



REACH Students

Recognizing Educators Advancing
Chicago's Students

Educator Evaluation Handbook 2023-2024



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REACH Students Overview

Introduction

REACH Students (Recognizing Educators Advancing CHicago) 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 include an assessment of professional practice and student growth measures for most educators. Chicago Public Schools' Frameworks define effective practice and serve as roadmaps for continuous improvement. Illinois State Board of Education (ISBE) requires evaluators to undergo training and certification before observing and rating any professional practice.

This handbook provides guidance regarding the protocols and expectations related to the implementation of REACH during the 2023-2024 school year.



REACH

Essential Updates

| Important Dates | |
|---------------------------------|---|
| August 14 - 18, 2023 | REACH Orientation |
| August 11 - 25, 2023 | <p>Performance Task Fall 23-24 BOY PT Order Window</p> <ul style="list-style-type: none"> • <i>NEW! Schools will be automatically sent all PK-12 Literacy, PK-8 Math, Algebra 1 & 2, Geometry, US History, World Studies, Physics and Chemistry PTs by 9/8. All other PTs should be ordered during the Fall 23-24 BOY PT Order Window</i> • <i>All Quarterly/Semester teachers should order BOY PTs by 8/28, but should <u>wait</u> to administer to the <u>last group of students they see</u></i> |
| September 11 - November 3, 2023 | <p>BOY Performance Task Administration Window</p> <ul style="list-style-type: none"> • <i>Two (2) BOY PTs required for all teachers teaching year-long classes</i> • <i>Quarterly/Semester teachers who should WAIT to administer and enter scores for the <u>last group of students they see</u></i> |
| September 18, 2023 | <p>First Day Observations can be conducted</p> <ul style="list-style-type: none"> • <i>Pre-observation Conferences can commence prior to September 18, 2023 and must be held 5 or fewer school days before the observation.</i> |
| January 8 - February 9, 2024 | <p>MOY 3rd Qtr Performance Task Window (where applicable)</p> <ul style="list-style-type: none"> • <i><u>Semester</u> classroom teachers must must administer the BOY and EOY to the <u>last group of students they see</u></i> • <i><u>New/transfer</u> teachers in classrooms with no previous BOY PT scores must administer the BOY asap and enter scores into Checkpoint</i> |
| January 29 - February 23, 2024 | <p>EOY PT Order Window</p> <ul style="list-style-type: none"> • <i>All teachers must order EOY PTs for all subjects including those automatically delivered for the BOY.</i> |
| April 1 - April 19, 2024 | <p>MOY 4th Qtr Performance Task Window (where applicable)</p> <ul style="list-style-type: none"> • <i><u>Quarterly and block schedule</u> classroom teachers must administer the BOY and EOY to the <u>last group of students they see</u></i> |
| TBD | Roster Verification Window |
| April 29 - May 31, 2024 | <p>EOY Performance Tasks Administration Window</p> <ul style="list-style-type: none"> • <i>(2) EOY PTs required for all teachers</i> |
| May 17, 2024 | <p>Last Day Observations can be conducted</p> <ul style="list-style-type: none"> • <i>Post-observation conferences can be held after May 17, 2023 and must take place within 3-10 school days after the observation.</i> |
| May 20, 2024 | Professional Responsibilities (4b-4e) due for PATs, Tenured Teachers on Annual Evaluation Plan, and Tenured Teachers on the second year of their Biennial Plan |

REACH Procedural Expectations

REACH Orientation and Handbook

- REACH Orientation must be provided to all educators by the 20th day of school (September 18, 2023) 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 20th day of school. This webinar will be available September 19, 2023.

REACH Observation Protocols

- Evaluators are encouraged to review and utilize [REACH Best Practice Protocols](#) when planning and executing REACH evaluations.
- Evaluators will reschedule observations, as appropriate, when classroom activity has been disrupted at the time of the scheduled observation due to irregular circumstances beyond the control of the educator (e.g. when a co-teacher is absent, if the building loses electricity, etc.).
- All REACH observations are expected to be conducted during in-person instruction. REACH observations will not be conducted in remote settings.
- 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 Plan Labels and Required Number of Observations

- Educators can find their REACH Evaluation Plan in the Reflect and Learn System (RLS).
- Educators are encouraged to review their plan label before the start of the REACH process.

Student Growth, Performance Tasks and Roster Verification

- All evaluated teachers will review Performance Task (PT) Rosters during Roster Verification to ensure they receive credit for the correct PTs and students.
- All evaluated educators on the Teacher and Teacher-Librarian Frameworks will review Performance Task (PT) Rosters during Roster Verification to ensure they receive credit for the correct PTs and students.
- Have additional questions about Performance Tasks? Consult the [REACH Performance Task Handbook](#).

2022-2023 Summative Reports

- Summative reports are scheduled for release in September. Not all teachers will receive a Summative Report.
- The chart below shows the planned reporting structure.
- The window for grievances and appeals related to 2022-2023 school year evaluations, will open once Summative Reports are released.

| Educator Plan | Report Type |
|-----------------|---|
| Tenure Biennial | • Biennial Restart or Interim Report (depending of the completion of required evaluation components) |
| Tenure Annual | • Summative or Informational (depending of the completion of required evaluation components) |
| PAT | • Summative (if PAT worked 150 or more school days and received all observations) • Default Summative (if PAT worked 150 or more school days and did not receive all observations) • Informational (if PAT worked less than 150 school days, regardless of number of completed observations; tenure progression will not take place) |
| TAT | • Informational |

Number of Observations Required Based on the Evaluation Plan

| ANNUAL PLANS (required to complete the entire observation cycle (2 formals and 1 informal observation) over the course of one school year and within the approved REACH observation window) | | | |
|---|--|---|--|
| Evaluation Plan | Number of Observations Required | Are Professional Responsibilities (4b-4e) scores required? | Additional Information |
| PAT | 2 Formal and 1 Informal | Yes | |
| Tenured Annual | 2 Formal and 1 Informal | Yes | The educator will create a Professional Development Plan (PDP) as directed by the Talent Office. REACH observations may not begin until PDP is completed. |

| BIENNIAL PLANS (required to complete the entire observation cycle (2 formals and 1 informal observation over the course of two school year and within the approved REACH observation window) | | | |
|--|--|---|---|
| Evaluation Plan | Number of Observations Required | Are Professional Responsibilities (4b-4e) scores required? | Additional Information |
| Tenured Biennial Year 1 | 1 Formal and 1 Informal | No | If time does not allow for both observations to be conducted then formal observation should be prioritized. |
| Tenured Biennial Year 2 | 1 Formal* | Yes | *If informal was not completed in SY23 then informal must be completed in SY24. |

| REMEDIATION, TAT & HALF (PART) TIME | | | |
|--|---|---|---|
| Evaluation Plan | Number of Observations Required | Are Professional Responsibilities (4b-4e) scores required? | Additional Information |
| Tenured Remediation | Completion of the Remediation cycle | Yes | The educator will engage in the remediation process as directed by the Talent Office. |
| TAT | No observations required | N/A | |
| Part (Half) Time | Same as tenured biennial 1 Formal and 1 Informal | | |

Tenured Educators Requiring a Professional Development Plan (PDP)

- A PDP is required for Tenured teachers with a most recent rating of Developing. All teachers in this category will create a new PDP for SY24.
- Administrators and Educators are expected to complete, upload and sign off a PDP plan within thirty (30) days of the release of ratings.
 - No observation should take place prior to uploading the PDP 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.
- Teachers who require a PDP will be notified by the Talent Office.
- Questions regarding PDPs should be sent to performanceimprovement@cps.edu.

Tenured Educators Requiring a Remediation Plan

- Upon review of the SY23 Summative Data, educators who require a Remediation Plan will be notified by the Talent Office.
- Questions regarding Remediation Plans should be sent to performanceimprovement@cps.edu.

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 or co-teaching</p> | <p>All teachers on the Teacher and Teacher-Librarian Frameworks [including Special Education, English Language (EL) and Specialists] are required to administer <u>two (2) BOY PTs</u> and the corresponding <u>two (2) EOY PTs</u>:</p> <ul style="list-style-type: none"> ● Two different PTs for different subjects or grade levels (e.g. Literacy and Math Grade 4; Music Grade 1 and Music Grade 4; HS Biology and HS Physics) <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> ● Two class sections for the same subject area and grade level (e.g. Music Grade 1 to two separate class periods). |

Special Considerations for Low Numbers of Assessed Students

If a teacher is responsible for fewer than 20 total students across all of the classes or groups they teach:

- Teachers should administer at least two different subject/grade level PTs to all students they teach with the goal of entering a combined total of 20 or more PT scores across all PTs (e.g. BOY Science Grade 6, BOY Social Studies Grade 6, BOY Math Grade 5 to all students)
 - NOTE: Teachers must administer PTs to ALL students in a class/period - eg may not enter Literacy Grade 3 PT scores for (3) of the (5) Third Grade students they are responsible for teaching

OR

- Teachers who only teach one subject should administer the appropriate task to all students they teach until 20 or more total scores are entered for all of the students in two or more groups/classes.

Co-teachers (e.g. Diverse Learner Inclusion, English Language (EL) teachers, etc)

- Should work with the teacher of record to co-administer (2) different PTs in subjects and/or grade levels they are responsible for teaching, with only one teacher entering scores.
 - NOTE: Diverse Learner teachers may choose to co-administer PTs in inclusion classrooms and/or may administer PTs in subjects they teach to one or more groups of pull-out resource classes using the guidance above
- During Roster Verification, both teachers will need to list the (2) Performance Tasks and students for whom they expect to receive student growth credit.
 - NOTE: only the teacher who enters BOY PT scores will see their BOY PT Roster listed, so co-teachers or administrators must ADD the correct BOY PTs and students they expect to receive student growth credit for



REACH Measurement Overview

REACH Measurement Overview

Pre-K - 12th grade teachers are required to administer two (2) BOY and two (2) EOY REACH Performance Tasks.

Student growth scores will comprise 30% of all Pre-K - 12th grade teachers overall REACH Summative Scores. Please reference the table on pg.18 for more detailed information about the utilization of Performance Tasks as sole student growth measure.

The REACH Summative Rating, for most educators, is determined by two components: **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 two (2) BOY and two (2) EOY REACH Performance Tasks between the appropriate Beginning of the Year (BOY) and End of the Year (EOY) PT Windows.**

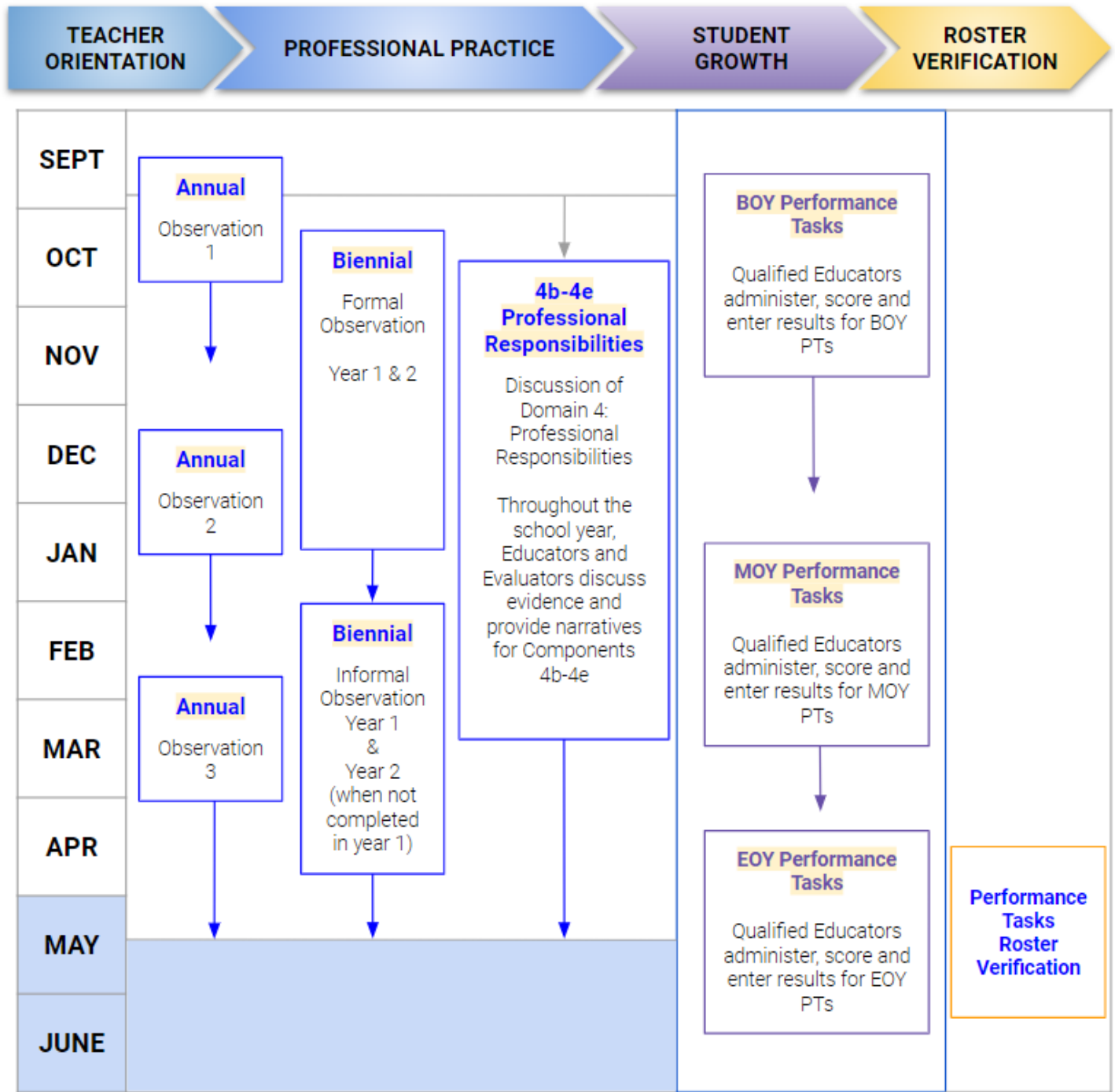


The REACH Category Chart below delineates educator categories and their corresponding weights.

| REACH Category Chart | | |
|--|-----------------------|---|
| Educators | Professional Practice | Student Growth |
| | | Performance Tasks |
| <p>Category A:</p> <p>All CPS educators who are evaluated on either the CPS Framework for Teaching or the CPS Framework for Teacher Librarians (including Special Education, English Language (EL) Specialists, and co-teachers).</p> | 70% | 30% Based on two (2) Performance Tasks |
| <p>Category B:</p> <p>Counselors, Related Service Providers (RSP), and Educational Support Specialists - ESS (including Lead Coaches and MTSS Specialists who do not work with permanently assigned groups of students).</p> | 100% | N/A |

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

CPS Frameworks Overview

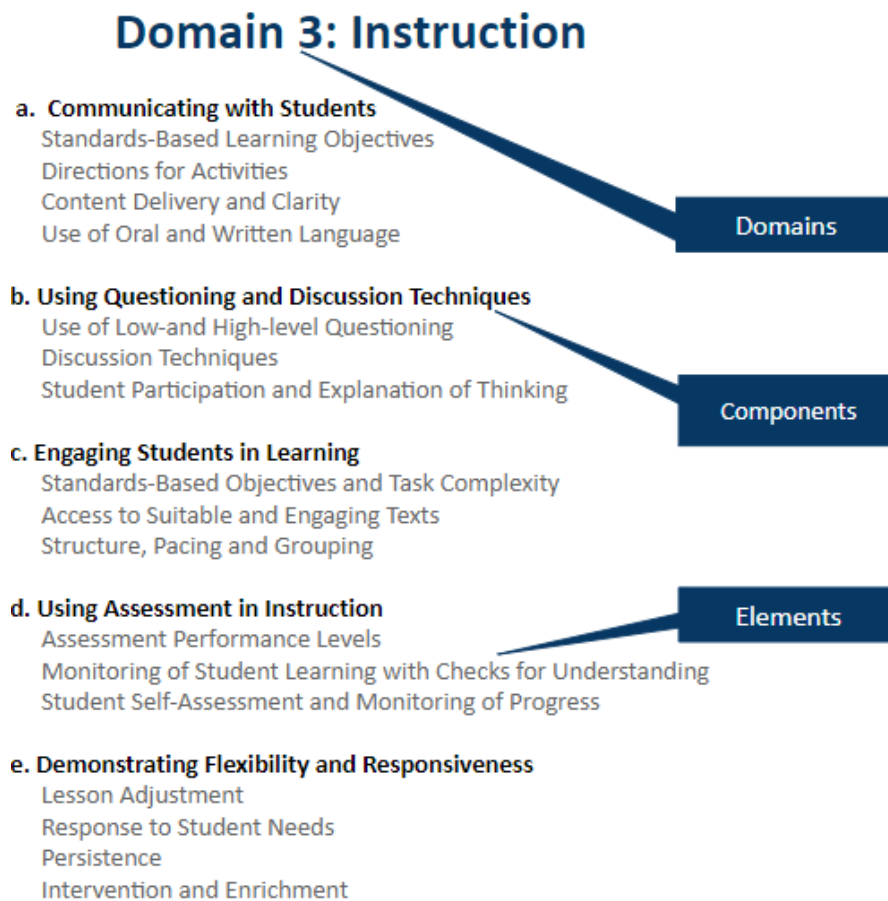
CPS and the Chicago Teachers Union (CTU) worked collaboratively to develop nine CPS Frameworks that provide a common language and standards for professional practice for both administrators and educators. The Frameworks support educators as they improve their practice and grow professionally.

Domains, Components, and Elements

All CPS Frameworks are organized into 4 domains. Each domain has 4-5 components measuring distinct aspects of practice. Educators receive ratings at the component-level based on the evidence gathered during formal and informal observations.

- **Domain** contains four or five lettered **components, with specific elements for each component.**
- **Components** define distinct aspects of practice.
- **Elements** are designed to further delineate aspects of the component and to further distinguish levels of performance.

The correlation between domain, components and elements is illustrated below:





Framework for Teaching

Framework for Teaching

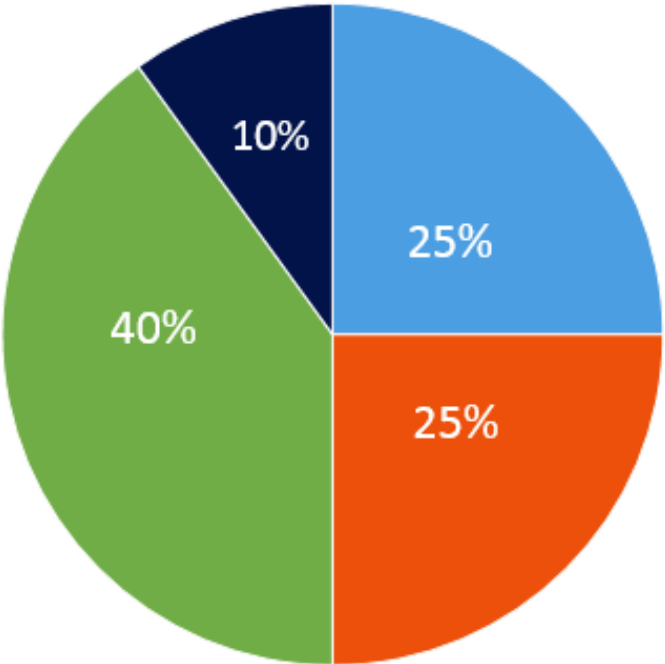


The CPS Framework for Teaching provides a common definition and standards for teacher professional practice. Modeled after Charlotte Danielson's 2011 Framework for Teaching - the CPS Framework for Teaching was revised in collaboration with CTU and Charlotte Danielson to emphasize its connections to Common Core State Standards and district expectations for rigorous, well-rounded instruction.

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

| | |
|--|--|
| <p>Domain 1: Planning and Preparation <i>What a teacher does in preparation of teaching</i></p> | <p>Domain 2: Classroom Environment <i>The culture of the classroom characterized by the relationships and management of the classroom for the purpose of learning</i></p> |
| 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 | |
| <p>Domain 4: Professional Responsibilities <i>Professional responsibility and behavior outside of the classroom</i></p> | <p>Domain 3: Instruction <i>What a teacher does to engage students in learning</i></p> |
| 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 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 observe in a classroom or conference.

2013 CPS Framework for Teaching *with Critical Attributes*



Domain 1: Planning and Preparation

| Component | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
|---|--|--|--|--|
| <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p><i>Knowledge of:</i></p> <ul style="list-style-type: none"> • <i>Content Standards Within and Across Grade Levels</i> • <i>Disciplinary Literacy</i> • <i>Prerequisite Relationships</i> • <i>Content-Related Pedagogy</i> | <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>Critical Attributes</p> | <ol style="list-style-type: none"> 1. Unit and/or lesson plans do not include content standards. 2. Unit and/or lesson plans do not include strategies that require reading, writing or thinking in the content area. 3. Unit and/or lesson plans include content that is not sequenced based on prior lessons or prior student knowledge. 4. Unit and/or lesson plans include instructional strategies that are not appropriate for the content or students' learning styles. | <ol style="list-style-type: none"> 1. Unit and/or lesson plans include content standards but they may not be entirely appropriate for the grade level or properly sequenced. 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. 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. 4. Unit and/or lesson plans | <ol style="list-style-type: none"> 1. Unit and/or lesson plans include content standards that are grade-level appropriate and are properly sequenced. 2. Unit and/or lesson plans include appropriate and articulated strategies requiring reading, writing or thinking in the content area. 3. Unit and/or lesson plans include content that is well sequenced and builds on prior lessons and student knowledge. 4. Unit and/or lesson plans include a diverse range of instructional strategies that are entirely appropriate for the content and students' | <p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> 1. Unit and/or lesson plans include connections to content standards from related disciplines. 2. Unit and/or lesson plans include strategies that connect reading, writing or thinking within the content area or to related disciplines. 3. Unit and/or lesson plans include strategies to clarify connections between major concepts in the content. 4. Unit and/or lesson plans include instructional strategies to anticipate student questions and |

| | | | | |
|--|--|--|------------------|-------------------|
| | | include a limited range of instructional strategies that are somewhat appropriate for the content and students' learning styles. | learning styles. | student interest. |
|--|--|--|------------------|-------------------|

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 addendum/companion guide 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 Addendum
- English Language (EL) Addendum
- Physical Education (PE) Addendum
- Special Education (SPED) Addendum
- School Counselor Companion Guide
- School Librarian Companion Guide
- Preschool - 2nd Addendum

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 observe 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

Framework for Teacher-Librarians

Librarians have a specific framework that is adapted from the Danielson Framework for Library/Media Specialists. It enables Teacher-Librarians to grow professionally and to have a clear direction for improving their instructional practice. The Teacher-Librarian Framework will serve as a road map for effective instruction relevant to library science. It provides a contextual understanding for conducting librarian observations and provides meaningful feedback specific to the roles and responsibilities of librarians.

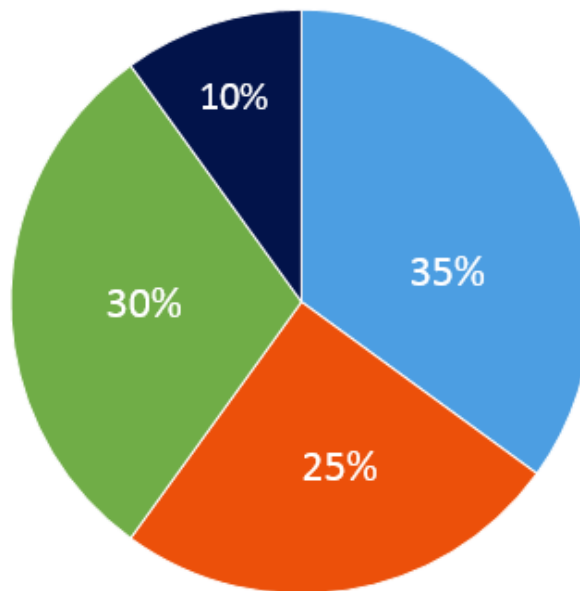


In addition, the CPS Framework for Teacher-Librarians with Critical Attributes provides ways for educators to reflect on their individual practice while suggesting new ways to think about improving teaching within each component. The CPS Framework for Teacher-Librarians Companion Guide was created to 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

Framework for School Counselors



The Framework for School Counselors include content and language from the American School Counselor Association (ASCA) National model. The Framework is designed to provide a common language to improve practice.

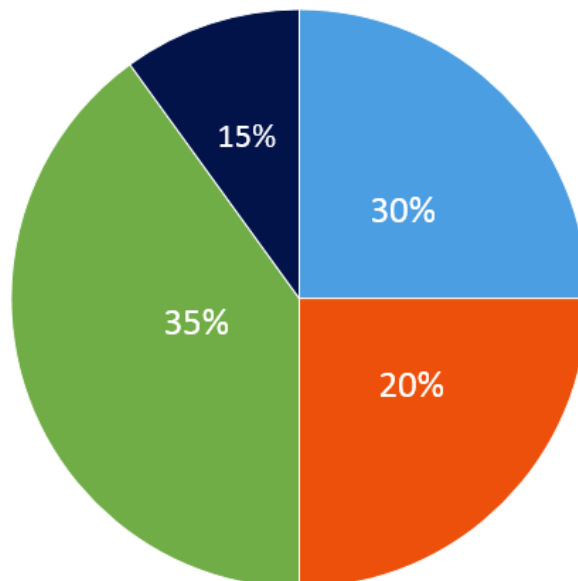
School Counselors align their goals and activities to the school's mission and support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, 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 (if applicable)

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)

Framework for Educational Support Specialists

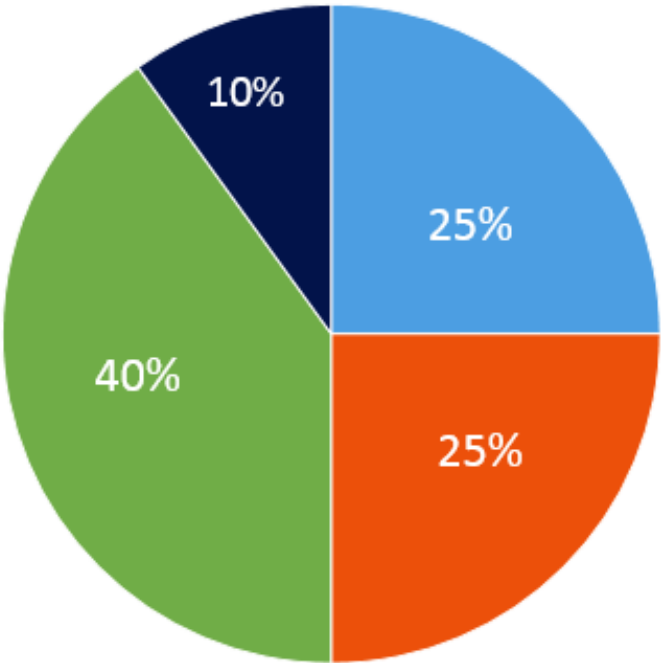


The CPS Framework for Educational Support Specialists (ESS) may be used for educators who do not teach students on a regular basis. Educators who may be evaluated under the ESS Framework may include (but are not limited to): IB Coordinators, STEM Coordinators, Case Managers, Instructional Coaches, Deans, Bilingual Leads, Counselors serving primarily as Case Manager, etc.

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)

Frameworks for Related Service Providers



A Related Service Provider (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 practices. Companion guides that provide specific discipline Frameworks are available for the following: School Nursing, Speech-Language Pathology, School Psychology, School Social Work.

Educators evaluated using these Frameworks receive a final REACH Student Rating based 100% on Professional Practice.

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"> • All formal observations and case review conferences for RSPs on Professional Development or Remediation Plans. • All formal observations and case review conferences for RSPs on Annual plans. • All case review conferences for RSPs on Biennial plans. | <ul style="list-style-type: none"> • All formal observations for RSPs* on Biennial plans. <p>* SLP, SSW, PSY only</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. RSPs may refer to the critical attributes found on the RSP Framework for additional clarity.

Visit the CPS Employee Intranet for information regarding the RSP evaluation policies and procedures.



REACH Observations and Evaluation Plans

CPS Ratings Overview

CPS Frameworks are used to evaluate educators and promote professional conversations to improve teaching and learning.

They are organized into four domains: Planning and Preparation; The Classroom Environment; Instruction; and Professional Responsibilities. Each domain has 4-6 components. Each component has four levels: Unsatisfactory, Basic, Proficient, and Distinguished. 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. |
| Key Indicators | 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 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.

Probationary Appointed Teachers (PATs)

| Probationary Appointed Teachers (PATs) Annual Plan |
|--|
| <ul style="list-style-type: none"> ● Three observations conducted within a single school year ● At least two of which shall be formal observations ● Observations are separated by at least one calendar month |

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

Tenured educators with an unsatisfactory rating are placed on a Remediation Plan. Please reference the Professional Development Plan/Remediation pages for additional information.

Additional plan type notes:

- Part-time educators are placed on the Biennial plan.
- Temporarily Assigned Teachers (TAT) - Evaluations for TATs are not required. Collective Bargaining Agreement article 23-6.1 provides information related to circumstances where observations are conducted. Educators are encouraged to reach out to CTU representative and/or Educator Effectiveness team (rlssupport@cps.edu) with any questions related to their individual circumstances.

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 Rating.

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.

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



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.
- Evaluators will reschedule observations, as appropriate, when classroom activity has been disrupted at the time of the scheduled observation due to irregular circumstances beyond the control of the educator (e.g. when a co-teacher is absent, if the building loses electricity, etc.).

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. 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 the framework to generate professional dialogue with the observer.
- 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 CPS Intranet.
- 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 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 five (5) school days of the post-observation conference.
- Evaluator and educator discuss evidence for components 4b-4e once per evaluation cycle.

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 Informal 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.



- **Professional Practice (4b-4e) evidence submission via 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 the end of 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 the end of April.
- 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 Employee Intranet page.



Student Growth

Student Growth Overview (Category A Educators)

All educators on the CPS Teacher-Librarians Framework who provide course-related instruction and contribute to the assignment of student grades must administer REACH Performance Tasks and will be eligible to receive REACH PT Student Growth scores. In order to ensure the accurate calculation of REACH PT scores, educators must:



- A. Enter (2) BOY Performance Task scores into Checkpoint during the designated BOY, 3rd Quarter MOY or 4th Quarter MOY PT Window
- B. Use the same PT label(s) to enter the corresponding (2) EOY Performance Task scores into Checkpoint for the same groups of students during the designated EOY PT Window
- C. Confirm and submit BOY PT Rosters for the PTs and students they expect to receive REACH PT student growth scores for during the approved Teacher Roster Verification Window in Spring 2024.

NOTE: REACH Performance Task scores entered into Checkpoint **outside of the designated BOY, 3rd Quarter MOY, 4th Quarter MOY, or EOY PT Windows** or that are entered **using different BOY and EOY PT labels**, will not be calculated.

Roster Verification (RV) Overview

RV provides the opportunity for administrators and educators to review and verify the students and performance tasks that will be used to calculate the student growth measures within REACH evaluations.

RV occurs each Spring and RV dates will be published in the Teacher Newsletter, the weekly Assessment Update the REACH PT Intranet by no later than the 3rd Quarter.

Roster Verification (RV) Participation

RV is particularly important for **educators in more complex situations**, as they might not be captured completely by the district's data systems. As a result, the following educators may not see their BOY PTs listed initially and may need to **Add or Delete** PTs or students to ensure PT Rosters are submitted for the correct students and PTs :

1. **Co-teachers who share students and/or who do not enter their own PT scores into Checkpoint:**
2. **Transfer teachers and/or Hired mid-year:**
 - a. Teachers who transfer after the 3rd Quarter into classrooms where no BOY PTs were entered into Checkpoint, will only receive a PT score if they choose to:
 - i. Administer and enter BOY scores into Checkpoint during the 4th Quarter MOY PT Window

- ii. Submit PT Rosters listing the BOY PTs and students from their previous school (these teachers will only receive PT scores for previous students who have both BOY and the corresponding EOY PT scores for entered into Checkpoint

3. Quarterly and/or teachers entering BOY PT scores during the 4th Quarter MOY PT Window:

- a. Since quarterly/rotational teachers must wait to administer and enter BOY PT scores for the last groups of students they will see during the 4th Quarter MOY PT Window, the PT Rosters for these students and PTs may not be listed during Roster Verification.

Roster Verification is used to determine which PTs and students are included in a teacher’s REACH student growth scores. Any Performance Task Rosters that are not updated or submitted will be used as is, so participation is strongly encouraged. Roster Verification occurs in three phases over approximately seven weeks. Educators participate in phase 2, The Verification Window.

- Teachers and administrators should complete the Roster Verification process as early as possible during the 3-week window as technical support becomes very strained close to the deadline.
- Extensions are not feasible as phases cannot overlap for data integrity reasons.

| The Roster Verification Process for SY 2023-2024 | | | |
|--|---------|--|--|
| 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 review and submit Performance Task Rosters: Which PT tasks and students do educators expect to receive Performance Task credit for? |
| 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 Intranet REACH Roster Verification and Performance Task pages.
- 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.
- For technical questions on which students teachers should claim on their rosters OR on use of the verification system please email the RV Manager: RosterVerification@cps.edu.
- For questions regarding the use of Checkpoint, problems with information in Checkpoint, or general questions regarding REACH Performance Tasks please email the Performance Task Manager: reachperformancetasks@cps.edu.

Performance Task (PT) Overview (Category A Educators)

REACH Performance Tasks (PT), developed by teams of CPS educators, are a written or hands-on demonstration of mastery, or progress towards mastery, of key standards or skills. PTs require students to perform or to generate meaning on their own rather than selecting answers from a predetermined list. They can yield rich formative insights into 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

Performance Tasks 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 BOY or EOY PT Order Forms available on the [PT Intranet page](#) through the Department of Student Assessment. PTs ordered during the BOY or EOY Order Window will be delivered to schools on a rolling basis
 - a. Semester, quarterly and/or rotational teachers should order their PTs during the appropriate PT Order Windows, and wait to administer BOY PTs to the last group of students they will teach (e.g. as early as possible during the beginning of 2nd Semester or the 4th Quarter).
2. Educators who miss the BOY/EOY order deadline can download the PT documents from the [REACH PT Intranet page](#) and print the necessary materials independently.

For a list of available tasks, visit the [REACH Performance Task](#) page of the Intranet. If there are no REACH PTs that are aligned to the instruction a teacher provides, teachers must follow the guidelines provided in the REACH Performance Task Manual to create their own BOY PTs, which must be approved by their principal.

Important: Temporarily Assigned Teachers (TATs) and substitutes who are covering a classroom for an educator who is currently on leave, must administer the appropriate Performance Tasks if the coverage occurs 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 PT assessment scoring guides and video resources found in the [PT Instructional Resources](#) overview and on the [REACH Performance Task](#) page of the Employee Intranet. All scores must be entered by the last day of the established PT administration window. **Extensions are not feasible** for data integrity reasons and **PT scores will not be calculated** for teachers who attempt to enter scores outside of designated PT windows.

Performance Task Audit

- All PTs are eligible to be audited by the Department of Student Assessment & MTSS, 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 2022-2023 PTs should be retained until December 31, 2025).
- 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.

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.

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](#).

| Report Type | Plan Type(s) | Measures |
|----------------------|---|--|
| Interim | <ul style="list-style-type: none"> Biennial 1st Year | <ul style="list-style-type: none"> May include: <ul style="list-style-type: none"> Professional Practice Score Value-Added Score (SY19 and prior) Performance Task Score |
| Evaluation | <ul style="list-style-type: none"> Probationary Appointed Teacher (PATs) Biennial 2nd Year Biennial 2nd Year Carryover Tenured Annual | <ul style="list-style-type: none"> May include: <ul style="list-style-type: none"> Professional Practice Score Value-Added Score (SY19 and prior) Performance Task Score Will include: <ul style="list-style-type: none"> REACH Students Total Points REACH Students Rating |
| Informational | <ul style="list-style-type: none"> Temporary Assigned Teachers (TATs) Educators who worked less than 150 days† | <ul style="list-style-type: none"> May include: <ul style="list-style-type: none"> Professional Practice Score Value-Added Score (SY19 and prior) Performance Task Score |

†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

Each REACH Evaluation Measure (i.e. Professional Practice, Performance Tasks, Value-Added) is scored on a scale of 1.00 - 4.00. Each score is multiplied by its associated weight to get a total number of points per measure. These totals are combined to determine a REACH Summative 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. |



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 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 Probationary Appointed Teachers (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 #Article 23-5.5](#), 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 (PAT) 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 | Accelerated 3 Year Track | Excellent | Excellent | Excellent | Tenured | |
| 2 | Proficient or Excellent in Yr 2 and 4 Track | Any Rating | Proficient or Excellent | Any Rating | Proficient or Excellent | Tenured |
| 3 | Proficient or Excellent in Yr 3 and 4 Track | Any Rating | Any Rating | Proficient or Excellent | Proficient or Excellent | Tenured |

For more information on tenure attainment and a more in depth explanation, please visit the [Tenure Attainment Page](#) on the Employee Intranet



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 2023-2024.
- Developing or Unsatisfactory may be recommended for non-renewal for 2023-2024.

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

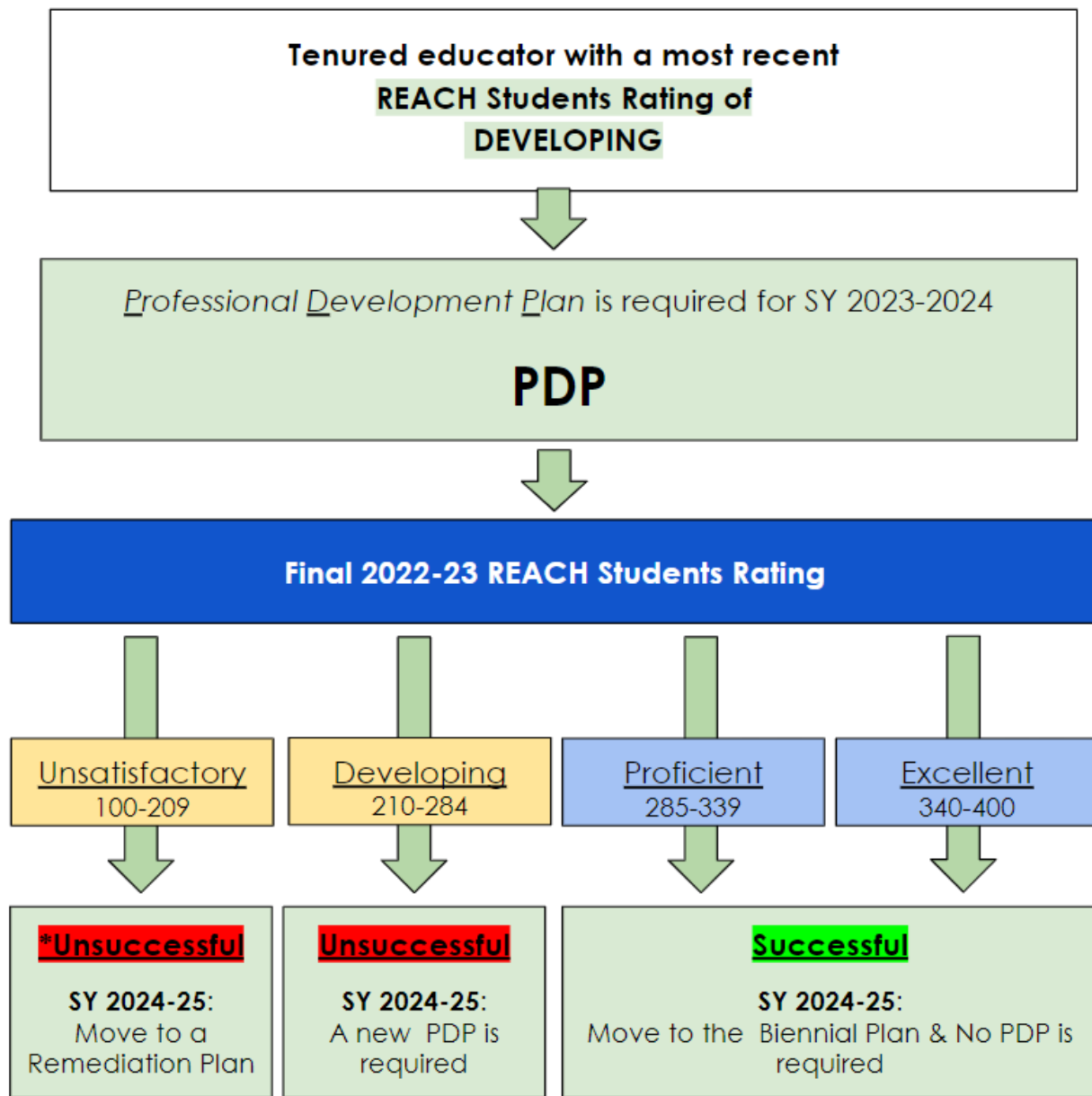
*PATs are subject to layoff or displacement due to budget and/or enrollment changes that may occur at the end of the school year.

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.



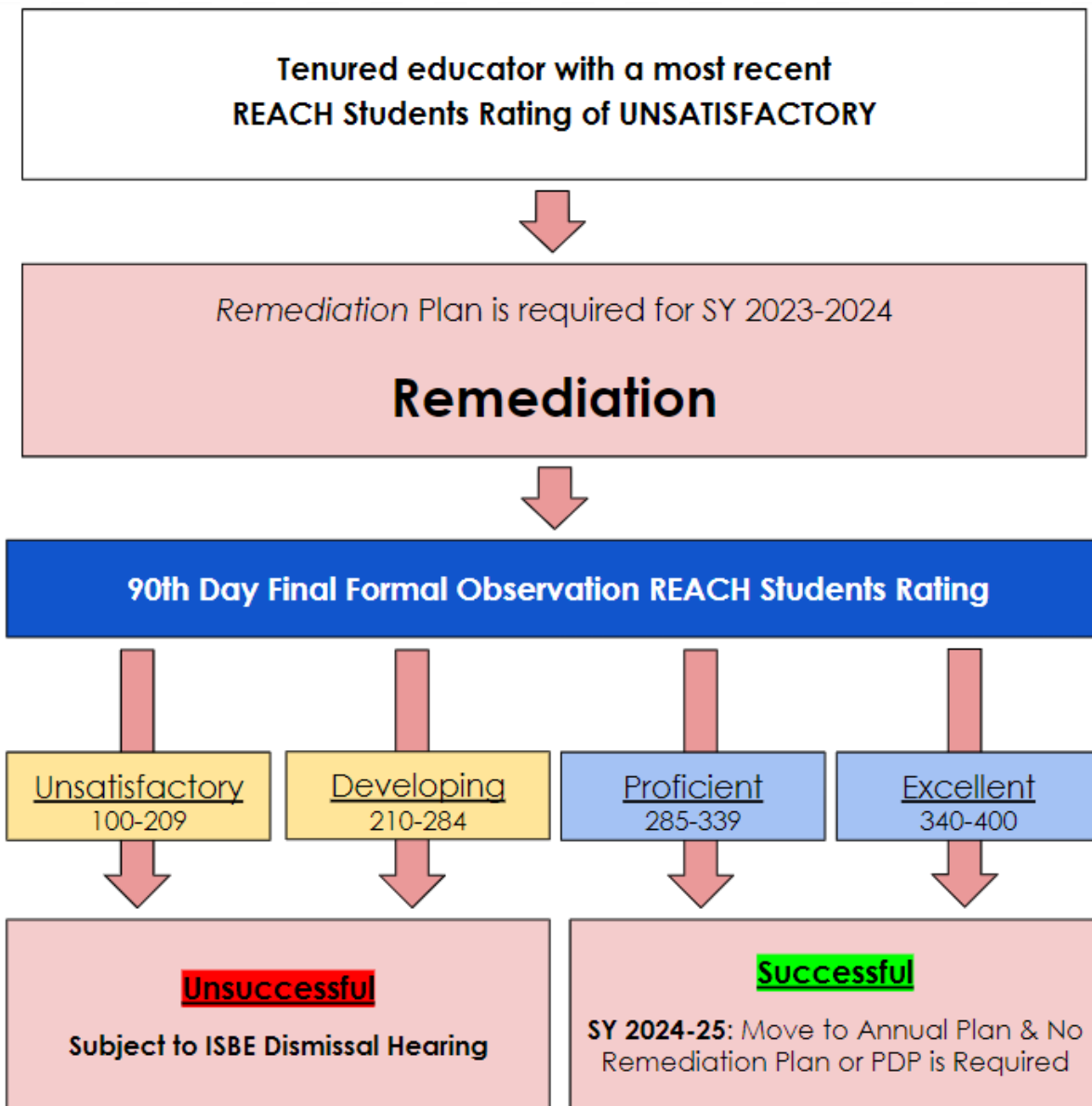
The exception to this rule is when educators with a Professional Practice Score of Proficient (2.85) or better in the second year. Their rating will remain in the Developing range and will only require a new PDP.

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 affected their overall rating 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 Administrative Hearings (OAH) at Central Office, and not with the principal.**

Appeals Process

Upon the release of the REACH Summative Report, educators have 10 (calendar) days to file a Notice of Intent to Appeal and 30 (calendar) days to submit evidence support the appeal in RLSEach submitted appeal will be reviewed by a four-member committee consisting of ISBE-Certified evaluators (2 retired administrators and 2 retired educators) 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 any actions such as non-renewal or layoff. If the appeal is granted, any actions determined to be the result of a faulty rating will be reversed.

| Appeal Outcomes | | |
|--|-----------------------------------|---|
| Educators Eligible to Submit a 2022-2023 Appeal | If Granted a New 2022-2023 Rating | Implications for the SY 2023-2024 |
| Tenured Educators with an Unsatisfactory Rating | Developing 250 Score | Removed from the Remediation Plan and placed on a Professional Development Plan. |
| Tenured Educators with a <i>Developing Emerging Rating (210 - 250)</i> | 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 DENIED , then the 2022-2023 REACH Students Rating will remain. | | |



Resources

Employee Intranet REACH Overview

The [REACH section](#) on the Employee Intranet 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.

EMPLOYEE INTRANET

BLOG RESOURCES APPLICATIONS DATA

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Chicago Public Schools

News Calendar Training Groups Operations Academics Appreciation

INTRANET / OPERATIONS / EVALUATIONS

REACH

Welcome to REACH Students! This section is a one-stop repository of information and resources specific to REACH (Recognizing Educators Advancing Chicago) Students - CPS's comprehensive educator evaluation system.

REACH Students is designed to facilitate an ongoing dialogue between administrators and educators to improve professional practice and increase student learning.

| | | | |
|---|---|---|---|
| REACH Frameworks and More | → | REACH Resources | → |
| REACH Guidance and Best Practices | → | REACH Tenure Attainment | → |
| REACH Data and Reporting | → | REACH Reflect and Learn | → |

Professional Practice

Measured by:

Observation

Student Growth

Measured by:

REACH Performance tasks value-added using standardized assessment growth

REACH Orientation

REACH Educator Orientation Webinar

EVALUATIONS

- REACH
- REACH Frameworks and More
- REACH Guidance and Best Practices
- REACH Data and Reporting
- REACH Resources
- REACH Tenure Attainment
- REACH Reflect and Learn

Performance Improvement

REACH and Remediation Support
performanceimprovement@cps.edu

Reflect and Learn

Reflect and Learn Support
rlsupport@cps.edu

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.

Chicago Public Schools

PARENTS STUDENTS COMMUNITY STAFF

SELECT LANGUAGE

Schools Academics Services Initiatives Calendar Blog About

Careers

Work with us to provide a high-quality educational experience for every student in every neighborhood in Chicago. Start your search for employment opportunities across the district here and discover why #TheBestAreWithCPS.

CPS JOB BOARD

Highlighted CPS Careers



Teach Chicago

The new CPS teacher recruitment hub servicing Licensed Teachers, Student Teachers, and Career-Changers looking to become teachers.

[EXPLORE](#)



School Leadership

Our mission is to identify, develop, support, and retain strong principal leaders who are dedicated to student success in CPS.

[LEARN MORE](#)



Central Office and Operations

Meaningful careers in academic support, Finance, IT, Law, Human Resources, and much more are available at CPS.

[APPLY HERE](#)



Clinicians

Every student deserves access to holistic care – from nursing to social work to psychology, we invite you to join our team serving students citywide.

[JOIN US](#)

Fulfilling careers that impact Chicago's youth can be found inside and outside of the classroom.

IN THIS SECTION

Click the employment category or program you wish to learn more about and discover the wide range of rewarding career opportunities available in Chicago Public Schools.

[CPS Job Board - Apply Now](#) →

[Paraprofessional Opportunities](#) →

[CPS Tutor Corps](#) →

[School Counselor](#) →

[International Teachers](#) →

[School Social Workers](#) →

[Nursing in Our Schools](#) →

[Substitute Employment Opportunities](#) →

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 and sent through CTU e-blasts.

Quest Center for Professional Learning

Restorative.

Relevant.

Reflective.

The Chicago Teachers Union Foundation QUEST CENTER for Professional Learning and Teacher Leadership is the premier professional development provider supporting Chicago's public school educators through re-licensure, National Board Certification, and endorsements, help through veteran educators collaborate, network, and learn to improve their practice by addressing students' cognitive development and socio-emotional well-being via culturally responsive, trauma-sensitive learning environments.

The Quest Center serves public school teachers, principals, counselors, and PRRPs. We offer a variety of professional learning opportunities through workshops and courses. Our professional development offerings provide the opportunity for participants to collaborate and network to improve their practice. All sessions offer ISBE Professional Development Hours, and some courses offer an additional CPS Lane Placement Credit.

For assistance with registration, please email questcenter@ctuf.org.

Quest Center Professional Development FAQ and Disclaimer

CTU News

- A Week with Weather: Classroom Management Through a Restorative Practices Lens
- Climate Justice Education Project Impacts Earth Week 2023
- CTU CPS celebrate National Board Certified Teachers
- Karen GJ Lewis Scholarship Award 2023
- Congratulations to the 2023 Class of National Board Certified Teachers

Quest Center Professional Development Catalog

Click here to view our current class offerings at the Quest Center Catalog ▶

NATIONAL BOARD CERTIFICATION

Recruitment Meeting Information ▶



Appendix

Links to REACH Related Documents

| Document | Links |
|---|---|
| REACH Frameworks for school based personnel | CPS Framework for Teaching with Critical Attributes CPS SPED Framework with Critical Attributes CPS Framework for Teacher-Librarians with Critical Attributes CPS Framework for School Counselors CPS Framework for Educational Support Specialists |
| REACH Addenda for school based personnel | Arts Addendum EL Addendum 2.0 Librarians Companion Guide Preschool-2nd Grade Addendum School Counselor Companion Guide SPED Addendum and REACH Guidance for Co-Teaching Settings |
| REACH Frameworks for Related Service Providers (RSP) | CPS Framework for Speech-Language Pathology + Critical Attributes CPS Framework for School Social Work + Critical Attributes CPS Framework for School Psychology + Critical Attributes CPS Framework for School Nursing + Critical Attributes |
| REACH Addenda for Related Service Providers (RSP) | Speech-Language Pathology Companion Guide School Social Worker Companion Guide 2.0 School Psychology Companion Guide School Nursing Companion Guide |
| 2023-2024 REACH Handbook | |
| Other REACH Documents | REACH Best Practices CPS Framework for Teaching Placemat Companion Guide 3.0 |
| Performance Task Manual | REACH Performance Task Administration Manual (available August 2023) |