators are encouraged to complete and upload relevant materials into RLS to support their evaluation cycles.
  - Relevant items may include *protocol(s) for pre- and post-observation conference questions*.
  - Excessive uploading of documents is discouraged.
- **Resources, Technical Guides and On Demand Videos:** educators can use the [Help & Resources](#) tab for guides and documents on how to interact with every aspect of RLS. Resources for educators include:
  - [Accessing the Preliminary Professional Practice Score \(PPPS\) and REACH Summative Report](#)
  - [Accessing archived evaluations](#)
  - Completing the [pre-](#) and [post-observation conference](#)
  - [Gathering evidence/artifacts for RSPs](#)
  - [Viewing Feedback and Levels of Performance](#)
  - [Gathering evidence for Professional Responsibilities](#)
- **REACH Summative Report:** access to issued reports can always be found on the educator's [RLS](#) homepage.



**Educators can access the Reflect and Learn System by visiting [reflectandlearn.cps.edu](https://reflectandlearn.cps.edu) and entering their CPS Username and Password.**



# Tenure Attainment

## Tenure Benefits Overview



The State of Illinois grants tenure after an educator has successfully completed their probationary period. Tenure is recognized as a property right, which protects educators in public schools from arbitrary dismissal.

## Tenure Attainment Rules

For all PATs hired on or after July 1, 2013, tenure attainment, as defined by the [IL School Code \(105 ILCS 5/34-84\)](#) and [CPS/CTU Contract #Art23-5.5](#), is determined by:

- Full-time service during a school term, i.e., at least 150 days.
- Annual REACH Students Ratings.
- Number of years worked at CPS.

## Full-time Service in a School-term

- All PATs must work as 'full-time service' in order to have the school year contribute to their CPS tenure attainment. The [IL School Code \(105 ILCS 5/34-84\)](#) and [CPS/CTU Contract #Art23-5.5](#) defines 'full-time service' as an educator who worked at least 150 days during the school term.
- Educators who have worked less than 150 days in a school year, may receive an Informational Report with a REACH Summative Rating, however, this will not be used toward the attainment of tenure.
- Any days worked as a Temporary Assigned Teacher (TAT) will not count toward tenure unless you are hired as a PAT for that position, worked a full school term, and received the appropriate number of observations and rating.
- Educators working part-time cannot attain tenure and have no tenure rights.



## Tenure Attainment Track

The table below outlines the three different tenure attainment tracks along with the required REACH Students Ratings for each year.

Remember a Probationary Appointed Teacher (PATs) current and prior REACH Students Ratings have an impact on their ability to attain tenure.

	Track	Year 1	Year 2	Year 3	Year 4	Year 5
1	<b>Accelerated 3 Year Track</b>	Excellent	Excellent	Excellent	<b>Tenured</b>	
2	<b>Proficient or Excellent in Yr 2 and 4 Track</b>	Any Rating	Proficient or Excellent	Any Rating	Proficient or Excellent	<b>Tenured</b>
3	<b>Proficient or Excellent in Yr 3 and 4 Track</b>	Any Rating	Any Rating	Proficient or Excellent	Proficient or Excellent	<b>Tenured</b>

For more information on tenure attainment and a more in depth explanation, please visit the Tenure page on the Knowledge Center.



# Employment Considerations

## Order of Layoffs Overview

REACH Students Summative Rating affects the order in which educators are laid off. Within a school and content area/certification and seniority within each category, educators are laid off in the following order:

Layoff Order	REACH Students Rating
1	All Unsatisfactory
2	TAT
3	PAT Developing Emerging (210-250)
4	PAT Developing
5	PAT Proficient
6	PAT Excellent
7	Tenured Developing Emerging (210-250)
8	Tenured Developing
9	Tenured Proficient and Excellent

## PAT Non-Renewal Overview

REACH Students Ratings could have an impact on whether a PAT is subject to the non-renewal process. Every year principals make renewal recommendations based on projected REACH Students Ratings calculated in the spring. A PAT with a projected rating of:

- Proficient or Excellent† may not be recommended for non-renewal for 2021-2022. .
- Developing or Unsatisfactory may be recommended for non-renewal for 2021-2022. .

Non-renewed PATs are notified during the current school year.

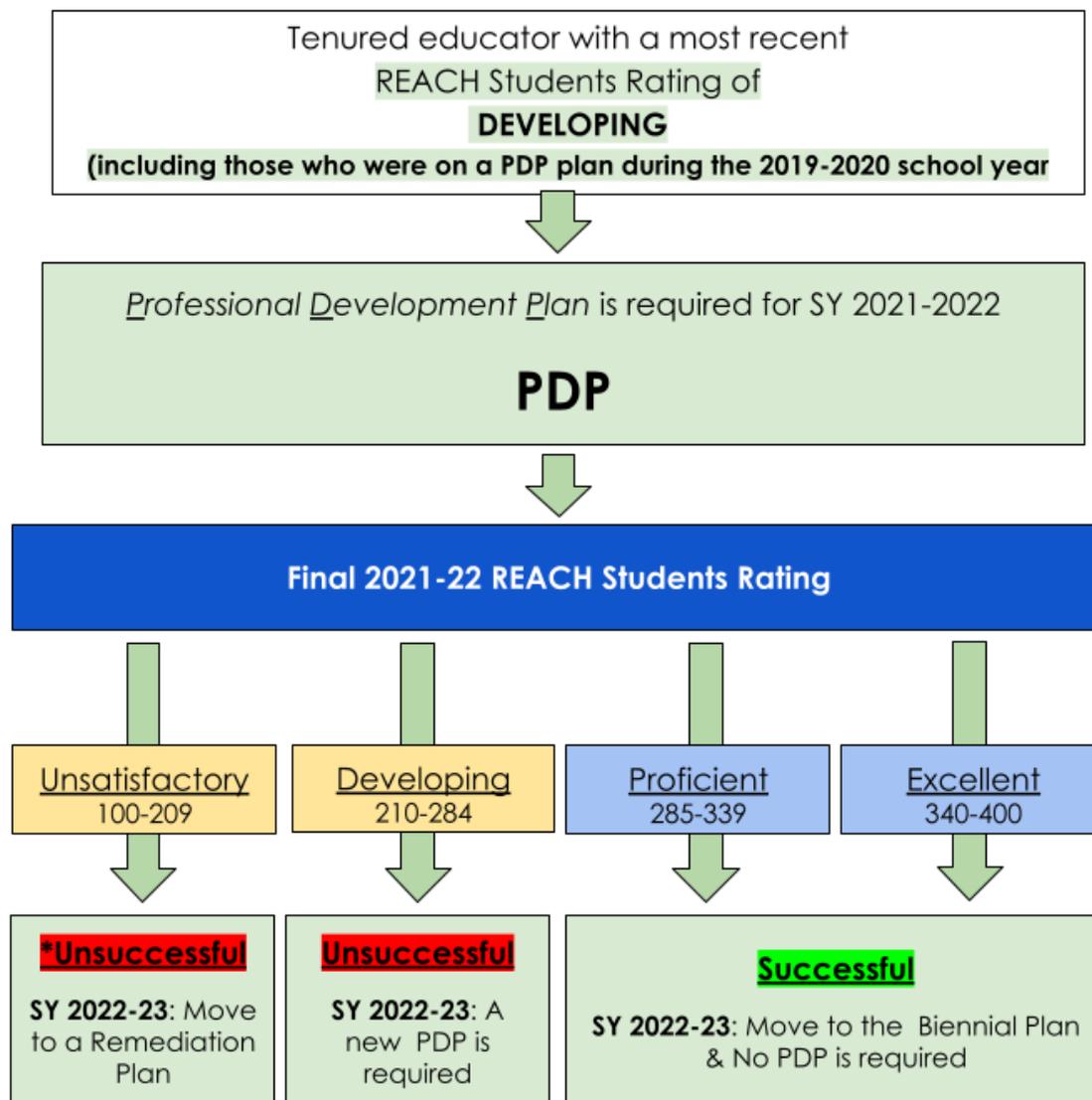
†PATs are subject to layoff or displacement due to budget and/or enrollment changes that may occur at the end of the school year.

## Professional Development Plan Overview

A Professional Development Plan (PDP) is required for tenured educators with a most recent REACH Students Rating of Developing (210-284). Tenured educators under all CPS Frameworks are subject to this process.

- Within a month of receiving their rating, the educator and current evaluator co-create a PDP with the goal of improving the educator’s professional practice.
- The educator will remain on the PDP throughout the course of one school year.
- The PDP is regularly revisited during observations throughout each step of the evaluation cycle.

The chart below illustrates the different outcomes of a Professional Development Plan.



\*Some tenured educators may receive two-consecutive REACH Developing ratings within the Emerging Range and will default to an Unsatisfactory rating and require a Remediation Plan.

## Two-Consecutive Developing Rule

There are two different ways to receive an Unsatisfactory REACH Students Rating.

1. Receiving a REACH Students Rating of Unsatisfactory (100-209).
2. Two-Consecutive Developing Rule, which defaults an educator to an Unsatisfactory REACH Students Rating.

All tenured educators who receive a Developing rating in two-consecutive school years within the Developing Emerging Range (210-250), will receive a REACH Students Rating of Unsatisfactory and will require a Remediation Plan.



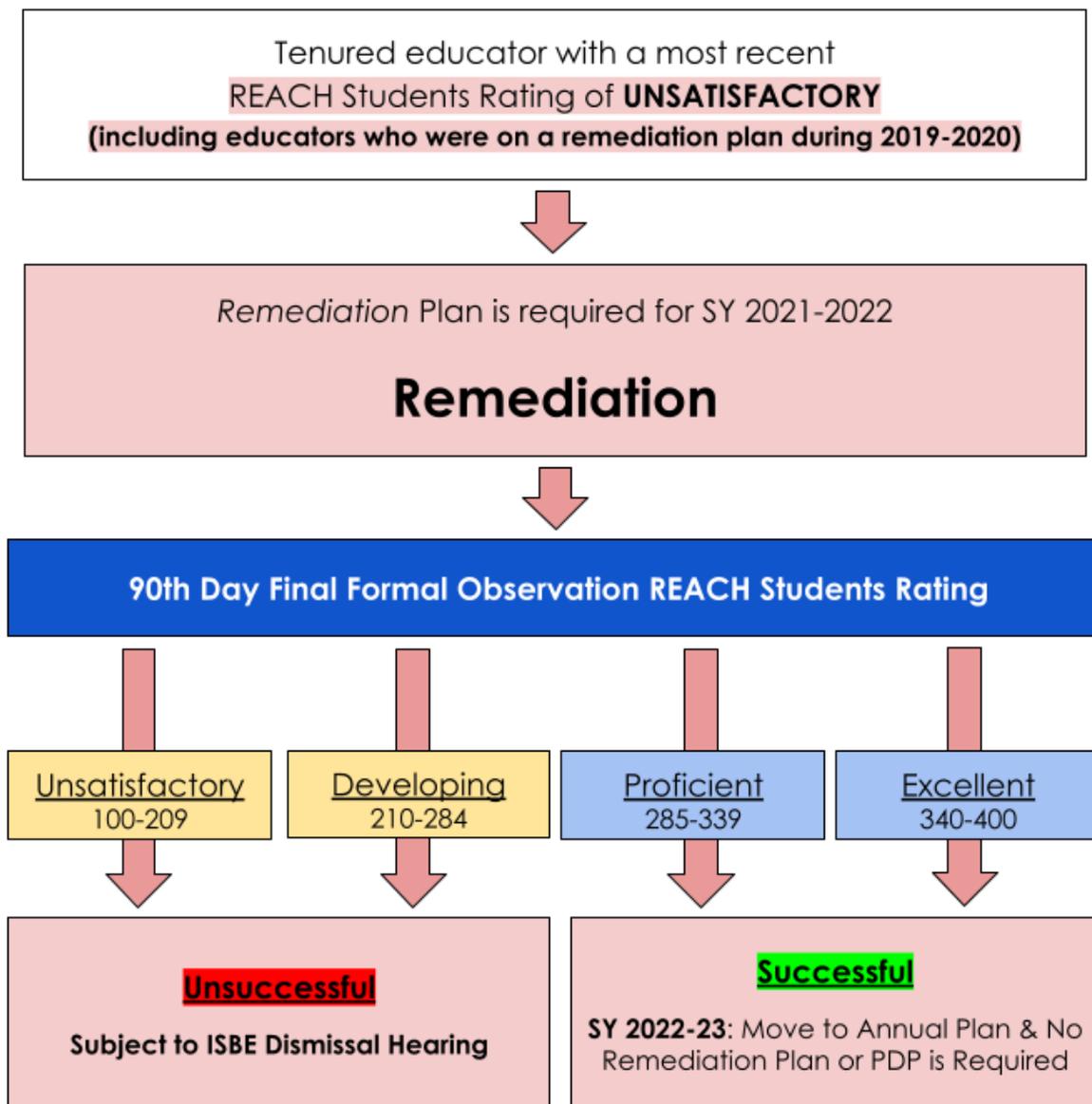
**The exception to this rule** is when educators with a Professional Practice Score of Proficient (2.85) or better in the second year. Their rating will remain in the Developing range and will only require a new PDP.

## Remediation Plans Overview

A Remediation Plan is required for tenured educators with the most recent REACH Students Rating of Unsatisfactory. Tenured educators under all Frameworks are subject to this process.

- Within a month of receiving a REACH Students Rating of Unsatisfactory, the educator, current evaluator, and Consulting Educator (CE) create a Remediation Plan with the goal of improving the educator’s professional practice.
- The CE is assigned to work with the educator during the term of the Remediation period.
- The educator will remain on the Remediation Plan for 90 school days of educator and student attendance.

The chart below illustrates the different outcomes of a Remediation Plan.



## Grievance Process

Educators have 45 school days, after the release of the REACH Summative Report in the [RLS](#), to file a grievance if they believe a procedural mistake that could affect their overall rating occurred during the evaluation process. The educator may ask the Chicago Teachers Union (CTU) for assistance with the grievance process or file a grievance on their own. ***All grievances alleging procedural errors in the rating process should be filed directly with the Office of Employee Engagement at Central Office, and not with the principal.***

## Appeals Process

Similar to the grievance process an appeal cannot be filed until after the release of the REACH Summative Report. Immediately after the release, educators have 10 days to file a Notice of Intent to Appeal and 30 days to submit evidence supporting the appeal within [RLS](#). Each submitted appeal will be reviewed by a four-member committee consisting of ISBE-Certified evaluators selected by the CTU and CPS. The appeals process is available to:

- Educators who receive a REACH Students Rating of Unsatisfactory.
- Tenured educators who receive a REACH Students Rating of Developing but fall within the Developing Emerging Range (210-250).
- Educators laid off out of seniority due to a REACH Students Rating of Unsatisfactory or Developing.

**IMPORTANT:** The filing of an appeal does not delay Remediation or forestall any actions such as non-renewal or layoff. If the appeal is won, any actions determined to be the result of a faulty rating will be reversed.

## Appeal Outcomes

Educators Eligible to Submit a 2019-2020 Appeal	If Granted a New 2019-2020 Rating	Implications for the SY 2021-2022
Tenured Educators with an Unsatisfactory Rating	Developing 250 Score	<b>Removed from the Remediation Plan</b> and placed on a Professional Development Plan.
Tenured Educators with a <i>Developing Emerging</i> Rating (210 - 250)	Developing 250 Score	Remain on a Professional Development Plan No longer eligible for the Two-Consecutive Developing Rule default Unsatisfactory.
PATs with an Unsatisfactory Rating	Developing 250 Score	The non-renewal decision stands.
If the appeal is <b><i>DENIED</i></b> , then the 2019-2020 REACH Students Rating will remain.		



## Resources

## CPS Knowledge Center: REACH Overview

The REACH section on the Knowledge Center is a one-stop repository of information and resources specific to REACH. This section was designed to assist in facilitating an ongoing dialogue between evaluators and educators to improve professional practice and increase student growth. Within the REACH section, educators will be able to access materials and resources including:

- REACH observations: including pre- and post-observation conference protocol.
- Frameworks and companion guides.
- Educator professional practice and student growth measures.
- Professional Learning Resources.
- Tenure Attainment.

Chicago Public Schools  
Welcome to the Knowledge Center

HOME LEADERSHIP CIDL MTSS FRAMEWORK FOR TEACHING CONTENT AREAS/CCSS ASSESSMENT **REACH**

REACH

Access guidance and resources for educator professional practice and student growth measures specific to REACH.

RESOURCE DATABASE

DOMAIN 1: PLANNING AND PREPARATION

DOMAIN 2: THE CLASSROOM ENVIRONMENT

DOMAIN 3: INSTRUCTION

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

CPS FRAMEWORKS FOR NON-CLASSROOM TEACHERS

FRAMEWORK FOR TEACHING PRE-PACKAGED PD

PROFESSIONAL LEARNING COMMUNITY AND MENTORING / COACHING R

FRAMEWORK FEST PD

FRAMEWORK SPECIALIST NEWSLETTER

FRAMEWORKSHOPS PD

STUDENT OWNERSHIP

TEACHER

LIBRARIAN

COUNSELOR

CASE MANAGER

RELATED SERVICE PROVIDER

EDUCATION SUPPORT STAFF

REACH ORIENTATION

GUIDANCE AND BEST PRACTICES

DATA AND REPORTING

CLASSROOM TEACHER RESOURCES

NON CLASSROOM TEACHER RESOURCES

TENURE ATTAINMENT

**CHOOSE YOUR ROLE:**

TEACHER LIBRARIAN COUNSELOR CASE MANAGER RELATED SERVICE PROVIDER EDUCATION SUPPORT STAFF

**CHOOSE YOUR TOPIC:**

REACH ORIENTATION GUIDANCE & BEST PRACTICES DATA & REPORTING CLASSROOM TEACHER RESOURCES NON-CLASSROOM TEACHER RESOURCES TENURE ATTAINMENT

PROFESSIONAL PRACTICE STUDENT GROWTH

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## Lead with CPS Overview

The [Lead with CPS](#) website is a one-stop resource, provided by the district, that connects educators with career pathway opportunities and showcases leadership examples within CPS. [Lead with CPS](#) provides leadership framework pathways and examples across various role types. Within this website educators will discover tangible ways to professionally grow as a leader for either their current role or through others.

The screenshot displays the 'Lead with CPS: Opportunities' website. At the top, there is a navigation bar with the Chicago Public Schools logo and the text 'Lead with CPS: Opportunities'. Below this is a section titled 'Choose Your Interest Area' with four options: 'Improving My Practice', 'Leading My Peers', 'Shaping Policy', and 'Preparing for My Next Role'. Each option has a 'GO' button. Below this is a section titled 'Filter Leadership Opportunities' with a dropdown menu for 'Roles', 'Interest Areas', and 'Competencies', and a 'RESET' button. The main content area shows a list of opportunities, including 'Great Expectations Mentoring (GEM)', 'Consulting Educator', and 'CPS Teacher Residency Program'. Each opportunity card includes details such as organization, duration, and application window, along with a 'LEARN MORE' button.

**Lead with CPS: Opportunities**

ABOUT | FRAMEWORK | STORIES | OPPORTUNITIES

### Choose Your Interest Area

- Improving My Practice**  
Improve leadership within my role  
[GO](#)
- Leading My Peers**  
Lead and build the capacity of others  
[GO](#)
- Shaping Policy**  
Shape policies and projects at the district level and beyond  
[GO](#)
- Preparing for My Next Role**  
Participate in targeted programs and residencies to prepare for a future role  
[GO](#)

## Filter Leadership Opportunities

Please use the dropdown menu below to find opportunities. After selecting your role, pick an area of interest and/or a competency you'd like to develop to see a list of existing opportunities.

Roles | Interest Areas | Competencies | [RESET](#)

- Great Expectations Mentoring (GEM)**
  - Organization: Chicago Public Schools, Office of Equity
  - Duration: 10 months
  - Application Window: June 20 - July 19, 2020 (5 PM)
- Consulting Educator**
  - Organization: Chicago Public Schools Educator Effectiveness Team
  - Duration: 18 Weeks
  - Application Window: April - June 2020
- CPS Teacher Residency Program**
  - Organization: Chicago Public Schools
  - Duration: 2-3 years
  - Application Window: Ongoing

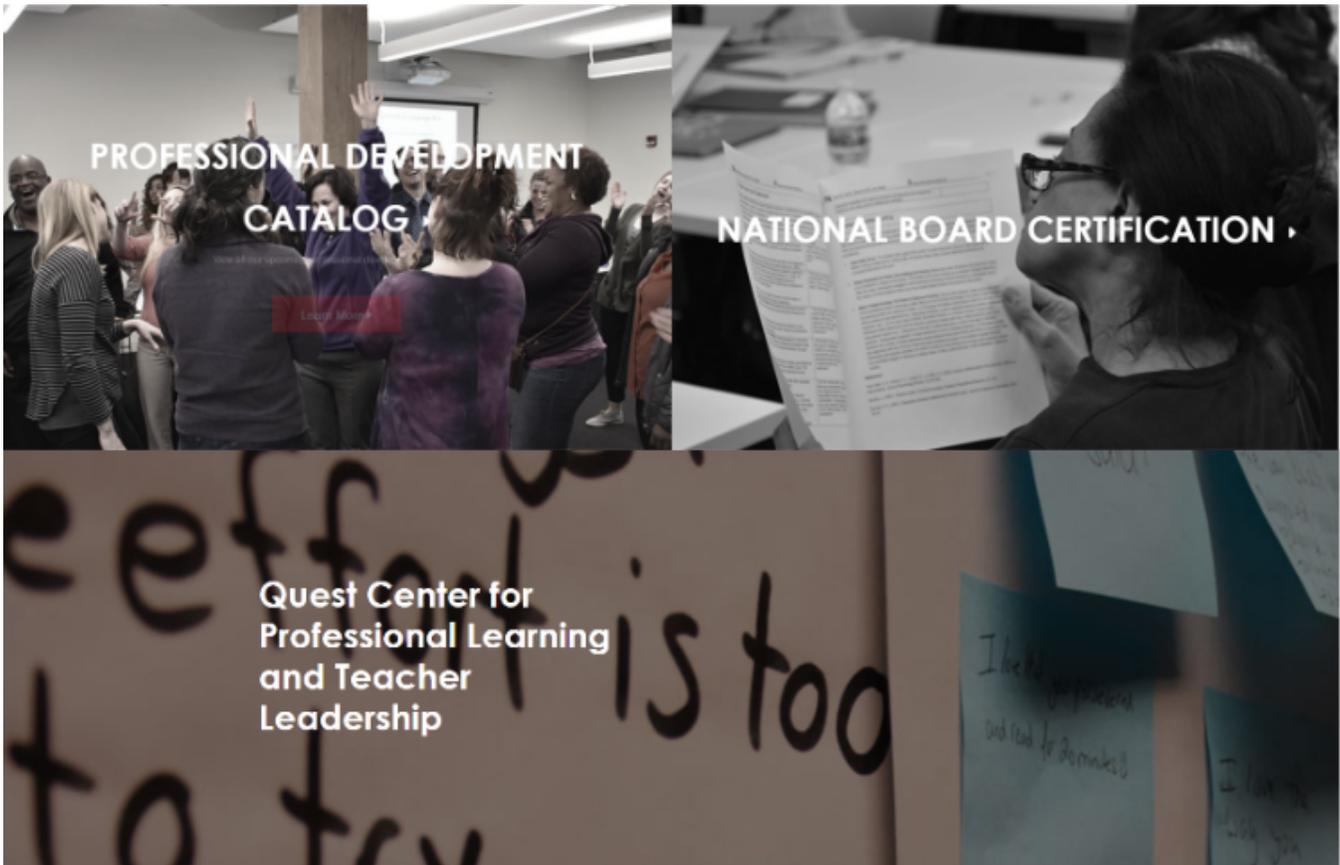
**Consulting Educator**  
Consulting Educators (CEs) provide coaching and feedback to CPS educators as part of the Remediation Plan.  
Eligibility: Consulting Educators must be tenured with 5 years of experience at CPS, with a most recent REACH rating of Excellent.  
[LEARN MORE](#)

**CPS Teacher Residency Program**  
Residents concurrently complete higher-education coursework and CPS classroom training to become teachers.  
Eligibility: Candidates cannot currently hold any Illinois state issued teaching license (excluding paraprofessional or substitute teaching licenses), must have

## CTU Quest Center Overview

The Chicago Teachers Union Foundation QUEST CENTER for Professional Learning and Teacher Leadership is a resource that facilitates regular professional development opportunities for CPS educators. All sessions offer ISBE Professional Development Hours, and some courses offer an additional CPS Lane Placement Credit option.

- All CTU Quest Center offerings are driven by the components of the [CPS Framework for Teaching](#).
- Upcoming offerings with descriptions are posted on <https://www.ctuf.org/questcenter/>, advertised in the Chicago Union newspaper, sent through CTU e-blasts, and found on the [Knowledge Center](#).





# Appendix

## Links to REACH Related Documents

Document	Links
REACH Frameworks for school based personnel	<a href="#">CPS Framework for Teaching with Critical Attributes</a> <a href="#">CPS SPED Framework with Critical Attributes</a> <a href="#">CPS Framework for Teacher-Librarians with Critical Attributes</a> <a href="#">CPS Framework for School Counselors</a> <a href="#">CPS Framework for Educational Support Specialists</a>
REACH Addenda for school based personnel	<a href="#">Arts Addendum</a> <a href="#">EL Addendum 2.0</a> <a href="#">Librarians Companion Guide</a> <a href="#">Preschool-2nd Grade Addendum</a> <a href="#">School Counselor Companion Guide</a> <a href="#">SPED Addendum</a> and <a href="#">REACH Guidance for Co-Teaching Settings</a>
REACH Frameworks for Related Service Providers (RSP)	<a href="#">CPS Framework for Speech-Language Pathology + Critical Attributes</a> <a href="#">CPS Framework for School Social Work + Critical Attributes</a> <a href="#">CPS Framework for School Psychology + Critical Attributes</a> <a href="#">CPS Framework for School Nursing + Critical Attributes</a>
REACH Addenda for Related Service Providers (RSP)	<a href="#">Speech-Language Pathology Companion Guide</a> <a href="#">School Social Worker Companion Guide 2.0</a> <a href="#">School Psychology Companion Guide</a> <a href="#">School Nursing Companion Guide</a>
2021-2022 REACH Handbook	
Other REACH Documents	<a href="#">REACH Best Practices</a> <a href="#">CPS Framework for Teaching Placemat Companion Guide 2.0</a>
Performance Task Manual	<a href="#">REACH Performance Task Administration Manual</a>

