REACH Students

Recognizing Educators Advancing Chicago's Students

Educator Evaluation Handbook

2016-17

Chicago Public Schools

CITY OF CHICAGO

Rahm Emanuel

Mayor

CITY BOARD OF EDUCATION

Frank Clark

President

Jaime Guzman

Vice President

Members:

Gail D. Ward

Dominique Jordan Turner

Rev. Michael J. Garazini, S.J.

Mahalia Hines

Mark F. Furlong

CHICAGO PUBLIC SCHOOLS

Forrest Claypool

Chief Executive Officer

Matthew Lyons

Chief Talent Officer

REACH Students Overview

Acknowledgments

We gratefully acknowledge the encouragement and expertise contributed by the following individuals and departments in support of the creation of this Handbook: Sara Abu-Rumman, Lauren Clair-Mcclellan, Ryan Crosby, Annamae Heiman, LaShonda Hicks-Curry, Mike Herring, Peter Leonard, S. B.Loder, Joe Moriarty, Thi Nguyen, Lisa Perez, Amanda Smith, the Office of School Counseling and Postsecondary Advising, the Talent Office, the Office of Strategy, Research and Accountability, the Office of Professional Learning and the Office of Teaching and Learning.

In addition we thank the teachers and administrators of Chicago Public Schools for the work they do every day to advance our students toward success in college, career and life.

© 2016, Chicago Public Schools. All Rights Reserved.

Educator Evaluation Handbook

Table of Contents

REACH Students Overview

Multiple Measures of REACH Students 8

Timeline 2014–15 12

Professional Practice

CPS Framework for Teaching 14

Levels of Performance 19

Critical Attributes 20

Evaluation Plan 22

Formal Observations 23

Informal Observations 28

Professional Responsibilities 29

Reflect and Learn System 31

FAQs 32

Student Growth

Performance Tasks 36

Value-Added Measures 39

Classroom Roster Verification and Performance Task Verification 41

FAQs 43

Evaluation Summary Report

Overview 46

Clarifying Terminology 48

Counselor Practice

CPS Framework for School Counselors 50

FAQs 53

© 2016, Chicago Public Schools. All Rights Reserved.

Educator Evaluation Handbook

Table of Contents

Additional Frameworks: Educational Support Specialists and Teacher-Librarians

Educational Support Specialists..... 55

Teacher-Librarians 57

FAQs 58

Employment Considerations

Evaluation Plans for Tenured Educators 60

Probationary Appointed Teacher (PAT) Tenure Rules 61

Professional Development Plan and Remediation Plan..... 63

Grievance and Appeals Process..... 66

FAQs 67

Resources

Knowledge Center.....69

CTU Quest Center..... 70

© 2016, Chicago Public Schools. All Rights Reserved.

REACH Students Overview

Save for Letter from MH

© 2016, Chicago Public Schools. All Rights Reserved

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

© 2016, Chicago Public Schools. All Rights Reserved.

Non Classroom Educators and Related Service Providers

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

Information regarding the RSP evaluation policies and procedures is available on the Knowledge Center.

© 2016, Chicago Public Schools. All Rights Reserved.

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% based on 2 Performance Tasks	
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 and Teacher-Librarians	70%	20%	10% School-wide Literacy
Category D: High School educators	70%	30% based on 2 Performance Tasks	
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

An educator will receive individual VAM if:

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

© 2016, Chicago Public Schools. All Rights Reserved.

Educators will receive school wide Literacy 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.
- **School wide 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 Dynamic Learning Maps (DLM) Alternate Assessment, formerly 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 a student's growth on Performance Tasks for purposes of his/her REACH evaluation if:

- Student has BOY task scores entered in the CIM system during an approved BOY or MOY window.
- Student has EOY task scores entered in the matching EOY task code in the CIM system during the approved EOY window.
- The teacher verifies the student and task in the Performance Task Verification process in the Battelle for Kids system.

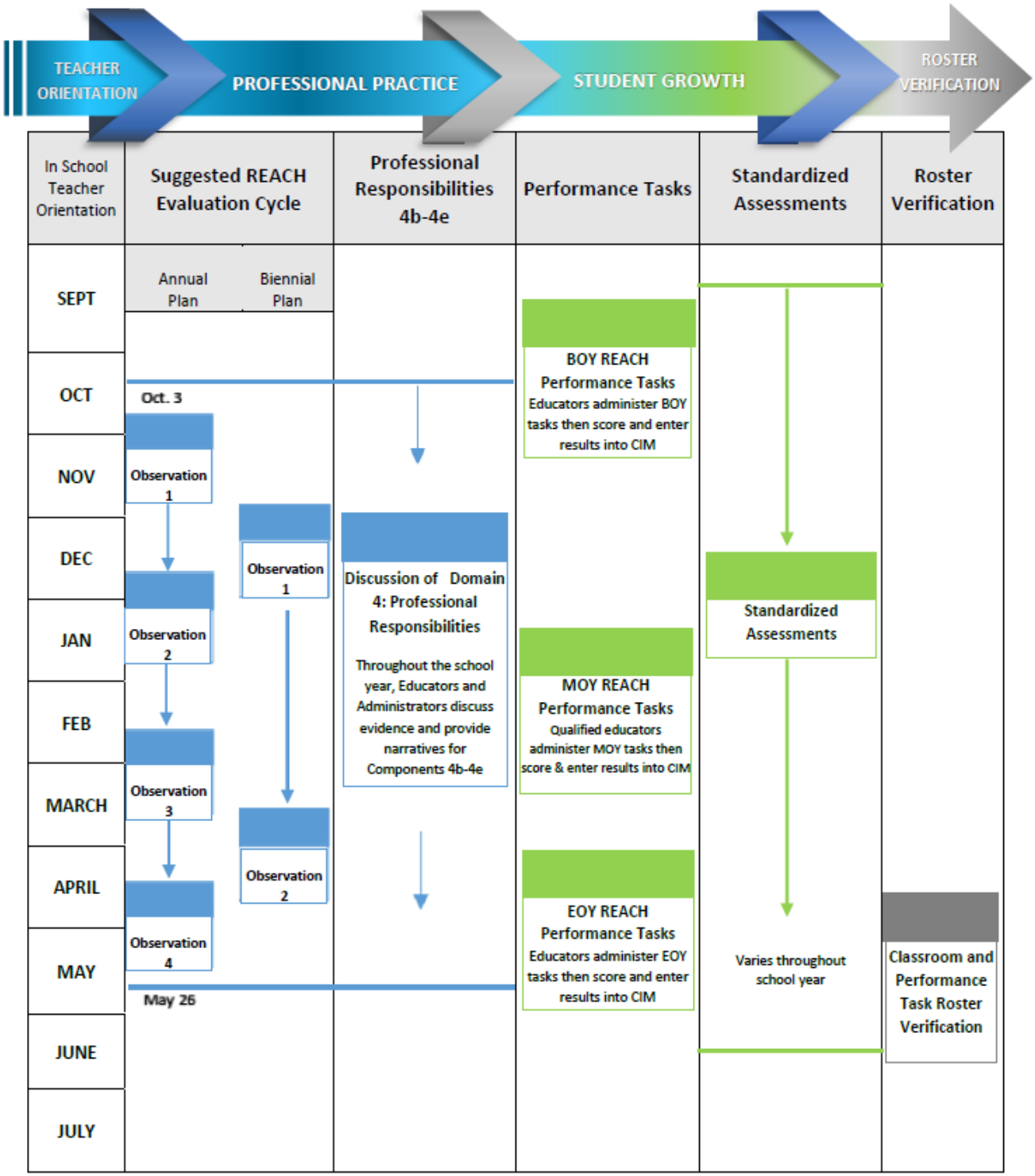
Teachers who are eligible to receive a REACH rating who are in a school for fewer than 100 instructional days will **no longer** receive the "missing data" score of 3.12 for the REACH PT growth portion of their evaluation. In an effort to base Summative scores solely on existing data, the scores will be calculated based on available Value-added scores and/or Professional Practice results.

All teachers in a school for 100 or more instructional days are expected to ensure their students satisfy the above three conditions to receive credit for student growth on Performance Tasks.

It is imperative that the Roster Verification is carefully entered and closely monitored.

© 2016, Chicago Public Schools. All Rights Reserved.

REACH TIMELINE 2016-2017 SCHOOL YEAR

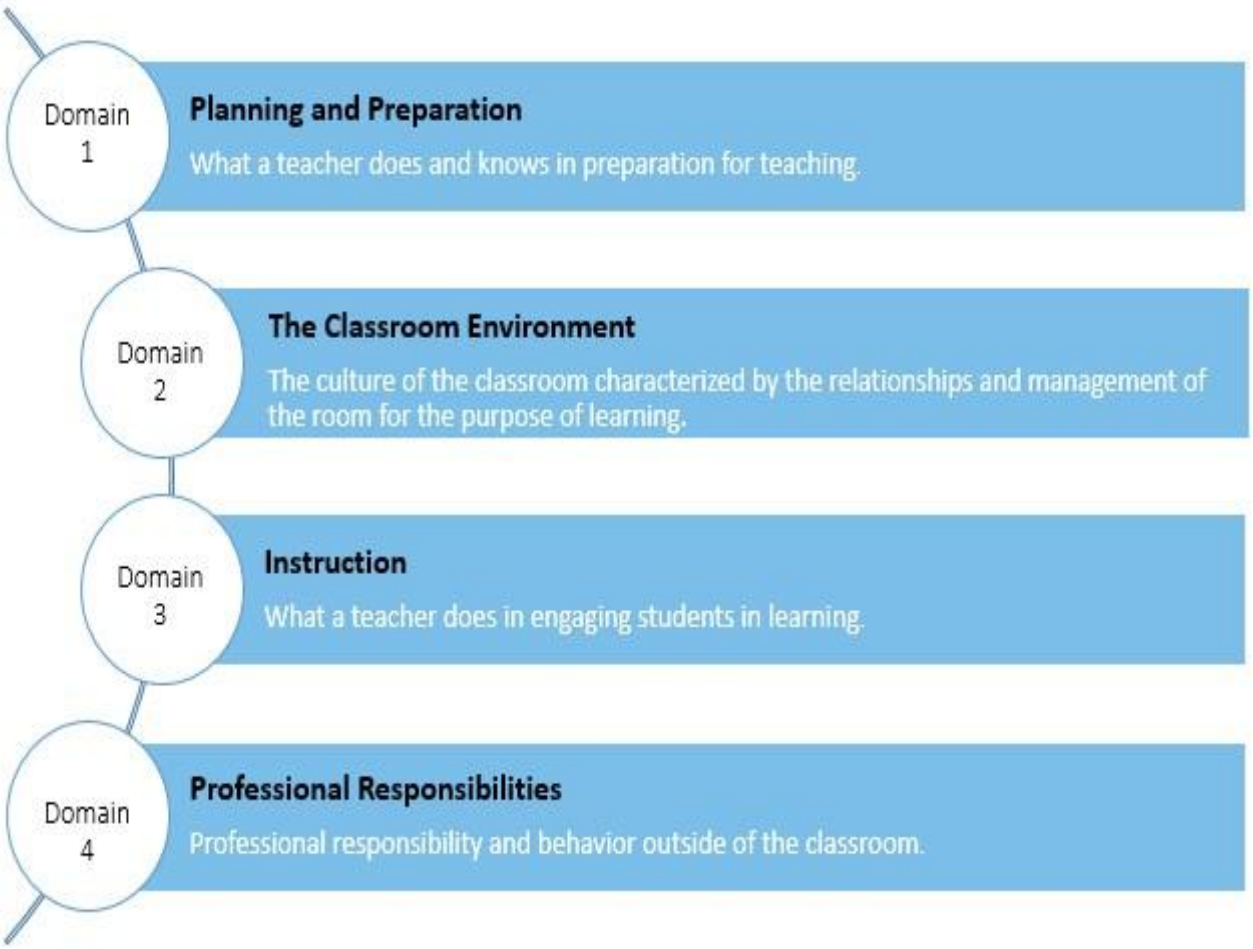


© 2016, Chicago Public Schools. All Rights Reserved.

Professional Practice

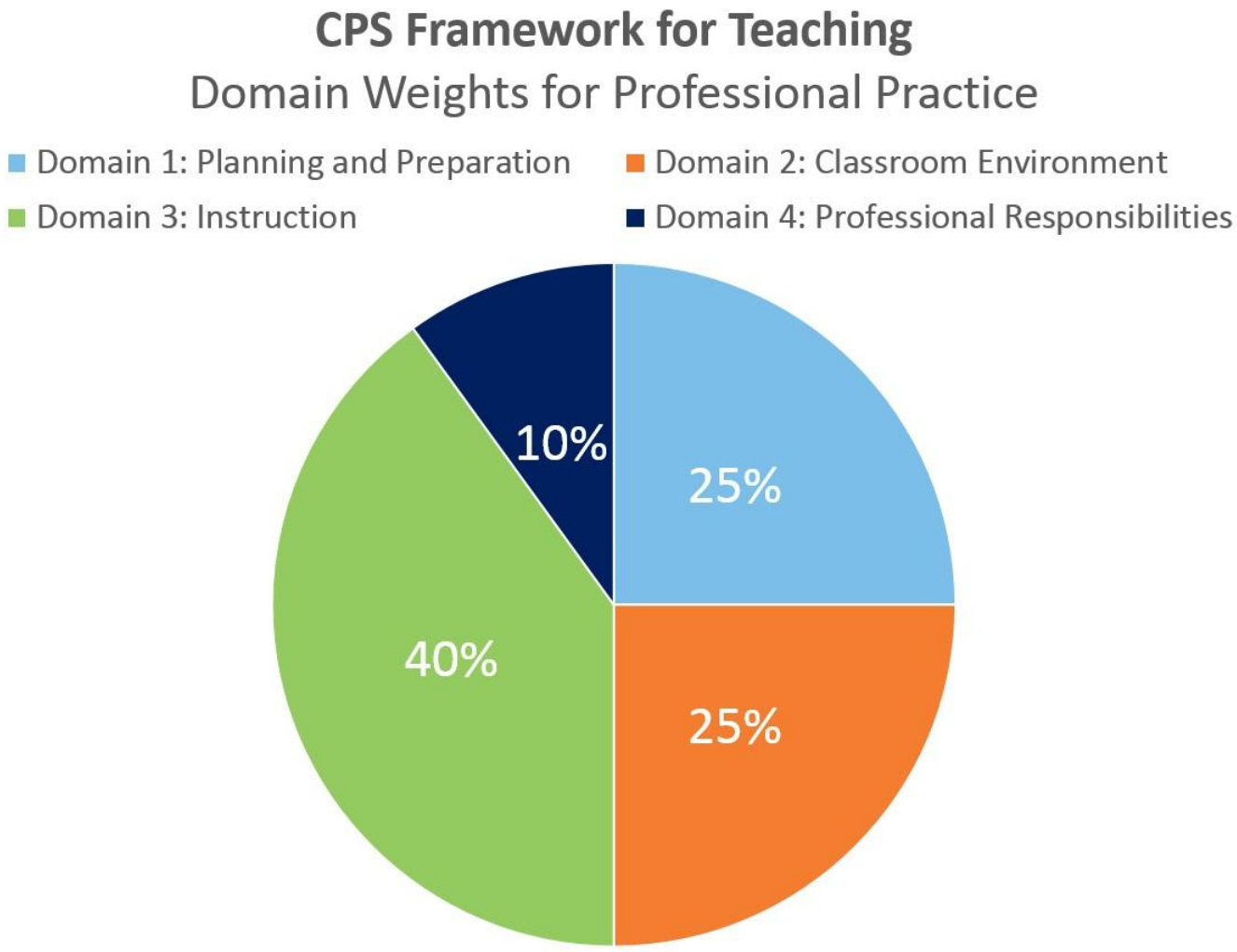
The Four Domains

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.



© 2016, Chicago Public Schools. All Rights Reserved.

For the purpose for calculating a Professional Practice score, the following are the weights for each domain.



© 2016, Chicago Public Schools. All Rights Reserved.

Domain and Component Table

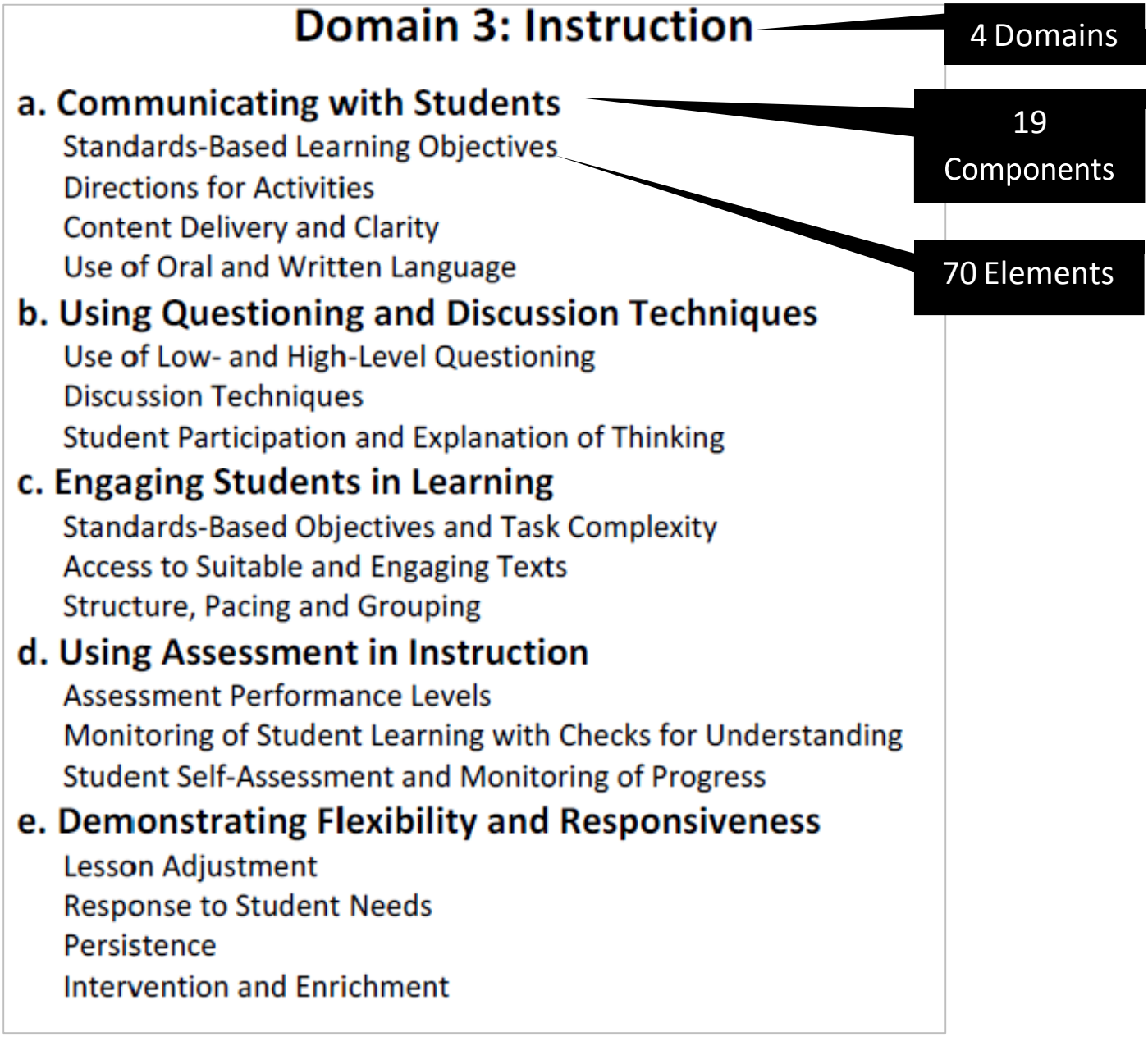
Each domain contains four or five lettered components. Educators receive ratings at the component level following Formal and Informal Observations.

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

© 2016, Chicago Public Schools. All Rights Reserved.

Framework Vocabulary: Domain, Component and Element

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



© 2016, Chicago Public Schools. All Rights Reserved.

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.

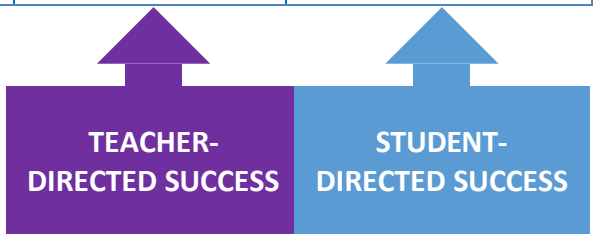
The *CPS Framework for Teaching Companion Guide* lists unique characteristics of teaching practice for the content area/settings, as well as examples of practice at the Proficient and Distinguished levels of performance. Educators and school administrators may wish to use these resources as a reference 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 will benefit from referencing these materials during Pre- and Post-Observation Conferences.

© 2016, Chicago Public Schools. All Rights Reserved.

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. 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



© 2016, Chicago Public Schools. All Rights Reserved.

In addition to the *Critical Attributes for the CPS Framework for Teaching,* CPS and CTU worked together to develop an additional resource to help describe teaching at each level of performance for teachers of Diverse Learners. The *SPED Critical Attributes* are available on the Knowledge Center.

Critical Attributes represent descriptions of what one might see in a classroom. They are not exhaustive and should not be used as checklists to justify ratings. **When determining a level of performance, the evaluator must use the language of the Framework.**

2013 CPS Framework for Teaching *with Critical Attributes*

CHICAGO PUBLIC SCHOOLS | CPS

Domain 1: Planning and Preparation

Component	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
1a: Demonstrating Knowledge of Content and Pedagogy *Knowledge of:* • *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	1. Unit and/or lesson plans do not include content standards. 2. Unit and/or lesson plans do not include strategies that require reading, writing or thinking in the content area. 3. Unit and/or lesson plans include content that is not sequenced based on prior lessons or prior student knowledge. 4. Unit and/or lesson plans include instructional strategies that are not appropriate for the content or students' learning styles.	1. Unit and/or lesson plans include content standards but they may not be entirely appropriate for the grade level or properly sequenced. 2. Unit and/or lesson plans include some strategies that require reading, writing or thinking in the content area but they may not be fully described or appropriately selected. 3. Unit and/or lesson plans include some gaps in appropriate content or the sequence of content does not fully build on prior lessons or student knowledge. 4. Unit and/or lesson plans include a limited range of instructional strategies that are somewhat appropriate for the content and students' learning styles.	1. Unit and/or lesson plans include content standards that are grade level appropriate and are properly sequenced. 2. Unit and/or lesson plans include appropriate and articulated strategies requiring reading, writing or thinking in the content area. 3. Unit and/or lesson plans include content that is well sequenced and builds on prior lessons and student knowledge. 4. Unit and/or lesson plans include a diverse range of instructional strategies that are entirely appropriate for the content and students' learning styles.	In addition to the characteristics of "proficient," 1. Unit and/or lesson plans include connections to content standards from related disciplines. 2. Unit and/or lesson plans include strategies that connect reading, writing or thinking within the content area or to related disciplines. 3. Unit and/or lesson plans include strategies to clarify connections between major concepts in the content. 4. Unit and/or lesson plans include instructional strategies to anticipate student questions and student interest.

© 2016, Chicago Public Schools. All Rights Reserved.

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.

Special Education Critical Attributes

In addition to the Special Education Addendum, CPS and CTU worked together to develop an additional resource to help describe teaching at each level of performance for teachers of Diverse Learners. The SPED Critical Attributes are available on the Knowledge Center.

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.

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.

© 2016, Chicago Public Schools. All Rights Reserved.

Determining Your Evaluation Plan

Evaluation Plan: The specific timing and type of observations are determined by the assigned Evaluation Plan. Every CPS educator is on an Annual Plan or a Biennial Plan.

Are you a Probationary Appointed Teacher (PAT)?

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**
- **Summative rating** issued in **September 2017**

Are you a Probationary Appointed Teacher hired prior to July 1, 2013?
Are you a Probationary Appointed Teacher hired after July 1, 2013?
Additional guidance found on page 62.

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
A previous summative REACH Students Rating of Developing ▪ **Four observations** within a **single school year** ▪ **Two Formal Observations** and **two Informal Observations** ▪ Observations are separated by at least **one calendar month** ▪ **Summative rating** issued in **September 2017**	**A previous summative REACH Students Rating of Proficient/Excellent** ▪ **Four observations** across **two school years** ▪ **One Formal** and **one Informal Observation** each year ▪ Observations are separated by at least **three calendar months** ▪ **Summative rating** issued in **September 2017-Year 2** ▪ **Summative rating** issued in **September 2018-Year 1**

*Tenured educators with an Unsatisfactory rating are placed on a Remediation Plan. Please reference the Remediation/ PDP page 63 for more information.

© 2016, Chicago Public Schools. All Rights Reserved.

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			
	PRE-OBSERVATION CONFERENCE	**FORMAL OBSERVATION**	**POST-OBSERVATION CONFERENCE**
WHEN	Evaluator provides 48 hours (two school days) notice to educator.	The observation occurs within 5 school days of the Pre-Conference. The day and time is at evaluator's discretion as long as it occurs during the lesson/unit discussed in the Pre-conference.	Occurs within 10 school days of the observation. **Best Practice**: Post-observation conference occurs at least one day following the observation.
WHAT	Educator and Evaluator engage in collaborative conversation intended to illuminate classroom context. Educator and evaluator reference *Pre-Observation Protocol*, and appropriate CPS Framework. **Best Practice**: Relevant Addendum is referenced.	Observed lesson must be from the unit discussed in the Pre-Observation conference. Evaluator observes and captures evidence in Domain 2 (Classroom Environment) and Domain 3 (Instruction) for the length of the lesson, 45 minutes, or a class period. Evaluator should reschedule observations if classroom activity is disrupted at the time of the scheduled observation.	Educator and Evaluator engage in collaborative conversation about evidence, preliminary ratings, feedback and next steps for improving practice. Focus on Domains 2 and 3 as well as Component 4a. Educator and evaluator reference *Post-Observation Protocol*, Framework language, evidence from observation. **Best Practice**: Relevant Addendum is referenced **Best Practice:** At least **o**nce per year, discuss 4b-4e evidence and scores.
HOW	**Best Practice:** Educator explains planning process in the *Pre-Observation Protocol.* Educator uploads unit and/or lesson plan in RLS prior to Pre-Conference.	**Best Practice:** Evaluator shares evidence in RLS prior to Post-Observation Conference. **Best Practice:** Educator reviews evidence against Framework.	**Best Practice:** Educator completes *Post-Observation Protocol* in RLS prior to Post-Conference. **Best Practice**: Evaluator shares final ratings in RLS within 5 days of Post-Observation Conference.

© 2016, Chicago Public Schools. All Rights Reserved.

Pre-Observation Conference

The Pre-Observation Conference is a meeting between the evaluator and educator held five or fewer days prior to the observation. Evaluators must provide "reasonable 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.

During the Pre-Observation Conference the evaluators and educators clearly communicate about the lesson/unit plan, objectives, instructional design and assessments as well as the students/grade for whom the unit is designed.

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 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 schools days of the Pre-Observation Conference and the educator is teaching the lesson or 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.

© 2016, Chicago Public Schools. All Rights Reserved.

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 respond to the questions on the *Protocol for the Post-Observation* 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 reflection, evaluators are encouraged to share evidence collected during the observation with educators prior to the Post-Observation Conference.

Teachers have the option of bringing additional evidence to the conference, for example, 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 and may discuss evidence for Components 4b–4e. Evaluators and educators will discuss 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.

© 2016, Chicago Public Schools. All Rights Reserved.

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.
- **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. 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 Addedum may also be referfenced 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.

Evaluator is required to rate all components of Domain 1, 2, 3, and Component 4a during a Formal Observation.

© 2016, Chicago Public Schools. All Rights Reserved.

REACH Students observations will only be conducted by evaluators certified by the Illinois State Board of Education (ISBE). In the event that the Principal and Assistant Principal 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 3, 2016**. Pre-Observation Conferences can commence prior to October 3, 2016 and must be held five or fewer school days before the observation.

REACH Students observations must end on **Friday, May 26, 2017**.

Post-Observation Conferences can be held after May 26, 2017 and must take place within 10 schools days of the classroom observation.

© 2016, Chicago Public Schools. All Rights Reserved

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.**

	OBSERVATION	AFTER the OBSERVATION
WHEN	No advance notice is necessary.	Educators or evaluators may request an in-person conference.
WHAT	Evaluator observes for at least 15 minutes and captures evidence from the classroom. Evaluator should proactively communicate if an observation is for REACH purposes. Focus is on Domain 2 (Classroom Environment) and Domain 3 (Instruction).	Evaluators are not required to rate all components, only components with sufficient evidence for Domains 2 and 3.
HOW	Evaluator enters evidence in Reflect and Learn System.	Evaluator shares evidence and ratings, provides feedback and finalizes the observation cycle in RLS. **Best Practice:** Evaluator shares evidence and final component level ratings within 5 school days after the observation.

Informal Observations are occasions for more targeted coaching. It is an opportunity to focus on specific components, such as those discussed in a prior Post Observation Conference, in order to improve practice.

© 2016, Chicago Public Schools. All Rights Reserved.

Components 4b-4e are not rated during a formal observation, but evaluators and educators are encouraged to discuss them during a Post-Observation Conferences. Ratings are issued once per evaluation cycle.

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.
- ✓ Educators receiving a summative rating at the end of SY 2016-17 are encouraged to enter evidence by mid-February in order to receive feedback.
- ✓ 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 encouraged to review the evidence and provide feedback by the end of spring break.
- ✓ *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 2016–2017?

- ✓ PATs
- ✓ Tenured Educators on an Annual Plan
- ✓ Tenured or Part-time 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.

Educators are encouraged to reach out to their evaluators to discuss evidence and ratings during the Post-Observation Conference.

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.

Note: If *scores* are entered in 4b-4e during Year 1 of a Biennial's cycle, those scores will not count toward the rating. Only scores entered in Year 2 are used in summative calculations.

© 2016, Chicago Public Schools. All Rights Reserved.

Attendance

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. 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

© 2016, Chicago Public Schools. All Rights Reserved.

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.

© 2016, Chicago Public Schools. All Rights Reserved.

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: Yes. In cases where more than one evaluator is present, one evaluator is responsible for entering evidence and determining ratings as well as conducting the Pre and Post Observation Conferences.

3. **Q: Can I request an evaluator to re-do a REACH observation?**
   A: Yes, but it is at the discretion of the evaluator whether or not to provide an additional observation. 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. Can my new principal see my previous REACH data?**
   A: Yes, previous REACH data can be accessed by CPS evaluators at the educator's current school.

5. **Q: What happens with observation ratings for educators who are hired in the middle of the year?**
   A: In the event of a mid-year transfer, educators should expect to receive all required observations according to their Evaluation Plan. Observations from both schools' evaluators will be used toward the teacher's summative rating.
   If the educator is a new, mid-year hire, the evaluator is responsible for ensuring that the appropriate number of observations takes place depending on the Evaluation plan of the educator.

6. **Q: Is an evaluator allowed to do more than the required number of Formal/Informal Observations?**
   A: Yes, If an evaluator has the opportunity to provide more feedback by conducting additional observations while adhering to specified time span, the highest Formal and highest Informal Observations will be used toward the teacher's summative rating in accordance with their plan. An evaluator can also substitute a Formal Observation for an Informal Observation.

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.

© 2016, Chicago Public Schools. All Rights Reserved.

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: How should the Heggerty curriculum be considered during REACH observations?**
   A: Heggerty is a phonemic awareness curriculum intended to be completed with a whole class of elementary students. Each lesson lasts about 15 minutes.
   - Evaluators are permitted to collect evidence while a teacher is using the Heggerty curriculum. The teacher's execution of the content, in conjunction with other content under study, can be considered when evaluating the teacher's instructional practice based on thorough discussion of how Heggerty is used in the classroom during pre and post observation conferences. If Heggerty is used during a REACH informal observation, which can be as short as 15 minutes, a post-observation conference to discuss the lesson is recommended.
   - It is best practice to view Heggerty as one tool in a teacher's instructional tool kit. Evaluators are encouraged to include evidence beyond the Heggerty portion of a lesson when issuing REACH ratings.

10 **Q: What are the best practices for conducting REACH observations for a CPS teacher who is mentoring another 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.

   If necessary, modifications to the student teacher's schedule should be made so that the required observations can occur.

11 **Q: What if an educator does not submit evidence for Domain 1 or Domain 4, Components 4b-4e? Should the evaluator automatically issue a rating of Unsatisfactory?**
   A: No. If an educator does not provide evidence this does not automatically equate to Unsatisfactory practice.
   - If an educator does not complete the Pre or Post Observation Conference questions, the evaluator should summarize the evidence provided for each Domain 1 Component during the Pre or Post Observation Conference and rate accordingly.

   - If the educator does not provide narratives for Components 4b-4e, the administrator should type a short narrative for each component and rate accordingly.

12 Q: What if an educator 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 could 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.

© 2016, Chicago Public Schools. All Rights Reserved.

Student Growth

A REACH Students Performance Task 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 2016-17 school year to the same group of students.

Administration Windows (SY 15–16)	Dates
Beginning of Year (BOY)	September 19, 2016 – October 28, 2016
End of Year (EOY)	May 8, 2017 – June 9, 2017

© 2016, Chicago Public Schools. All Rights Reserved.

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 29– September 2, 2016. The dates for ordering Spring EOY assessments are March 20- March 31, 2017.

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 Manual.

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.

© 2016, Chicago Public Schools. All Rights Reserved.

A teacher's Performance Task score is based on the percentage of students that grow, not the magnitude of growth. Examples below illustrate whether or not an individual student has grown:

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

Performance Task Roster Verification

Performance Task Roster 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.

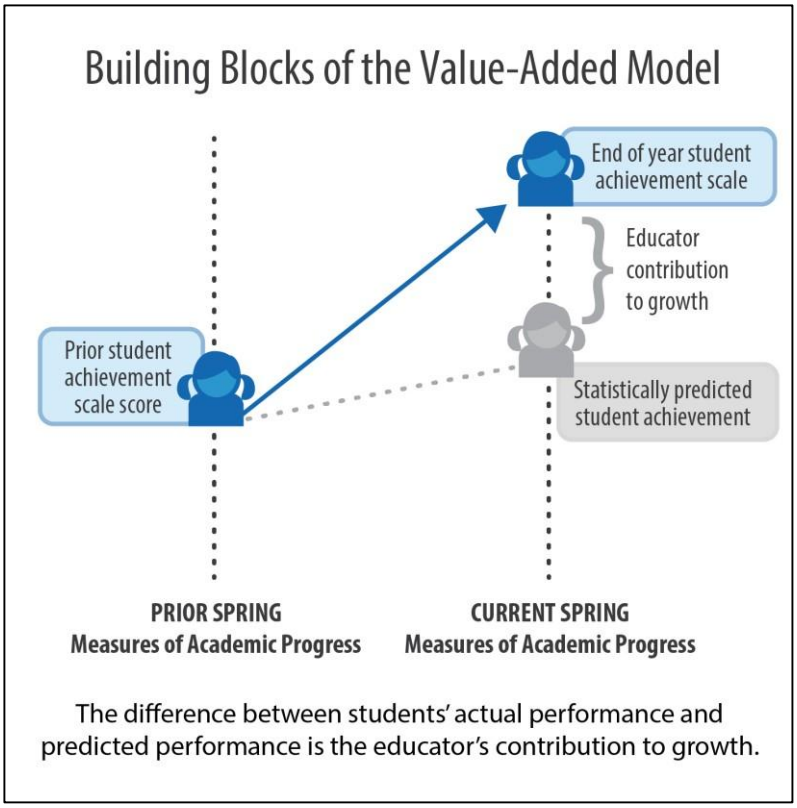
© 2016, Chicago Public Schools. All Rights Reserved.

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 academic 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, at the University of Wisconsin-Madison.
- The VAM Technical Advisory Committee (TAC), established in 2007, provides input into the model and includes local and national experts.

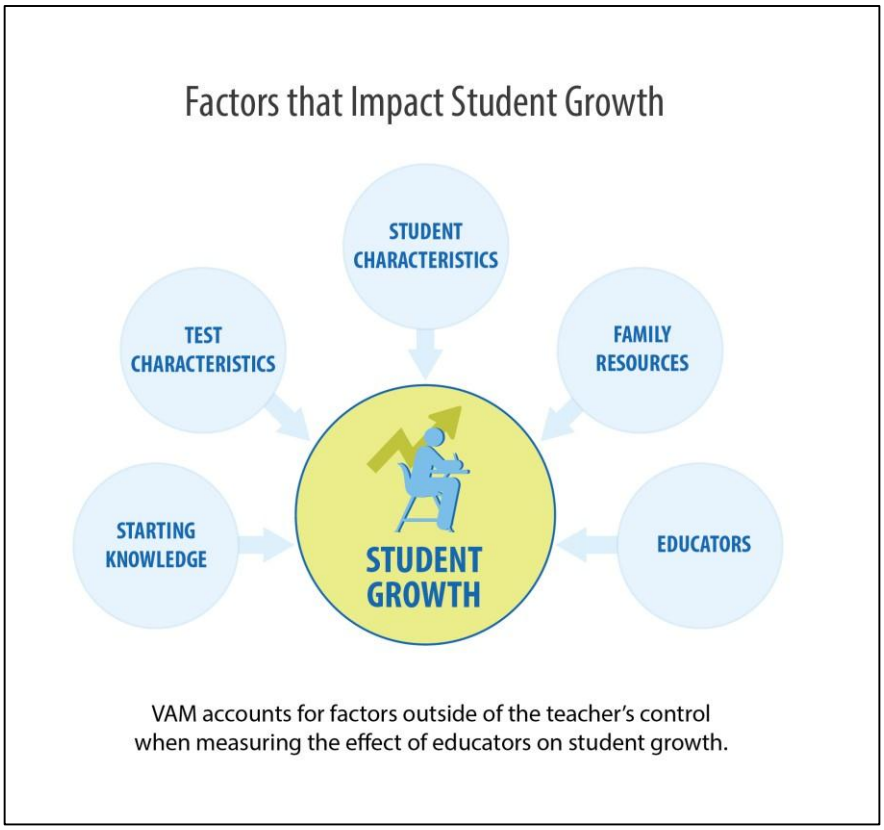


© 2016, Chicago Public Schools. All Rights Reserved.

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

A teacher's Value-Added result is the difference between actual student performance and predicted student performance 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
2. Prior math assessment data
3. Race/ethnicity
4. English Language Learner status
5. Students in temporary living situations
6. Grade level
7. Gender
8. Low-income status
9. Individualized Education Program status
10. Mobility

© 2016, Chicago Public Schools. All Rights Reserved.

Roster Verification

Roster Verification is a process administered through Battelle for Kids (BFK) Link software and is used to accurately capture the instructional associations between teachers and their students. A record of rosters of both classroom schedules, as recorded in IMPACT, and Performance Task administrations, as recorded in BOY score entry, are made available for review and modification through BFK-Link. CPS uses these rosters to calculate teacher-level measures of their students' academic growth as a part of REACH Students evaluation system. 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 accuracy of this process is particularly important for teachers who share students (SPED and other), who transfer, or are hired midyear.

The Roster Verification process begins in Spring 2017.

	Classroom Roster Verification	***Performance Task Roster Verification (PT Verification)***
Educators Verify	• which students they taught for each course, • for what months in the school year, and • whether they provided all of the instruction or collaborated with another teacher.	• which students they expect to receive credit for in their Performance Task student growth measure
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.	Teachers will be responsible for reviewing, editing, and confirming the accuracy of their Performance Task roster(s) by indicating the students who are expected to have both a BOY (or MOY) and EOY score. Principals then approve the teacher-verified rosters.

© 2016, Chicago Public Schools. All Rights Reserved.

Classroom and Performance Task Roster Verification Training and Login Spring 2017

- 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.
- Review the column on the right-hand side of the Link page to see your timeline, school support team, and available resources.
- For questions, contact your school-based Roster Verification support team.

For dates, principal training times, and access to both administrator and educator resources, see the Knowledge Center Roster Verification page, under REACH.

© 2016, Chicago Public Schools. All Rights Reserved

FAQs

1. **Q: How is the Student Growth score calculated for PreK – Grade 2 educators?**
   A: The Student Growth score for PreK –Grade 2 and high school educators will be comprised entirely of Performance Task results. Teachers and librarians in these grades will enter scores for two REACH PTs or two classes. Consult the REACH Performance Task Manual for more information.

2. **Q: How are two Performance Task scores calculated for a final rating?**
   A: Results from both Performance Tasks will be aggregated. Educators will receive a single Performance Task score based on results from the two REACH PTs given or the PT given to two classes.

3. **Q: Which students count towards my REACH Performance Task Score?**
   A: A student will count towards and educator's REACH Performance Task score if the:
   - Student has BOY scores entered in CIM during an approved administration window.
   - Student has EOY scores entered in CIM for the corresponding task code during the approved administration window.
   - Teacher verifies the student for the administered task through the Performance Task Roster Verification process in the Battelle for Kids system. The principal approves the verification.

4. **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.

5. **Q: What is the difference between Classroom Roster Verification and Performance Task Roster Verification? Are they the same?**
   A: Classroom Roster Verification and Performance Task Roster 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 Roster Verification and Classroom Roster Verification are used for different purposes.
   Classroom 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 and accurately associate students with their teachers during Value-Added calculations.
   As part of the Roster Verification process, CPS has integrated a Performance Task roster verification 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.

6. **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 the following outcomes will occur:

- For teachers who must administer only one Performance Task:
    - 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 two Performance Tasks, the percentage for both Performance Tasks is reallocated to Professional Practice (i.e. 100% Professional Practice).

© 2016, Chicago Public Schools. All Rights Reserved.

Evaluation Summary Report

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.

Educators who were observed during the 2015-156 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. Educators on an annual plan or the second year of their biennial plan will receive this summary report.

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. Educators who are receiving an inability to rate or no rating will receive this report.

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

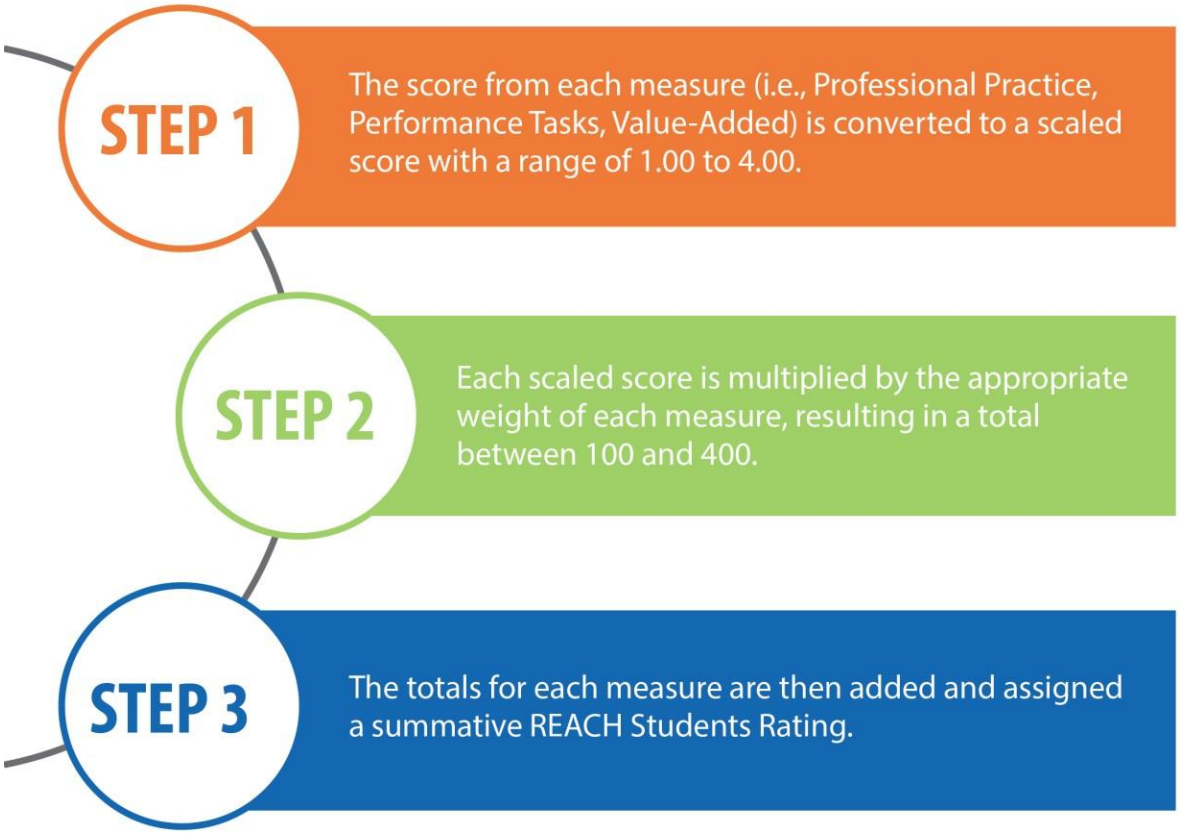
1. Log into the Reflect and Learn System using your CPS username and password.
2. On your RLS homepage, scroll down, locate and click the button that reads "My REACH Results".
3. Click the tab that reads "2015-16" and locate the link that reads "2015-16 REACH Evaluation Summary Report".

© 2016, Chicago Public Schools. All Rights Reserved.

Evaluation Summary Report

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.



© 2016, Chicago Public Schools. All Rights Reserved.

Evaluation Summary 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.

CPS Framework Performance Levels	***Summative REACH Students Ratings***	***Previous Summative REACH Student Ratings***
Used ONLY for professional practice, specific to the *CPS Framework for Teaching* and other discipline-specified Frameworks.	Used ONLY at the end of an evaluation cycle when a final summative evaluation rating is provided. Includes both teacher practice and growth measures.	Point of reference. Previous ratings were used to determine when tenured educators first receive a Summative REACH Students Rating.

Levels of Performance in CPS Framework for Teaching *(Classroom Observations)*	REACH Students Rating Categories *(Summative REACH Students Ratings ONLY)*	SY11—12 / Previous Rating Categories *(Summative REACH Students Ratings)*
Distinguished	Excellent	Superior
Proficient	Proficient	Excellent
Basic	Developing	Satisfactory
Unsatisfactory	Unsatisfactory	Unsatisfactory

Find additional up-to-date information, resources and FAQs refer to the REACH Summary Data and Reports page on the Knowledge Center.

© 2016, Chicago Public Schools. All Rights Reserved.

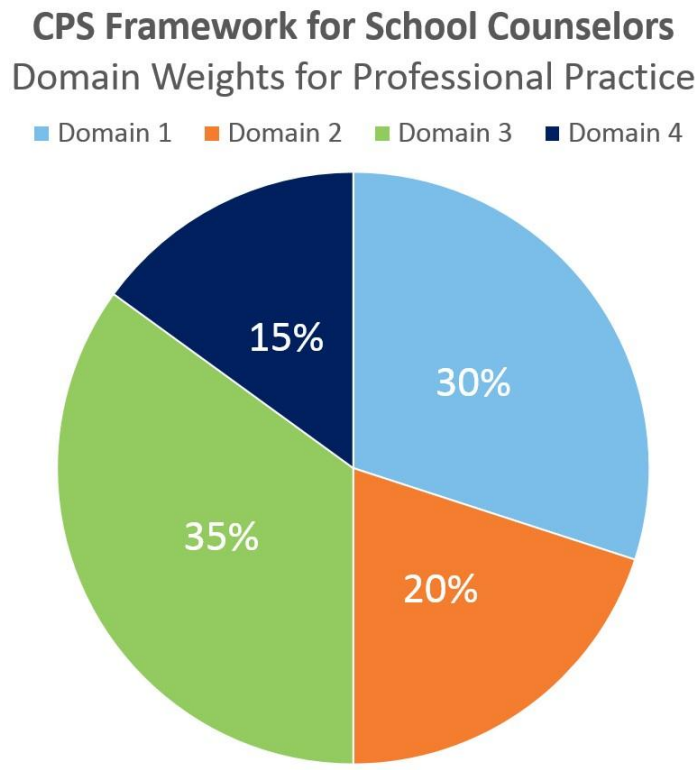
Counselor Practice

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

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:



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

© 2016, Chicago Public Schools. All Rights Reserved.

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). Please note the Office of School Counseling and Postsecondary Advising recommend the use of the CPS Framework for School Counselors.

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.

© 2016, Chicago Public Schools. All Rights Reserved.

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 2016, 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.

© 2016, Chicago Public Schools. All Rights Reserved.

FAQs

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: The Counselor and evaluator should meet early in the school year to discuss which Framework is most appropriate using the Framework selection process mentioned on page 49. The evaluator makes the final decision on which Framework will be used.

2. **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 8-17 of the Framework for School Counselors Companion Guide for more recommendations.

3. **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.

© 2016, Chicago Public Schools. All Rights Reserved.

.

Additional Frameworks:

Educational Support Specialists (ESS) and Librarians

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):

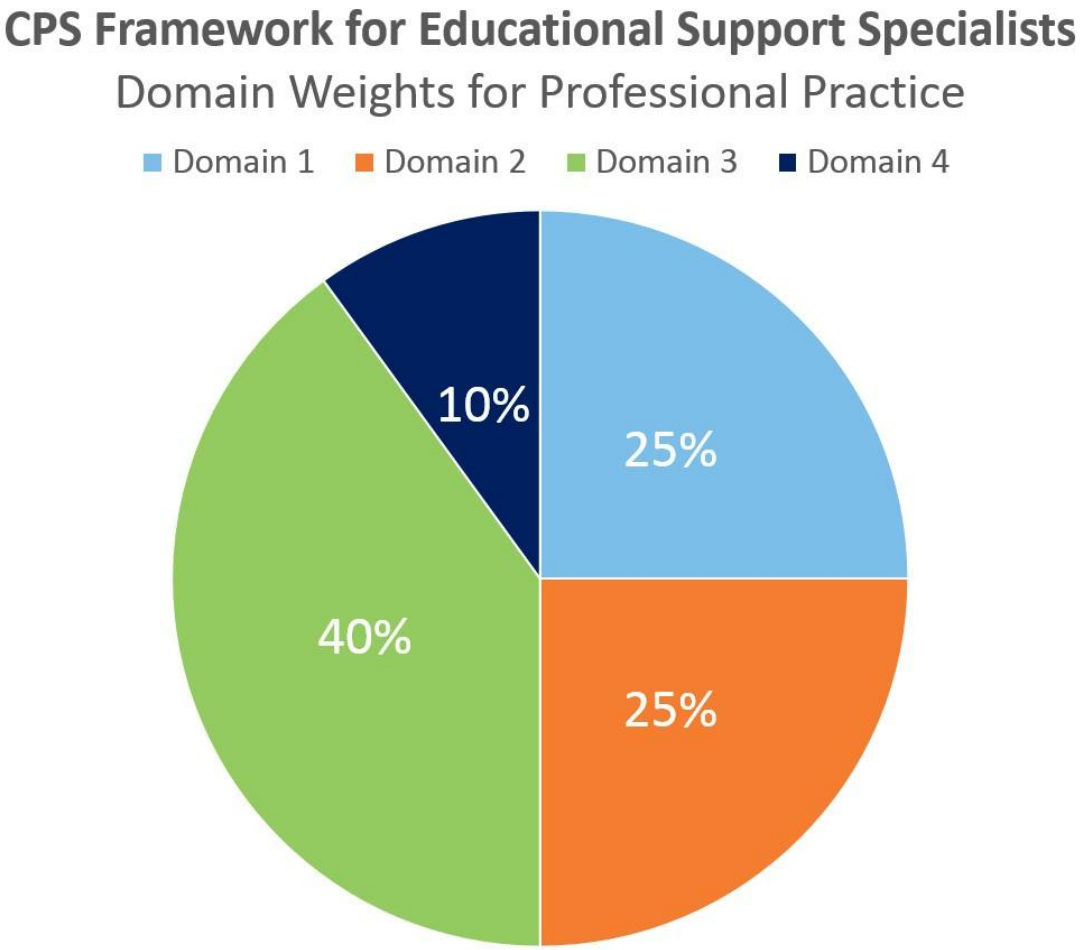
- IB Coordinators
- STEM Coordinators
- Counselors who serve primarily as case managers
- Instructional Coaches
- Deans
- Bilingual Leads

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

2016, Chicago Public Schools. All Rights Reserved.

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.



In order to be evaluated under the ESS Framework, the evaluator must submit a Framework Change Request Form.

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.

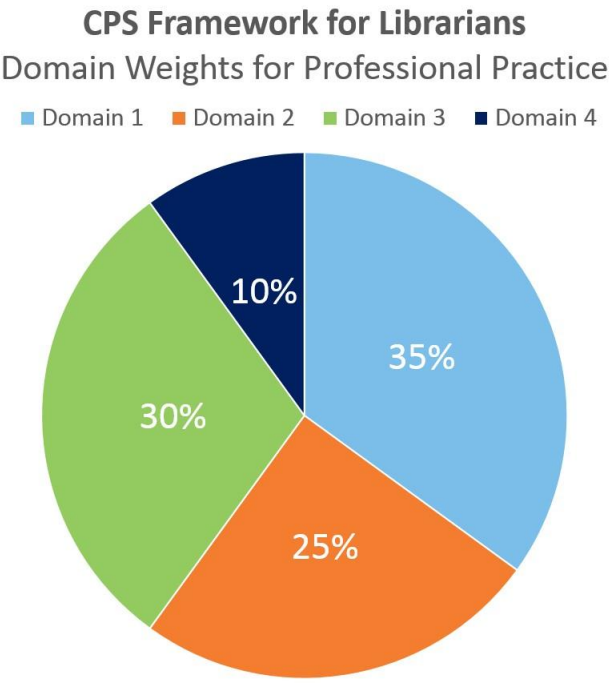
© 2016, Chicago Public Schools. All Rights Reserved.

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

Similar to all other CPS Frameworks, the *CPS 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:



Student Growth metrics for Teacher Librarians are explained on page 10.

© 2016, Chicago Public Schools. All Rights Reserved.

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 (Elementary School).

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

   A: Yes, the *CPS 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 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.

© 2016, Chicago Public Schools. All Rights Reserved.

Employment Consideration

Employment Considerations

Evaluation Plans for Tenured Educators

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

Evaluation Plans for Annually Rated Tenured Educators in School Year 2016–2017 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
Unsatisfactory	Placed on a Remediation Plan
Inability to Rate	Educator will receive his/her previous rating and will remain on an Annual Plan.

Evaluation Plans for Year 1 Biennially Rated Tenured Educators in School Year 2016–2017 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
Unsatisfactory	Placed on a Remediation Plan
Biennially rated educators with fewer than two observations	Cycle will re-start in SY 2016–2017. Educator will be evaluated in SY 2016–2017 and SY 2017–2018 and will receive a summative REACH Students Rating in SY 2017–2018

NOTE: In the event that a tenured educator in Year 2 of a Biennial Plan in 2015-16 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 2016-17.
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, default to his or her most recent rating and will move to an Annual Plan in 2016-17. The educator will be placed on a PDP.

© 2016, Chicago Public Schools. All Rights Reserved.

All PAT educators are assigned to an Annual Plan (3 Formal and 1 Informal) within one school year.

- **Those who receive a** Developing and Unsatisfactory remain on Annual Plan (three Formal and one Informal) Based on Spring projections of Summative REACH Students Ratings, a principal may non-renew educators trending toward Developing or Unsatisfactory

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 2016-17 School Year.

Tenure Acquisition for PATs Hired Before July 1, 2013

Tenure Status	2013–2014	2014–2016	2016–2017
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.

© 2016, Chicago Public Schools. All Rights Reserved.

Order of Layoffs

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

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

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." PATs must be notified of their evaluator's recommendation of non-renewal no later than May 10, 2017.

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 can be found in Article 23-3.3 of the Agreement

© 2016, Chicago Public Schools. All Rights Reserved.

Professional Development Plan

A Professional Development Plan (PD Plan) is required for tenured educators with a summative REACH Students Rating of "Developing." 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 2016-17 summative REACH Students Rating is **Excellent or Proficient**, the PD Plan is concluded and the educator moves to the Biennial Plan in 2017–17.
- If the educator's 2016-17 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 2017–18.
- If the educator's 2016-17 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 2017–18.

Tenured Educators and Developing Ratings

Rating	Evaluation Plan	Evaluation Cycle	Required interval between observations
First DEVELOPING rating	Annual Plan *with* 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 *with* 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 *with* a Remediation Plan	2 Formal	Per Remediation Plan guidelines

© 2016, Chicago Public Schools. All Rights Reserved.

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.

© 2016, Chicago Public Schools. All Rights Reserved.

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	• Includes support from the school/ district as described in PD Plan • Evaluator & educator co-create plan • PD Plan reviewed at each REACH observation	• Includes support from the school/district • Includes the assignment of a ***consulting teacher*** who creates plan with evaluator and educator • Two 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.

© 2016, Chicago Public Schools. All Rights Reserved.

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

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."

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.

© 2016, Chicago Public Schools. All Rights Reserved.

1. **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 and time worked does not count towards tenure.

2. **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 tenured 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.

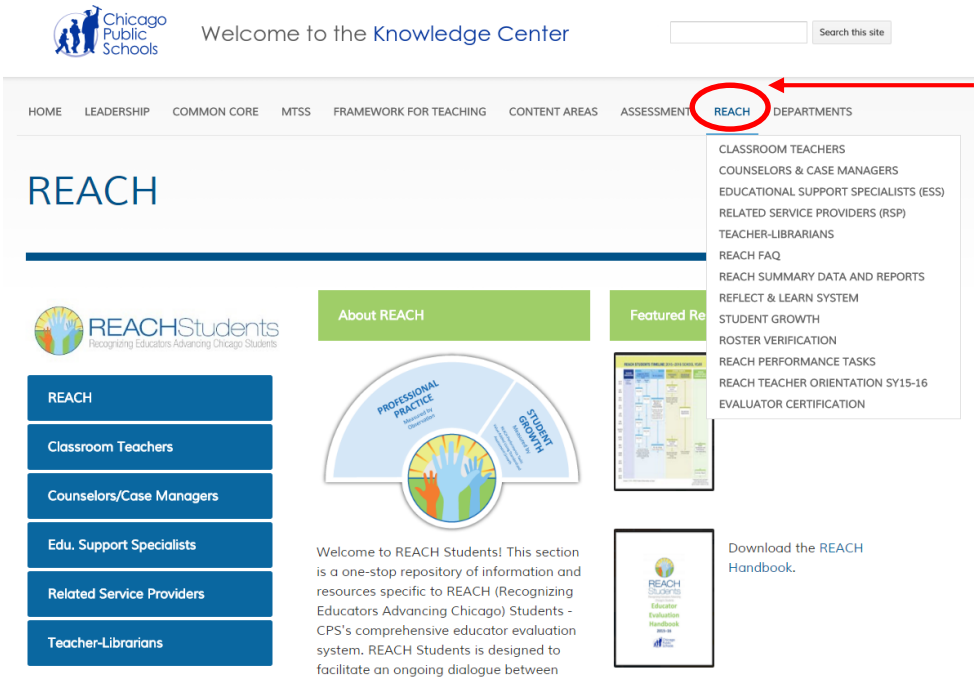
3. **Q: What if I received fewer than the required number of observations in the 2015–16 School Year?**
   A: These educators are classified as "Inability to Rate." "No Rating" is assigned if an educator has not worked sufficient days during the school year.

Tenured educators in 2016-17 will restart the same Evaluation Plan as 20145–16.	When a PAT is classified as "Inability to Rate," the PAT defaults to a Proficient rating.
Tenured educators on an **ANNUAL Plan** will *restart* a one-year cycle and will receive a summative REACH Students Rating in September 2017. Tenured educators in **Year 1** of a **BIENNIAL Plan** will *begin* the two-year cycle again and will receive a summative REACH Students Rating in September 2018. *Tenured educators in **Year 2** of a **BIENNIAL Plan** please reference page 74 for more information.	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 2017. **Hired Prior to 7/1/2013** PAT3 becomes tenured and is placed on an Evaluation Plan according to his or her hire date (see pages 27). If the educator is on an **Annual Plan**, he or she will receive a Summative REACH Rating in September 2017. If the educator is on a **Biennial Plan**, he or she will receive a summative REACH **Rating in September 2018.** **Hired after 7/1/2013** Educator moves to a PAT4 status and continues on an Annual Plan (3 Formal and 1 Informal)

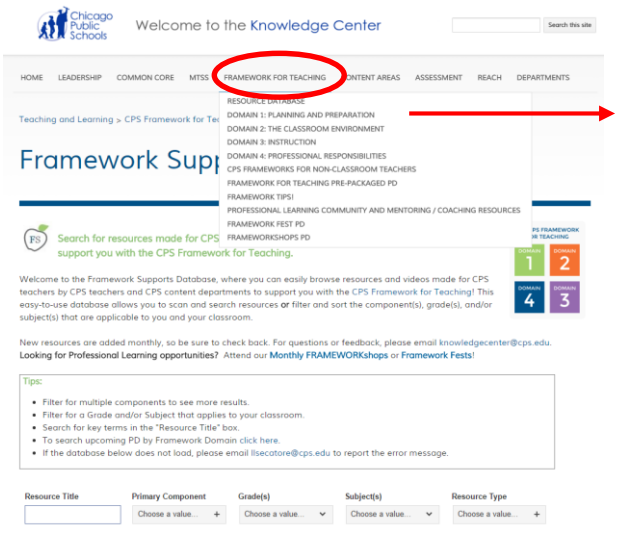
© 2016, Chicago Public Schools. All Rights Reserved.

Professional Learning Resources

Knowledge Center: kc.cps.edu



Access resources for REACH protocols and processes, Framework for Teaching professional learning and Content Area supports using the drop-down menu at the top.



CTU Quest Center PD

- All CTU Quest Center offerings are driven by the components of the CPS Framework for Teaching
- Upcoming offerings with descriptions are posted on www.ctunet.com/pd, advertised in the Chicago Union ahTeacher newspaper, sent through CTU e-blasts, and found on the CPS Knowledge Center

For more information contact

CTU Quest Center Professional Development Facilitator

Theresa Insalaco-DeCicco, M.Ed. NBCT (312) 329-6270

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