

Teacher Evaluation Plan and Handbook Of Procedures



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INTRODUCTION

The basic purpose of evaluating teachers is to improve instruction by promoting better performance. At the same time, evaluation encourages teachers to maintain their professional growth. Evaluation is one of the key methods by which the principal provides instructional leadership to the school. It is important that both the teacher and the principal understand the purpose of evaluation. It should be perceived as a positive process. Performance evaluation serves to highlight teachers' strengths as well as their weaknesses. It also serves to strengthen interactions between the principal and the teacher, and provides guidance to teachers in improving their professional skills.

In considering the system for evaluating teachers, there are several assumptions that must be understood by all. First, it is assumed that the evaluation process will be continuous and constructive, serving to improve teachers' effectiveness and to foster better instruction. Second, evaluation should help teachers reach their full potential as teachers and highlight areas for professional growth. Third, evaluation must be based upon clear criteria, and the cooperation of both teacher and principal.

EDUCATIONAL ROLES

The Teacher

The classroom teacher is the central person in the process of educating children. The most important part of the teacher's job is directly related to instruction of students; however, other responsibilities are also essential. The teacher's relationships with students, colleagues, and the community are of major importance.

Relationships with Students

Teachers are responsible for providing students with a positive, encouraging and success-oriented learning environment that will give each student an equal opportunity to reach the cognitive and affective goals of the educational program. Board Rule 6-13 states:

"Duties of teachers. Teachers shall take charge of the divisions or classes assigned to them by the principal. They shall be held responsible for the instruction, progress and discipline of their classes and shall devote themselves exclusively to their duties during school hours. Teachers shall render such assistance in the educational program in and about the building as the principal may direct, including parent interviews, pupil counseling, corridor, lunchroom and playground supervision, and attendance at professional staff meetings."

Teachers are responsible for activities in connection with the students which may include, but shall not be limited to:

- helping students develop the basic skills
- developing worthwhile and realistic goals for the class
- providing for the development of skills, attitudes, and understanding, in accordance with the system wide objectives
- implementing the curriculum of the Chicago Public Schools
- demonstrating knowledge of the subject and the ability to motivate students
- preparing and using written lesson plans

- encouraging students to use a variety of resources in learning
- evaluating students' progress and achievements
- maintaining accurate student records
- engaging in activities that promote professional growth.

Relationships with Colleagues

The teacher is expected to establish and maintain harmonious and cooperative professional relationships with all staff members. Teachers should share ideas and techniques for improving instruction with one another and they should be able to accept and offer constructive criticism. Teachers are expected to work together on projects, either in teams or on committees.

Teachers must also be involved in the school outside the classroom. They must assume certain responsibilities that relate to their duties and activities. They must follow the prescribed process for communication within the school system.

Relationships with the Community

There are three major concerns in the teacher's involvement with the community. First, is the reporting to parents of student's progress and problems. Second, the teacher should be aware of the community's needs and aspirations for the students. Third, the teachers must encourage individual parent participation as well as community participation in school activities.

The Principal

Although the principal is expected to undertake a large number of responsibilities, the most important is serving as the instructional leader of the school. Board Rule 6-12 states:

“Duties of Principals. Principals of schools are the responsible administrative heads of their respective schools and are charged with the organization, supervision, administration, and discipline thereof. They shall establish and enforce such regulations, not contrary to the Rules of the Board of Education or the regulations of the General Superintendent of Schools, as in their judgment may be necessary for the successful conduct of their schools.”

TEACHER LONG-RANGE PLANS

All teachers are expected to develop weekly lesson plans and annual plans each year, consistent with the system wide objectives and their school's improvement plan.

Elementary School

The elementary school teacher's written plan follows the procedures outlined by the Board of Education in accordance with the procedures established by the principal.

Long-range or annual plans should be developed by teachers during the first month of school, based upon the records available and any other pertinent information about the students. Teachers should review the goals of the school before developing plans. Teachers' goals should equal or exceed, but, always support those of the school.

¹ “Principal” refers to those professional employees who are required to hold a supervisory or administrative certificate in accordance with Section 34-83, of the School Code of Illinois, and who have participated in an inservice workshop on evaluation of certified personnel in accordance with Section 24A-3, of the School Code of Illinois.

High School

The high school teacher's long-range plans must be consistent with the curriculum guides in their subjects and assessment tests.

The long-range plans should be developed by teachers during the first month of school, based upon all pertinent information about the course and the students. In developing the plans, teachers must take into consideration the following:

- objectives for the course
- strategies for achieving the objectives
- minimum requirements for successfully completing the course
- curriculum guides and assessment tests
- policy on homework.

The plans should also address such matters as class participation by students, attendance, and communication with parents.

All plans should support and carry out the school's improvement plan objectives.

CLASSROOM TEACHERS

Job Description

Classroom teachers shall take charge of the divisions or classes assigned to them by the principal. They shall be responsible for the instruction, progress, and discipline of their classes, and shall devote themselves exclusively to their duties during school hours. These responsibilities shall include but shall not be limited to the following categories: instructional planning, use of appropriate instructional methods, and evidence of competence in subject matter taught or services provided. Teachers shall render assistance in the educational program in the school wide environment and demonstrate effective classroom management. Teacher shall promote positive relationships with pupils and community members and shall adhere to the professional responsibilities and personal standards promulgated by the Chicago Public Schools.

Evaluation Criteria/Standards

In evaluating classroom teachers, principals must use clear and reasonable criteria in four general areas: instruction, school environment, community relationships, and professional and personal standards. The following are citywide criteria in each of these areas:

I. Instruction

A. Instructional Planning

- Provides written lesson plans and preparation in accordance with the objectives of the instructional program.
- Establishes positive learning expectation standards for all students.
- Periodically evaluates pupils' progress and keeps up-to-date records of pupils' achievement.

B. Instructional Methods

- Applies contemporary principles of learning theory and teaching methodology.
- Draws from the range of instruction materials available in the school.

- Exhibits willingness to participate in the development and implementation of new ideas and teaching techniques.
- Provides bulletin board and interest areas reflective of current student work.

C. Competency in Subject Matter Taught or Services Provided

- Exhibits and applies knowledge of the curriculum content related to subject area and instructional level.
- Shows evidence of student performance and progress.

II. School Environment

A. School-Wide Environment

- Carries out daily routines and administrative requests.
- Complies with the policies, rules, and regulations of the school system and of the building.
- Participates in the program to improve student attendance.
- Promotes anti-vandalism programs in the schools.

B. Classroom Management

- Establishes and maintains reasonable rules of conduct within the classroom consistent with the provisions of the Uniform Discipline Code.
- Maintains attendance books, lesson plans, seating chart(s), and grade books accurately.
- Uses recommendations and suggestions for conferences and special education staffings.

C. Teacher-Pupil Relationships

- Encourages student growth in self-discipline and positive self-concept.
- Makes students aware of the teacher's objectives and expectations.
- Practices fairness in teacher—pupil relationships.
- Exhibits an understanding and respect for students as individuals.

III. Community Relationships

- Uses appropriate resources available in the community.
- Initiates appropriate conferences with parents, administrators, and/or ancillary personnel, in accordance with school procedures.
- Performs professional responsibilities in an atmosphere of mutual respect with parents and other community members.
- Communicates the academic progress, attendance, and conduct of students to their parents.
- Endeavors to understand the lifestyles and values of the school community.

IV. Professional and Personal Standards

A. Professional Responsibilities

- Is punctual and regular in attendance to school and duty assignments.

- Participates in inservice meetings and uses information and materials provided.
- Participates in inservice meetings and uses information and materials provided.
- Exhibits cooperative attitude toward students, parents, community, and school personnel.
- Adheres to the Rules of the Board of Education and policies and procedures of the Chicago Public Schools and the local school unit.
- Makes proper use of professional preparation periods.

B. Personal Qualities

- Presents an appearance that does not adversely affect the student's ability to learn.
- Demonstrates proper diction and grammatical usage when addressing students.
- Uses sound and professional judgment.

There may be additional criteria that can properly be used by principals to assess teachers' performance. If necessary, additional criteria may be added during the school year if shared with the teachers prior to implementation. All additional criteria shall be presented to the teachers, in writing, prior to implementation.

CLASSROOM TEACHER VISITATION FORM

(Required)

Teacher's Name _____ Room _____ Date _____
 School _____ Subject/Grade _____

(Place a (✓) or brief comment in the appropriate column.)

	<u>Strength</u>	<u>Weakness</u>	<u>Does Not Apply</u>
I <u>Instruction</u>			
a) Provides written lesson plans and preparation in accordance with the objectives of the instructional program.	_____	_____	_____
b) Establishes positive learning expectation standards for all students.	_____	_____	_____
c) Periodically evaluates pupils' progress and keeps up to date records of pupils' achievements.	_____	_____	_____
d) Applies contemporary principles of learning theory and teaching methodology.	_____	_____	_____
e) Draws from the range of instruction materials available in the school.	_____	_____	_____
f) Exhibits willingness to participate in the development and implementation of new ideas and teaching techniques.	_____	_____	_____
g) Provides bulletin board and interest areas reflective of current student work.	_____	_____	_____
h) Exhibits and applies knowledge of the curriculum content related to subject area and instructional level.	_____	_____	_____
i) Shows evidence of student performance and progress.	_____	_____	_____
II <u>School Environment</u>			
a) Establishes and maintains reasonable rules of conduct within the classroom consistent with the provisions of the Uniform Discipline Code.	_____	_____	_____
b) Maintains attendance book(s), lesson plans, seating chart(s), and grade book accurately.	_____	_____	_____
c) Uses recommendations and suggestions from conference and special education staffings.	_____	_____	_____
d) Encourages student growth in self-discipline and positive self-concept.	_____	_____	_____
e) Makes students aware of the teacher's objectives and expectations.	_____	_____	_____
f) Practices fairness in teacher-pupil relationships.	_____	_____	_____
g) Exhibits an understanding and respect for students as individuals.	_____	_____	_____
III <u>Professional and Personal Standards</u>			
a) Presents an appearance that does not adversely affect the students' ability to learn.	_____	_____	_____
b) Demonstrates proper diction and grammatical usage when addressing students.	_____	_____	_____
c) Uses sound and professional judgment.	_____	_____	_____
IV <u>Local School Unit Criteria</u>			
a) _____	_____	_____	_____
b) _____	_____	_____	_____
c) _____	_____	_____	_____

V **COMMENTS:** _____

ADDITIONAL OBSERVATIONS
(Required)

Teacher's Name _____ Room _____

School _____ Subject/Grade _____

(Place a (✓) or brief comment in the appropriate column.)

	<u>Strength</u>	<u>Weakness</u>	<u>Does Not Apply</u>
I <u>School-wide Environment</u>			
a) Carries out daily routines and administrative requests.	_____	_____	_____
b) Complies with the policies, rules, and regulations of the school system and of the building.	_____	_____	_____
c) Participates in the program to improve student attendance.	_____	_____	_____
d) Promotes anti-vandalism programs in the school.	_____	_____	_____
II <u>Community Relationships</u>			
a) Uses appropriate resources available in the community.	_____	_____	_____
b) Initiates appropriate conferences with parents, administrators, and/or ancillary personnel, in accordance with school procedures.	_____	_____	_____
c) Performs professional responsibilities in an atmosphere of mutual respect with parents and other community members..	_____	_____	_____
d) Communicates the academic progress, attendance and conduct of students to their parents.	_____	_____	_____
e) Endeavors to understand the lifestyles and values of the school community.	_____	_____	_____
III <u>Professional Responsibilities</u>			
a) Is punctual and regular in attendance to school and duty assignments.	_____	_____	_____
b) Participates in inservice meetings and uses information and materials provided.	_____	_____	_____
c) Exhibits cooperative attitude toward students, parents, community, and school personnel.	_____	_____	_____
d) Adheres to the Rules of the Board of Education and policies and procedures of the Chicago Public Schools and the local school unit.	_____	_____	_____
e) Makes proper use of professional preparation periods.	_____	_____	_____
IV <u>Local School Unit Criteria</u>			
a) _____	_____	_____	_____
b) _____	_____	_____	_____
c) _____	_____	_____	_____

V COMMENTS: _____

Evaluator: _____ Date: _____
 Signature

Teacher: _____ Date: _____
 Signature

NON-CLASSROOM TEACHERS

Job Description

Non-classroom teachers shall discharge the responsibilities assigned to them by the administrator of the unit. They shall be responsible for using their professional training and skills to support the program provided by that unit. They shall devote themselves exclusively to their duties during the hours of their assignment. These responsibilities shall be direct and/or indirect services to pupils, relate to the specific position to which they are assigned, support the instructional program, and facilitate the operation of the unit. All non-classroom teachers shall promote positive relationships with co-workers, pupils, and community members, and adhere to the professional responsibilities and personal standards promulgated by the Chicago Public Schools.

Evaluation Criteria/Standards

In evaluating non-classroom teachers, administrators shall use clear and reasonable criteria in four general areas: instruction and/or services; unit environment; community relationships; and professional and personal standards. The following are citywide criteria in each of the areas and shall be used where applicable with regard to the specific non-classroom teacher being evaluated.

I. Instruction

A. Planning

- Provides written plans and preparation in accordance with the objectives of the instructional program.
- Establishes positive activities to meet unit objectives.
- Periodically evaluates progress and keeps appropriate current records.

B. Methods

- Applies contemporary principles of learning theory and teaching methodology.
- Draws from the range of materials available.
- Exhibits willingness to participate in the development and implementation of new ideas and techniques.

C. Competency in Subject Matter and Services Provided

- Continues to update knowledge of the discipline in which the service is provided.
- Exhibits and applies knowledge of the discipline in which the service is provided.

II. Unit Environment

A. Climate

- Carries out daily routines and administrative requests.
- Complies with the policies, rules and regulations of the school system, and of the unit.
- Participates in the program to improve student attendance.
- Promotes anti-vandalism programs in the school system.

B. Management

- Maintains reasonable rules of conduct for students consistent with the provisions of the Uniform Discipline Code.

- Prepares and distributes appropriate materials necessary to discharge professional responsibilities.
- Uses recommendations and suggestions from conferences and staffings.

C. Relationships

- Contributes to student growth in self-discipline and positive self—concept.
- Communicates professional objectives and expectations to members of the unit.
- Communicates appropriate information to members of the unit.
- Practices fairness in all professional relationships.
- Exhibits an understanding and respect for all individuals.
- Initiates and/or participates in appropriate conferences with students, parents, administrators, classroom teachers, and ancillary personnel in accordance with established procedures.

III. Community Relationships

- Uses appropriate resources available in the community.
- initiates and/or participates in appropriate conferences with community members.
- Performs professional responsibilities in an atmosphere of mutual respect with parents and other community members.
- Communicates the academic progress, attendance, and conduct of students to their parents.
- Endeavors to understand the lifestyles and values of the community.

IV. Professional and Personal Standards

A. Professional Responsibilities

- Is punctual and regular in attendance.
- Participates in inservice meetings and uses information and materials provided.
- Exhibits cooperative attitude toward students, parents, community, and school personnel.
- Adheres to the Rules of the Board of Education and policies and procedures of the Chicago Public Schools and the local unit.
- Makes proper use of professional preparation time.

B. Personal Qualities

- Presents an appearance that does not adversely affect the students.
- Demonstrates proper diction and grammatical usage.
- Uses sound and professional judgment.

There may be additional criteria that can properly be used by principals to assess non-classroom teachers' performance. If necessary, additional criteria may be added during the school year if shared with the non-classroom teachers prior to implementation. All additional criteria shall be presented to the teachers, in writing, prior to implementation.

NON-CLASSROOM TEACHER OBSERVATION FORM
(Required)

Teacher's Name _____

Unit _____ Position Title _____

(Place a (✓) or brief comment in the appropriate column.)

I	<u>Instruction</u>	<u>Strength</u>	<u>Weakness</u>	<u>Does Not Apply</u>
a)	Provides written lesson plans and preparation in accordance with the objectives of the instructional program.	_____	_____	_____
b)	Establishes positive activities to meet unit objectives.	_____	_____	_____
c)	Periodically evaluates progress and keeps appropriate current records.	_____	_____	_____
d)	Applies contemporary principles of learning theory and teaching methodology.	_____	_____	_____
e)	Draws from the range of materials available.	_____	_____	_____
f)	Exhibits willingness to participate in the development and implementation of new ideas and techniques.	_____	_____	_____
g)	Continues to update knowledge of the discipline in which the service is provided.	_____	_____	_____
h)	Exhibits and applies knowledge of the discipline in which the service is provided.	_____	_____	_____
II	<u>Unit Environment</u>			
a)	Carries out daily routines and administrative requests.	_____	_____	_____
b)	Complies with policies, rules and regulations of the school system and of the unit.	_____	_____	_____
c)	Participates in the program to improve student attendance.	_____	_____	_____
d)	Promotes anti-vandalism programs in the school system.	_____	_____	_____
e)	Maintains reasonable rules of conduct for students consistent with the provisions of the Uniform Discipline Code.	_____	_____	_____
f)	Prepares and distributes appropriate materials necessary to discharge professional responsibilities.	_____	_____	_____
g)	Uses recommendations and suggestions from conferences and staffings.	_____	_____	_____
h)	Contributes to student growth in self-discipline and positive self-concept.	_____	_____	_____
i)	Communicates professional objectives and expectations to members of the unit.	_____	_____	_____
j)	Communicates appropriate information to members of the unit.	_____	_____	_____
k)	Practices fairness in all professional relationships.	_____	_____	_____
l)	Exhibits an understanding and respect for all individuals.	_____	_____	_____
m)	Initiates and/or participates in appropriate conferences with students, parents, administrators, classroom teachers, and ancillary personnel in accordance with established procedures.	_____	_____	_____

III <u>Community Relationships</u>	<u>Strength</u>	<u>Weakness</u>	<u>Does Not Apply</u>
a) Uses appropriate resources available in the community.	_____	_____	_____
b) Initiates and/or participates in appropriate conferences with community members.	_____	_____	_____
c) Performs professional responsibilities in an atmosphere of mutual respect with parents and other community members.	_____	_____	_____
d) Communicates the academic progress, attendance, and conduct of students to their parents.	_____	_____	_____
e) Endeavors to understand the lifestyles and values of the community.	_____	_____	_____

IV <u>Professional and Personal Standards</u>	<u>Strength</u>	<u>Weakness</u>	<u>Does Not Apply</u>
a) Is punctual and regular in attendance.	_____	_____	_____
b) Participates in inservice meetings and uses information and materials provided.	_____	_____	_____
c) Exhibits cooperative attitude toward students, parents, community, and school personnel.	_____	_____	_____
d) Adheres to the Rules of the Board of Education and policies and procedures of the Chicago Public Schools and the local unit.	_____	_____	_____
e) Makes proper use of professional preparation time.	_____	_____	_____
f) Presents an appearance that does not adversely affect the students.	_____	_____	_____
g) Demonstrates proper diction and grammatical usage.	_____	_____	_____
h) Uses sound and professional judgment.	_____	_____	_____

V <u>Local Unit Criteria</u>	<u>Strength</u>	<u>Weakness</u>	<u>Does Not Apply</u>
a) _____	_____	_____	_____
b) _____	_____	_____	_____
c) _____	_____	_____	_____

VI COMMENTS: _____

Evaluator: _____ Date: _____
 Signature

Teacher: _____ Date: _____
 Signature

EVALUATION PROCESS

All Tenured Teachers whose last ratings were superior or excellent will be rated biennially according to the Teacher Evaluation Schedule. Tenured Teachers whose last ratings were satisfactory and all probationary and temporary assigned teachers will be rated annually. The exceptions are teachers involved in the remediation process as a result of having been rated as unsatisfactory.

In the evaluation process, the principal shall inform teachers of the standards and procedures involved by conducting a faculty meeting to distribute and review the Handbook of Procedures in the Evaluation of Teachers during the first three days of teacher attendance at the start of each school year but no later than the twentieth school day.

On at least two (2) different school days, a classroom visitation/observation shall be made by the principal or assistant principal during the school year. At least one of said visits shall be made by the principal. The signed and dated Classroom Teacher Visitation form shall be given to the classroom teacher during the follow-up conference with the principal or assistant principal. Additional visitations/observations will be made and conferences held, if necessary.

At least once during the school year, the principal or appropriate unit administrator of each non-classroom teacher will observe and review the services performed by the teacher. The principal or appropriate unit administrator shall hold a follow-up conference with the teacher subsequent to this observation. During this conference, a copy of the signed and dated Non-Classroom Teacher Observation form shall be given to the non-classroom teacher. Additional visitation/observation will be made and conferences held, if necessary.

On or before the Friday of the thirty-seventh week of the school year, the principal or appropriate administrator will prepare and present the Teacher Evaluation Review Form to tenured teachers and temporary assigned teachers. All probationary teachers will receive their Teacher Evaluation Review Form no later than the end of the first full school week of March. This form contains a listing of visitations, observations, and follow-up conferences. The principal shall list the strengths and weaknesses of the teacher with supporting reasons. The principal and teacher shall sign this document. This document contains the final rating of the teacher. The original document is given to the teacher. The principal retains the first copy. The second copy of this evaluation shall be placed in the teacher's personnel file in the Department of Human Resources.

PERFORMANCE RATINGS

SUPERIOR — Observations indicate an overall level of performance which is outstanding. Teacher has very positive effect upon students and upon the school environment.

EXCELLENT — Observations indicate an overall level of performance which is of higher than average quality. Exhibits potential and desire to strengthen level of performance.

SATISFACTORY Observations indicate a generally acceptable, average level of performance.

UNSATISFACTORY - Observations indicate an overall level of performance which is unacceptable. Identified major weakness or weaknesses have not been corrected by the teacher.

TEACHER EVALUATION REVIEW
(Required)

Name _____ EMP ID# _____

School _____ Grade/Subject _____

Date of Visitation/Observation _____

Date of Follow-up Conference _____

A. Strengths (Indicate how identified and supporting reasons. If additional space is needed, please use other side.)

B. Weaknesses (Indicate how identified and supporting reasons. If additional space is needed, please use other side.)

C. Evaluation (Superior, Excellent, Satisfactory, or Unsatisfactory.)



I have received a copy. (Signed) _____
My signature does not indicate that I agree or _____
Received Teacher Date
Disagree with the contents.

(Signed) _____
Evaluator Date

Original shall be submitted to the teacher in accordance with the provisions of Article 39 of the Agreement between the Board of Education and the Chicago Teachers Union.

First copy: Principal's file
Second copy: Department of Human Resources

REMEDIATION PROCESS

For Unsatisfactory Tenured Teachers (Article 39-5)

Whenever, in the opinion of the principal, after personal observation in the classroom on at least two (2) different school days, unless the tenured teacher has no classroom duties, the service of a tenured teacher is considered unsatisfactory, the principal of the school shall notify the tenured teacher in writing, using the Form E3, Evaluation of Unsatisfactory Service of a Tenured Teacher. This notice, which is given to the tenured teacher in a conference at a place ensuring privacy, state the reasons for the unsatisfactory rating and advises the tenured teacher that the tenured teacher is required to participate in a remediation plan.

Within three (3) school days after the issuance of Form E3, the principal shall select a qualified potential consulting teacher from the appropriate district roster, supplied by the Union. The principal, consulting teacher, and teacher under remediation shall meet within seven (7) school days to develop a remediation plan to correct the area(s) identified as unsatisfactory. This plan may include the participation of other personnel to assist in correcting areas identified as unsatisfactory. This remediation plan shall become effective no later than thirty (30) calendar days after a notice of unsatisfactory service is issued to the teacher.

The consulting teacher shall be selected from a roster submitted by the Chicago Teachers Union. The qualified consulting teacher shall be one who has received a superior or excellent rating on his or her most recent evaluation, has a minimum of five years' experience in teaching and has knowledge relevant to the teaching area/assignment of the teacher under remediation. The participation of the consulting teacher shall be voluntary. The consulting teacher shall provide advice to the teacher under remediation on how to improve teaching area/assignment skills and to successfully complete the remediation plan. The consulting teacher does not participate in the evaluation of the teacher under remediation, but shall participate in conferences with the principal or other appropriate qualified administrators.

The remediation plan shall consist of 90 days. At the end of the remediation period, an evaluation shall be conducted by the principal or other appropriate qualified administrator.

After the 90-day remediation period (105 ILCS 5/24A-5f), the principal, in consultation with the consulting teacher, shall determine if sufficient improvement has taken place to justify a satisfactory or better rating. If sufficient improvement has not taken place, the teacher shall be dismissed in accordance with (105 ILCS 5/24A-5), of the School Code of Illinois. If the teacher completed the remediation period with a satisfactory or better rating, the teacher shall be subject to the one-year intensive review schedule of monthly evaluations for the first six months and quarterly evaluations for the next six months (105 ILCS 5/24A-5h). Thereafter, the teacher shall be reinstated to a schedule of annual (satisfactory rating) or biennial (superior or excellent rating) evaluations

Failure to strictly comply with the timeline for the required evaluations because of events such as summer months, illness, or certain leaves granted teachers under a remediation plan, shall not invalidate the results of the remediation plan.

For Unsatisfactory Probationary Appointed Teachers (Article 39-2.5)

A probationary appointed teacher's contract is subject to termination before the end of the school year for unsatisfactory performance provided as follows:

- The principal notifies the probationary appointed teacher in writing stating the reasons for the unsatisfactory notice and offers suggestions for improvement.
- After the issuance of an unsatisfactory notice, the principal shall visit the probationary appointed teacher, observe the probationary appointed teacher in a teaching situation and confer with the probationary appointed teacher in a place ensuring privacy to offer assistance for improving the probationary appointed teacher's service.
- If the principal determine that the work of the probationary appointed teacher remains unsatisfactory, after at least fifteen school days following the issuance of the unsatisfactory notice, the principal shall submit all documents to Human Resources Employee Relations to conduct the conference provided in Article 39-2.4.

For Unsatisfactory Temporary Assigned Teachers

Whenever, in the opinion of the principal, the service of a probationary or temporary assigned teacher is considered unsatisfactory, the principal of the school notifies the teacher, in writing, using the Unsatisfactory Probationary Notice or Unsatisfactory Temporary Assigned Teacher Notice form. This notice, which is given to the teacher in a conference at a place insuring privacy, states the reasons for the unsatisfactory rating and offers suggestions and assistance to the teacher for improving the teacher's services.

Following the issuance of the Unsatisfactory Probationary Notice or Unsatisfactory Temporary Assigned Teacher Notice, the principal visits the teacher once and holds a post conference with said teacher at a place insuring privacy. Following the conference, written suggestions are made to the teacher for improving the teacher's services. The principal shall give the teacher a written memo which will verify that the teacher was visited and that a conference as above described was held.

Upon completion of the fifteen (15) school day period after the issuance of the Unsatisfactory Probationary Notice or Unsatisfactory Temporary Assigned Teacher Notice, if the services of the teacher continue to be unsatisfactory, the principal shall present the Final Unsatisfactory Notice to the teacher in a conference at a place insuring privacy. The Department of Labor and Employee Relations then calls a conference in which the following persons are included: the teacher, a representative from the Chicago Teachers Union or a representative of the teacher's choice and a representative from the Department of Labor and Employee Relations. At this conference, the unsatisfactory rating is discussed. A recommendation is then made to the Chief Executive Officer regarding the action to be taken.

TEACHER EVALUATION IMPLEMENTATION PROCEDURES

1. The Teacher Evaluation Plan and Handbook of Procedures shall be distributed by the principal to all new regularly appointed teachers.
2. The Teacher Evaluation Plan and Handbook of Procedures shall be reviewed by the principal at a faculty during the first three days of teacher attendance at the start of each school year but no later than the twentieth school day.

3. After the Teacher Orientation Meeting but prior to June 1, classroom visitations/observations will be made by the principal or assistant principal on at least two (2) different school days, using the designated evaluation criteria and applicable visitation/observation form. At least one (1) of these visitations shall be made by the principal.

The services of non-classroom teachers shall be observed and reviewed by the principal at least once during the school year using the appropriate observation form.

All appropriate administrators may start conducting classroom visits/observations and post conferences during the third week of student attendance

4. A conference with the teacher will be held within 10 school days following each visitation/observation, at which time a copy of the completed form signed and dated by the teacher will be given to the teacher.
5. Additional visitation/observation will be made and conferences held, if necessary.
6. On or before the Friday of the thirty-seventh week of the school year, the principal will distribute the Teacher Evaluation Review Form to tenured teachers and temporary assigned teachers. All probationary teachers will receive their Teacher Evaluation Review Form no later than the end of the first full school week of March. The teacher and principal will sign and date the form. A copy shall be given to the teacher in accordance with the provisions of Article 39-4.1 of the Agreement between the Board of Education of the City of Chicago and the Chicago Teachers Union. Another copy must be maintained in the principal's file and another copy shall be placed in the individual teacher's personnel file.