



REACH Students

Recognizing Educators Advancing
Chicago's Students

Educator Evaluation Handbook

2015–16





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REACH Students Overview

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Educator Evaluation Handbook

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REACH Students Overview

REACH Students (Recognizing Educators Advancing Chicago Students) is Chicago Public Schools' system of educator evaluation and support. Launched in 2012–13, REACH has been phased in incrementally. The 2014–15 School Year marked the first time that nearly all educators, regardless of tenure status, will be scheduled to receive a summative REACH Students Rating. By using a common language to define high quality practice, REACH Students is designed to facilitate ongoing dialogue between administrators and educators based on evidence to encourage growth and improvement.

Following the passage of PERA in 2010, CPS conducted focus groups where thousands of Chicago educators shared their thoughts about how evaluation could be improved. A contractually created Joint Committee comprised of CPS and CTU representatives meets biweekly to make ongoing policy decisions and find ways to continuously improve REACH Students implementation.

The Illinois Context: Performance Evaluation Reform Act

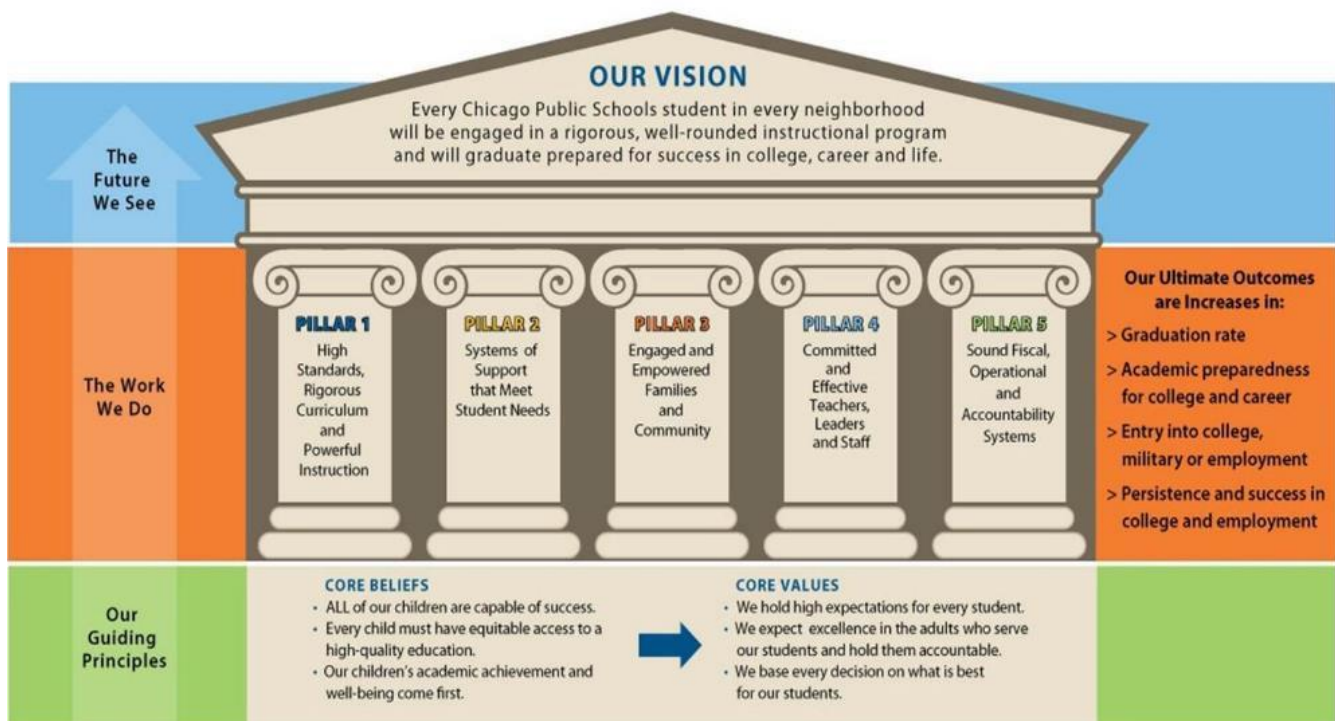
In 2010, the State of Illinois passed the Performance Evaluation Reform Act (PERA) into law, which requires that all school districts implement evaluation systems inclusive of student growth for teachers and principals. From 2011 to 2012, the Chicago Public Schools developed REACH Students after extensive negotiations with the [Chicago Teachers Union](#). REACH Students was built to provide better feedback to educators to improve their practice and increase student learning including teachers, librarians, counselors, educational support specialists and related service providers.

PERA mandated that all teacher evaluations be comprised of evidence of professional practice and multiple forms of student growth data for most educators. However, in limited situations, professional practice data is the sole measure. (Please see the table on page 12 for more information.) The [CPS Framework for Teaching](#) and other professional 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.

The Next Generation: Chicago’s Children and Our Framework for Their Success

REACH Students fits within Pillar 4 of the District’s Framework for Success. This pillar includes strategies and tactics that support “Committed and Effective Teachers, Leaders and Staff.” As part of this work, CPS:

- Recruits talented teachers, principals, and school staff.
- Implements an evaluation system for all District employees that requires them to deliver results—not simply comply with requirements—and that supports their professional growth.
- Provides ongoing professional development for educators in content areas, pedagogy and leadership.



Classroom Educators

For teachers and librarians, there are two components to the system: Professional Practice and Student Growth.

- **Professional Practice** is measured using a discipline-specific CPS Framework, one each for teachers and teacher-librarians.
- **Student Growth** is measured in two ways, in most cases:
 - REACH Students Performance Tasks
 - Value-Added using standardized assessment growth



Non-Classroom Educators

Educators evaluated using the Frameworks below will receive a final rating based solely on Professional Practice. Professional Practice is measured using the appropriate discipline-specific Framework.

- [School Counselors](#)
- [Educational Support Specialists](#)
- [School Nursing](#)
- [School Social Work](#)
- [Speech-Language Pathology](#)
- [School Psychology](#)

Multiple Measures of REACH Students

In compliance with PERA, CPS made changes to the Professional Practice and Student Growth weightings for the 2015–16 School Year. The table below places educators into categories aligned with their multiple measures percentage weights.

Educators	Professional Practice	Student Growth	
		Performance Tasks	Value-Added
Category A: Elementary Grade 3–8 educators who teach English, Reading, Math, including teachers of diverse learners	70%	10%	20% Individual
Category B: Elementary PreK–Grade 2 educators, including teachers of diverse learners who teach only students in PreK–Grade 2	70%	30%	
Category C: Elementary Grade 3– 8 educators of non-tested subjects such as Science, Social Science, Fine Arts, Physical Education, including teachers of diverse learners	70%	20%	10% School-wide
Category D: High School educators	70%	30%	
Category E: Counselors, Related Service Providers (RSP), Educational Support Specialists (ESS)	100%		

Student Growth Notes

Value added scores are calculated based on student performance on NWEA MAP for elementary school teachers.

Value Added Notes

Educators will receive individual VAM if:

- He/she teaches grades 3-8.
- He/she provides instruction in Reading or Math for ten students and the students have valid pre- and post-test scores (spring to spring).
- He/she must have taught six or more months during the school year.

Multiple Measures of REACH Students

Educators will receive schoolwide VAM if:

- He/she does not have individual VAM and the majority of students for whom he/she provided instruction are in grades 3-8.
- **Schoolwide VAM** is calculated based on the performance of all students in the school who took a pre- and post-reading test (spring to spring).

Students who take the IAA or who receive scores below 3.5 on ACCESS Literacy are excluded from all VAM calculations.

Performance Task Notes

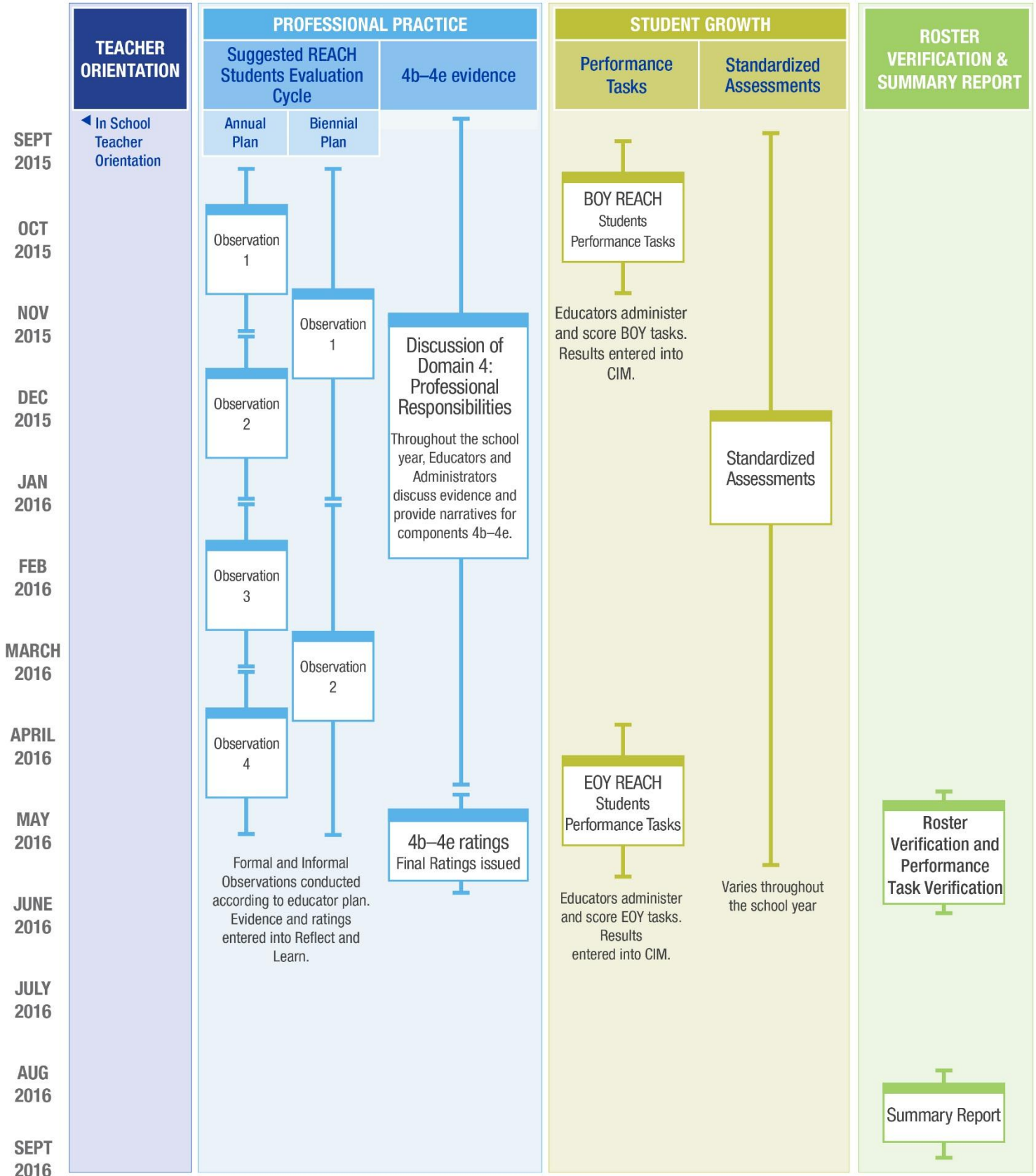
An educator will receive credit for his/her students' growth on Performance Tasks for purposes of their REACH evaluation if:

1. Students have BOY task scores in the CIM system or an approved Google Form.
2. Students have EOY task scores in a matching course and task in the CIM system or an approved Google Form.
3. The teacher verifies those students in the Performance Task Verification process.

Teachers who are eligible to receive a REACH rating who are in a school for fewer than 100 instructional days will receive the "missing data" score of 3.12 for the REACH PT growth portion of their evaluation if they do not satisfy the above criteria. All teachers in a school for 100 or more instructional days are expected to satisfy the above three conditions to receive credit for student growth on Performance Tasks.

On the next page is a timeline that provides a general sequence of events associated with REACH Students. The timeline covers one school year from September to September and displays the approximate windows of time when each event may take place.

REACH STUDENTS TIMELINE 2015–2016 SCHOOL YEAR



October 5, 2015—REACH Students Observations can begin.

Professional Practice and Student Growth data compiled into a summative REACH Students Rating. Reports released in Reflect and Learn.



Professional Practice

The Four Domains

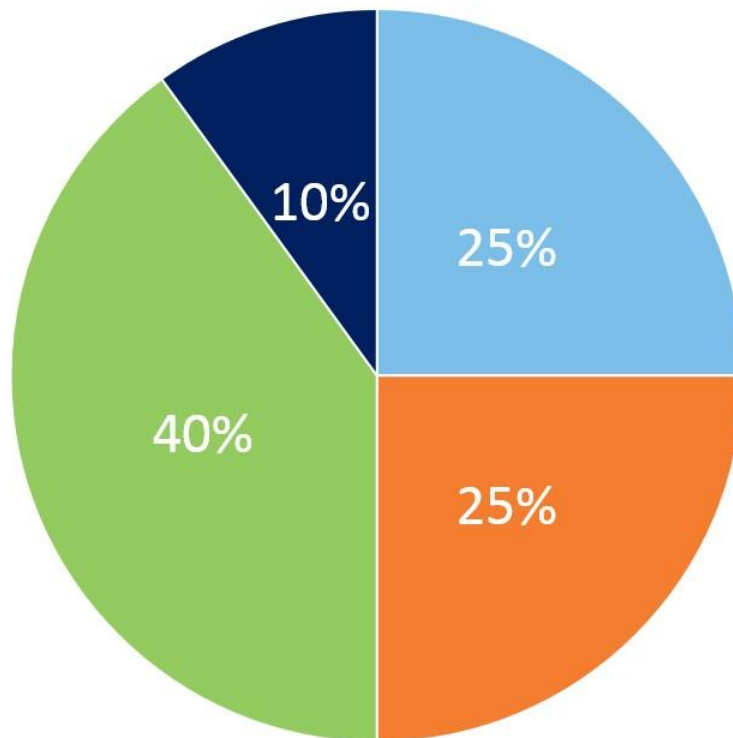
The *CPS Framework for Teaching* is a modified version of Charlotte Danielson’s *Framework for Teaching*. It was developed in collaboration with the CTU. The *CPS Framework for Teaching* organizes the work of teachers into four numbered sections called domains. The four domains are described in the graphic below.



For the purpose for calculating a Professional Practice score, the following are the 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



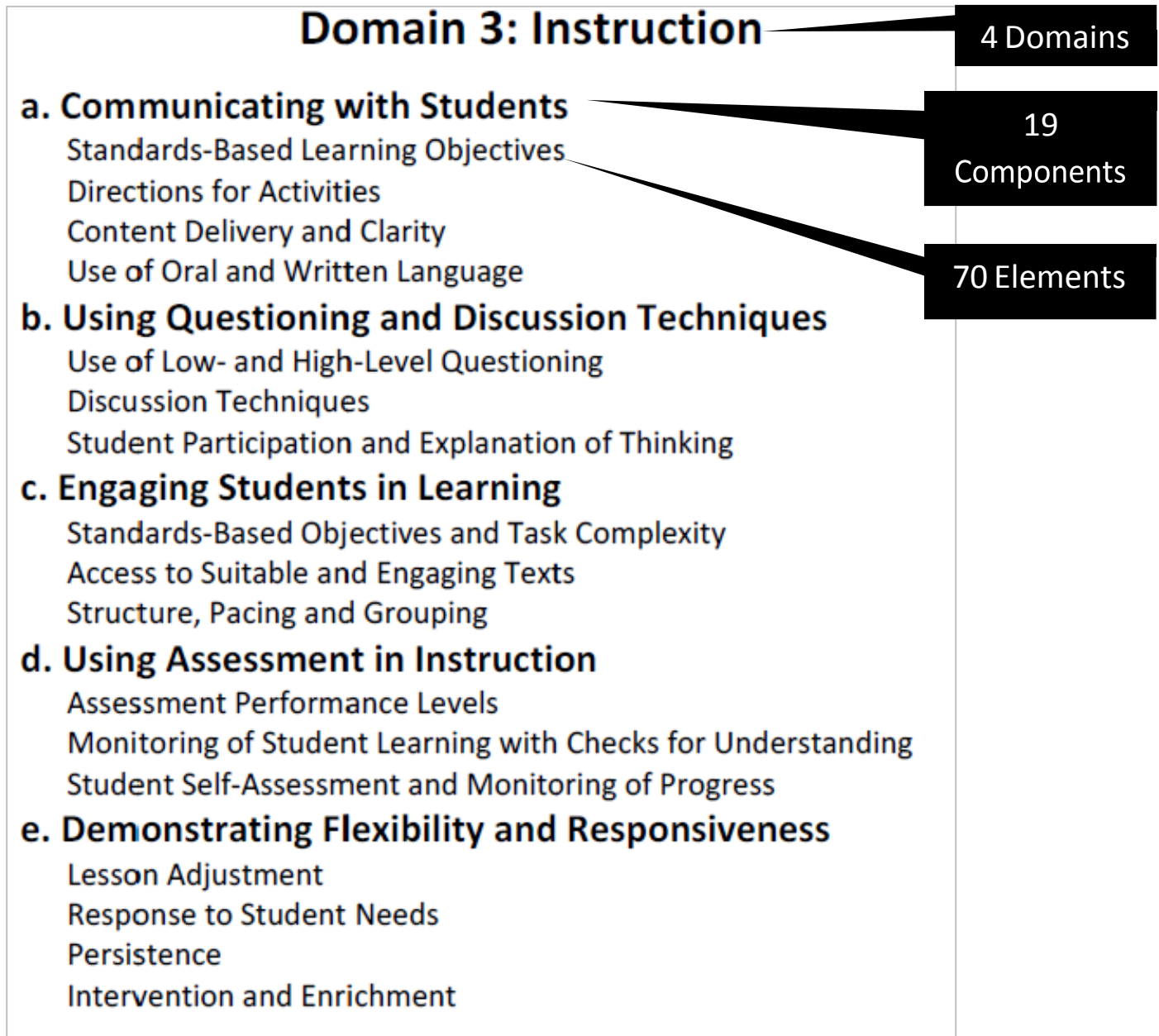
Domain and Component Table

Each domain contains four or five lettered components. Educators receive ratings at the component level following Formal and Informal Observations.

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
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	
Domain 4: Professional Responsibilities	Domain 3: Instruction
4a: Reflecting on Teaching and Learning	3a: Communicating with Students
4b: Maintaining 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

Framework Vocabulary: Domain, Component and Element

The *CPS Framework for Teaching* is organized in three levels: Domain, Component, and Element.





Educators should check their assigned Framework in the Reflect and Learn System (RLS) to ensure it is correct. If you have any questions about what you see in RLS, check with a school administrator. If you need technical assistance with RLS, call the Help Desk at (773) 553-3925 or submit a request for help online at <https://esm.cps.k12.il.us/sm/ess.do>



The CPS Framework for Teaching Companion Guide lists unique characteristics of teaching practice for the content area/settings, as well as examples of practice at the Proficient and Distinguished 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.



The following Addenda are available on the Knowledge Center: Arts Addendum, English Language Learner Addendum, Physical Education Addendum, Preschool Addendum, and Special Education Addendum. Educators and evaluators may want to reference these materials during Pre- and Post-Observation Conferences.

Levels of Performance

CPS Frameworks are rubrics that describe professional practice across a continuum for each component. The levels of performance of the CPS Frameworks are Distinguished, Proficient, Basic, and Unsatisfactory. Each level describes specific practices associated with a particular lesson or point in time. It is important to recognize that levels of performance refer to educator practice, not the educator.

Level of Performance	Unsatisfactory	Basic	Proficient	Distinguished
	Refers to teaching that does not convey understanding of the concepts underlying the component. Teachers whose practice falls into this level of performance are doing academic harm in the classroom.	Refers to teaching practice that demonstrates 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 teachers frequently demonstrates practice at this level.	Refers to professional teaching that innovatively involves students in the learning process and creates a community of learners. Teachers performing at this level are master teachers 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



Critical Attributes

CPS and CTU worked together to develop Critical Attributes to help describe teaching at each level of performance in the CPS Framework for Teaching. 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. They are not exhaustive and should not be used as checklists themselves or to justify ratings. **When determining a level of performance following a classroom observation and Post-Observation Conference, the evaluator must use the language of the Framework.** Critical Attributes for most CPS Frameworks are accessible on the Knowledge Center.

2013 CPS Framework for Teaching with Critical Attributes



Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy <i>Knowledge of:</i> <ul style="list-style-type: none"> Content Standards Within and Across Grade Levels Disciplinary Literacy Prerequisite Relationships Content-Related Pedagogy 	Teacher demonstrates little to no knowledge of relevant content standards within and/or across grade levels. Teacher demonstrates no knowledge of the disciplinary way of reading, writing and/or thinking within the subject area. 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.	Teacher demonstrates knowledge of the relevant content standards within the grade level but displays lack of awareness of how these concepts relate to one another and/or build across grade levels. 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.	Teacher demonstrates knowledge of the relevant content standards, within and across grade levels. Teacher demonstrates knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates 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.	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. Teacher demonstrates 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.
Critical Attributes	<ol style="list-style-type: none"> Unit and/or lesson plans do not include content standards. Unit and/or lesson plans do not include strategies that require reading, writing or thinking in the content area. Unit and/or lesson plans include content that is not sequenced based on prior lessons or prior student knowledge. 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"> Unit and/or lesson plans include content standards but they may not be entirely appropriate for the grade level or properly sequenced. 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. Unit and/or lesson plans include some gaps in appropriate content or the sequence of content does not fully build on prior lessons or student knowledge. Unit and/or lesson plans include a limited range of instructional strategies that are somewhat appropriate for the content and students' learning styles. 	<ol style="list-style-type: none"> Unit and/or lesson plans include content standards that are grade level appropriate and are properly sequenced. Unit and/or lesson plans include appropriate and articulated strategies requiring reading, writing or thinking in the content area. Unit and/or lesson plans include content that is well sequenced and builds on prior lessons and student knowledge. Unit and/or lesson plans include a diverse range of instructional strategies that are entirely appropriate for the content and students' learning styles. 	In addition to the characteristics of "proficient," <ol style="list-style-type: none"> Unit and/or lesson plans include connections to content standards from related disciplines. Unit and/or lesson plans include strategies that connect reading, writing or thinking within the content area or to related disciplines. Unit and/or lesson plans include strategies to clarify connections between major concepts in the content. Unit and/or lesson plans include instructional strategies to anticipate student questions and student interest.



Critical Attributes exist for the following CPS Frameworks: Teaching, Psychology, School Social Work, School Nursing, and Speech-Language Pathology. Practitioners are encouraged to print, read, and annotate relevant Critical Attributes. Practitioners may want to reference these materials during Pre- and Post-Observation Conferences with evaluators.

In using the Framework to evaluate educator practice, evaluators should consider the **preponderance of the evidence**. Evaluators should not expect to see everything described in each component of the Framework in every observation or conference.



The CPS Frameworks should guide professional growth and are used by administrators and educators during observations to determine current levels of performance and promote reflection on practice.



Evaluation Plan: The specific timing and type of observations are determined by the assigned Evaluation Plan. There are two plans that are assigned to educators: Annual and Biennial.

Determining Your Evaluation Plan

Are you a Probationary Appointed Teacher (PAT) or Tenured Educator?

All PAT educators are assigned to an ANNUAL PLAN.

- **Four observations** within a **single school year**
- **Three formal** observations and **one informal** observation
- Observations are separated by at least **one calendar month**

Are you a Tenured Educator?

The Evaluation Plan for tenured educators is determined by their previous summative REACH Students Rating. Some tenured educators are assigned to an **ANNUAL PLAN**, while some are assigned to a **BIENNIAL PLAN**.

Annual Plan	Biennial Plan
<p>A previous summative REACH Students Rating of <u>Developing</u></p> <ul style="list-style-type: none"> ▪ Four observations within a single school year ▪ Two formal observations and two informal observations ▪ Observations are separated by at least one calendar month 	<p>A previous summative REACH Students Rating of <u>Proficient/Excellent</u></p> <ul style="list-style-type: none"> ▪ Four observations across two school years ▪ One formal and one informal observation each year ▪ Observations are separated by at least three calendar months

*Tenured educators with an Unsatisfactory rating are placed on a Remediation Plan. Please reference pages 77-79 for more information.

Are you a Probationary Appointed Teacher in your third year (PAT3)?

Tenure Attainment Status	SY 2014–15 Summative REACH Students Rating	What happens in SY 2015–16?
After 9/8/2015 and prior to 11/1/2015	Proficient or Excellent	<ul style="list-style-type: none"> ▪ Biennial Plan in SY 2015–16 ▪ Rated and will receive a REACH Students Evaluation Summary Report in SY 2016–17
After 9/8/2015 and prior to 11/1/2015	Developing	<ul style="list-style-type: none"> ▪ Annual Plan for SY 2015–16 ▪ Rated and will receive a REACH Students Evaluation Summary Report in SY 2015–16
On or after 11/1/2015	Developing, Proficient, or Excellent	<ul style="list-style-type: none"> ▪ Annual Plan for SY 2015–16 ▪ Rated and will receive a REACH Students Evaluation Summary Report in SY 2015–16
Inability to Rate	Default Proficient	<ul style="list-style-type: none"> ▪ Tenure attained ▪ Tenure date after 9/8/2015 and prior to 11/1/2015 – Biennial Plan for SY 2015–16 ▪ Tenure date on or after 11/1/2015 – Annual Plan for SY 2015–16

What if I received fewer than the required number of observations in the 2014–15 School Year?

These educators are classified as “Inability to Rate.”

<p>Tenured educators in 2015–16 will restart the same Evaluation Plan as 2014–15.</p>	<p>When a PAT is classified as “Inability to Rate,” the PAT defaults to a Proficient rating.</p>
<p>Tenured educators on an ANNUAL Plan will <i>restart</i> a one-year cycle and will receive a summative REACH Students Rating in September 2016.</p> <p>Tenured educators in Year 1 of a BIENNIAL Plan will <i>begin</i> the two-year cycle again and will receive a summative REACH Students Rating in September 2017.</p> <p>*Tenured educators in Year 2 of a BIENNIAL Plan please reference page 74 for more information.</p>	<p>PAT1 and PAT2 will remain on an Annual Plan which is a one-year cycle and will receive a summative REACH Students Rating in September 2016.</p> <p>PAT3 becomes tenured and is placed on an Evaluation Plan according to the date they achieve tenure (see page 73). If they are on an Annual Plan, they will receive a summative REACH Students Rating in September 2016. If they are on a Biennial Plan, they will receive a summative REACH Students Rating in September 2017.</p>

Are you a Temporarily Assigned Teacher (TAT)?

TATs are **not** evaluated or rated.



Verify your assigned Evaluation Plan by logging into the [Reflect and Learn System](#), and in the **Home** screen, scroll down to the **My Plan** tab. You will be assigned to an observation plan based on your tenure status and previous rating. If your plan is incorrect, notify your evaluator as soon as possible.

Evaluation Plan

	Annual	Biennial
Educators	PAT Tenured <i>Unsatisfactory/Developing (2014–15) or those repeating plan due to inability to rate</i>	Tenured <i>Most recent rating was Proficient or Excellent</i>
Minimum Observations During 2015–16	PAT (four) <u>Three formal</u> and <u>one informal</u> Tenured (four) <u>Two formal</u> and <u>two informal</u>	Tenured (two) <u>One formal</u> and <u>one informal</u>
Interval Between Observations	One calendar month	Three calendar months
Summative REACH Students Ratings will typically be issued in September of the following School Year.	September 2016	For educators completing Year 2: September 2016 For educators beginning Year 1: September 2017

Formal Observations

There are two types of observations. The first is a Formal Observation, which includes a Pre-Observation Conference (focused on Domain 1), a classroom observation (Domains 2 and 3) and a Post-Observation Conference (Component 4a and reflection on the observation). Each part of the Formal Observation is summarized in the table below. The examples below are written for the *CPS Framework for Teaching*. Reasonable accommodations may be made for those evaluated under other Frameworks. Details about each step follow.

Formal Observation Cycle

	1	2	3
	Pre-Observation Conference	Observation	Post-Observation Conference
WHEN	48-hour notice to educator is Best Practice.	Occurs within <u>five school days</u> of the Pre-Observation Conference.	Occurs within <u>10 school days</u> of the observation.
WHAT	Collaborative conversation around planning and preparation. Focus on Domain 1 (Planning and Preparation)	Evaluator observes for length of the lesson, 45 minutes, or a class period. Evaluator captures evidence from the classroom. Focus on Domain 2 (Classroom Environment) and Domain 3 (Instruction)	Collaborative conversation around, but not limited to, evidence, preliminary ratings, feedback, and next steps for improving Professional Practice. Focus on Domains 2 and 3 as well as Component 4a Conversation around 4b–4e is Best Practice
HOW	Guided by the <i>Protocol for the Pre-Observation Conference</i> and discipline-specific CPS Framework. Educators have the option of submitting responses for the <i>Protocol for the Pre-Observation Conference</i> and supporting artifacts within Reflect and Learn (RLS).	Observed lesson must be from the unit discussed in the Pre-Observation Conference. Evaluator sharing evidence in RLS in sufficient time for educator to review prior to the Post-Observation Conference is Best Practice.	Guided by the <i>Protocol for the Post-Observation Conference</i> discipline-specific CPS Framework, and evidence from the observation. Educators have the option of submitting responses for the <i>Protocol for the Post-Observation Conference</i> and supporting artifacts within RLS. Evaluator sharing final ratings in RLS within five days of the Post-Observation Conference is Best Practice.

Pre-Observation Conference

The Pre-Observation Conference is a brief (15–20 minute) meeting between the evaluator and educator held five or fewer days prior to the observation. Evaluators must provide “reasonable

Formal Observations

notification” of the Pre-Observation Conference to the educator. As a rule of thumb, “reasonable notification” should be considered 48 hours in advance of the Pre-Observation Conference excluding weekends and holidays.

Prior to the conference, educators should review the questions on the *Protocol for the Pre-Observation Conference* and be prepared to discuss their practice aligned to Domain 1. Educators have the option to submit their responses and upload artifacts to the [Reflect and Learn System \(RLS\)](#) to support the unit discussed in the collaborative conversation. Examples of artifacts may include unit plans, lesson plans, student assessments, etc. Evidence from the conversation is documented in RLS. It is expected that the evaluator will observe the teacher during the unit that was discussed in the Pre-Observation Conference.

Classroom Observation

Within five school days of the Pre-Observation Conference, evaluators conduct a formal classroom observation for 45 minutes, the length of a lesson, or class period. The focus of the observation is to collect evidence of the educator’s practice aligned to each of the components in Domain 2 and Domain 3. The evaluator has discretion on what day and time they choose to observe an educator as long as it is within five school days of the Pre-Observation Conference and the educator is teaching the unit that was discussed.

Following the observation, the evaluator aligns evidence to the components of the Framework and may determine preliminary performance ratings. In order to best support teachers’ reflection and ensure a productive, evidence-based post-conference conversation, evaluators should share evidence from the observation with the teacher in advance of the Post-Observation Conference.

Audio and/or video recordings can be used during REACH Students observations only in cases where there is mutual consent (both educator and evaluator). Recordings can only be used for professional development purposes and require mutual consent. Recordings cannot be submitted as evidence for any part of the evaluation by the educator or evaluator.

Post-Observation Conference

Within 10 school days of the classroom observation, the evaluator and the educator meet for a Post-Observation Conference to discuss and reflect on evidence of the educator’s practice. To prepare for the conference, educators may wish to provide written evidence for Component 4a: Reflecting on Teaching and Learning by responding to the questions on the *Protocol for the Post-Observation Conference* in [RLS](#). Educators are not required to submit responses to the *Protocol for the Post-*

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Teaching and Learning by responding to the questions on the *Protocol for the Post-Observation Conference* in [RLS](#). Educators are not required to submit responses to the *Protocol for the Post-Observation Conference*, but should be prepared to discuss the questions. To facilitate educator reflection, evaluators are encouraged to share evidence collected during the observation as well as a draft of component-level ratings with educators prior to the Post-Observation Conference.

Teachers have the option of bringing additional evidence to the conference, as well. Additional evidence for Domains 2 and 3 might include student work generated during the observation or student work from follow-up homework. During the Post-Observation Conference, evaluators will collect evidence for Component 4a: Reflecting on Teaching and Learning, clarify evidence collected for Domains 2 and 3 (if necessary), and may discuss evidence for Components 4b–4e. Evaluators and educators will conclude the Post-Observation Conference by discussing components/elements of *Celebration* (areas of strength) and *Concentration* (areas for improvement) as well as next steps and resources.

Following the Post-Observation Conference, evaluators finalize ratings for *all* components in Domains 1, 2, 3, and Component 4a and share these ratings with the educator. **It is best practice that the ratings be posted and shared on the [Reflect and Learn System](#) within five school days of the Post-Observation Conference.**

NOTE: The evaluator should determine final component-level ratings based on the preponderance of evidence collected during the observation of professional practice and the Post-Observation Conference.



Before the Post-Observation Conference

- **Evaluators** share evidence from the observation via RLS in advance of the Post-Observation Conference.
- **Educators** answer the *Protocol for the Post-Observation Conference* questions on RLS.



During the Post-Observation Conference

- Discuss the written evidence from the observation. The goal is to have a common understanding of what happened during the observation.
- **Educator** shares what went well and what could have gone better during the lesson, referencing insights gained when answering the *Protocol for the Post-Observation Conference* questions.
- **Evaluator** shares what went well and what could have gone better during the lesson.
- **Evaluator** identifies areas for improvement with specific suggestions and support offered. **Evaluator** considers areas for growth when conducting subsequent observations. The **evaluator** targets feedback and coaching to areas of growth.
- The **evaluator** and **educator** reference language from the appropriate Framework (including Critical Attributes) when discussing evidence and ratings. If appropriate, a Framework Addendum may also be referenced by the educator or the evaluator.
- **Evaluator** shares preliminary component-level ratings for discussion. Ratings are not finalized until after the Post-Conference.



After the Post Conference

Evaluator shares final component-level ratings with the educator in RLS within **five school days** after the Post-Observation Conference.

REACH Students observations will only be conducted by evaluators certified by the Illinois State Board of Education (ISBE). This includes ISBE certified new principals and resident principals. In the event that the administrators in a building are unable to conduct observations due to unexpected circumstances, CPS may appoint a certified evaluator.

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, but these classroom visits are non-evaluative and do not count toward a teacher's summative REACH Students Rating. That is, only evidence gathered during a REACH Students Formal or Informal Observation is used to inform a teacher's summative REACH Students Rating.

Any observation, REACH Students or otherwise, should be used as an opportunity to hold additional collaborative conversations, develop teaching practice and support teachers in achieving professional goals.

Share evidence and a draft of component-level ratings before the Post-Observation Conference.



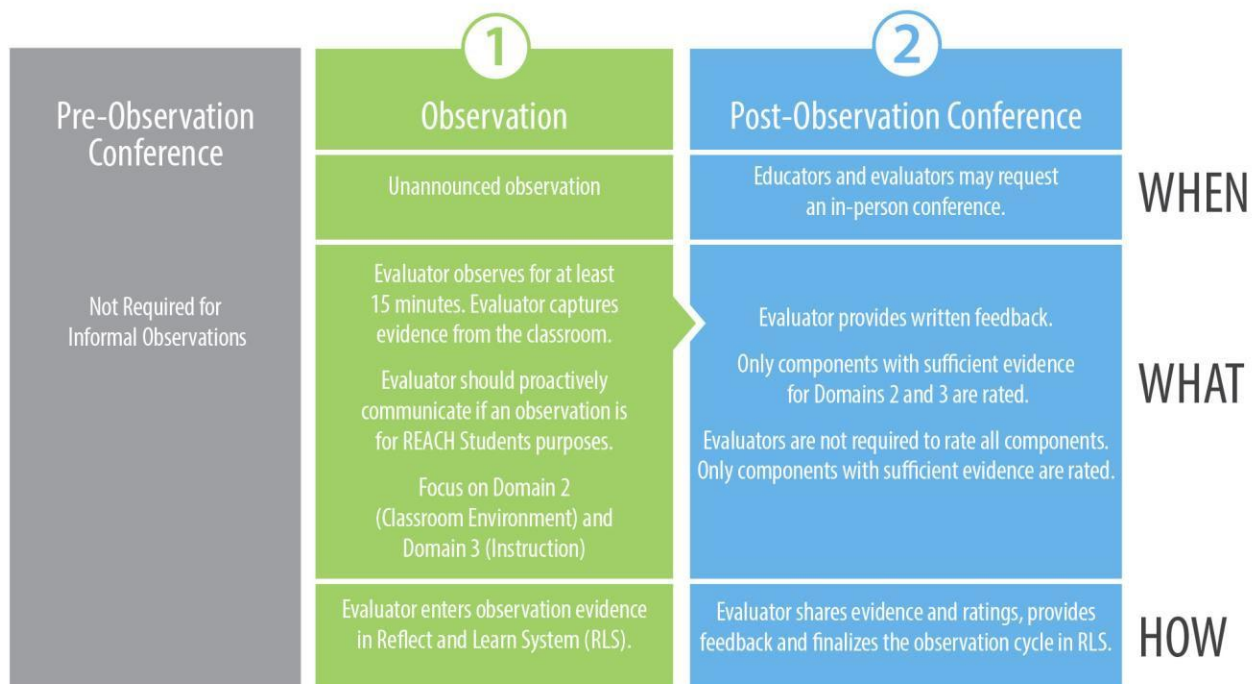
REACH Students observations can begin at the start of the 5th week of school, Monday, October 5, 2015. Pre-Observation Conferences can commence prior to October 5, 2015 and must be held five or fewer school days before the observation.

REACH Students observations must end on Friday, May 27, 2016. Post-Observation Conferences can be held after May 27, 2016 and must take place within 10 schools days of the classroom observation.

Informal Observations

Informal Observations are a minimum of 15 minutes and are unannounced. Please see below for a table describing the protocol for an Informal Observation. Evaluators should make it clear to educators whether or not an unannounced visit to the classroom is for REACH Students evaluative purposes. Administrators are encouraged to conduct non-evaluative visits in order to provide more frequent feedback to educators. If it is a REACH Students Informal Observation, the evaluator should inform the educator when evidence and ratings have been entered into RLS. **It is best practice to share evidence and final component-level ratings within five school days after the observation has been conducted.**

Informal Observation Cycle





Evaluators are required to rate all components of Domain 1, 2, 3, and Component 4a during a Formal Observation. Informal Observations are opportunities for more targeted coaching. For example, imagine that following a formal observation, a teacher receives a score of “Basic” in Component 3c: Engaging Students in Learning. During the Post-Observation Conference, the evaluator and educator brainstorm several ideas about how to improve practice. The administrator is encouraged to continue to focus attention on 3c during subsequent visits to the classroom, including on any future Informal Observations, working collaboratively with the teacher to improve practice.

In SY 2013–14, CPS and CTU co-designed a new process for submitting evidence, receiving feedback, and receiving ratings for components 4b–4e, taking into account concerns from educators about excessive paperwork and concerns from administrators about additional required meetings. Our goal is to define an efficient process that encourages accurate ratings, provides opportunities for feedback to educators, and discourages excessive uploading of documents into RLS. Following Formal Observations, educator practice related to components 4b–4e can be discussed during Post-Observation Conferences.

WHAT evidence should be entered into the Reflect and Learn System?

- ✓ 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, that showcase best practices can also be submitted, but a thoughtful description may take the place of uploading documents into RLS.

WHAT happens after evidence has been entered into the Reflect and Learn System?

- ✓ *Evaluators* are asked to review the evidence and provide feedback.
- ✓ *Educators* make final edits to the evidence by mid-May.
- ✓ *Evaluators* review final evidence in June and issue final ratings.

WHO will receive a rating at the end of SY 2015–2016?

- ✓ PATs
- ✓ Tenured Educators on an Annual Plan
- ✓ Tenured Educators completing Year 2 of a Biennial Plan



Quality of evidence is more important than quantity of evidence. Re-read the language of the Framework to inform the writing of a narrative description of practice. Educators should only upload evidence that explicitly helps an evaluator assess the proper level of performance.

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



Attendance

Domain 4: Professional Responsibilities of the *CPS Framework for Teaching* has five components. Attendance is one of five elements of Component 4e: Demonstrating Professionalism. Evaluators must always consider the preponderance of evidence across the entire component when issuing ratings. Component 4e is no different. 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 Students 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 (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 unplanned absences with short notice
- short notice of planned absences
- planned or unplanned absences on key dates for the school (report card pick-up, PD days, testing days, special event days)
- repeated Friday/Monday, day before holiday/break absences
- excessive numbers of days off without a leave of absence
- use of sick days for other than personal illness

The Reflect and Learn System (RLS) facilitates professional dialogue and meaningful feedback between CPS educators and evaluators to help us all better serve the needs of Chicago’s students. Through the evaluation cycle, evaluators use RLS to collect evidence, align evidence to components and enter component-level ratings. Educators may use RLS to upload relevant documentation for observation cycles and professional responsibility components as well as view REACH Students Evaluation Summary Reports and observation cycle evidence and ratings. During the school year, educators interact with RLS to:

- **Access REACH Students Evaluation Summary Report**

Educators can always access REACH Students Evaluation Summary Reports that have been issued on the RLS homepage.

- **Review Evaluator Evidence**

Educators can view evaluator evidence for each scored component after the evaluator has entered and shared these items in RLS.

- **Review Component-Level Ratings after a Post-Observation Conference**

Educators can review evidence that an evaluator as entered and shared in RLS.

- **Upload Documents as Evidence**

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* question sets. Excessive uploading of documents is discouraged.

Log into the Reflect and Learn System by going to <https://reflectandlearn.cps.edu/>

Use your CPS Username and Password to gain access.

1. Q: Why didn't I get ratings for all of the components after an Informal Observation?

A: Unlike Formal Observations, Informal Observations do not require an evaluator to give ratings for all Domain 2 and 3 Components. Because Informal Observations are shorter in length, evaluators need only score Components that are relevant to what was seen during the observation.

2. Q: Can more than one evaluator be present during a REACH observation?

A: In general, only one evaluator should be present for a pre-observation, REACH observation, and post-conference.

- There will be infrequent times when more than one adult is present for a REACH observation. In these cases, the non-evaluators are there for the professional development of the evaluator.
- An Instructional Effectiveness Specialist (IES) or member of Network staff (Chief, Deputy Chief, ISL) may attend a REACH observation to support an evaluator's professional development. The evaluator should let the educator know who will be present for the observation and why as soon as possible.
- For training purposes, Principals, APs, and Resident Principals may conduct joint observations of the teacher that are not part of the teacher's REACH evaluation. The evaluator should let the educator know who will be present for the observation and why as soon as possible.

3. Q: Can I request an evaluator to re-do a REACH observation?

A: A request may be made to re-do a REACH observation, but it is at the discretion of the evaluator. An additional observation by the request of an educator is not required by contract. If the request is granted, the prior observation data will not be deleted from the Reflect and Learn System.

4. Q: I changed to a new CPS school this year. Do my scores from last year carry with me? What happens with observation ratings for educators who are hired in the middle of the year?

A: Yes, summative REACH Students Ratings are housed in [Reflect and Learn](#) and can be accessed by CPS educators no matter if they change schools. If an educator is hired mid-year, the evaluator is responsible for ensuring that the appropriate number of observations takes place depending on the Evaluation Plan of the educator. If an educator transfers mid-year, any observations that were already conducted will follow that educator.

5. Q: Is an evaluator allowed to do more than the required number of Formal Observations?

A: Yes, the number of Formal Observations for an Annual or Biennial Plan are minimums. An evaluator can always substitute a Formal Observation for an Informal Observation. For example, a PAT educator on an Annual Plan should receive a minimum of three Formal Observations and one Informal Observation in SY 2015–16. An evaluator may substitute a Formal Observation for an Informal Observation. Therefore, at the end of SY 2015–16, the above educator received four Formal Observations.

6. Q: During a Formal Observation, can an Assistant Principal conduct the Pre-Observation Conference and a Principal conduct the class observation and Post-Observation Conference?

A: One evaluator conducting the entire observation cycle is best practice.

7. Q: Some CPS teachers spend part of their time supervising student in settings where the teacher is not actively instructing. For example, students may be taking a test or completing activities as part of a computer-based curriculum, such as Achieve 3000. Should REACH observations happen when teachers are supervising students in these settings?

A: No, it is generally unacceptable to observe for REACH purposes when the teacher is engaged in supervisory duties. REACH observations should take place when a teacher is actively instructing his/her students. It is appropriate for administrators to ask during a pre-conference how an online curriculum is used to inform planning of units or lessons.

8. Q: Is it acceptable for a teacher to be observed if her co-teacher is absent on the day the evaluator has designated for a formal observation?

A: No, it is generally unacceptable. Observing the teacher while working with a day-to-day substitute is not the intention of the REACH process. It is best practice for a teacher to be observed under normal circumstances when required regular staff are present. Every effort should be made to schedule the observation for a date and time reflecting regular instruction.

9. Q: What are the best practices for conducting REACH observations for a CPS teacher who is mentoring a student teacher?

A: Under no circumstances should the evaluator observe the student teacher and use evidence from that observation to constitute any part of a teacher of record's evaluation.

The mentor teacher should communicate the student teacher's schedule to the school administration as soon as possible to inform the scheduling of REACH observations. The evaluator should schedule observations of the mentor teacher outside of the student teacher's assignment.

In the event that this is not possible, modifications to the student teacher's schedule of leading classroom instruction may be made so that the required observations can occur at the proper intervals.

10. Q: What if an educator does not submit evidence for a particular component? Should the evaluator automatically issue a rating of Unsatisfactory?

A: No. If an educator does not submit evidence, the evaluator should summarize the educator's practice in a short narrative, and rate the component by aligning the preponderance of evidence with the levels of performance in the Framework. For example, if the educator does not fill out the Pre-Observation Conference Questions, no evidence will automatically populate for Domain 1. In this instance, the evaluator should summarize the evidence provided for each components during the preconference and rate accordingly. For components 4b-4e, if an educator does not provide evidence, the administrator should type a short narrative for each component and rate accordingly (see additional guidance on 4b-4e below). An educator not providing evidence submitted does not automatically equate to Unsatisfactory practice.

11. Q: What if an educator does not attend a scheduled Pre- or Post-Observation Conference or seems to be avoiding the REACH process?

A: Communication is always the key and evaluators should first assess whether there was a misunderstanding with scheduling. Evaluators should contact Employee Engagement for all educators who willfully fail to participate in the REACH evaluation procedures. Behaviors that warrant disciplinary action include: strategically absent or unavailable, refusal to participate in Pre- and/or Post-Observation Conferences, refusal to participate during Pre- and/or Post-Observation Conferences without a witness.



Student Growth

Performance Tasks

A REACH Students Performance Task (REACH PT) is a written or hands-on demonstration of mastery, or progress towards mastery, of a selected standard(s) or skill(s). It asks students to perform or to generate meaning on their own rather than select answers from a pre-determined list. REACH Students PTs can yield rich insights not only into what students know and do not yet know, but how they apply their knowledge to complex questions or tasks. This provides teachers with formative information they can use to help students improve not just their content knowledge, but the facility with which they can “put it all together.”

Performance Task Development

REACH Performance Tasks are developed by teams of CPS teachers. Over 250 CPS teachers with expertise across PK–12 in 12 different content areas create the collection of REACH Students Performance Tasks administered across the District each year. The teams select a foundational standard in the content area/grade level that is measurable within one class period. They then design, pilot, and refine a beginning and end of year test form. During the process, over 20 central office content specialists and members of the Department of Student Assessment provide training, guidance, and support.

Task Administration

ALL classroom educators evaluated using the [*CPS Framework for Teaching*](#) or [*CPS Framework for Teacher-Librarians*](#) must administer a REACH Students Performance Task to one of his/her classrooms. REACH Performance Tasks will be administered at the beginning and the end of the 2015–16 school year to the same group of students.

Administration Windows (SY 15–16)	Dates
Beginning of Year (BOY)	September 14 – October 23
End of Year (EOY)	May 9 – June 10

Task Ordering

Teachers can obtain their REACH Students Performance Tasks in two ways:

- 1) Teachers can place an order for their tasks through the Google Form provided by the Department of Student Assessment, and the relevant materials will be delivered to schools by September 25th. The dates for ordering Fall BOY assessments are August 31–September 4, 2015. The dates for ordering Spring EOY assessments are March 28–April 8, 2016.
- 2) Teachers can download the task documents from the [REACH PT page](#) of the [Knowledge Center](#) and print the necessary materials independently.

Almost every teacher in CPS should be able to select a REACH Performance Task that is applicable and appropriate for one of his/her classrooms. We expect very few teachers to have to create their own REACH PTs. For a list of available tasks, visit the [REACH PT page](#) of the [Knowledge Center](#). For those who do need to create their own REACH PT, please follow the guidelines provided in the REACH PT Handbook.

Score Entry

Teachers enter their students' REACH PT scores into the CIM system. Scoring guides can be downloaded on the [REACH PT page](#) of the [Knowledge Center](#). This year, teachers will be asked to enter both the total points and summative scores (0, 1, 2, or 3) into CIM for each student's test. All scores must be entered into CIM before the administration window ends.

Growth Calculation

The beginning of year (BOY) assessment and end of year (EOY) assessment are designed to measure the same standard at the same level of difficulty. The percentage of students who make growth from the BOY to EOY will be factored into a teacher's summative REACH Students Rating as one of the multiple measures of student growth. For REACH PTs, "growth" is defined as moving up at least one performance level on the summative scale from BOY to EOY (e.g., 0 → 1, 1 → 3, etc.). 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.

Performance Tasks

A teacher’s Performance Task score is based on the percentage of students that grow, not the magnitude of growth. There are four rules that determine whether or not an individual student has grown:

BOY Score	EOY Score	Counts as Growth?	Rule
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.

Performance Task Verification (PT Verification)

Performance Task Verification is a process in the Battelle for Kids system that allows teachers to confirm which students for which task(s) should count for the teachers’ REACH Performance Task growth scores. The REACH Performance Task(s) administered and the roster of the students who took the test are reviewed and edited to affirm which students’ results will impact a teacher’s evaluation. All teachers must complete PT Verification so that the correct students can be counted for a teacher’s REACH Performance Task Growth Score.

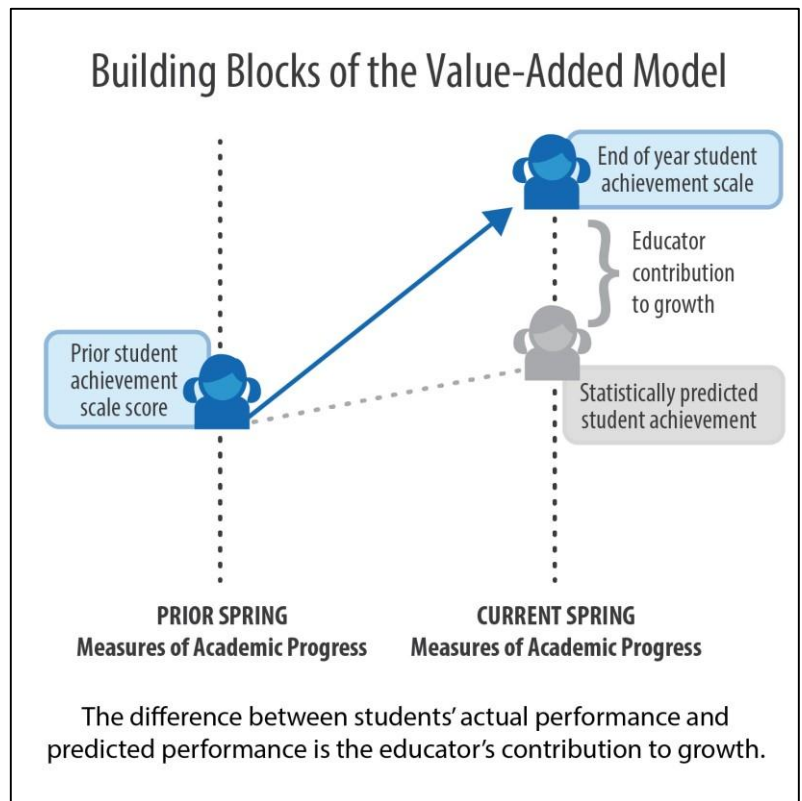
If you have any questions, please first consult the REACH PT Handbook, downloadable at the [REACH PT page of the Knowledge Center](#). If you are unable to determine the correct course of action, please email reachperformancetasks@cps.edu with your query.

What are Value-Added Measures (VAMs)?

- A nationally-recognized statistical model that measures the impact of a school and/or a teacher on students' academic growth from year to year.
- The Value-Added Model compares students with similar characteristics to 1) see how similar students grew relative to each other, and 2) to capture the teacher's contribution to student learning, adjusting for factors outside of the teacher's control.
- To measure the teacher's contribution to student growth, the Value-Added Model "controls" or adjusts for prior performance and other student factors that also influence growth, but are outside the teacher's control.

How was CPS's Value Added Model developed?

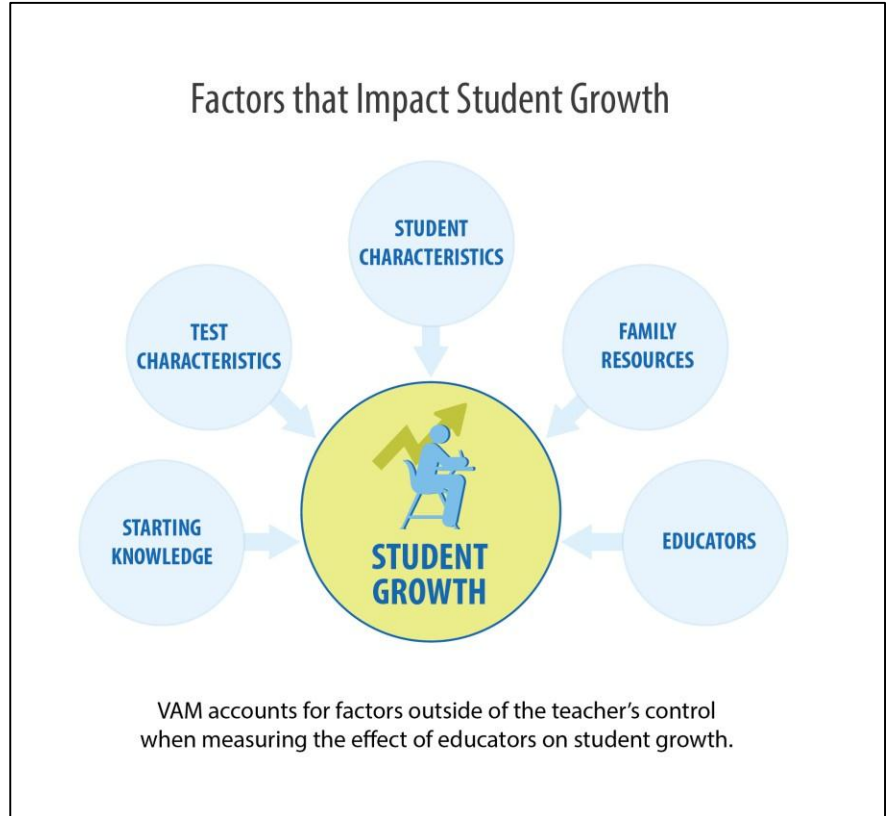
- The CPS Value-Added Model was developed by the Value-Added Research Center, University of Wisconsin-Madison.
- A VAM Technical Advisory Committee (TAC), established in 2007, provides input into the model and includes the voices of CPS and CTU representatives, local and national experts.



How is a teacher’s Value-Added score determined?

The Value-Added result is the difference between actual student performance and predicted student performance for a given teacher’s students in either Math or Reading using:

- Spring NWEA Measures of Academic Progress (MAP) for Elementary Schools
- Instructional responsibility as determined through Roster Verification
- A set of student characteristics that are outside of a teacher’s control



Which outside factors are controlled for when calculating a VAM score?

Value-Added Model allows CPS to “control” or adjust for factors that influence student performance but are outside of the teacher’s control. The following is a list of factors controlled for in CPS Value-Added Model:

- | | |
|--|--|
| 1. Prior reading assessment data | 6. Grade level |
| 2. Prior math assessment data | 7. Gender |
| 3. Race/ethnicity | 8. Low-income status |
| 4. English Language Learner status | 9. Individualized Education Program status |
| 5. Students in temporary living situations | 10. Mobility |

Roster Verification and Performance Task Verification

Roster Verification is a process of accurately capturing the instructional attribution between teachers and students. Through Roster Verification, teachers review and edit class rosters, confirm which students they teach for a particular subject and indicate their level of instructional responsibility. Principals and support team members also participate by providing support to teachers throughout the process and by approving the submitted teacher-verified rosters.

CPS uses teacher-level measures of student academic growth as part of REACH Students evaluation system. In order to accurately and fairly measure the impact of each teacher's instruction on student academic growth, CPS teachers will be given the opportunity to verify their class rosters beginning in the Spring of 2016. Because teachers and principals know best the schedules and amount of time spent with each student, their participation will ensure the best possible data.

Educators verify:

1. which students they taught for each course,
2. for what months in the school year, and
3. whether they provided all of the instruction or collaborated with another teacher.

Educator Responsibilities

Teachers will be responsible for reviewing, editing, and confirming the accuracy of their class roster(s) by indicating when their students were members of the class and the level of instructional responsibility for each student. Principals then approve the teacher-verified rosters. Because teachers and principals know best the schedules and amount of instructional responsibility for each student, their active participation will ensure the best, most accurate possible data results from the roster verification process. The Roster Verification process begins in Spring 2016.

Performance Task Verification (PT Verification)

Performance Task Verification is a process in the Battelle for Kids system that allows teachers to confirm which students for which task(s) should count for the teachers' REACH Performance Task growth scores. PT Verification is completed in the same system as Roster Verification and at the same time. All teachers should ensure that the task they administered at the BOY and the roster of students who took the test are included on their Battelle for Kids page before submitting their rosters. All teachers must complete PT Verification so that the correct students can be counted for a teacher's REACH PT growth score.

Roster Verification and Performance Task Verification Training and Login Spring 2016

- Complete the online *Teacher Tutorial* to learn how to complete Roster Verification and Performance Task Verification.
- Access the online system by going to the [Battelle for Kids](#) site and clicking “Access Link” which will take you to the BFK•Link® login screen. Use your CPS user name and password to login to the system.
- For questions, contact your school-based Roster Verification support team.

For help and up-to-date information, see the [Knowledge Center REACH tab \(Student Growth\)](#).

1. Q: How is the Student Growth score calculated for PreK – Grade 2 educators?

A: The Student Growth score for PreK – Grade 2 educators will be comprised entirely of Performance Task results. Consult the REACH Performance Task Handbook for more information.

2. Q: Which students count towards my REACH Performance Task Score?

A: A student will count towards an educator’s REACH Performance Task score if the:

1. Student has BOY scores entered in CIM during an approved administration window.
2. Student has EOY scores entered in CIM for the corresponding task code during the approved administration window.
3. Teacher verifies the student for the administered task through the Performance Task Verification process in the Battelle for Kids system. The principal approves the verification.

3. Q: Does the magnitude of growth impact the Performance Task Score?

A: No. For the purposes of the REACH Performance Task score, there is no difference between moving from a 0 to a 3 and moving from a 1 to a 2.

4. Q: What happens in cases where the educator did not complete the Performance Task Verification process or was not able to administer the BOY / EOY Performance Task?

A: For educators who did not satisfy the above three conditions, one of three outcomes occurred:

1. The educator’s evaluation calculation was based on the three REACH Evaluation Measures, and the educator will receive the “missing Performance Task data score” of 3.12. This score is for educators who do not have student growth scores for a legitimate reason (e.g. new hire, transfer, schedule change, etc.). For details on the educators who fit into this category, please refer to the REACH PT Administration Manual on the Knowledge Center.
2. The educator’s evaluation calculation was based on two REACH Evaluation Measures: Professional Practice and Value-Added Measures (VAM). This is for educators who did not have a legitimate reason for not having BOY and EOY Performance Task scores for students.

- For teachers who must administer only one Performance Task (including PreK):
 - The REACH PT percentage of the evaluation is reallocated to the Value-Added metric (i.e. 70% Professional Practice, 30% VAM).
 - If a VAM score is not available, the REACH PT percentage is reallocated to Professional Practice (i.e. 100% Professional Practice).
 - For teachers who must administer two Performance Tasks (i.e. K-2, High School):
 - If the teacher does not have scores for only one Performance Task, the percentage for that Performance Task is reallocated to Professional Practice (i.e. 85% Professional Practice, 15% Performance Tasks).
 - If the teacher does not have scores for two Performance Tasks, the percentage for both Performance Tasks is reallocated to Professional Practice (i.e. 100% Professional Practice).
3. The educator's evaluation calculation was based solely on Professional Practice. This applies to educators in unique instructional settings whose evaluations were based on 100% Professional Practice.

5. Q: What is the difference between Roster Verification and Performance Task Verification? Are they the same?

A: Roster Verification and Performance Task Verification both occur within the Battelle for Kids system and are completed at the same time, but they are not the same. The information collected in Performance Task Verification and Roster Verification are used for different purposes.

Roster Verification is a process for accurately and transparently capturing the instructional attribution between teachers and students. This allows for CPS to continuously improve data quality.

As part of the process, CPS has integrated a Performance Task verification process to ensure the accurate attribution of Performance Task scores in our REACH Students Summative Rating calculations. In this process, teachers confirm which students for which task(s) should be counted towards this score.



Evaluation Summary Report

Overview

The REACH Students Evaluation Summary Report provides details about the measures used to calculate an educator’s REACH Students Summative Rating.

Most classroom teachers and teacher-librarian evaluations are based on three measures:

- Professional Practice
- Student Growth: Performance Tasks
- Student Growth: Value Added

Educators who were observed during the 2014-15 school year will receive REACH Students Summary Reports. This includes classroom educators, teacher-librarians, educational support specialists, related service providers and counselors.

There are different kinds of REACH Students Evaluation Summary Reports: Final, Interim and Informational.

The final REACH Students Evaluation Summary Report contains final calculations for each of the multiple measures accounted for in an educator's REACH Students Evaluation Plan. This may include the final Professional Practice Score, Value-Added Score and Performance Task Score. The REACH Students Evaluation Summary Report displays the educator's summative REACH Students Rating of Distinguished, Proficient, Developing or Unsatisfactory.

An interim REACH Students Evaluation Summary Report includes observation and student growth data that will count towards a summative REACH Students Rating. This report does not include REACH Students Total Points or summative REACH Students Ratings. Educators who have completed year one of a Biennial Plan will receive an interim report.

An informational REACH Students Evaluation Summary Report includes observation and student growth data that will not count towards a summative REACH Students Rating. This report does not include REACH Students Total Points or summative REACH Students Ratings.

All educators can access their REACH Students Evaluation Summary Reports in the Reflect and Learn System (RLS). To access your report:

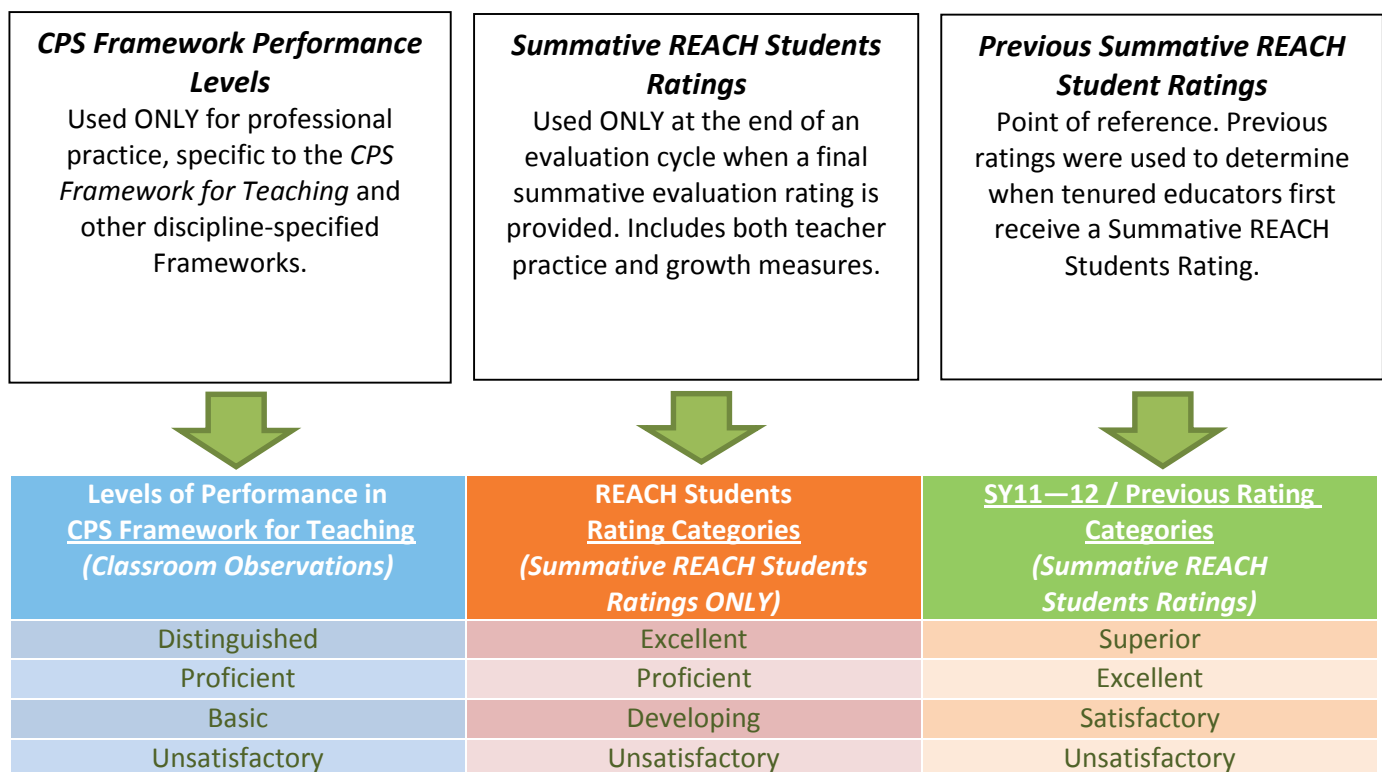
1. Log into the Reflect and Learn System using your CPS username and password.
2. On your RLS homepage, scroll down, locate and click the button that reads “My REACH Results”.
3. Click the tab that reads “2014-15” and locate the link that reads “2014-15 REACH Evaluation Summary Report”.
4. Click the link to download a PDF version of your report.

Clarifying Terminology

Performance levels for educator practice (i.e., evidence gathered during classroom observations) are based on the *CPS Framework for Teaching* (or discipline specific Framework); these are different than the overall summative REACH Students Rating categories.

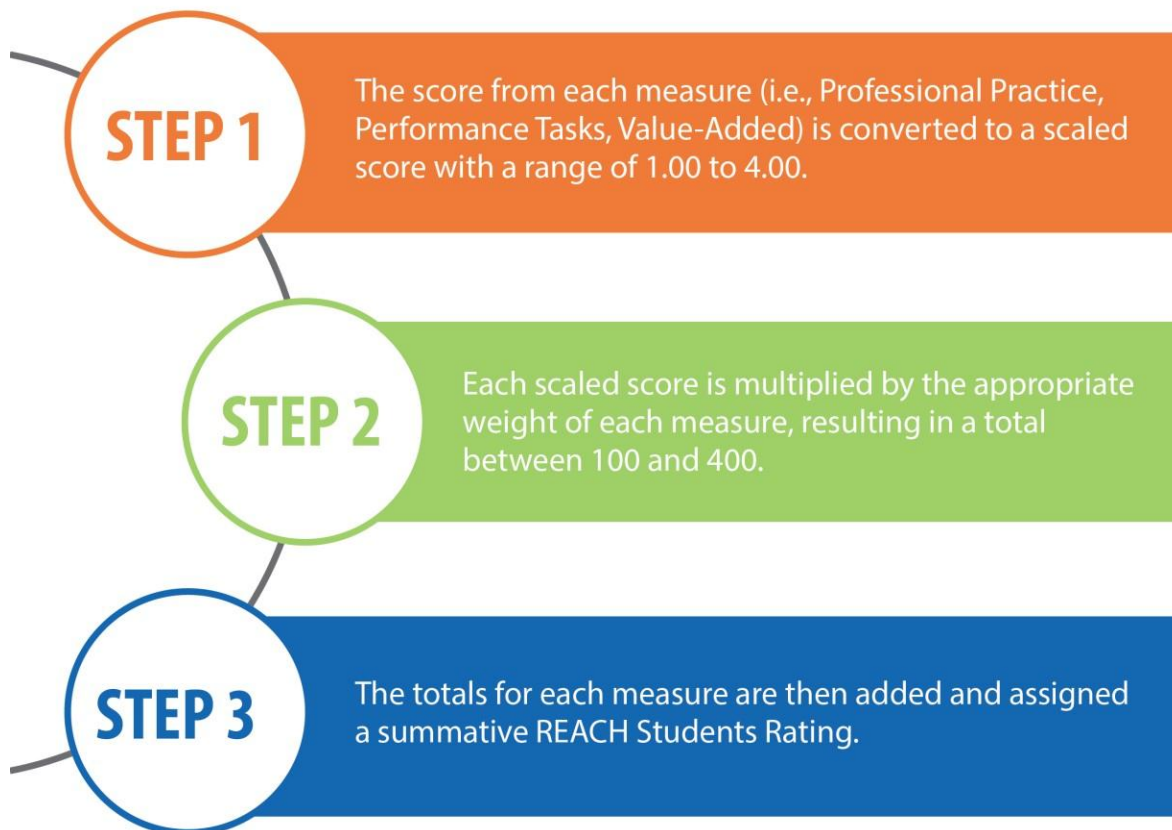
Summative REACH Students Rating categories are determined by PERA. ISBE calls the rating below Proficient “*Needs Improvement.*” CPS and CTU agreed this will be referred to as *Developing*.

Previous Summative Rating categories are listed as a point of reference. Also, these rating categories were used to determine the initial Evaluation Plan in SY 2012-13 for tenured educators.



Summative REACH Students Rating

The summative REACH Students Rating is developed from Professional Practice Scores and measures of Student Growth, when applicable. Scores from each measure (i.e., Professional Practice, Performance Tasks, Value-Added) are converted to a scale of 1.00–4.00 and contributes to the Total Points. Each scaled score is multiplied by the appropriate weight which yields a weighted total for each measure (Total Points). Summative REACH Students Ratings are based on the Total Points of each measure which are added together to equal the REACH Students Total Points, which falls on a scale between 100 and 400 points. Your final totals for each measure are then added and assigned a summative REACH Students Rating. An overview of this calculation is provided in the image below.



1. **Q: My evaluator conducted more observations than were required for my evaluation plan, which observation results are used to calculate my Professional Practice Score?**

A: Use the following guidelines to determine which observations will be included in the calculation of summative REACH Students Ratings in the event that an educator has more than the required number of observations:

Status	Observations
PAT	Take top <u>three</u> highest Formal Observations and the next highest observation (Formal or Informal).
Tenured – Annual	Take top <u>two</u> highest Formal Observations and the two next highest observations (Formal or Informal).
Tenured – Biennial Year 1 and Year 2	The highest Formal observation and the next highest observation (Formal or Informal) from both years.

2. **Q: What happens in the event that a tenured educator in Year 1 of his/her Biennial Plan did not receive at least two observations (one Formal + one Formal or Informal Observation)?**

A: In the event that a tenured educator began Year 1 of a Biennial Plan in 2014–15 and received less than two observations (one Formal + one Formal or Informal Observation), his/her Biennial Plan will restart in 2015–16. He/she will receive a summative REACH Students Rating in 2017.

3. **Q: What happens in the event that a tenured educator in Year 2 of his/her Biennial Plan received at least two observations in Year 1, but fewer than two in Year 2?**

A: In the event that a tenured educator in Year 2 of a Biennial Plan in 2014-15 received two observations in Year 1, but fewer than two in Year 2 his/her plan will be determined by an estimated score. All conducted observations and all available Student Growth scores from Year 1 and Year 2 will be used to determine an estimated REACH Student Rating.

1. If the educator's estimated REACH Students Rating is Excellent or Proficient, then the educator will receive a Proficient REACH Students Rating and start Year 1 of a new Biennial Plan in 2015-16.
 2. If the educator's estimated REACH Students Rating is Developing or Unsatisfactory, then the educator will receive an Inability to Rate REACH Students Rating and will move to an Annual Plan in 2015-16 but will not be placed on a Professional Development Plan (PDP) or Remediation Plan.
4. **Q: For full-time teachers who split their time between two schools and receive observations from both schools, which observations will be used to calculate the summative REACH Students Rating?**

A: If you have been observed at least two times in each school, two observations (preferably Formal) from each school will be used. If you have fewer than two observation at one school, but have received at least four observations overall, then the highest four observations will be used to calculate your summative REACH Students Rating. Evaluators at the two schools are encouraged to communicate on scheduling and timing of observations to ensure proper coordination of observations.

5. Q. What happens in the event that a teacher receives less than the required number of observations?

A: The outcome is determined by tenure designation. See the table below.

Designation in 2014–15	Outcome in 2015–16
PAT 1 PAT 2	Will default to a rating of Proficient. The educator will remain on an Annual Evaluation Plan the following year and receive at least <u>three</u> Formal Observations and <u>one</u> Informal Observation.
PAT 3	Will default to Proficient and be placed on an Evaluation Plan for the following year based on their 2014–15 rating and the date they attained tenure: <ul style="list-style-type: none"> ▪ Tenure after 9/8/15 and prior to 11/1/15 with a 2014–15 rating of : <ul style="list-style-type: none"> ▪ <u>Proficient</u> or <u>Excellent</u> will be placed on a <u>Biennial Evaluation Plan</u> and receive at least <u>one</u> Formal and <u>one</u> Informal Observation. ▪ <u>Developing</u> will be placed on an <u>Annual Evaluation Plan</u> and receive at least <u>two</u> Formal and <u>two</u> Informal Observations. ▪ Tenure on or after 11/1/15 with a 2014–15 rating of <u>Developing</u>, <u>Proficient</u> or <u>Excellent</u> will be placed on an <u>Annual Evaluation Plan</u> and receive at least <u>two</u> Formal and <u>two</u> Informal Observations.
Annual Tenured	Rating will default to most recent prior rating. Regardless of prior rating, annual tenured teachers who do not receive the required observations will remain on an Annual Evaluation Plan the following year and receive at least <u>two</u> Formal and <u>two</u> Informal Observations.

*Biennial Tenured Year 1 and 2 educators please reference question #2 and #3

6. Q: Why don't I have a Performance Task Score?

A: An educator will not receive a Performance Task Score if they do not satisfy the below three conditions or if they qualify for a specific exemption:

1. Students have BOY task scores in the CIM system or in an approved survey
2. Students have EOY task scores in a matching course and task in the CIM system or in an approved survey
3. The teacher verifies those students in the Performance Task Verification process

7. Q: My Summary Report does not have a REACH Summative Rating on it. Why?

A: Educators who received REACH Informational or Interim Summary reports will were not rated in 2014-15 and will not receive 2014-15 REACH Summative Ratings. Instead of one of the four REACH Ratings, these educators will receive a designation of “No Rating” or the relevant box will simply be blank. For more about the REACH Informational and Interim Summary Reports (see page 58).

8. Q: I spent a portion of 2014-15 as a half-time teacher. How does this affect my REACH Evaluation?

A: Educators who were in half time positions during 2014-15 were retroactively placed on Non-Tenured Biennial Plans. For the purposes of REACH, ‘half-time’ includes educators who:

1. Were in half-time positions for 150 work days or more
2. Started the year in half-time positions and were still in half-time position on or after the 40th day of school
3. Started the year in full-time positions and moved into half-time positions on or before April 15th (or the 150th school day)

9. Q: Are administrators required to conference with educators about their REACH Evaluation Summary Reports?

A: No. The collective bargaining agreement does not require a conference to discuss the REACH Summary Report. However, we encourage administrators to have conversations with educators to ensure an understanding of the report and encourage reflection on effectiveness and professional growth.



Counselor Practice

Overview

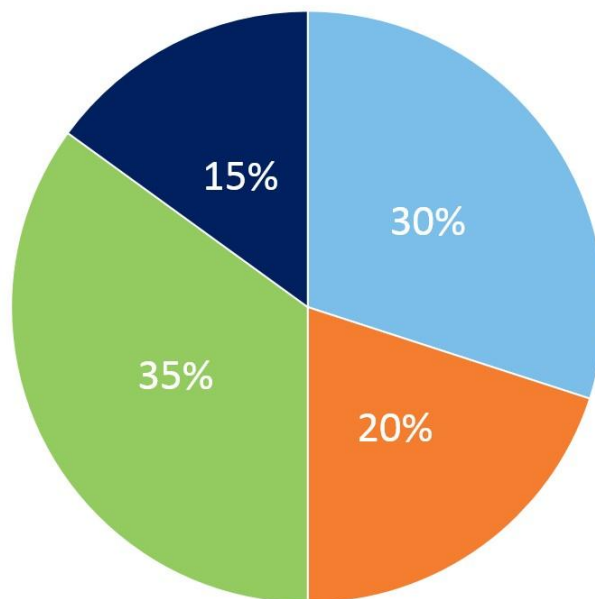
Similar to the *CPS Framework for Teaching*, CPS has created a *Framework for School Counselors*. The *Framework for School Counselors* is organized into four domains of school counseling:

- **Domain 1:** Planning and Preparation
- **Domain 2:** The Environment
- **Domain 3:** Delivery of Services
- **Domain 4:** Professional Responsibilities

Unlike the *CPS Framework for Teaching*, School Counselor summative REACH Students Ratings do not take into account student growth metrics. The School Counselor summative REACH Students Rating is based 100% on the Professional Practice score. The following is the breakdown of weights for each domain:

CPS Framework for School Counselors
Domain Weights for Professional Practice

■ Domain 1 ■ Domain 2 ■ Domain 3 ■ Domain 4



As the classroom educator may be observed in relation to grade-specific or academic subject, it may not be possible to observe every element of each component in the CPS Framework for School Counselors. The School Counselor’s performance requires the recognition that he/she is a generalist who delivers a school counseling program that provides a variety of direct and indirect services to students in a variety of settings.

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, nominated as case managers, should meet with their evaluators to complete the [Framework Selection Form for Case Managers](#).

Annual Agreement

The [Annual Agreement](#) is a tool provided by the Office of School Counseling and Postsecondary Advising that 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 – the [CPS Framework for School Counselors](#), which is adaptable to include case management duties, or the [CPS Framework for Educational Support Specialists \(ESS\)](#).

If the ESS Framework is deemed the best fit for the School Counselor, 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 that 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

The [Evidence Based Implementation Plan, Annual Agreement](#) and the [Framework Selection Form for Case Managers](#) can be found on the [Knowledge Center](#).

The [CPS Framework for School Counselors Companion Guide](#) is the source for appropriate artifacts to upload as evidence and definitions and examples of practice within each domain and component. See the [Knowledge Center](#) under the REACH tab and click Counselors & Case Managers.

Expected in Fall 2015, there will be a REACH Framework for School Counselors Database of Resources available on the Knowledge Center for School Counselors interested in accessing lesson plans and other documents, photos and videos of School Counselor practice. All resources will be categorized school counseling activity, grade level and REACH domain and component.

Please see the [Office of School Counseling and Postsecondary Advising Knowledge Center](#) for resources. You may also access the [Framework for School Counselors FAQ](#) document for additional help.

1. **Q: If I am an elementary School Counselor but the majority of my work is case management, which CPS Framework should I be on?**

A: For school counselors who may be nominated as the case manager, it is suggested that the school administrator and counselor discuss responsibilities and which Framework, the *CPS Framework for Educational Support Specialists (ESS)* or the *CPS Framework for School Counselors*, best reflects the overall work of the School Counselor, ideally when the Annual Agreement and Evidence Based Implementation Plan are developed early in the school year.

2. **Q: What student growth metrics are used for School Counselor summative REACH students Ratings?**

A: None. Counselor summative REACH Students Ratings are derived 100% from Professional Practice.

3. **Q: What evidence can school administrators and/or evaluators collect for the School Counselor evaluation?**

A: Some components of the *CPS Framework for School Counselors* are best demonstrated through professional conversations (e.g. Domain 1 and Component 4a). Evidence for Domain 1: Planning and Preparation, could include: implementation plan and/or school counseling program goals, needs assessment, record of referrals, annual counseling calendar, school counseling core curriculum action plan/lesson plans, small-group action plan/curriculum, pre/post-tests, flashlight presentations, etc.

Skills described in Domain 2: The Environment, and Domain 3: Delivery of Service, are best seen during school counseling activity observations. During this observation, the school administrator will take notes to capture the evidence of school counselor practice, and perhaps speak with students/audience to gauge their understanding. Capturing this evidence directly/electronically will make the remaining steps of the process significantly more efficient, and it is strongly encouraged. Examples of additional evidence include: daily schedules, phone logs, contact logs, annual counseling calendar, systems for counseling duties, department meeting agendas, counselor newsletter, pre/post-tests, individual learning plans, etc. Visit pages 8-16 of the Framework for School Counselors Companion Guide for more recommendations.

4. **Q:** I am a School Counselor, and my evaluator is expressing difficulty finding appropriate evidence to rate me in all components. Are there resources available to assist with the Counselor REACH Students process?

A: Yes, the [CPS Framework for School Counselors Companion Guide](#) has a wealth of guidance information to assist evaluators in observing and rating counselor practice, including component definitions and examples, lists of artifacts, etc. See the [Knowledge Center](#) under the REACH Tab and click Counselors & Case Managers.

5. **Q:** If my evaluator and I agree that I should be evaluated on a different framework than is listed for me at the beginning of the year, how do we go about changing it?

A: If both the educator and evaluator agree that the Framework listed in [Reflect and Learn System](#) is not the correct framework, the evaluator must complete the [Framework Selection Form for Case Managers](#).



**Additional Frameworks:
Educational Support Specialists (ESS)
and Librarians**

Educational Support Specialists (ESS)

Non-classroom educators and Related Service Providers have Frameworks that define their discipline-specific practices. Just like the [CPS Framework for Teaching](#), these Frameworks will serve as road maps for high quality practice and the foundations for administrators and managers to provide meaningful feedback specific to what school counselors, librarians, and other educators do on a daily basis.

CPS and education professionals within the District collaboratively developed Frameworks that describe professional practice in non-classroom settings, including the ESS and Educator-Librarian Frameworks, as described below. Regardless of what Framework an educator is evaluated on, the biennial or annual plan, number of evaluations, and observation cycle remains consistent. All CPS Frameworks, Teachers and Non-Classroom Teachers, as well as related resources, can be found on the CPS [Knowledge Center](#).

Educational Support Specialist Framework

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 CPS Frameworks for Non-Classroom Teachers. Examples of educators who may opt to be evaluated under the [Framework for ESS](#) may include (not an exhaustive list):

- IB Coordinators
- STEM Coordinators
- Counselors who serve primarily as case managers
- Instructional Coaches
- Deans
- Bilingual Leads

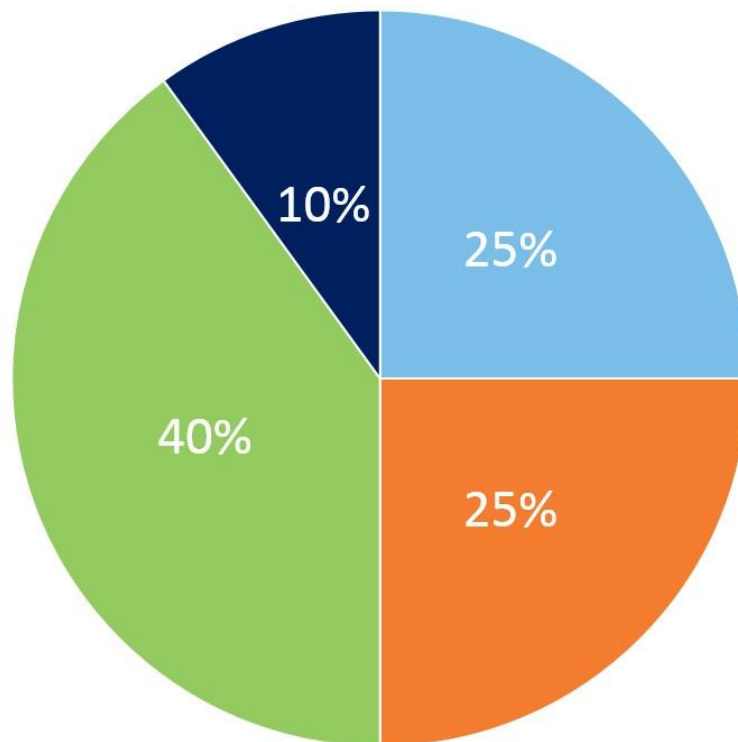
Similar to the [CPS Framework for Teaching](#), the ESS Framework is divided into four domains, as follows:

- **Domain 1:** Planning and Preparation
- **Domain 2:** The Environment - Building a Community of Learners
- **Domain 3:** Delivery of Service and Support
- **Domain 4:** Professional Responsibilities

The domain weightings for the CPS Framework for Educational Support Specialists are the same as the CPS Framework for Teaching, as noted in the chart below.

CPS Framework for Educational Support Specialists Domain Weights for Professional Practice

■ Domain 1 ■ Domain 2 ■ Domain 3 ■ Domain 4



In order to be evaluated under the ESS Framework, the educator and evaluator must agree upon the change. The evaluator must then submit a Framework Change Request Form in order for the change to be made.

Educators evaluated using the ESS Framework will receive a final rating based solely on Professional Practice; student growth metrics are not factored into summative REACH Students Ratings for these educators.

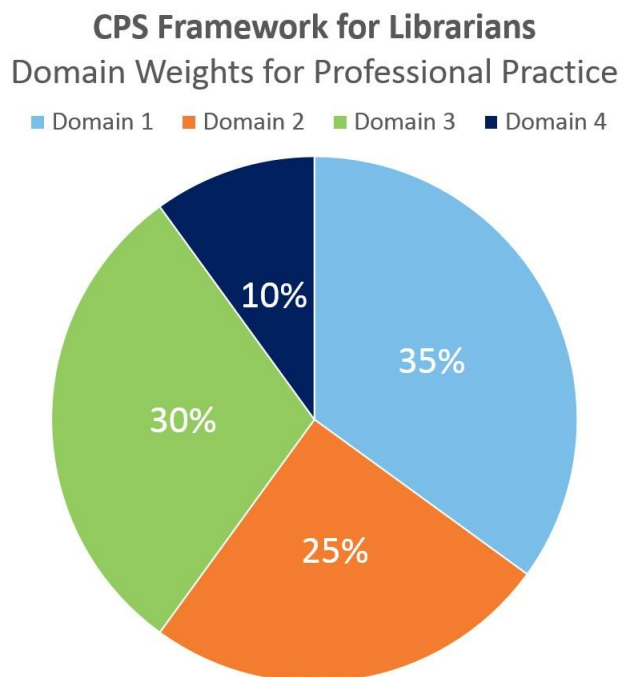
Teacher-Librarians

Teacher-Librarians have a dedicated Framework adapted from the Danielson *Framework for Library/Media Specialist*.

Similar to all other CPS Frameworks, the *CPS 2014 REACH Framework for Teacher-Librarians* is divided into four domains each of which is then further divided into related components. The Teacher-Librarian domains are as follows:

- **Domain 1:** Planning and Preparation
- **Domain 2:** The Environment
- **Domain 3:** Delivery of Instruction and Services
- **Domain 4:** Professional Responsibilities

The domain weightings for Teacher-Librarians are as follows:



Unlike educators who are evaluated using the *CPS Framework for Educational Support Specialists*, educators evaluated using the *CPS 2014 REACH Framework for Teacher-Librarians* do have student growth metrics calculated into their summative REACH Students Ratings.

- 1. Q: Do Teacher-Librarians administer Performance Tasks and have student growth metrics calculated into their summative REACH Students Ratings?**

A: Yes, Teacher-Librarians' summative REACH Students Ratings incorporate student growth metrics, including Performance Tasks and Value-Added.

- 2. Q: Do Teacher-Librarians have their own REACH Framework?**

A: Yes, the [CPS 2014 REACH Framework for Teacher-Librarians](#) can be accessed in the [Knowledge Center](#).

- 3. Q: Where can Teacher-Librarians access lesson plans and resources to support them in their professional practices?**

A: There are resources that have been created by Teacher-Librarian Framework Specialists to support professional practices. They are located on the [Framework Specialist](#) page on the [Knowledge Center](#).

- 4. Q: Where can Teacher-Librarians get additional support to assist them with Components of the [CPS 2014 REACH Framework for Teacher-Librarians](#)?**

A: Teacher-Librarians can contact Lisa Perez, Library Manager, at leperez1@cps.edu or 773-553-6212, to be put in touch with the library coordinator who supports their schools. The Department of Literacy: Libraries offers a wide range of consultation and professional development opportunities for librarians.



Employment Considerations

Evaluation Plans

Evaluation plans are determined by the educator’s tenure status and the previous year’s summative REACH Students Ratings.

Evaluation Plans for PATs: School Year 2015–16 and Beyond

Most Recent Summative REACH Students Rating	What happens the following school year?
Excellent and Proficient	Remain on Annual Plan (<u>three</u> formal and <u>one</u> informal)
Developing and Unsatisfactory	Remain on Annual Plan (<u>three</u> formal and <u>one</u> informal) Based on Spring projections of summative REACH Students Ratings, a principal may non-renew educators trending toward Developing or Unsatisfactory
Inability to Rate	Will receive a default summative REACH Students Rating of Proficient and will remain on the Annual Plan.

Evaluation Plans for PAT3s: Achieve Tenure During School Year 2015–16 and Beyond

2014–2015 Summative REACH Students Rating	What happens in school year 2015–16?
Educators who attain <u>tenure after 8/25/2015 and prior to 11/1/2015</u> and were rated Proficient or Excellent in SY 2014–15	Move to Biennial Plan in SY 2015–16 (<u>one</u> formal and <u>one</u> informal) and will be evaluated and rated in SY 2015–16 and SY 2016–17 and will receive a REACH Students Evaluation Summary Report in SY 2016–17
Educators who attain <u>tenure after 8/25/2015 and prior to 11/1/15</u> and were rated Developing in SY 2014–15	Move to the tenured Annual Plan for SY 2015–16 (<u>two</u> formal and <u>two</u> informal) and will be evaluated and rated in SY 2015–16 and will receive a REACH Students Evaluation Summary Report in SY 2015–16
Educators who attained <u>tenure on or after 11/1/15</u> and were rated Developing, Proficient or Excellent in SY 2014–15	Move to the tenured Annual Plan for SY 2015–16 (<u>two</u> formal and <u>two</u> informal) and will be evaluated and rated in SY 2015–16 and will receive a REACH Students Evaluation Summary Report in SY 2015–16

Evaluation Plans for Annually Rated Tenured Educators in School Year 2015–2016 and Beyond

Most Recent Summative REACH Students Rating	What happens the following school year?
Excellent and Proficient	Move to the Biennial Plan
Developing	Remain on an Annual Plan and on a Professional Development Plan (see pages 77-79)
Unsatisfactory	Placed on a Remediation Plan (see pages 77-79)
Inability to Rate	Educator will receive his/her previous rating and will remain on an Annual Plan.

Evaluation Plans for Biennially Year 1 Rated Tenured Educators in School Year 2015–2016 and Beyond

Most Recent Summative REACH Students Rating	What happens the following school year?
Excellent and Proficient	Remain on the Biennial Plan
Developing	Move to an Annual Plan and placed into a Professional Development Plan (see pages 77-79)
Unsatisfactory	Placed on a Remediation Plan (see pages 77-79)
Biennially rated educators with fewer than <u>two</u> observations	Cycle will re-start in SY 2015–2016. Educator will be evaluated in SY 2015–2016 and SY 2016–2017 and will receive a summative REACH Students Rating in SY 2016–2017

NOTE: In the event that a tenured educator in Year 2 of a Biennial Plan in 2014-15 received two observations in Year 1, but fewer than two in Year 2 his/her plan will be determined by an estimated score. All conducted observations and all available Student Growth scores from Year 1 and Year 2 will be used to determine an estimated REACH Student Rating.

1. If the educator’s estimated REACH Students Rating is Excellent or Proficient, then the educator will receive a Proficient REACH Students Rating and start Year 1 of a new Biennial Plan in 2015-16.
2. If the educator’s estimated REACH Students Rating is Developing or Unsatisfactory, then the educator will receive an Inability to Rate REACH Students Rating and will move to an Annual Plan in 2015-16 but will not be placed on a Professional Development Plan (PDP) or Remediation Plan.

Probationary Appointed Teacher (PAT) Tenure Rules

If you are a Probationary Appointed Teacher (PAT), your current and prior summative REACH Students Rating(s) have an impact on the acquisition of tenure.

For Probationary Appointed Teachers (PATs) hired before 7/1/13, the historical rules regarding tenure acquisition remain in place through the 2015–16 School Year.

Tenure Acquisition for PATs Hired Before July 1, 2013

Tenure Status	2013–2014	2014–2015	2015–2016
PAT3 first hired for SY 2012–2013	Developing or higher	Developing* or higher	Tenured

*PAT3s who receive a summative REACH Students Rating of “Developing” and achieve tenure in the summer before the start of the next school year will be on a Professional Development Plan for their first year as a tenured educator. See pages 77-79 for more information about Professional Development Plans.

NOTE: An “Unsatisfactory” summative REACH Students Rating will not allow an educator to “count” that year towards tenure acquisition. Once final ratings are known, CPS will adjust tenure dates for probationary teachers deemed unsatisfactory.

For Probationary Appointed Teachers hired after 7/1/13, the achievement of tenure is now connected to your summative REACH Students Rating.

New Tenure Rules for All Educators Hired After July 1, 2013

Scenario	Type	Year 1	Year 2	Year 3	Year 4	Year 5
1	Accelerated 3 year track	Excellent	Excellent	Excellent	Tenured	
2	Proficient in Years 2 and 4	Developing or higher	Proficient or higher	Developing or higher	Proficient or higher	Tenured
3	Proficient in Years 3 and 4	Developing or higher	Developing or higher	Proficient or higher	Proficient or higher	Tenured

NOTE: An “Unsatisfactory” summative REACH Students Rating will not allow an educator to “count” that year towards tenure acquisition. Once final ratings are known, CPS will adjust tenure dates for probationary teachers deemed unsatisfactory.

Probationary Appointed Teacher (PAT) Tenure Rules

Non-Renewal

If you are a Probationary Appointed Teacher (PAT), your current summative REACH Students Rating(s) may have an impact on whether you are subject to the non-renewal process. Principals may non-renew PATs who are rated less than “Proficient.”

Principals may not non-renew PATs who are rated “Proficient” or better and those PATs will be renewed (but they are subject to layoff or displacement). This means that other circumstances may occur at the end of the budget year that may require the displacement of staff. The contractual order of layoffs per App H of the Agreement provides the following order of layoff for teachers:

1. Unsatisfactory teachers
2. Substitute or temporary teachers
3. PATs by performance tier
4. Tenured teachers by performance tier

Professional Development Plan

A Professional Development Plan (PD Plan) is required for tenured educators with a summative REACH Students Rating of “Developing.” This includes first year tenured educators who received a “Developing” summative REACH Students Rating as a PAT3. Tenured educators under all CPS Frameworks are subject to this process.

Within 30 school days of receiving a summative REACH Students Rating of “Developing,” the educator and current evaluator co-create the PD Plan. The PD Plan must be aligned to Framework components in which the educator was rated less than “Proficient” and it must include district/school supports to improve professional practice. The educator will remain on the PD Plan for one year. Progress towards meeting the goals in the plan are reviewed during each step of the evaluation cycle.

Exiting the PD Plan:

- If the educator’s 2015–16 summative REACH Students Rating is **Excellent or Proficient**, the PD Plan is concluded and the educator moves to the Biennial Plan in 2016–17.
- If the educator’s 2015–16 Professional Practice score OR REACH Students Total Points **increases numerically** (but not to Proficient or Excellent), the educator receives a summative REACH Students Rating of **Developing**. The educator receives a new PD Plan in 2016–17.
- If the educator’s 2015–16 Professional Practice score AND REACH Students Total Points **stay the same or decrease numerically**, the educator receives a summative REACH Students Rating of **Unsatisfactory**. The educator then begins the remediation process in 2016–17.

Tenured Educators and Developing Ratings

Rating	Evaluation Plan	Evaluation Cycle	Required interval between observations
First DEVELOPING rating	Annual Plan <i>with</i> Professional Development Plan	2 Formal and 2 Informal	1 calendar month
Second consecutive DEVELOPING rating with improvement (based on Professional Practice OR Total Points score)	Annual Plan <i>with</i> Professional Development Plan	2 Formal and 2 Informal	1 calendar month
Second consecutive DEVELOPING rating without improvement (based on Professional Practice AND Total Points score)	Unsatisfactory rating <i>with</i> a Remediation Plan	2 Formal	Per Remediation Plan guidelines

Remediation Plan

A Remediation Plan is required for tenured educators with a summative REACH Students Rating of “Unsatisfactory.” Tenured educators under all Frameworks may be subject to this process.

Within 30 school days of receiving a summative REACH Students Rating of “Unsatisfactory,” the educator, current evaluator, and consulting teacher create the Remediation Plan. The Remediation Plan must be aligned to Framework components in which the educator was rated less than Proficient and must include district/school supports to improve practice. In addition, a consulting teacher 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.

During the course of the 90-day remediation period, the consulting teacher partners with the educator undergoing remediation for 3–4 hours on a weekly basis to support professional growth. The educator will be formally observed twice by the evaluator during the remediation period, once at the mid-point and again at the end of the 90-day period. The mid-point observation will be used for formative purposes to help the educator focus the second half of the remediation period on those areas of practice most in need of development. The 90-day observation will determine whether he/she has achieved proficiency. At the conclusion of the remediation period, the educator receives a summative REACH Students Rating based on Professional Practice, using component-level ratings from the observation.

For purposes of the remediation process, proficiency will be calculated using component-level ratings of practice as determined by the evaluator’s final observation, as well as component-level ratings for Components 4b–4e. Domain weightings will be applied consistent with current practice; student growth scores are not considered when calculating the remediation summative REACH Students Rating.

The process for exiting the Remediation Plan is as follows:

- If the educator’s summative REACH Students Rating at the end of the remediation period is **Excellent or Proficient**, the Remediation Plan is concluded. No additional REACH Student observations are required. The educator will be placed on an Annual Plan for the following School Year.
- If, at the conclusion of the remediation period, the educator’s summative REACH Students Rating is **Developing or Unsatisfactory**, dismissal proceedings will commence which may result in separation from CPS employment.

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Professional Development Plan and Remediation Plan

The Professional Development and Remediation Plans are summarized in the table below.

	Professional Development Plan (Developing)	Remediation Plan (Unsatisfactory)
Created	Within 30 school days after summative REACH Students Rating is issued	Within 30 school days after summative REACH Students Rating is issued
Duration	One school year	90 school days of educator and student attendance
Support	<ul style="list-style-type: none"> Includes support from the school/district as described in PDP Evaluator & educator co-create plan PDP reviewed at each REACH observation 	<ul style="list-style-type: none"> Includes support from the school/district Includes the assignment of a consulting teacher who creates plan with evaluator and educator <u>Two</u> Formal Observations required during remediation time span; plan reviewed throughout the remediation period
Exiting the Plan*	Remains on plan until summative REACH Students Rating increases to Proficient or Excellent	Requires a Proficient or Excellent rating on the last Formal Observation to maintain employment

*A tenured teacher on a Professional Development Plan who is rated “Developing” for two or more consecutive years will be placed on a revised Professional Development Plan. A teacher whose REACH Students Total Points are in the “Developing” range, but whose Professional Practice Points or REACH Students Total Points do not improve from the prior evaluation will be rated “Unsatisfactory” and placed on a Remediation Plan.

What Is The Teacher Quality Pool?

The Teacher Quality Pool (TQP) is a pool of pre-qualified educators from which the Board will do all hiring of educators. As part of the agreement with the [Chicago Teachers Union](#), applicants must successfully complete the Teacher Quality Pool selection process to be eligible for hire. Applicants remain eligible and in the pool for two years.

Tenured educators with a rating of “Excellent” or “Superior” (2011–12) or summative REACH Students Rating of “Proficient” or “Excellent” (2012-13 and beyond) who are laid off are granted automatic acceptance into the pool. These individuals receive notice of their automatic acceptance in their layoff letter. All other laid off employees and all candidates new to CPS are required to be pre-screened.

Eligibility in the Teacher Quality Pool is not a required for current educators transferring to other schools within the District.

The Teacher Quality Pool is an ongoing process and screenings occur year round. There are two groups of educators that may apply to the TQP:

Group One - Former CPS employees that must complete the TQP application process include:

- Former laid off tenured who have been outside the District for more than two years
- Former tenured educators with a rating of “Satisfactory” (2011–12) or a summative REACH Students Rating of “Developing” (2012–13 and beyond)
- Laid off or non-renewed probationary appointed and/or temporary assigned teachers
- Non-tenured rehires
- Current or Former Substitute Teachers desiring to be a full-time Teacher
- ESP/PSRP transferring to Teacher Positions
- Impacted Part-Time Teachers

Group Two - Those brand new to CPS who have never been employed by the district in any capacity

What is the TQP process?

The Teacher Quality Pool application is located at www.cps.edu/careers.

Group One - Former CPS Employees

Two Application Requirements:

1. Two Administrator* recommendations
2. Completion of an in-person selection

Group Two – New to CPS

Two Application Requirements:

1. Two Administrator* recommendations
OR if the applicant is a NBCT, a copy of that certification.
2. Completion of an in-person selection

Based on the above application requirements, applicants will be accepted or denied entry into the quality pool, Talent will notify individuals via e-mail of their TQP status.

Eligibility is good for two years. Should additional steps be required after two years, you will be contacted by the Talent Office.

*An **Administrator** is defined as a person who has supervised a candidate's teaching practice within the five years preceding application to the pool and has personal knowledge of his/her teaching experience. Administrators may include a Principal, Assistant Principal, Cooperating Teacher, College or University Field Supervisor, Program Supervisor or other educational administrator.

Recommendation Form

Recommendation aligns to CPS
Framework for Teacher:

- Planning and Preparation
- The Classroom Environment
- Instructional Delivery

Grievance Process

A grievance cannot be filed until after release of the REACH Students Evaluation Summary Report in the [Reflect and Learn System](#). Educators have 45 school days from receipt of the REACH Students Evaluation Summary Report to file a grievance if he/she believes that a procedural mistake that could affect their overall rating occurred during the evaluation process. The teacher may ask CTU for assistance with the Grievance Process or file the grievance on his/her own. **All grievances alleging procedural errors in the ratings process should be filed directly with the Office of Employee Engagement at Central Office, and not with the principal.**

Appeals Process

For the 2015–16 School Year, any educator who receives an “Unsatisfactory” summative REACH Students Rating may appeal to a 4 member appeals committee of certified evaluators selected by CTU and CPS. Educators who wish to appeal must file a Notice of Intent in the [Reflect and Learn System](#) within 10 days of receipt of their REACH Students Evaluation Summary Report and then submit evidence related to the appeal within 30 days of receiving their REACH Students Evaluation Summary Report. The filing of an appeal does not delay remediation or forestall any actions, such as non-renewal or layoff, but if the appeal is won, any actions determined to be the result of a faulty rating will be reversed.

Appellants will be asked to summarize the basis for their appeal and to provide evidence that falls into one or more of the following areas:

- Evidence used by evaluator does not match component scoring
- Evidence used by evaluator is missing or not considered
- Teachers did not have to opportunity to contribute their thoughts during Pre- or Post-Observation Conferences
- Ratings are based on observation notes that reflect evaluator bias, subjectivity, or interpretation
- Student particularities and/or classroom needs were not addressed by evaluator
- Evaluator is biased
- Other

All PATs who receive an “Unsatisfactory” summative REACH Students Rating may file an appeal. If their appeal is granted, the “Unsatisfactory” summative REACH Students Rating will be replaced with an Emerging rating of 250 which is the lower part of “Developing.” The “Developing” summative REACH Students Rating will not reverse a non-renewal. If the appeal is denied the “Unsatisfactory” summative REACH Students Rating stands.

All tenured educators who receive an “Unsatisfactory” summative REACH Students Rating may file an appeal. If their appeal is granted, the “Unsatisfactory” summative REACH Students Rating will be replaced with an Emerging rating of 250 which is the lower part of “Developing.” Since their summative REACH Students Rating is “Developing,” a Professional Development Plan will replace their Remediation Plan for the remainder of the school year.

For details about the Appeals Process, see Article 39-9 of the Collective Bargaining Agreement.

1. Q: Can a tenured educator’s Evaluation Plan change depending on his/her rating?

A: Yes, for example, a tenured educator on an Annual Plan (because he/she was last rated “Unsatisfactory” or “Developing”) who is rated “Proficient” will convert to a Biennial Plan.

2. Q: Do new tenure rules apply to PATs hired prior to July 1, 2013?

A: No, new tenured rules apply to teachers hired after July 1, 2013. Information regarding tenure rules for PATs hired before and after July 1, 2013 are contained in Articles 23-4 and 23-5 of the CPS/CTU Collective Bargaining Agreement.

3. Q: Are Temporarily Assigned Teachers (TATs) evaluated under REACH Students? Does time worked as a TAT count toward tenure?

A: TATs are no longer evaluated under REACH Students. No, time worked as a TAT does not count towards tenure.

4. Q: Do previously tenured teachers who become part-time teachers lose their tenure?

A: Yes, they do. Part-time teachers cannot achieve tenure while working part-time and have no tenure rights while in part-time status. Formerly tenured teachers who become part-time will have tenure restored when they return to a full-time permanent position if: (1) they return to a full-time permanent teaching position without a break in service; or, (2) they return to a full-time permanent teacher position after an involuntary break-in-service (i.e., a layoff or honorable termination) of no more than 2 years; or, (3) they return to a full-time teacher position after a voluntary break-in-service (i.e., a resignation) of no more than one calendar year. A “break in service” means any separation from any CPS employment (regardless of length of time). As described above, the consequences to a teacher’s tenure status depend on whether the break in service is voluntary or involuntary and the length of the break.

5. Q: How does a teacher become Non-Renewed?

A: A Probationary Appointed Teacher (PAT) becomes non-renewed from his/her position based on recommendations from principals. These recommendations are then approved by the Chief Executive Officer and then the Board of Education. Teachers in the process of completing their probationary period may be non-renewed if their performance for the school year is rated less than “proficient” pursuant to Article 23-3.3 of the CTU Agreement. A non-renewed probationary teacher will not return to their current school for the following school year, but is eligible for re-employment by the district.

6. Q: What if I would rather resign than be considered Non-Renewed?

A: Pursuant to the CTU Agreement, a probationary teacher who is not recommended for reappointment shall be afforded the opportunity to submit a resignation. Within ten days of the receipt of the summative evaluation that confirms that you have not been rated proficient or better you may submit an Application for Resignation.

Important Note: Choosing to resign will result in a loss of accrued time toward tenure and you will not be eligible for unemployment. Any subsequent reappointment to a teaching position would begin a new probationary period.



Resources

CPS Knowledge Center

The CPS [Knowledge Center](#) (KC) serves as a district resource for both educators and administrators. Educators can find valuable information regarding the Common Core, CPS Frameworks, Content Areas, Assessments, and REACH. The following are guidelines on how to navigate the KC:

1. Go to kc.cps.edu and use your CPS username and password to sign in.
2. Search for resources based on your job.

 I'M A TEACHER	 I'M AN ADMINISTRATOR
<ul style="list-style-type: none"> • Weekly Updates • Download Unit and Lesson Plans <ul style="list-style-type: none"> ◦ Literacy Math Science Social Science • Access thousands of free books in the CPS Virtual Library • Check out videos, resources, and pictures from real CPS teachers aligned to the CPS Framework for Teaching <ul style="list-style-type: none"> ◦ Domain 1 Domain 2 Domain 3 Domain 4 	<ul style="list-style-type: none"> • Weekly Updates • Access the Strategic Source Vendor List in the Procurement Section • Access all your REACH forms and frameworks for the observation cycle • Select sections of the Student Based Budgeting document • Download your CIWP template • Learn more about the School Quality Rating Policy

3. Scan and click the horizontal navigation bar.

4. View the KC blog for the latest news, announcements, and spotlights.

KC Blog



5. View the automatic scroll bar located at the top of the KC home page, or manually scroll by clicking the arrows, for important announcements.
6. Enter any term in the search bar located in the upper-right hand corner of the screen.

Classroom Educators can find:

[CPS Framework for Teaching Companion Guide](#), [Arts Addendum](#), [English Language Learner Addendum](#), [Physical Education Addendum](#), [Preschool Addendum](#), and [Special Education Addendum](#).

Non-Classroom Educators can find:

- **School Counselors:** [Framework](#) | [Companion Guide](#)
- **Educational Support Specialists:** [Framework](#) | [Evidence Guide](#): [IB Coordinators](#)
- **Teacher-Librarians:** [Framework](#)

Related Service Providers can find:

- **School Nursing:** [Framework](#) | [Companion Guide](#)
- **Psychology:** [Framework](#) | [Companion Guide](#)
- **Social Work:** [Framework](#) | [Companion Guide](#)
- **Speech-Language Pathology:** [Framework](#) | [Companion Guide](#)

Framework Supports



Welcome to the Knowledge Center

 Search this site

- HOME
- LEADERSHIP
- COMMON CORE
- FRAMEWORK FOR TEACHING
- CONTENT AREAS
- ASSESSMENT
- REACH
- DEPARTMENTS

Join the CPS Office of Professional Learning and the Framework Specialists at:

FEBRUARY FRAMEWORK FEST!

Sessions Include:
 Making a Case for Argument Writing (1A, 3A)
 The Power of Strong Questions (3B, 3C)
 CCSS in the Primary Classroom (1A, 1B, 3A)
 Unlocking Google Apps for the Classroom (3A)
 Using Small Groups to Maximize Differentiation (3A)
 Writing, collecting data, and reporting IEP goals (1A, 1B)
 & Many More!

When: Saturday, February 21 (8:45-12:00 & 12:00-4)
 Where: Westinghouse HS (3223 W Franklin)

RECENT UPDATES

- 1.21 Framework Fest- February 21st!
- 1.21 Component 4b-4e Guidance
- 1.21 Framework for Teaching Pre-Packaged PD
- 1.12 NEW 2015-2016 CPS Calendar
- 1.13 It's Cold Outside! Cozy up on the couch with some Instructional Planning
- 1.13 February REACH PD-Created and Led by Teachers!

KC BLOG

1.14 30 New Framework for Teaching Resources!

QUICK LINKS

- PD OPPORTUNITIES
- WEEKLY UPDATES
- FRAMEWORK FOR TEACHING
- COMMON CORE

CHOOSE A ROLE

- I'M A TEACHER
- I'M AN ADMINISTRATOR

CPS WEB APPS

Frequently Used Apps



The Framework Specialists have created hundreds of resources and videos to support teachers and principals with the CPS Framework for Teaching. All of our materials are posted to the CPS Knowledge Center (kc.cps.edu).

Access our materials from the KC homepage, or use the direct links below.

Downloadable Resources/Videos/PD

Our Resource Database	cps.edu/kc-FrameworkResources
Pre-Packaged Framework PD	cps.edu/FrameworkPD
Weekly Framework Tips/Focus on the Framework Column	tinyurl.com/FrameworkTips
Framework for Teaching Component Pages	
cps.edu/kc-1a	cps.edu/kc-3a
cps.edu/kc-1b	cps.edu/kc-3b
cps.edu/kc-1c	cps.edu/kc-3c
cps.edu/kc-1d	cps.edu/kc-3d
cps.edu/kc-1e	cps.edu/kc-3e
cps.edu/kc-2a	cps.edu/kc-4a
cps.edu/kc-2b	cps.edu/kc-4b
cps.edu/kc-2c	cps.edu/kc-4c
cps.edu/kc-2d	cps.edu/kc-4d
	cps.edu/kc-4e

Upcoming PD Sessions

Monthly Framework for Teaching PD	Tinyurl.com/FrameworkPD
Summer and Saturday Framework Fests	Tinyurl.com/FrameworkFest

Chicago Teachers Union Quest Center

Celebrating its 20th anniversary in 2012, the [Chicago Teachers Union Quest Center](#) was launched with the assistance of a generous grant from the John D. and Catherine T. MacArthur Foundation. The CTU Quest Center has been instrumental in supporting teachers and paraprofessionals in their development as educators. Experienced Quest Center staff facilitate research-based, job-embedded, meaningful professional development that has the potential to positively impact student achievement. For more information go to the [Quest Center](#) for school year 2015–2016 first semester professional learning opportunities offered by the Chicago Teachers Union Quest Center.



Appendices

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Appendix A

CPS 2015–16 REACH Professional Learning Opportunities

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2015–16 REACH Worksheet

Educators are encouraged to record individualized REACH information for their reference.

Appendix A: CPS 2015-16 REACH Professional Learning Opportunities



Framework for Teaching Professional Learning 2015-16

Monthly Framework for Teaching Professional Learning

What is it? REACH PL is designed for teachers to spend several months examining critical topics of best practice (see list below). Each topic strand has 4 sessions to help teachers improve their instruction over time. Topic strands include:

planning

student ownership

management

differentiation

discussions

assessment

tech integration

Session specifics:

Please visit www.tinyurl.com/FrameworkPD for the most up to date information

2015-16 dates:

All sessions are after school from 4:30-6:30pm. Sessions will be offered at north side and south side locations. Locations TBD.

October 6th, 7th
December 1st, 2nd
February 2nd, 3rd
April 5th, 6th

November 3rd, 4th
January 5th, 6th
March 1st, 2nd
May 3rd, 4th

Saturday Framework Fests

What is it? Framework Fest is a day of professional learning about teaching best practice. All sessions are facilitated by CPS teachers and cover a large range of topics related to the CPS Framework for Teaching.

2015-16 dates:

Participants self-select breakout sessions based on their specific instructional goals. Participants can attend ½ or full day. Locations TBD.

Saturday, September 19th
Saturday, January 23rd
Saturday, March 26th

Saturday, October 24th
Saturday, February 20th

Session specifics:

Please visit www.tinyurl.com/FrameworkFest for the most up to date information regarding session topics – check back often as new sessions get developed regularly!

Appendix B: 2015-16 REACH Worksheet



2015-16 REACH WORKSHEET

NAME: _____

SCHOOL: _____

GRADE LEVEL(S): _____ SUBJECT: _____

I logged into the Reflect and Learn System on _____ to check my plan and Summary Report.
(date)

My REACH evaluation will consist of _____% Professional Practice, _____% Performance Tasks and _____% Value-added.

PROFESSIONAL PRACTICE

Check the box to the left of the Framework that will be used for your evaluation this year.

	Framework for Teaching
	Framework for School Counselors
	Framework for Educational Support Specialists
	Framework for Teacher-Librarians

Evaluation Plan:

- Annual (PAT)
- Annual (Tenured)
- Biennial (Tenured)

Evaluation Cycle:

I will have _____ Formal Observation(s) and _____ Informal Observation(s) during 2015-16.

There will be _____ month(s) between each REACH Observation

STUDENT GROWTH

_____% Performance Task	Subject ----- Class Selected	Ordered Date	Administered Date	Scored Date:	Entered Score in CIM Date
BOY Sept. 14-Oct. 23, 2015	SUBJECT _____ CLASS _____	Available now!			
EOY May 9-June 10, 2016	SUBJECT _____ CLASS _____	Available 3/28 to 4/8/2016			

_____ % Value-Added Measures using _____ (assessment)

I verified my Rosters in CIM for Performance Tasks on _____ (date)

I verified my Rosters in CIM for Value-Added on _____ (date)

Appendix B: 2015-16 REACH Worksheet



2015-16 REACH WORKSHEET

Observation Type: <i>Formal,or,Informal?</i>	Date of Pre-Observation Conference	Date of Observation	Date of Post-Observation Conference <i>or if an Informal Observation</i> Date evidence and ratings shared

RESOURCES,

Questions on Professional Practice?	Questions on Student Growth?
<p>CPS FRAMEWORKS Email: cpsframework@cps.edu Website:</p> <ul style="list-style-type: none"> • CPS Framework for Teaching • Companion Guides • Addenda • Framework Support Resources 	<p>PERFORMANCE TASKS Email: reachperformancetasks@cps.edu Website:</p> <ul style="list-style-type: none"> • Handbook and Addendum • <i>How to Score Pts in CIM</i> <ul style="list-style-type: none"> • PowerPoint/ Document • Roster Verification
<p>EVALUATION PLAN & EVALUATION CYCLE Email: Network IES Website</p> <ul style="list-style-type: none"> • FAQ • REACH Handbook • REACH for 2015-16 Educator Orientation Module 	<p>VALUE-ADDED</p> <ul style="list-style-type: none"> • VAM 101 • VAM 201 • VAM Technical Report • FAQ • Oak Tree Analogy
Questions about Professional Learning?	Questions about the Reflect and Learn System?
<p>CPS Email: learninghub@cps.edu Website: Upcoming Professional Development Opportunities</p> <p>CTU Website: www.ctunet.com/pd Contact: Theresa Insalaco-Decicco, M.Ed., NBCT at the CTU Quest Center</p>	<p>IT Help Desk: 773-553-3925</p>

Chicago Public Schools Vision

Every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life.



**Chicago Public Schools
42 West Madison Street
Chicago, Illinois 60602
cps.edu**

