REACH Students

Recognizing Educators Advancing Chicago's Students

Educator Evaluation Handbook

2014–15

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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.

Educator Evaluation Handbook

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REACH Students

Overview

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

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

"A teacher evaluation system is for informing professional growth opportunities for educators. We are designing a system to promote a collaborative learning environment between teachers and principals."
~ Barbara Byrd Bennett, CEO, Chicago Public Schools

REACH Students offers a historic opportunity to significantly improve teaching in Chicago classrooms. For the first time, our District has an articulated definition of Distinguished practice across eight different Frameworks. CPS has invested thousands of hours to build, initiate, and support a system that can make a substantial improvement between evaluators, educators, and students each and every day. The timeline below includes key highlights in the early stages of the CPS journey to an improved evaluation system.

2010

- Illinois passed the Performance Evaluation Reform Act (PERA), a law mandating changes to evaluation statewide.
- New law requires inclusion of assessment of professional skills and measures of student growth.

2008-09

- CPS assessed the use of Danielson Framework through the *Excellence in Teaching* pilot.
- In total, 124 CPS schools participated in the pilot.

Historically

- The same checklist was used for 45 years (1967-2012).
- PATS and non-tenured teachers had one observation per year.
- Tenured teachers were observed once every two years.

REACHStudents
Recognizing Educators Advancing Chicago Students

Journey to an Improved Evaluation System

During 2012–13, evaluators conducted more than 37,000 classroom observations for REACH Students. More than 3,000 non-tenured teachers received REACH Students Ratings based on multiple measures. Ninety-one percent of CPS teachers received feedback on classroom practice. According to a survey by the Chicago Consortium of School Research (CCSR), an overwhelming majority of teachers and administrators reported that REACH Students supports professional growth and improves the quality of professional conversations between evaluators and practitioners. Eighty-seven percent of the approximately 19,000 teachers surveyed indicated that that their evaluator provided fair and unbiased assessments of instruction.

2013-14

- REACH Students expanded to begin observations for all CPS educators.
- An expansive library of teacher-developed resources became available to support professional practice.

2012-13

- REACH Students evaluation system launched.
- More than 3,000 non-tenured educators received summative REACH Students Ratings based on multiple measures.

2011-12

- More than 2,200 teachers in 200 CPS schools participated in focus groups about evaluation.

During 2013–14, more than 53,000 REACH observations were conducted by CPS evaluators. The Reflect and Learn System (RLS) was launched across all CPS schools, providing an online vehicle for evaluators to communicate with educators regarding evaluation. Related Service Providers (RSPs), including School Psychologists, Social Workers, School Nurses, and Speech-Language Pathologists, were evaluated under REACH Students for the first time. And, some tenured educators will receive summative REACH Students Ratings for the first time.

For 2014–15, REACH Students priorities include:

- Moving beyond a compliance focus to a focus on quality conversations to help improve instruction;

- Improving communication to all stakeholders;

- Focusing attention of both evaluators and educators on engaging students in learning and encouraging deep conversations regarding the tasks students are asked to complete; and

- Celebrating Distinguished teaching and the transformative impact it can have on student achievement.

The Illinois Context: Performance Evaluation Reform Act

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

PERA mandated that all teacher evaluations be comprised of evidence of professional practice and multiple forms of student growth data for most educators. However, in limited situations, professional practice data is the sole measure. (Please see the table on page 14 for more information.) The *CPS Framework for Teaching* and other professional Frameworks provide common definitions of effective practice and roadmaps for continuous improvement. The Illinois State Board of Education (ISBE) requires all evaluators to undergo training and certification before observing and rating any professional practice.

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

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

- Recruits talented teachers, principals, and school staff.

- Implements an evaluation system for all District employees that requires them to deliver results—not simply comply with requirements—and that supports their professional growth.

- Provides ongoing professional development for educators in content areas, pedagogy and leadership.
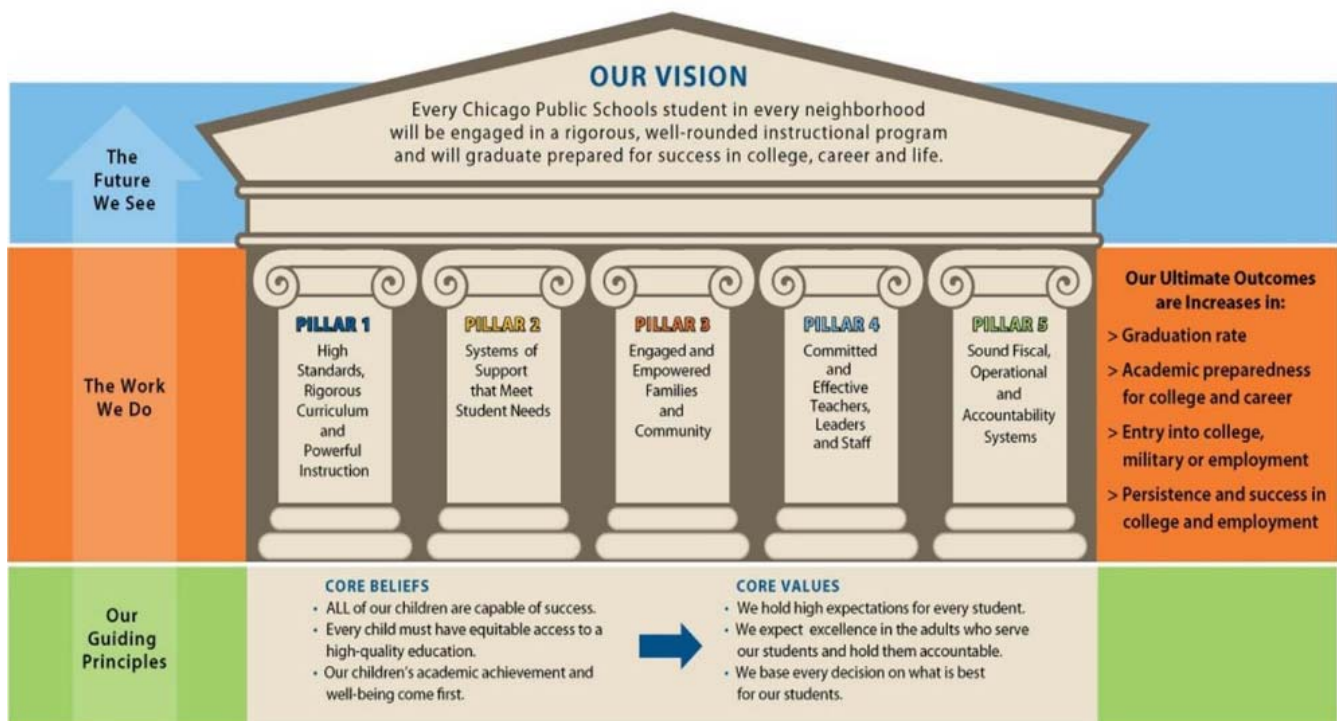
Classroom Educators

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

- **Professional Practice** is measured using a discipline-specific CPS Framework.

- **Student Growth** is measured in two ways, in most cases:

  - REACH Students Performance Tasks

  - Value-Added using NWEA MAP in Elementary Schools and EPAS in High Schools

Non-Classroom Educators

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

- School Counselors
- Educational Support Specialists
- School Nursing

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

Multiple Measures of REACH Students

In compliance with PERA, CPS made changes to the Professional Practice and Student Growth weightings for the 2014–15 School Year. The table below places educators into categories aligned with their multiple measures percentage weights.

Educators	Professional Practice	Student Growth	
		Performance Tasks	Value-Added
Category A: Elementary Grade 3–8 English, Reading and Math educators	70%	10%	20% Individual
Category B: Elementary K–Grade 2 educators	70%	30%	0% Individual
Category C: Elementary Grade 3–8 educators of non-tested subjects such as Science, Social Studies, Fine Arts, Physical Education. This category includes Librarians.	70%	20%	10% School-wide
Category D: High School educators who teach English, Math, Science or Social Studies	70%	25%	5% Individual
Category E: High School educators who do not teach English, Math, Science or Social Studies	70%	25%	5% School-wide
Category F: Counselors, Related Service Providers (RSP), Educational Support Specialists (ESS)	100%		

NOTE: PreK educators' REACH Students Ratings will be based on 70% Professional Practice, 20% Performance Tasks and 10% Teaching Strategies GOLD Assessment.

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

REACH STUDENTS TIMELINE 2014–2015 SCHOOL YEAR

TEACHER ORIENTATION	**PROFESSIONAL PRACTICE**	**STUDENT GROWTH**	**ROSTER VERIFICATION & SUMMARY REPORT**

PROFESSIONAL PRACTICE
- Suggested REACH Students Evaluation Cycle[1]
  - Annual Plan
  - Biennial Plan
- 4b–4e evidence

STUDENT GROWTH
- Performance Tasks
- Standardized Assessments

ROSTER VERIFICATION & SUMMARY REPORT

Timeline months (left axis): SEPT 2014, OCT 2014, NOV 2014, DEC 2014, JAN 2015, FEB 2015, MARCH 2015, APRIL 2015, MAY 2015, JUNE 2015, JULY 2015, AUG 2015, SEPT 2015

TEACHER ORIENTATION
◄ In School Teacher Orientation

Annual Plan
- Observation 1
- Observation 2
- Observation 3
- Observation 4

Biennial Plan
- Observation 1
- Observation 2

Formal and Informal Observations conducted according to educator plan. Evidence and ratings entered into Reflect and Learn.

4b–4e evidence

Discussion of Domain 4: Professional Responsibilities

Throughout the school year, Educators and Administrators discuss evidence and provide narratives for components 4b–4e.

4b–4e ratings
Final Ratings issued

Performance Tasks

BOY REACH Students Performance Tasks

Educators administer and score BOY tasks. Results entered into *CIM*.

EOY REACH Students Performance Tasks

Educators administer and score EOY tasks. Results entered into *CIM*.

Standardized Assessments

Standardized Assessments

Spring NWEA for grades 2–8 and EPAS for grades 9–12

ROSTER VERIFICATION & SUMMARY REPORT

Roster Verification

Teachers confirm instructional attribution through Roster Verification.

Summary Report

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

[1] September 29, 2014—REACH Students Observations can begin.
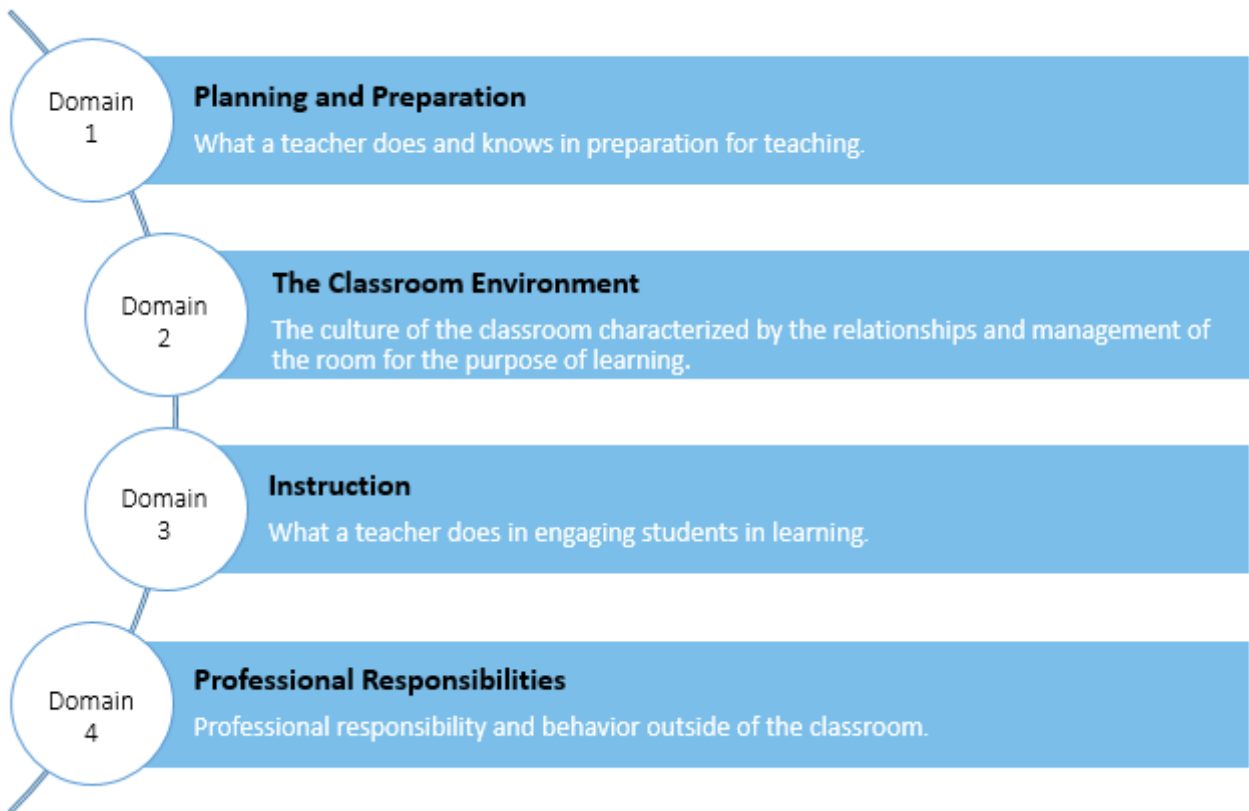May 22, 2015—REACH Students Observations must end.

REACH Students

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.
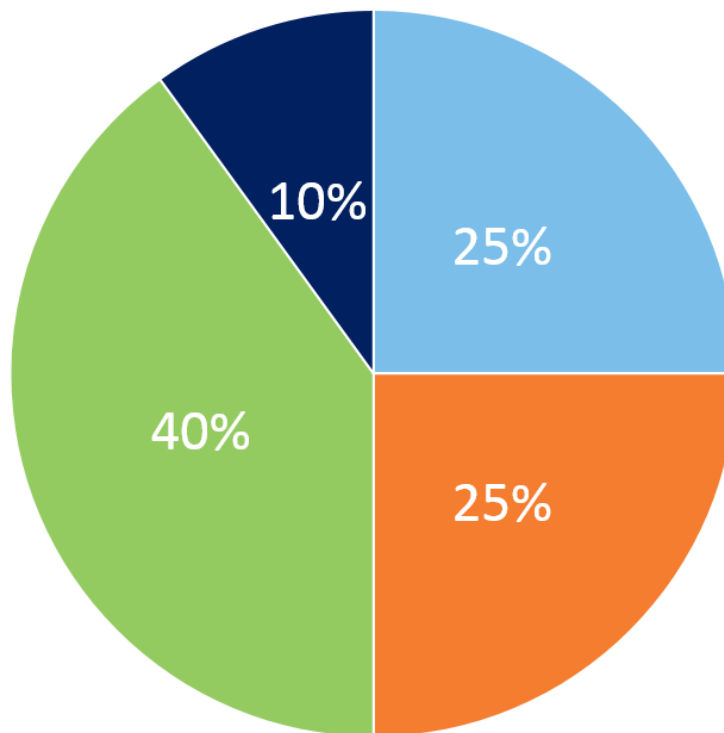
Domain 1

Planning and Preparation
What a teacher does and knows in preparation for teaching.

Domain 2

The Classroom Environment
The culture of the classroom characterized by the relationships and management of the room for the purpose of learning.

Domain 3

Instruction
What a teacher does in engaging students in learning.

Domain 4

Professional Responsibilities
Professional responsibility and behavior outside of the classroom.

Domain Weights

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

CPS Framework for Teaching
Domain Weights for Professional Practice

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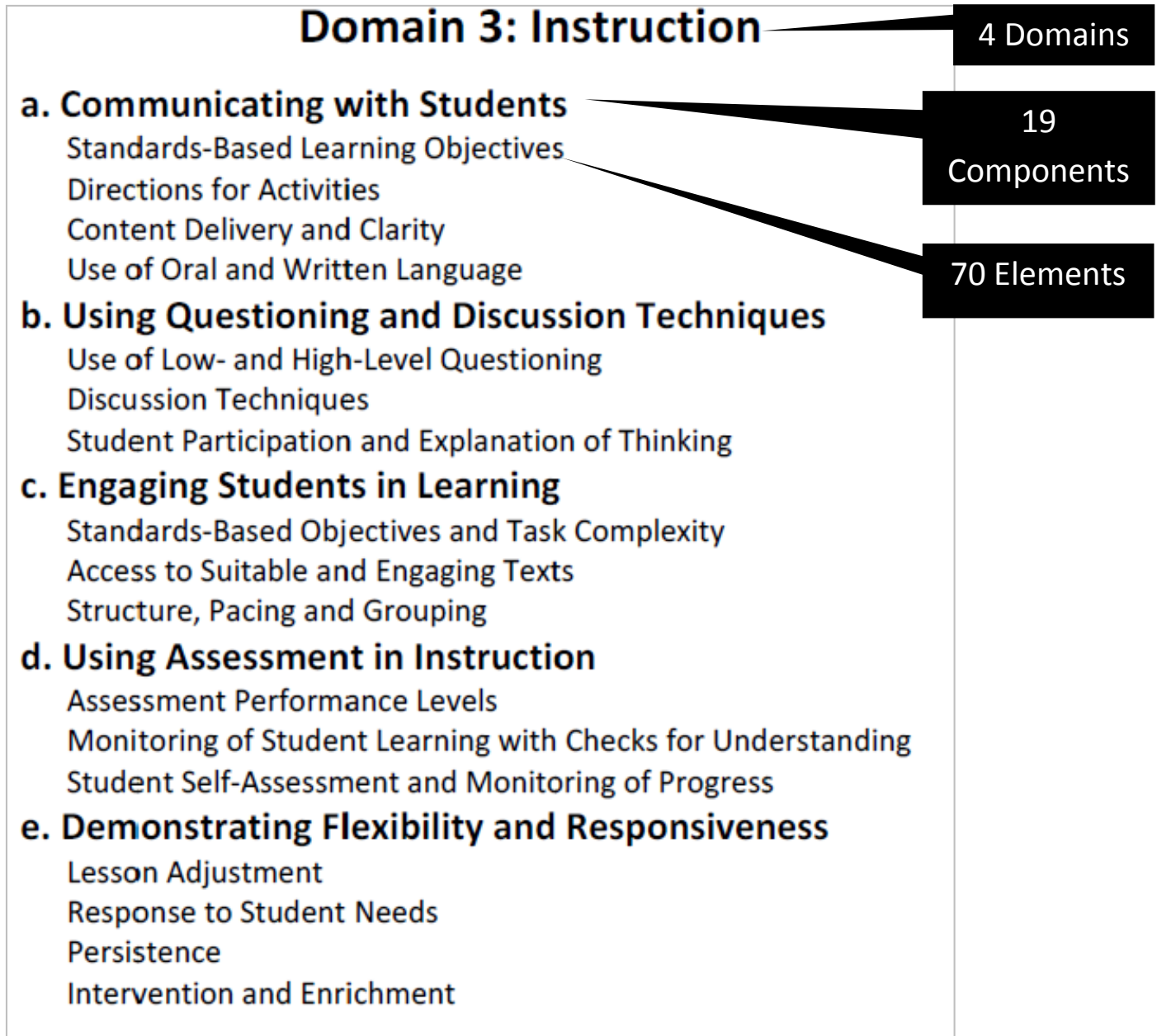- Domain 4: Professional Responsibilities

CPS Framework for Teaching

Domain and Component Table

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

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
1a: Demonstrating Knowledge of Content and Pedagogy	2a: Creating an Environment of Respect and Rapport
1b: Demonstrating Knowledge of Students	2b: Establishing a Culture for Learning
1c: Selecting Learning Objectives	2c: Managing Classroom Procedures
1d: Designing Coherent Instruction	2d: Managing Student Behavior
1e: Designing Student Assessment	
Domain 4: Professional Responsibilities	**Domain 3: Instruction**
4a: Reflecting on Teaching and Learning	3a: Communicating with Students
4b: Maintaining Accurate Records	3b: Using Questioning and Discussion Techniques
4c: Communicating with Families	3c: Engaging Students in Learning
4d: Growing and Developing Professionally	3d: Using Assessment in Instruction
4e: Demonstrating Professionalism	3e: Demonstrating Flexibility and Responsiveness

Framework Vocabulary: Domain, Component and Element

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

Domain 3: Instruction

4 Domains

19 Components

70 Elements

a. Communicating with Students
Standards-Based Learning Objectives
Directions for Activities
Content Delivery and Clarity
Use of Oral and Written Language

b. Using Questioning and Discussion Techniques
Use of Low- and High-Level Questioning
Discussion Techniques
Student Participation and Explanation of Thinking

c. Engaging Students in Learning
Standards-Based Objectives and Task Complexity
Access to Suitable and Engaging Texts
Structure, Pacing and Grouping

d. Using Assessment in Instruction
Assessment Performance Levels
Monitoring of Student Learning with Checks for Understanding
Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness
Lesson Adjustment
Response to Student Needs
Persistence
Intervention and Enrichment

Educators should check their assigned Framework in Reflect and Learn (RLS) to ensure it is correct prior to October 1st. If you have any questions about what you see in RLS, check with a school administrator. If you need technical assistance with RLS, call the Help Desk at (773) 553-3925 or submit a request for help online at https://esm.cps.k12.il.us/sm/ess.do

The *CPS Framework for Teaching* Companion Guide Addenda list 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.

REACH Students Professional Practice

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

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

TEACHER - DIRECTED SUCCESS   **STUDENT-DIRECTED SUCCESS**

Critical Attributes

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

2013 CPS Framework for Teaching *with Critical Attributes*

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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.

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

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

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

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

Evaluation Cycle: There is an Evaluation Cycle for each Evaluation Plan. This cycle includes the number of observations aligned to your discipline-specific Framework.

Determining Your Evaluation Plan

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

All PAT educators are assigned to an ANNUAL PLAN
Four observations within a single school year   **Three formal observations and one informal observation**   **Observations are separated by at least one calendar month**

Are you a Tenured Educator?

The Evaluation Plan for tenured educators is determined by their previous summative REACH Students Rating or rating from the 2011–12 School Year. 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 <u>Unsatisfactory/Developing (2013–14)</u> ▪ **Four observations** within a **single school year** ▪ **Two formal** observations and **two informal** observations ▪ Observations are separated by at least **one calendar month**	**A previous summative REACH Students Rating of <u>Proficient/Excellent (2013–14)</u> or rating of <u>Excellent/Superior (2011–12)</u> – whichever is most recent** ▪ **Four observations** across **two school years** ▪ **One formal** and **one informal** observation each year ▪ Observations are separated by at least **three calendar months**

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

Tenure Attainment Status	SY 2013–14 REACH Summative Rating	What happens in SY 2014–15?
After 9/2/2014 and prior to 11/1/2014	**Proficient or Excellent**	▪ Biennial Plan in SY 2014–15 ▪ Rated and will receive a REACH Students Evaluation Summary Report in SY 2015–16
After 9/2/2014 and prior to 11/1/2014	**Developing**	▪ Annual Plan for SY 2014–15 ▪ Rated and will receive a REACH Students Evaluation Summary Report in SY 2014–15
On or after 11/1/2014	**Developing, Proficient, or Excellent**	▪ Annual Plan for SY 2014-15 ▪ Rated and will receive a REACH Students Evaluation Summary Report in SY 2014–15
Inability to Rate	**Default Proficient**	▪ Tenure attained ▪ Hired after 9/2/2014 and prior to 11/1/2012 – Biennial Plan for SY 2014–15 ▪ Hired on or after 11/1/2013 – Annual Plan for SY 2014–15

What if I received fewer than the required number of observations in the 2013–14 School Year?

These educators are classified as "Inability to Rate."

Tenured educators in 2014-15 will restart the same Evaluation Plan as 2013–14	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 2015. Tenured educators on a **BIENNIAL Plan** will *begin* the two-year cycle again and will receive a summative REACH Students Rating in September 2016.	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 2015. PAT3 becomes tenured and is placed on an Evaluation Plan according to the date they achieve tenure (see page 28). If they are on an **Annual Plan**, they will receive a summative REACH Students Rating in September 2015. If they are on a **Biennial Plan**, the will receive a summative REACH Students Rating in September 2016.

Are you a Temporarily Assigned Teacher (TAT)?

TATs will **not** be evaluated or rated in the 2014–15 School Year.

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

	Annual	**Biennial**
Educators	**PAT** **Tenured** *Unsatisfactory/Developing (2013–14) or those repeating plan due to inability to rate*	**Tenured** *Most recent rating was Proficient or Excellent in 2012-13 or 2013-14 School Year or was Excellent/Superior in the 2011-12 School Year*
Minimum Observations During 2014–15	**PAT (four)** <u>Three formal</u> and <u>one informal</u> **Tenured (four)** <u>Two formal</u> and <u>two informal</u>	**Tenured (two)** <u>One formal</u> and <u>one informal</u>
Interval *Between* Observations	One month	Three months
Summative REACH Students Ratings Will Typically Be Issued in September of the Following School Year	September 2015	**For educators completing Year 2:** September 2015 **For educators beginning Year 1:** September 2016

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

Formal Observation Cycle

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

Pre-Observation Conference

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

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* (see Appendix E) and be prepared to discuss their practice aligned to Domain 1. Educators have the option to submit their responses in writing and may also upload artifacts to the Reflect and Learn System (RLS) to support the unit discussed in the collaborative conversation. Examples of artifacts may include unit plans, lesson plans, student assessments, etc. Evidence from the conversation is documented in RLS. It is expected that the evaluator will observe the teacher during the lesson/unit that was discussed in the Pre-Observation Conference.

Classroom Observation

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

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 the teacher consents. Recordings cannot be used for any other purpose with other individuals without consent by the educator. Recordings cannot be submitted as evidence for any part of the evaluation by the educator or evaluator.

Post-Observation Conference

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

Observation Conference in writing, but should be prepared to discuss the questions. To facilitate educator reflection, evaluators are encouraged to share evidence collected during the observation as well as a draft of component-level ratings with educators prior to the Post-Observation Conference.

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

Following the Post-Observation Conference, evaluators finalize ratings for *all* components in Domains 1, 2, 3, and Component 4a and share these ratings with the educator. **It is recommended that the ratings be posted on the Reflect and Learn System within <u>five school days</u> of the Post-Observation Conference.**

<u>NOTE</u>: 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.

Educators:
- Prepare for the pre-and post-observation conversation by providing written responses and artifacts before the conferences to help the evaluator understand your practice.

Evaluators:
- Be clear with educators during the Pre-Observation Conference regarding whether the observation will happen at a set date and time or at any time during the five day window.
- Review educator *Protocol(s) for Pre- and Post-Observation Conference* responses in advance and plan for a deeper level of questioning that provides a comprehensive view of educator practice.

- Share evidence and a draft of component-level ratings before the Post-Observation Conference.
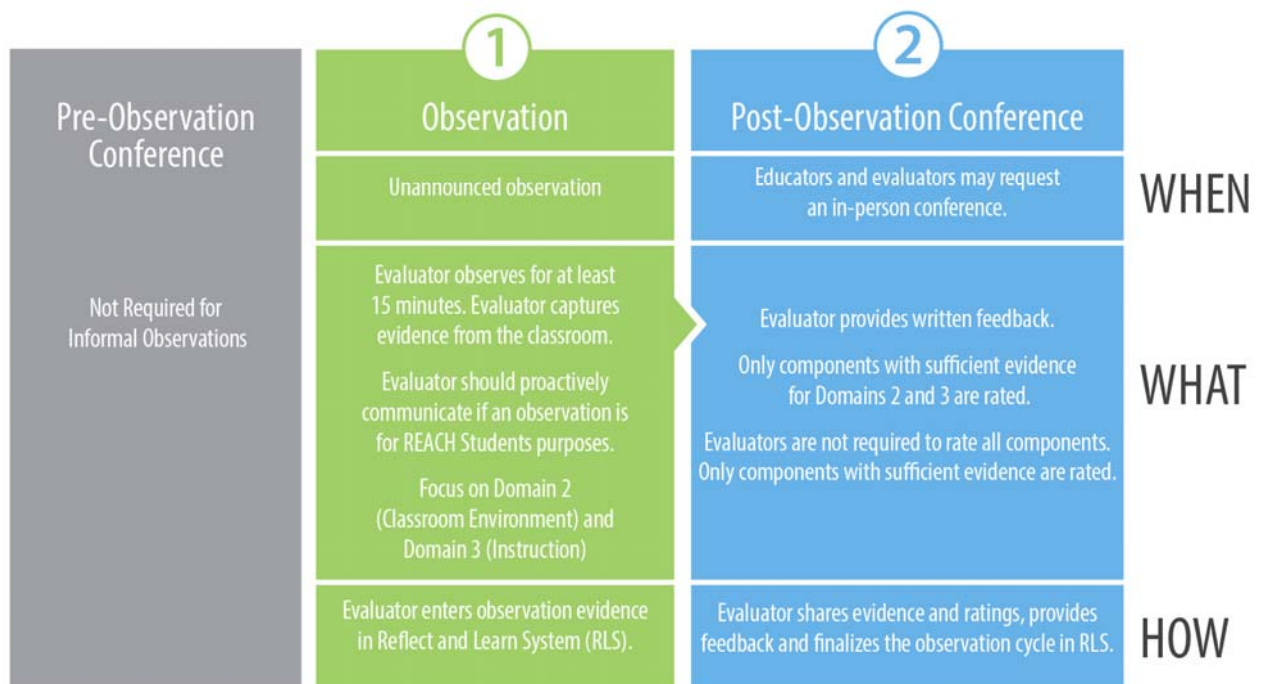
REACH Students observations can begin at the start of the 5th week of school, Monday, September 29, 2014. Pre-Observation Conferences can commence prior to September 29, 2014 and must be held five or fewer school days before the observation.

REACH Students observations must end on Friday, May 22, 2015. Post-Observation Conferences can be held after May 22, 2015 and must take place within 10 schools days of the classroom observation.

REACH Students Professional Practice

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 or a "drop in" visits in order to provide more frequent feedback to educators. It's important for evaluators to communicate clearly whether or not an unannounced classroom visit will count as a REACH Students Informal Observation. If it is a REACH Students Informal Observation, the evaluator should inform the educator when evidence and ratings have been entered into RLS.

Informal Observation Cycle

Pre-Observation Conference	① Observation	② Post-Observation Conference	
	Unannounced observation	Educators and evaluators may request an in-person conference.	**WHEN**
Not Required for Informal Observations	Evaluator observes for at least 15 minutes. Evaluator captures evidence from the classroom. Evaluator should proactively communicate if an observation is for REACH Students purposes. Focus on Domain 2 (Classroom Environment) and Domain 3 (Instruction)	Evaluator provides written feedback. Only components with sufficient evidence for Domains 2 and 3 are rated. Evaluators are not required to rate all components. Only components with sufficient evidence are rated.	**WHAT**
	Evaluator enters observation evidence in Reflect and Learn System (RLS).	Evaluator shares evidence and ratings, provides feedback and finalizes the observation cycle in RLS.	**HOW**

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

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

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

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

✓ Evidence for 4b–4e can be captured as a brief narrative that reflects the educator's professional practice throughout the school year.
✓ Up to two artifacts, per component, that showcase best practices can also be submitted, but a thoughtful description may take the place of uploading documents into RLS.

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

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

WHO will receive a rating at the end of SY 2014-2015?

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

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

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

Attendance

Domain 4: Professional Responsibilities of the *CPS Framework for Teaching* has five components. Attendance is one of five elements of Component 4e: Demonstrating Professionalism. Evaluators must always consider the preponderance of evidence across the entire component when issuing ratings. Component 4e is no different. It is not appropriate for an evaluator to assign more weight to Attendance than Integrity and Ethical Conduct, Advocacy, Decision-Making, or Compliance with School and District Regulations. An evaluator may not create local school criteria regarding attendance and apply them as part of the REACH Students evaluation process.

It is considered misconduct if an educator abuses sick or personal business benefit days, or uses absences to avoid the REACH process. Consult with Thomas Krieger, Office of Employee Engagement, tkrieger@cps.edu, (773) 553-1193, if you have questions about the discipline procedures for employees with excessive tardiness or patterns of attendance abuse. 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

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.

REACH Students Professional Practice

Reflect and Learn System

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

- **Access REACH Students Evaluation Summary Report**

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

- **Review Evaluator Evidence**

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

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

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

- **Upload Documents as Evidence**

  Educators are encouraged to complete and upload relevant materials into RLS to support their evaluation cycles. Relevant items may include *Protocol(s) for Pre- and Post-Observation Conference* question sets. Excessive uploading of documents is discouraged.
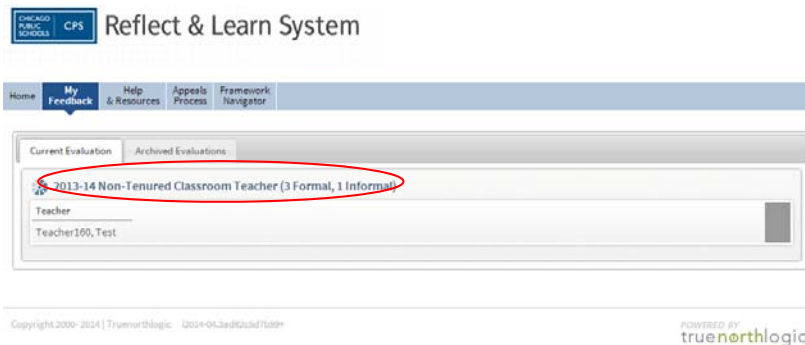
Log into the Reflect and Learn System by going to https://reflectandlearn.cps.edu/

Use your CPS Username and Password to gain access.

1. **Q:** **How do I know what evaluation plan I am on and how many observations I have in a year?**

    A: Log into RLS and select **My Feedback** at the top of the page. Educators will see their active plan as a hyperlink at the top of the page.

2. **Q:** **How long does an evaluator have to been in my classroom for a Formal Observation? An Informal Observation?**

    A: Formal Observations require the evaluator to be in the room for a minimum of 45 minutes, length of a lesson, or a full class period. Informal Observations require the evaluator to be in the room for a minimum of 15 minutes.

3. **Q:** **How do I see my ratings after an observation?**

    A: Educators can log into Reflect and Learn and click on the My Feedback button on the home page. From there, select either the Formal Observation Cycles or Informal Observation Cycles tab. Then select the observation cycle for which you want to see ratings. From here, select the **Feedback and Levels of Performance** link. Once here, ratings for all components that were scored in that observation cycle can be viewed.

4. **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.

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

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

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

   A: Yes, the number of Formal Observations for an Annual or Biennial Plan are minimums. An evaluator can always substitute a Formal Observation for an Informal Observation. For example, a PAT educator on an Annual Plan should receive a minimum of three Formal Observations and one Informal Observation in SY 2014-15. An evaluator may substitute a Formal Observation for an Informal Observation. Therefore, at the end of SY 2014-15, the above educator received four Formal Observations.

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

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

8. **Q:** **How do we account for educators on leave?**

   A: When educators return from a leave, the observation requirements will be the same and be based on their tenure status and prior ratings.

REACH Students
Student Growth

REACH Students Performance Tasks

A REACH Students Performance Task (REACH PT) is a written or hands-on demonstration of mastery, or progress towards mastery, of a selected standard(s) or skill(s). They ask 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 2014–15 school year to the same group of students.

Administration Windows (SY 14–15)	Dates
Beginning of Year (BOY)	September 15 – October 17
End of Year (EOY)	May 11 – June 12

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.

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 by the start of the assessment window. The dates for ordering Fall BOY assessments are August 25–29, 2014. The dates for ordering Spring EOY assessments are April 13–April 17, 2015.
2) Teachers can download the task documents from the REACH PT page of the Knowledge Center and print the necessary materials independently.

Almost every teacher in CPS should be able to select a REACH Performance Task that is applicable and appropriate for one of his/her classrooms. We expect very few teachers to have to create their own REACH PTs. For a list of available tasks, visit the REACH PT page of the Knowledge Center. For those who do need to create their own REACH PT, please follow the guidelines provided in the REACH PT Handbook.
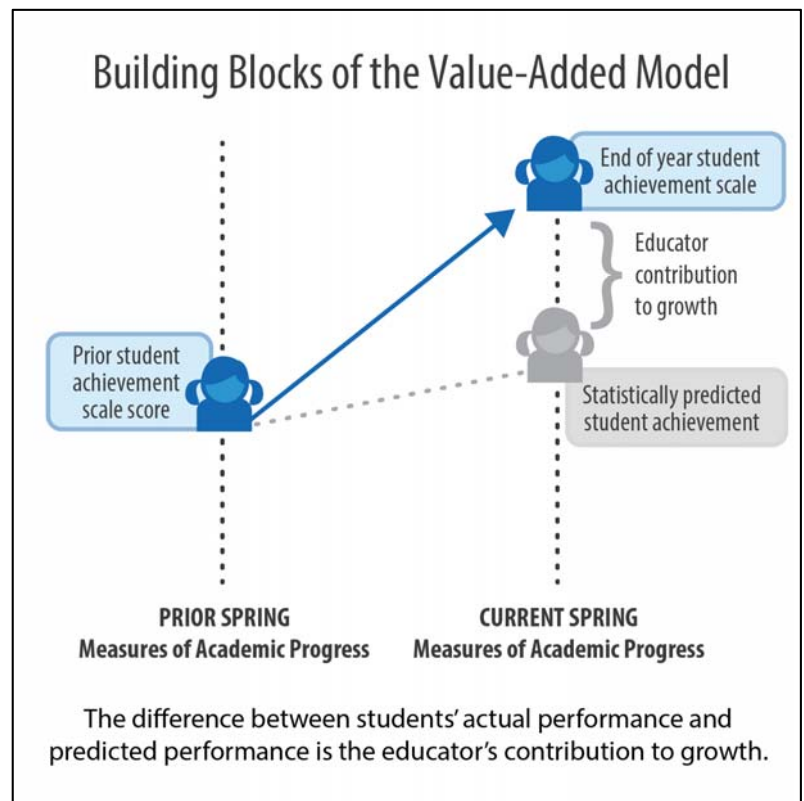
If you have any questions, please first consult the REACH PT Handbook, downloadable at the REACH PT page of the Knowledge Center. If you are unable to determine the correct course of action, please email reachperformancetasks@cps.edu with your query.

What are Value-Added Measures (VAMs)?

- A nationally-recognized statistical model that measures the impact of a school and/or a teacher on students' academic growth from year to year.

- The Value-Added Model compares students with similar characteristics to 1) see how similar students grew relative to each other, and 2) to capture the teacher's contribution to student learning, adjusting for factors outside of the teacher's control.

- To measure the teacher's contribution to student growth, the Value-Added Model "controls" or adjusts for prior performance and other student factors that also influence growth, but are outside the teacher's control.
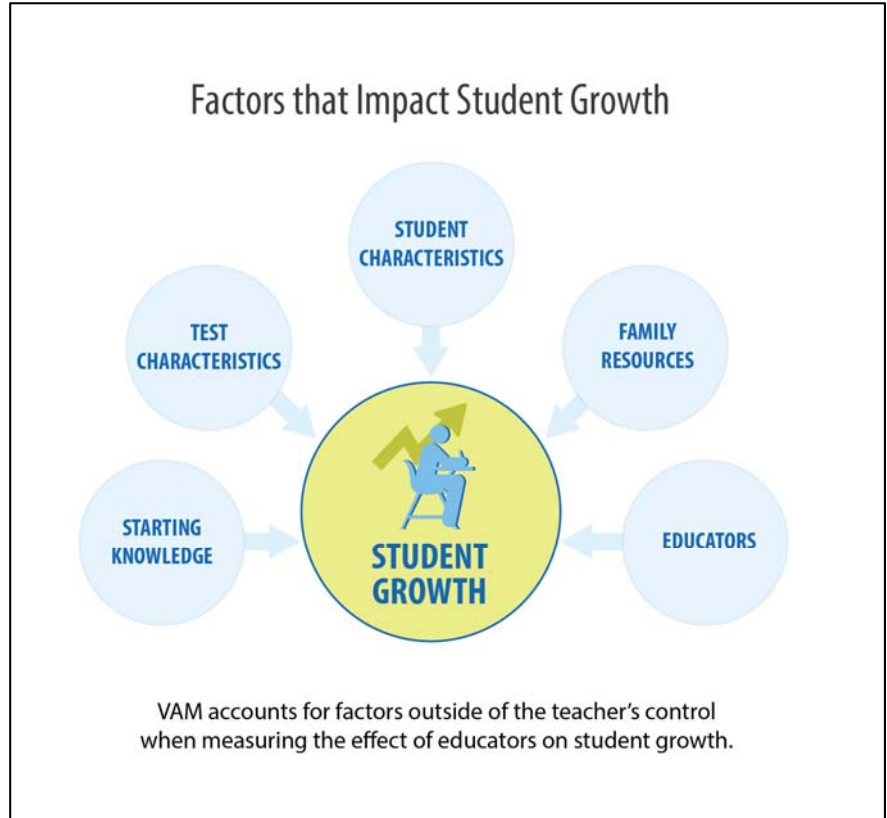
How was CPS's Value Added Model developed?

- The Technical Advisory Committee (TAC), established in 2007, includes the voices of CPS and CTU representatives, local and national experts.

- The CPS Value-Added Model was co-developed with the Value-Added Research Center, University of Wisconsin-Madison.

Building Blocks of the Value-Added Model

End of year student achievement scale

Educator contribution to growth

Prior student achievement scale score

Statistically predicted student achievement

PRIOR SPRING
Measures of Academic Progress

CURRENT SPRING
Measures of Academic Progress

The difference between students' actual performance and predicted performance is the educator's contribution to growth.

Value-Added Measures

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

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

- Spring NWEA Measures of Academic Progress (MAP) for Elementary Schools and Spring ACT Educational Planning and Assessment (EPAS) for High Schools results

- Roster Verification

- A set of student characteristics that are outside of a teacher's control

Factors that Impact Student Growth

STUDENT CHARACTERISTICS

TEST CHARACTERISTICS

FAMILY RESOURCES

STARTING KNOWLEDGE

STUDENT GROWTH

EDUCATORS

VAM accounts for factors outside of the teacher's control when measuring the effect of educators on student growth.

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. Grade level
3. Race/ethnicity
4. English Language Learner status
5. Homelessness
6. Prior math assessment data
7. Gender
8. Low-income status
9. Individualized Education Program status
10. Mobility

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

CPS uses teacher-level measures of student academic growth as part of REACH Students evaluation system. In order to accurately and fairly measure the impact of each teacher's instruction on student academic growth, CPS teachers will be given the opportunity to verify their class rosters beginning in the Spring of 2015. Because teachers and principals know best the schedules and amount of time spent with each student, their participation will ensure the best possible data.

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

Educator Responsibilities

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

This year the roster verification process begins April 29, 2015. The principal's primary roles in roster verification are to review initial class rosters to ensure they are correctly set-up by **May 6, 2015**, and to approve final class rosters **by June 4, 2015**.

Roster Verification Training and Login

▪ Complete the online *Teacher Tutorial* to learn how to complete roster verification.

▪ Access the online system by going to the [Battelle for Kids](#) site and clicking "Access Link" which will take you to the BFK•Link® login screen. Use your CPS user name and password to login to the system.

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

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

   A: Starting in School Year 2014-15, the Student Growth metric for Elementary K – Grade 2 educators will be comprised entirely of a Performance Task score. Two Performance Tasks, Math and Literacy, will make-up the Performance Task score.

2. **Q: What level of instruction should I assign when completing Roster Verification?**

   A: For any month in which you had instructional responsibility for a student for any portion of the month, determining the level of instruction responsibility can best be answered by asking yourself, "Was I responsible for All, Most, Shared, Some, or None of a student's instruction while the student was a member of my class?"

   - If you were the only educator responsible for the student in the courses, select **all** (100%).

   - If you and another educator shared responsibility for planning and providing instruction and collaborating in the assignment of grades, and:

     - You had significantly more responsibility than the other educator, select **most** (75%).

     - You had a comparable level of responsibility as the other educator, select **shared** (50%).

     - You had significantly less responsibility than the other educator, select **some** (25%).

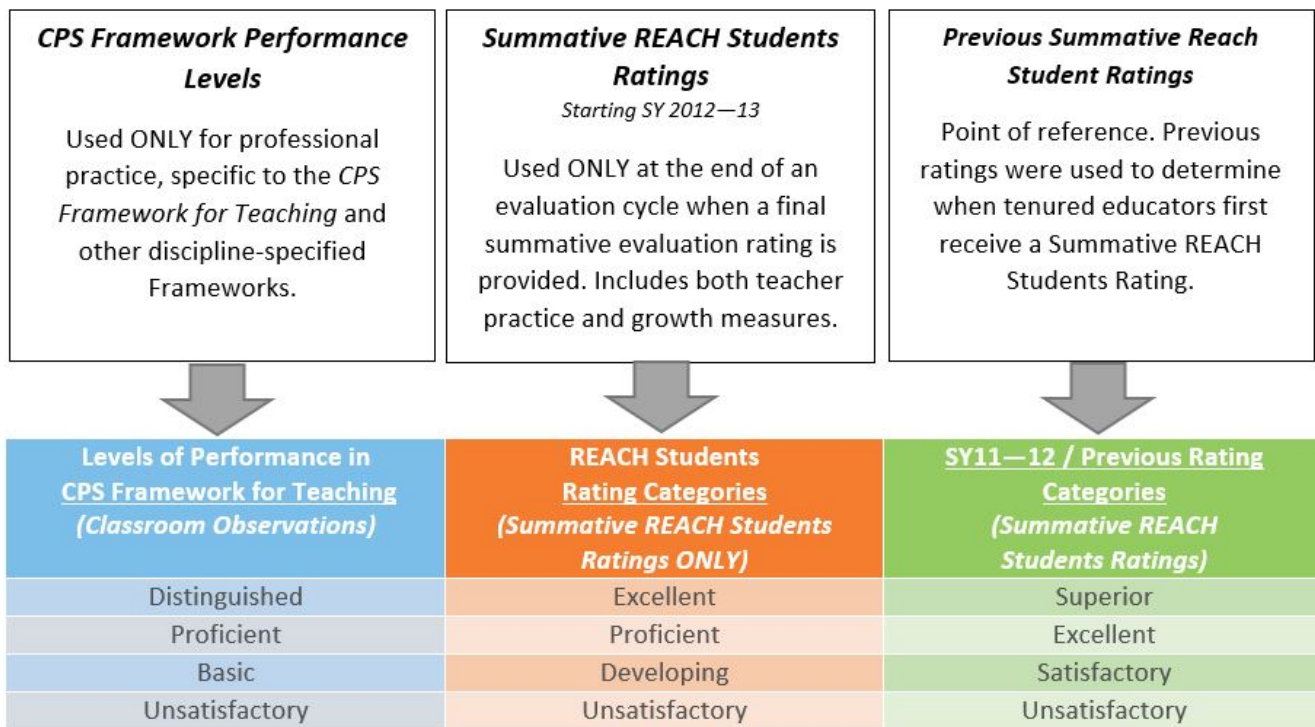   - If you had no responsibility for the student's instruction, select **none** (0%).

REACH Students

Evaluation Summary

Report

REACHStudents
Recognizing Educators Advancing Chicago Students

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 REACH Summative Rating categories.

REACH Summative 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 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.	*Starting SY 2012—13* 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

The four domains that are rated in Professional Practice have unique weightings, as follows:

CPS Framework for Teaching
Domain Weights for Professional Practice

■ Domain 1: Planning and Preparation   ■ Domain 2: Classroom Environment
■ Domain 3: Instruction   ■ Domain 4: Professional Responsibilities
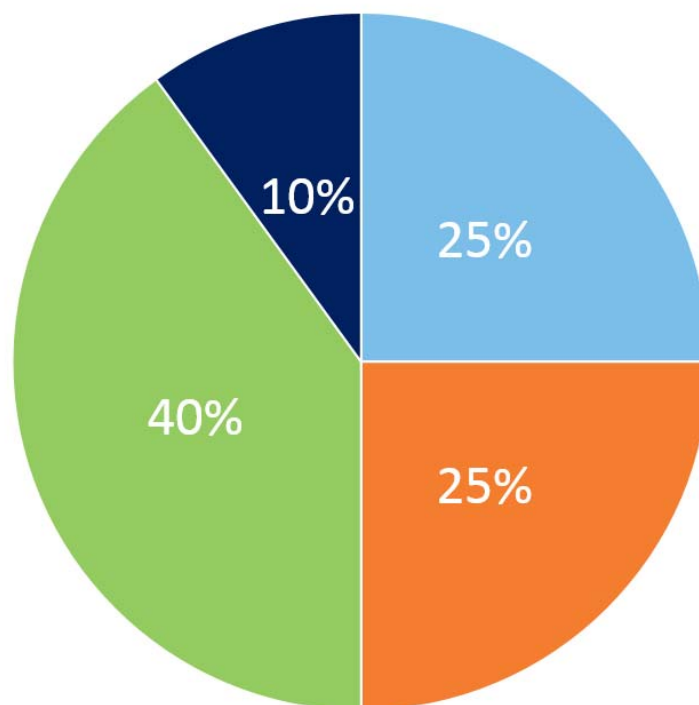
Ratings for each component, from four observations, are averaged over the course of the evaluation cycle. The averaged component scores in each domain are then averaged to yield a domain average.

The domain averages are then multiplied by the weight for that domain and the weighted domain averages are added together. The total becomes the Professional Practice Score. Refer to the sample Professional Practice scoring on page 54.

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

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

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

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

Sample Report Section

This 2013–14 sample page shows the Professional Practice section of the REACH Students Evaluation Summary Report.

Professional Practice: CPS Framework for Teaching

Educator: Jane Smith

School: Thomas Jefferson Elementary School **Teacher Type:** Elementary
Tenure Status: Non-Tenured

● Professional Practice: 75%
○ Performance Tasks: 10%
○ Value-Added: 15%

This page provides you with a summary of your 2012-13 Professional Practice data. Professional Practice is measured by classroom observations and is aligned and rated using the CPS Framework for Teaching.

Your Professional Practice: CPS Framework for Teaching scores:

Observation Data							Scoring Calculations			
Your observations were scored using the following scale: Unsatisfactory = 1, Basic = 2, Proficient = 3, Distinguished = 4		Teaching Formal	Teaching Formal	Teaching Formal	Teaching Formal	Component Average	Domain Average	Weighting	Weighted Domain Scores	
Date of Observation		11/28/12	1/9/13	2/3/13	5/14/13					
Domain 1 Planning and Preparation 25%	1a: Demonstrating Knowledge of Content and Pedagogy	3	3	3	4	3.25	3.25 x 25% = 0.81			
	1b: Demonstrating Knowledge of Students	3	3	4	4	3.5				
	1c: Selecting Instructional Outcomes	3	3	3	4	3.25				
	1d: Designing Coherent Instruction	3	3	3	4	3.25				
	1e: Designing Student Assessments	3	3	3	3	3				
Domain 2 The Classroom Environment 25%	2a: Creating an Environment of Respect and Rapport	3	4	4	4	3.75	3.25 x 25% = 0.81			
	2b: Establishing a Culture for Learning	3	4	3	3	3.25				
	2c: Managing Classroom Procedures	3	3	3	3	3				
	2d: Managing Student Behavior	3	3	3	4	3				
Domain 3 Instruction 40%	3a: Communicating with Students	3	4	4	4	3.75	3.3 x 40% = 1.32			
	3b: Using Questioning and Discussion Techniques	3	3	4	3	3.25				
	3c: Engaging Students in Learning	3	3	3	3	3				
	3d: Using Assessment in Instruction	3	3	3	3	3				
	3e: Demonstrating Flexibility and Responsiveness	3	3	4	4	3.5				
Domain 4 Professional Responsibilities* 10%	4a: Reflecting on Teaching and Learning	3	3	4	4	3.5	3.9 x 10% = 0.39			
	4b: Maintaining Accurate Records					4				
	4c: Communicating with Families					4				
	4d: Growing and Developing Professionally					4				
	4e: Demonstrating Professionalism					4				

* Domain components 4B - 4E are rated one time per year at the end of the school year.

Your REACH Students Professional Practice score: (sum of all weighted Domains) **3.33**

Additional Resources Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nunc a lorem a nisi tempor pellentesque sed a turpis. Mauris varius nulla id urna congue facilisis. Etiam nulla quam, pellentesque sed quam eu, convallis viverra elit. Class aptent taciti sociis ad litora torquent per conubia nostra, per inceptos himenaeos. Praesent est mi, placerat ac sapien id aptet taciti sociis ad litora.
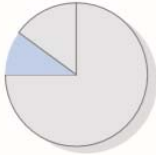
Page 2 of 4

Your Performance Task Score

Your **Performance Task** score:

Performance Tasks are designed to assess students' grade-level mastery of content and skills aligned to a particular standard or group. The percentage of your students who count as making Performance Task growth and your adjusted REACH Students Performance Task score is shown to the right.

- Teaching Practice: 75%
- Performance Tasks: 10%
- Value-Added: 15%

Your percentage of students who count as making PT growth: **92%**

Your REACH Students **Performance Task** score: **3.78**

How to Interpret Your Performance Tasks Results

ALL CPS teachers and librarians must administer a BOY (Beginning of Year) and EOY (End of Year) Performance Task to one of their classrooms. REACH Performance Tasks are scored on a scale of 0-3. A teacher's Performance Task score is based on the percentage of students that grow, not the magnitude of growth. There are four rules that determine whether or not an individual student has grown:

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

REACH Performance Tasks are scored on a scale of 0–3 and are based on the percentage of students who count as making growth. The REACH Students Performance Tasks score uses the same scale as all other REACH. To calculate the Adjusted REACH Students score for PTs, the following formula is applied:

% of Students who Showed PT Growth multiplied by (100 divided by 33) plus 1 = Adjusted REACH Score

% of Students who showed PT Growth:	0%	25%	50%	75%	100%
REACH Students Adjusted PT Score:	1.00	1.76	2.52	3.27	4.00

Your Value-Added Score

Your **Value-Added** score:

The goal of the Value-Added metric is to measure a teacher's impact on student learning independent of student demographic factors. Details of your Value-Added results and your REACH Students Value-Added score are below and to the right.

- ○ Professional Practice: 75%
- ○ Performance Tasks: 10%
- ● Value-Added: 15%

Subject	Number of Students	Percentile	Confidence Interval	Value-Added Result
Reading	24	70	0.04 to 0.80	0.38
Math	24	41	-0.59 to 0.09	-0.25

For teachers who have both reading and math value-added results, the overall value-added result will be the weighted average of the reading and math results. The average will be weighted by the number of students.

Your Value-Added Results: 0.07

Your REACH Students **Value-Added** score: **2.53**

How to Interpret Your Value-Added Results

How to Interpret Your Value-Added Results:

Value-Added is reported on a standardized scale where scores fall between -3 and +3 and represent a normal "bell curve." The District average is 0. Your results represent how many standard deviations your students were from the district average. Below you will find definitions to help interpret your value-added results.

Number of Students: This is the number of students included in the calculation.

Percentile: the percent of the scores in the District that are lower than your score. Percentiles range from 0 to 99.

Margin of Error: Value-Added is a statistical estimation and therefore is reported with a margin of error. We are 95% confident that your Value-Added score falls within the margin of error.

Value-Added Result Color: The red, yellow or green represents whether your students are growing faster, at the same pace, or slower than similar students.

- **Green** indicates that your students are growing at a faster pace than similar students.
- **Yellow** indicates that your students are growing at the same pace as similar students.
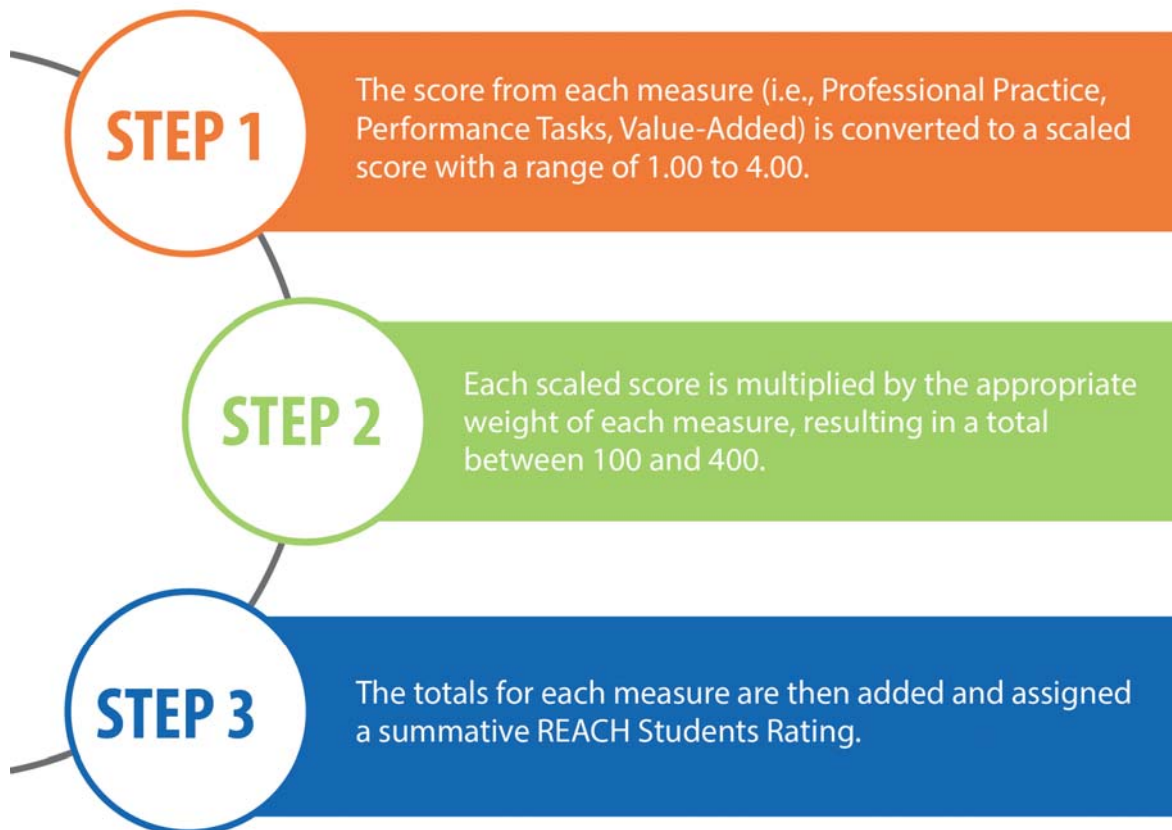- **Red** indicates that your students are growing at a slower pace than similar students.

(Your value-added result ÷ 2) + 2.5 = Adjusted REACH Score

Value-Added Result:	-3.00	-1.50	0	1.50	3.00
REACH Students Adjusted Value-Added Score:	1.00	1.75	2.50	3.25	4.00

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.

STEP 1 The score from each measure (i.e., Professional Practice, Performance Tasks, Value-Added) is converted to a scaled score with a range of 1.00 to 4.00.

STEP 2 Each scaled score is multiplied by the appropriate weight of each measure, resulting in a total between 100 and 400.

STEP 3 The totals for each measure are then added and assigned a summative REACH Students Rating.

Page 1 of your REACH Students Evaluation Summary Report highlights an educator's score in each of the REACH Students measures as well as the final summative REACH Students Rating.

In the example above, the educator earned 325.5 points total between the Professional Practice, Performance Tasks, and Value-Added scores. Therefore, she has a REACH Students Rating of Proficient, since her REACH Students Total Points, 325.5, falls within the Proficient score range.

Educators can access their REACH Evaluation Summary Report by logging into the Reflect and Learn System with their CPS username and password. Go to the Help & Resources Tab for detailed instructions.

1. **Q: For educators on an Annual Plan who received more than <u>four</u> observations during 2013–14, which of those observations will be used to calculate the summative REACH Students Rating?**

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

STATUS	OBSERVATIONS
PAT	Take top <u>three</u> Formal Observations and top 1 observation (Formal or Informal) from remaining observations.
Tenured – Annual	Take top <u>two</u> Formal Observations and top 2 observations (Formal or Informal) from remaining observations.

2. **Q: What happens in the event that a tenured educator in year 1 of their Biennial Tenured plan did not receive at least <u>two</u> observations (<u>one</u> Formal + <u>one</u> Formal *or* Informal Observation)?**

   A: In the event that an educator who began a Biennial Tenured plan in 2013–14 received less than two observations (one Formal + one Formal *or* Informal Observation), their Biennial Plan will restart in 2014–15. They will receive a summative REACH Students Rating in 2016.

3. **Q: For full-time teachers who split their time between two schools and receive observations from both schools, which observations will be used to calculate the REACH Summative Rating?**

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

4. Q. Who will have access to educator summative REACH Students Ratings?
   A: All educators will have access to their own REACH Students Evaluation Summary Report through the Reflect and Learn System at the end of the summer. Evaluators in your school will have access to the current REACH Students Evaluation Summary Reports for any educator that appears on their roster in Reflect and Learn.

5. Q. What happens in the event that a teacher receives less than the required number of observations?
   A: The outcome is determined by tenure designation. See the table below.

Designation in 2013–14	Outcome in 2014–2105
PAT 1 **PAT 2**	Will default to a rating of Proficient except in instances where the educator had a rating of Excellent or Superior in either the 2011–12 or 2012–13 school years. In the aforementioned cases, the educator may choose between. Proficient, their 2011–12 rating or their 2012–13 rating. The educator will remain on an Annual Evaluation Plan the following year and receive at least 3 Formal Observations and <u>one</u> Informal Observation.

PAT 3	Will default to Proficient and be placed on an Evaluation Plan for the following year based on their 2012-13 rating and the date they attained tenure:
	
	▪ **Tenure after 9/2/14 and prior to 11/1/14** with a 2013-14 rating of :
	   ▪ <u>Proficient</u> or <u>Excellent</u> will be placed on a <u>Biennial Evaluation Plan</u> and receive at least <u>one</u> Formal and <u>one</u> Informal Observation.
	   ▪ <u>Developing</u> will be placed on an <u>Annual Evaluation Plan</u> and receive at least <u>two</u> Formal and <u>two</u> Informal Observations.
	▪ **Tenure on or after 11/1/14** with a 2013–14 rating of <u>Developing</u>, <u>Proficient</u> or <u>Excellent</u> will be placed on an <u>Annual Evaluation Plan</u> and receive at least <u>two</u> Formal and <u>two</u> Informal Observations.

Annual Tenured	Rating will default to most recent prior rating. Regardless of prior rating, annual tenured teachers who do not receive the required observations will remain on an Annual Evaluation Plan the following year and receive at least <u>two</u> Formal and <u>two</u> Informal Observations.

REACH Students

Counselor Practice

Overview

Similar to *the 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

Counselor summative REACH Students Ratings do not take into account student growth metrics. The Counselor summative REACH Students Rating is based 100% on the Professional Practice score. The following is the breakdown of weights for each domain (new for 2014-15):

CPS Framework for School Counselors
Domain Weights for Professional Practice

■ Domain 1   ■ Domain 2   ■ Domain 3   ■ Domain 4
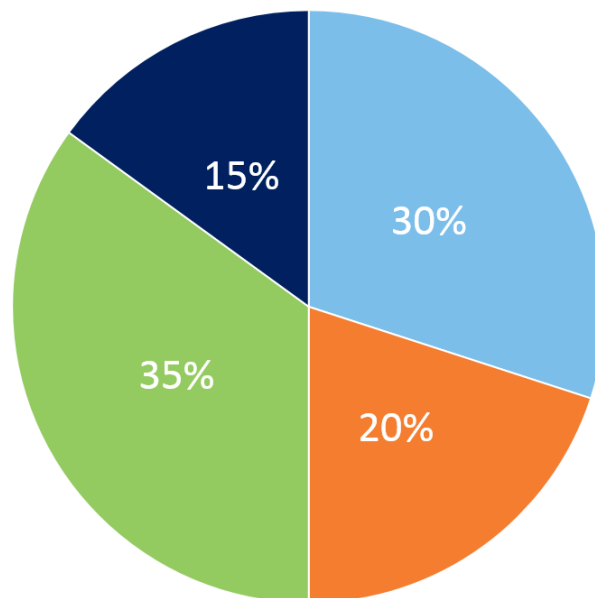
Unlike the classroom educator who may be observed in relation to a specific grade-level or academic subject, the School Counselor's performance entails the recognition that the CPS School Counselor is a generalist who delivers a school counseling program that provides direct and indirect services to students in a variety of settings.

REACH Students Guidance for Observing School Counselors

At the start of each school year, evaluators and elementary counselors are encouraged to meet to discuss and complete the following documents:

- Annual Agreement

- Framework Selection Form for Case Managers

Annual Agreement

The Annual Agreement (see Appendix H) is a tool provided by the Office of School Counseling and Postsecondary Advising that is useful to elementary counselors who may serve as case managers and/or assume a variety of responsibilities within a school.

Counselors and evaluators are encouraged to use the Annual Agreement meeting early in the year to discuss time distribution, school counseling program needs, and goals.

Framework Selection

Based on this discussion and completion of the Annual Agreement form, the counselor and evaluator can determine which Framework best fits the counselor's roles and responsibilities – the *Framework for School Counselors* or *Framework for Educational Support Specialists* (ESS).

If the ESS Framework is deemed the best fit for the counselor, then the Framework Selection Form (see Appendix I) for Case Managers must be completed.

Counselor Resources

Both the 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 contains further information about appropriate materials to upload as well as a deep dive into high-level practice within each domain and component. See the Knowledge Center under the REACH tab and click Counselors & Case Managers.

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

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

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

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

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

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

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

4. **Q:** **I am a 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. See the Knowledge Center under the REACH Tab and click Counselors & Case Managers.

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

    A: If both the educator and evaluator agree that the Framework listed in Reflect and Learn System is not the correct Framework, the evaluator must complete the Framework Selection Form (see Appendix I).

REACH Students

Additional Frameworks:

Educational Support Specialists (ESS) and Librarians

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

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

Educational Support Specialist Framework

The *Educational Support Specialist (ESS) Framework* 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 ESS Framework 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 *Framework for Teaching*, the ESS Framework is divided into four domains, as follows:

- **Domain 1:** Planning and Preparation

- **Domain 2:** The Environment - Building a Community of Learners

- **Domain 3:** Delivery of Service and Support

- **Domain 4:** Professional Responsibilities

The domain weightings for the ESS Framework are the same as the Framework for Teaching, as noted in the chart below.

CPS Framework for Educational Support Specialists
Domain Weights for Professional Practice

■ Domain 1   ■ Domain 2   ■ Domain 3   ■ Domain 4
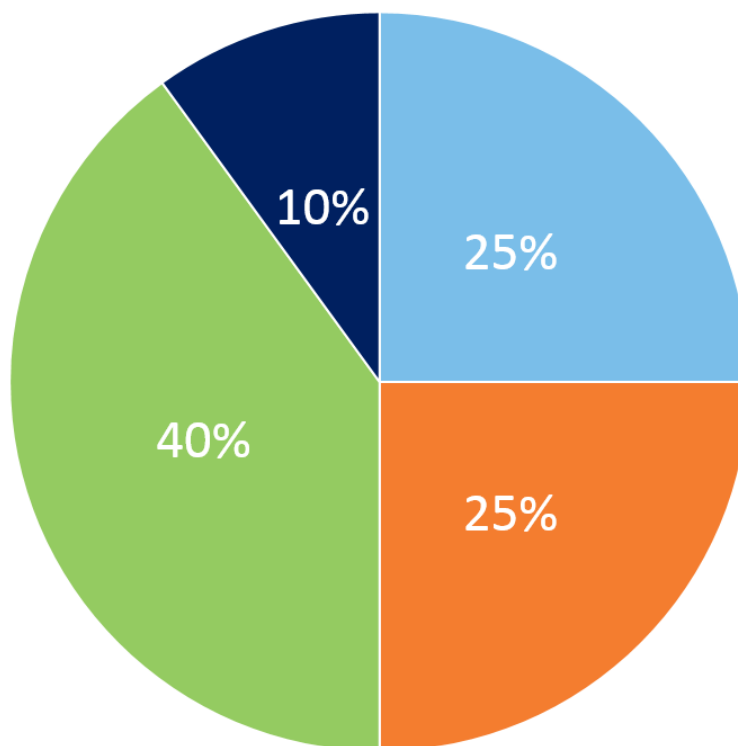
In order to be evaluated under the ESS Framework, the educator and evaluator must agree upon the change. The evaluator must then complete the Framework Selection Form (see Appendix I) in order for the change to be made.

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

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

Similar to all other CPS Frameworks, the Teacher-Librarian Framework is divided into four domains each of which is then further divided into related components. The 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 Librarians are as follows (new for 2014-15):

CPS Framework for Librarians
Domain Weights for Professional Practice

■ Domain 1   ■ Domain 2   ■ Domain 3   ■ Domain 4
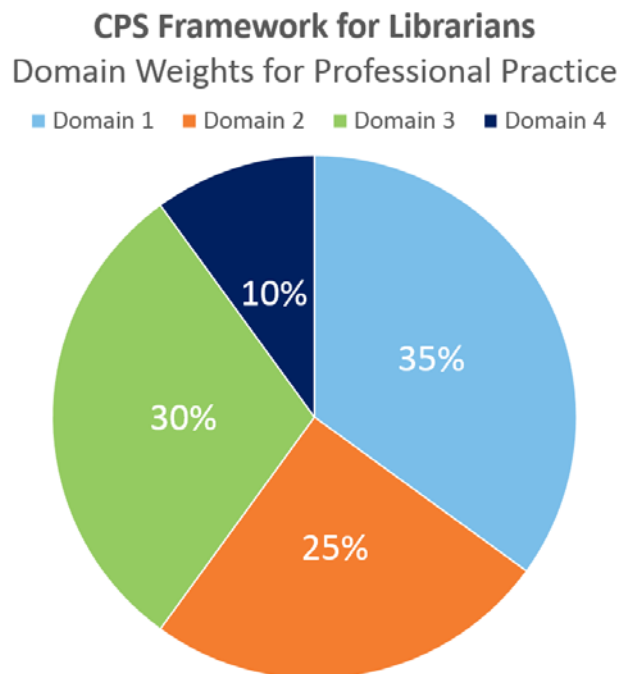
Unlike educators who are evaluated using the ESS Framework, educators evaluated using the *Framework for Teacher-Librarians* do have student growth metrics calculated into their summative REACH Students Ratings.

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

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

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

   A: Yes, the *CPS Framework for Teacher-Librarians* can be accessed in the Knowledge Center at kc.cps.edu.

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

   A: There are resources that have been created by Librarian Framework Specialists to support professional practices. They are located at https://sites.google.com/a/cps.edu/kc/curriculum/instruction/framework-specialists.

4. **Q: Where can Librarians get additional support to assist them with Components of the *CPS Framework for Teacher-Librarians*?**

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

REACH Students

Resources

REACHStudents
Recognizing Educators Advancing Chicago Students

Knowledge Center
kc.cps.edu

Reflect and Learn System
reflectandlearn.cps.edu

RLS Help Desk
esm.cps.k12.il.us/sm/ess.do

Battelle for Kids (Roster Verification)
portal.battelleforkids.org/chicago/

Teacher Quality Pool
cps.edu/careers

HR4U
hr4u.cps.edu

Chicago Teachers Union
ctunet.com

Chicago Teachers Union Quest Center
ctunet.com/quest-center

REACH Students Resources

Frameworks Supports Database

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

1. Go to kc.cps.edu and use your CPS username and password to sign in.

2. Search for resources based on your job.

I'M A TEACHER

- Weekly Updates
- Download Unit and Lesson Plans
  - Literacy | Math | Science | Social Science
- Access thousands of free books in the CPS Virtual Library
- Check out videos, resources, and pictures from real CPS teachers aligned to the CPS Framework for Teaching
  - Domain 1 | Domain 2 | Domain 3 | Domain 4

I'M AN ADMINISTRATOR

- Weekly Updates
- Access the Strategic Source Vendor List in the Procurement Section
- Access all your REACH forms and frameworks for the observation cycle
- Select sections of the Student Based Budgeting document
- Download your CIWP template
- Learn more about the School Quality Rating Policy

3. Scan and click the horizontal navigation bar.

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

REACH Students Resources

Frameworks Supports Database

KC Blog

5. View the automatic scroll bar located at the top of the KC home page, or manually scroll by clicking the arrows, for important announcements.

6. Enter any term in the search bar located in the upper-right hand corner of the screen.

Classroom Educators can find:

CPS Framework for Teaching Companion Guide, Arts Addendum, English Language Learner Addendum, Physical Education Addendum, Preschool Addendum, and Special Education Addendum.

Non-Classroom Educators can find:

- **School Counselors:** Framework | Companion Guide | Placemat
- **Educational Support Specialists**: Framework | Evidence Guide: IB Coordinators
- **Teacher-Librarians:** Framework | Placemat

Related Service Providers can find:

- **School Nursing:** Framework | Companion Guide | Placemat
- **Occupational Therapy:** Framework | Companion Guide | Placemat
- **Psychology:** Framework | Companion Guide | Placemat
- **Physical Therapy:** Framework | Companion Guide | Placemat
- **Social Work:** Framework | Companion Guide | Placemat
- **Speech-Language Pathology:** Framework | Companion Guide | Placemat

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Placemat
- **Speech-Language Pathology:** Framework | Companion Guide | Placemat

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Placemat
- **Speech-Language Pathology:** Framework | Companion Guide | Placemat

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REACHStudents
Recognizing Educators Advancing Chicago Students

Frameworks Supports Database

On the new Framework Supports Database, you can easily browse resources and videos made *for* CPS teachers *by* CPS teachers and CPS content departments to support you with the *CPS Framework for Teaching*. The database allows you to scan and search resources or filter and sort the component(s), grade(s), and/or subject(s) that are applicable to you and your classroom.

Here is how to access the Framework Supports Database:

1. Visit kc.cps.edu and log in with your CPS username and password.
2. Click "Framework for Teaching."
3. Look under "Framework Supports' on the right side for resources created by Framework Specialists.
4. Search the database or click directly on individual domains or components to access hundreds of resources.

FRAMEWORK SPE○○○○○
RESOURCE○

Download and View Resources | Watch Videos of CPS Teachers | Chec○ ○hotos for ○ co○○onent

Search the Framework Supports Database
or
Click the component links below for resources, videos, and photos created *by* CPS teachers and content departments to support you with each component of the CPS Framework for Teaching
or
Search past Focus on the Framework Newsletter Columns by Component

> **Search the database by component here!**
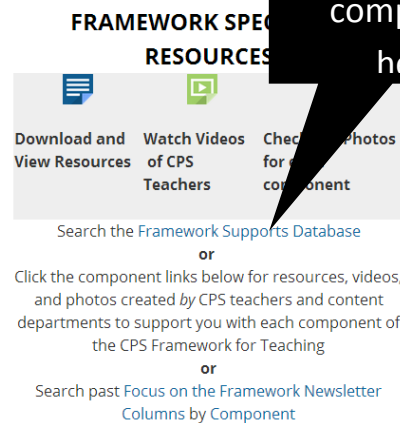
> **Visit individual component pages here!**

DOMAIN 1
PLANNING & PREPARATION

DOMAIN 2
THE CLASSROOM ENVIRONMENT

Chicago Teachers Union Quest Center

Celebrating its 20th anniversary in 2012, the Chicago Teachers Union Quest Center was launched with the assistance of a generous grant from the John D. and Catherine T. MacArthur Foundation. The CTU Quest Center has been instrumental in supporting teachers and paraprofessionals in their development as educators. Experienced Quest Center staff facilitate research-based, job-embedded, meaningful professional development that has the potential to positively impact student achievement. For more information about the Quest Center go to http://www.ctunet.com/quest-center or turn to Appendix I for school year 2014–2015 first semester professional learning opportunities offered by the Chicago Teachers Union Quest Center.

REACH Students

Appendices

Table of Contents

Appendix A: CPS 2014–15 REACH Professional Learning Course Offerings

2014-15 REACH PD Course Offerings

Course #	Course Title	Target Components	Connecting Components	Course Overview	Session 1 Focus: OFFERED: September October January	Session 2 Focus: OFFERED: October November Dec./Jan.	Session 3 Focus: OFFERED: November Dec./Jan. March	Session 4 Focus: OFFERED: Dec./Jan. February April/May	Suggested Grades/Content:
1	Getting Set for Success! Foundations of Effective Classrooms	2c, 2d, 1a	1a, 1b, 2a, 2b, 4a, 4c	At the beginning of each school year, teachers make critical decisions that will affect how smoothly the year will run. How will I get students' attention? What happens when a student misbehaves? How do I use them to design instruction? This foundational course is intended to explore the features of successful classroom, including routines, relationships, behavior management, and standards-based instruction.	Creating & modeling efficient procedures to maximize instructional time respect & rapport (2c)	Knowing your students/families and building relationship of (1b/2a/4c)	Positive and proactive behavior management (2a/2d)	Introduction to the Common Core State Standards (1a/2b) 4 versions available: K-5 Literacy/Math, 6-12 Literacy/Math, 6-12 Math, 6-12 Science)	ALL
2	More than "I Can" Statements: Selecting Objectives to Set a Purpose for Learning	1c, 3a	1a, 1d, 2b, 3c, 4a	Effective teachers set a clear, accurate purpose for each lesson, explaining what students will be LEARNING rather than DOING. They also communicate the rationale for WHY the learning matters. This course will help teachers go beyond posting objectives on the board and instead use CCSS (or other relevant content standards) to create standards-based objectives that drive engaging, relevant, and appropriately-challenging learning tasks for students.	"Learning" rather than "doing" (1c)	Features of effective, standards-based objectives (1a/1c/2b)	Communicating objectives & making them relevant to students (3a)	Linking objectives with enduring understandings & learning tasks (1c, 1d, 2b, 3c)	ALL
3	"I Taught It, but Did They Learn It?": Using Assessment to Inform Instruction & Ensure Learning for All	1e, 3d, 3e	1b, 4a, 4b	Teaching should go far beyond simply delivering instruction; instead, successful teaching must increase students' learning. Once teachers are clear about the purpose for their lessons, their next task is to determine how they'll know when students have made progress toward and/or mastered the objective. This assessment should happen daily and be used to inform next steps. This course will help teachers design appropriate assessments, analyze results, and plan instruction to address gaps.	Checking for understanding (daily and in all content areas!) 1e/3d	Differentiating assessments & responding to individual students' misunderstandings (3d/3e)	Designing specific assessments results linked to objectives & tasks (1e)	Analyzing assessment results to plan follow-up instruction (3d/4a/4b/1e)	ALL
4	Beyond "Busy": Engaging Students Cognitively with Rigorous Questions and Tasks	3b, 3c	1a, 1b, 1d, 2b, 2c, 4a	At the end of the day, students often run out of school, excited to face the afternoon, while their teachers rest, exhausted from a long day of work. Shouldn't this be the opposite? It's time for teachers to ask themselves a key question: who's doing most of the work here?! This course will help teachers design intentional questions and appropriately-challenging tasks so the responsibility for learning is transferred to the students, building the perseverance and increasing independence called for in the Common Core State Standards.	"Productive struggle," growth mindset, and student ownership of learning (2b)	Low- and high-level questioning and explanation of thinking (3b)	Discussion techniques to engage student participation (3b, 2c)	Determining "just right" tasks by navigating the gap between the demands of a task & student readiness (1b, 1d, 3c)	ALL

Appendix B: Professional Learning Opportunities Offered by CTU Quest Center

 Professional Learning Opportunities offered by the Chicago Teachers Union Quest Center - First Semester –School Year 2014-15

New Teacher Institute

Organizing the Elementary Classroom for Teaching and Learning * - **(3 CPS Lane Placement Credits/45 ISBE Professional Development Hours)**
This offering encompasses the fundamental professional responsibilities required of all elementary teachers: classroom management, community building, establishing routines, participating in the professional community, managing and monitoring student learning, communicating with families, and motivating students. Participants study theories and methods related to these aspects of teaching and will bridge theory and practice by exploring their practical applications in the classroom. This offering is tailored to the needs of teachers in their first five years and who are currently teaching. **This offering is aligned to the CPS Framework for Teaching** - **Component 2a, 2b, 2c, 2d, 3c, 4c, 4d, and 4e.**
Dates: September 29, October 6, 20, 27, November 3, 10, 17, 24, December 1, 8, 2014
Time: 4:30 - 7:30 p.m.
and
Dates: October 25, November 22, and December 13, 2014
Time: 9 a.m. - 3:30 p.m.

Organizing the High School Classroom for Teaching and Learning * - **(3 CPS Lane Placement Credits/45 ISBE Professional Development Hours)**
This offering encompasses the fundamental professional responsibilities required of all high school teachers: classroom management, planning and preparation, establishing routines, delivering instruction, and communicating with parents, colleagues and students. Participants also explore methods and resources for developing and maintaining their own professional growth and development. This offering is tailored to the needs of teachers in their first five years and who are currently teaching. **This offering is aligned to the CPS Framework for Teaching** - **Components 2a, 2b, 2c, 2d, 3c, 4c, 4d, and 4e.**
Dates: September 29, October 6, 20, 27, November 3, 10, 17, 24, December 1, 8, 2014
Time: 4:30 - 7:30 p.m.
and
Dates: October 25, November 22, and December 13, 2014
Time: 9 a.m. - 3:30 p.m.

Appendix B: Professional Learning Opportunities Offered by CTU Quest Center

Fall 2014 Framework Study Group Sessions
CPS Framework Study Groups for Domains 1 & 3 - **(3 ISBE Professional Development Hours**) This is a "Back-to-School" study group offered to all CPS teachers and clinicians interested in discussing and brainstorming best practices, skills, and implications of Domains 1 & 3 of the CPS Frameworks for Teachers and Clinicians. Participants will unpack each component and critical attribute of Domains 1 & 3 to understand what is required, what is valued, and what skills are necessary to perform at the distinguished level of teaching. Participants will create, organize, and begin to collect evidence for the upcoming observation cycle in preparation for pre-and post-conferences, develop a professional learning goal and plan for the 2014-2015 school year to guide their own professional learning and demonstrate reflective practice, and learn how to use the information in the critical attributes to advocate for their successes in the classroom.
<u>Dates</u>: September 17, (Teachers) and October 22, (Clinicians) 2014
<u>Time</u>: 4:45 - 7:45 p.m.

CPS Framework Study Groups for Domains 2 & 4 - **(3 ISBE Professional Development Hours**) These study groups are offered to all CPS teachers and clinicians interested in discussing and brainstorming best practices, skills, and implications of Domains 2 & 4 of the CPS Frameworks for Teachers and Clinicians. Participants will unpack each component and critical attribute of Domains 2 & 4 to understand what is required, what is valued, and what skills are necessary to perform at the distinguished level of teaching (or distinguished level of your respective clinician title). Participants will create, organize, and begin to collect evidence for the upcoming observation cycle in preparation for pre- and post-conferences. They will develop a professional learning goal and professional learning plan for the 2014-2015 school year, demonstrate reflective practice by discussing strengths and weaknesses addressed during their previous evaluation cycle, and learn how to use the information in the critical attributes and/ or addenda to advocate for their successes in the classroom (or clinical environment).
<u>Dates</u>: October 1, (Teachers) October 8, (Clinicians) and October 29, (Teachers) 2014
<u>Time</u>: 4:45 - 7:45 p.m.

CPS Framework Study Groups for Component 3c - **(3 ISBE Professional Development Hours**)
This study group is offered to all CPS teachers interested in discussing and brainstorming best practices, skills, and implications of Component 3c of the CPS Framework for Teachers. Participants will unpack Component 3c and its related critical attributes to understand what is required, what is valued, and what skills are necessary to perform at the distinguished level of teaching in the area of engaging students in learning. Participants will focus their conversations on aligning objectives and assessments to standards, understanding task and text complexity and its relationship to their discipline, and how to group and sequence units and lessons in a progressive and purposeful manner.
<u>Date</u>: October 15, 2014
<u>Time</u>: 4:45 - 7:45 p.m.

CPS Framework Study Groups for Component 1e - **(3 ISBE Professional Development Hours**)
This study group is offered to all CPS teachers interested in discussing and brainstorming best practices, skills, and implications of Component 1e of the CPS Framework for Teachers. Participants will unpack Component 1e and its related critical attributes to understand what is required, what is valued, and what skills are necessary to perform at the distinguished level of teaching in the area of designing student assessment. Participants will focus their conversations on aligning objectives and assessments to standards, determining appropriate and reflective assessment criteria, and tailoring formative assessment to the needs of the students.
<u>Dates</u>: September 24 and November 19, 2014
<u>Time</u>: 4:45 - 7:45 p.m.

Appendix B: Professional Learning Opportunities Offered by CTU Quest Center

CPS Framework Study Groups for Component 3b - **(3 ISBE Professional Development Hours**)
This study group is offered to all CPS teachers interested in discussing and brainstorming best practices, skills, and implications of Component 3b of the CPS Framework for Teachers. Participants will unpack Component 3b and its related critical attributes to understand what is required, what is valued, and what skills are necessary to perform at the distinguished level of teaching in the area of questioning and discussion. Participants will learn various strategies and skills related to the art of questioning, teaching students to question one another, and incorporating discussion that require and invite all students to participate at all grade levels K-12.
Date: December 3, 2014
Time: 4:45 - 7:45 p.m.

CPS Framework Study Groups for Component 3d - **(3 ISBE Professional Development Hours**)
This study group is offered to all CPS teachers interested in discussing and brainstorming best practices, skills, and implications of Component 3D of the CPS Framework for Teachers. Participants will unpack Component 3D and its related critical attributes to understand what is required, what is valued, and what skills are necessary to perform at the distinguished level of teaching in the area of using assessment in instruction. Participants will focus their conversations on how they monitor student learning and check for understanding as lessons progress, how to include peer and self-assessment strategies in lessons, and how and when to provide appropriate feedback to students.
Date: December 10, 2014
Time: 4:45 - 7:45 p.m.

Fall 2014 Workshops

Extreme Makeover: Turning Current Math Lessons into Common Core Aligned Instruction - **(3 ISBE Professional Development Hours**)
Many math educators are concerned that they have to develop completely new material for instruction as they move from previous standards to the Common Core State Standards (CCSS). This offering helps teachers address this concern by redesigning rich lessons they currently use and aligning them to the Common Core State Standards(CCSS). This offering also equips teachers to use the CCSS for mathematical practice to develop math activities and problems that prepare students to be college and career ready. Participants engage in analysis of what "rigor" means in the context of the CCSS, and learn how to determine if mathematical tasks are rigorous enough to meet the standards. This workshop is for K-12th grade teachers. **This offering is aligned to the CPS Framework for Teaching** - **Components 1a, 1d, 3c and 4d.**
Date: October 30, 2014
Time: 5:00 - 8:00 p.m.

Selecting Common Core-Aligned Texts for the Elementary Classroom - **(3 ISBE Professional Development Hours**)
This offering focuses on how teachers can strategically choose rigorous text to use in their instruction. Teachers learn how to consider quantitative, qualitative, reader and task-related factors to select challenging, engaging, and developmentally-appropriate texts that support students in mastering Common Core State Standards for their grade level. Through the use of multiple tools to evaluate text complexity, participants deepen their understanding of the instructional shifts in the English Language arts Common Core State Standards. Teachers learn to use a graphic organizer to facilitate their analysis of various texts for use in their teaching. This workshop is for K-8th grade teachers. **This offering is aligned to the CPS Framework for Teaching** - **Components 1a, 1b, 1d, 3c, 3e and 4d.**
Date: November 18, 2014
Time: 5:00 - 8:00 p .m.
Fall 2014 Courses

Appendix B: Professional Learning Opportunities Offered by CTU Quest Center

Close Reading: Instruction and Implementation Across the Curriculum - **(1 CPS Lane Placement Credit/15 ISBE Professional Development Hours)**
This offering is designed to directly align with Common Core English Language Arts Anchor Standard 1 and its instructional implications in general education and content area classrooms. The offering begins by setting a foundation of understanding around the definition of Close Reading, its origins, and its historical and current implications in the field of education. Additional topics address misconceptions about Close Reading and the expectations set forth by the Common Core State Standards, school districts, curriculum developers and administrators, and how to advocate for planning pedagogically sound instruction of *and* implementation of the Close Read. The offering addresses instructional approaches to ensure students understand and know when to apply the process of Close Reading versus other processes for comprehending what they have read. Participants will be required to implement instructional strategies to teach students how to perform a Close Read, have students perform Close Reads of complex text, and then analyze and reflect upon student performance to determine the effectiveness of their Close Read instruction. This offering is for K-12th grade teachers. **The offering also aligns to the CPS Framework for Teaching** - **Components 1a, 1b, 1c, 1d, 3a, 3b, 3c, 3e and 4d.**
Dates: September 30, October 7, 14, 21, 28, November 4, 2014
Time: 4:45 - 7:45 p.m.

Effective Classroom Management: How to Attain It - (**2 CPS Lane Placement Credits/30 ISBE Professional Development Hours**)
This offering assists teachers in learning new ways to effectively manage a classroom through student engagement, motivation, collaboration and differentiation. There is an emphasis placed on teacher collaboration, leadership and reflection. The participants read articles, view videos, and engage in individual, small-group, and whole-class activities that showcase "best practices" associated with effective classroom management. Teachers enhance their ability to manage time, promote positive behavior, motivate students, plan classroom procedures, and maintain self-reflective practice. Participants develop effective professional habits of mind: collaboration, leadership and reflection. This offering is for K-12th grade teachers. **This offering is aligned to the CPS Framework for Teaching** - **Component 2a, 2b, 2c, 2d, 4a and 4d.**
Dates: October 1, 8, 15, 22, 29, November 5, 19, December 3, 10, 17, 2014
Time: 5:00 - 8:00 p.m.

Encouraging the Discouraged Learner - **(3 CPS Lane Placement Credits/45 ISBE Professional Development Hours)**
This offering is designed to help classroom teachers develop teaching strategies and materials that capture the students' individual interests. Issues as to why students become discouraged and how to engage and encourage them are explored. Participants develop teaching strategies that effectively address the academic, social, emotional, and behavioral needs of the 21st century student. This offering provides opportunities for teachers to reflect on their current instructional practice, refresh their use of "best practice" research to identify and diagnose the barriers that interfere with the discouraged student's productive engagement in the teaching and learning environment. Participants develop and apply an instructional action plan framework, using research-based assessments, methods and materials to support the discouraged, unmotivated and unproductive student. They analyze their assessment data to inform their instruction and motivate students to set goals for learning**.** This offering is for K-12th grade teachers. **This offering is aligned to the CPS Framework for Teaching - Components 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, and 4d.**
Dates: October 1, 8, 15, 22, 29, November 5, 19, December 3, 10, 17, 2014, January 7, 14, 21, 28, 2015
Time: 4:45 - 8:15 p.m.
Engaging Students in Learning ** - **(2 CPS Lane Placement Credits/30 ISBE Professional Development Hours)***

Appendix B: Professional Learning Opportunities Offered by CTU Quest Center

This offering engages students in learning through topics such as alignment of learning objectives, text and task complexity, scaffolding and differentiating instruction, pacing and sequencing curriculum, and grouping of students. The offering addresses instructional methods, strategies, and approaches as well as how teacher reflection is used to engage learners in content classes. This offering is for K-12th grade teachers. **This offering is aligned to the CPS Framework for Teaching** - **Components 3c and 4d.**
Dates: October 2, 9, 16, 23, 30, November 6, 20, December 4, 11, 2014, January 8, 2015
Time**:** 5:00 - 8:30 p.m.

Teaching English Learners (ELs) in Mainstream Academic Classes - **(2 CPS Lane Placement Credits/30 ISBE Professional Development Hours)**
Mainstream teachers who have English Learners (ELs) in their classrooms are often not aware of how to meet their EL students' needs. This offering supports teachers by focusing on adapting high-level teaching strategies to ensure ELs at varied levels of English ability have access to content, as well as learning language in the English-only classroom. This offering is for K-12th grade teachers. **This offering is aligned to the CPS Framework for Teaching - Components 1b, 1d, 1e, 3a, and 4d.**
Dates: September 30, October 7, 14, 21, 28, November 4, 18, 25, December 2, 9, 2014
Time: 4:45 - 8:15 p.m.

* Currently open for online registration. All other Professional Learning offerings will be open for online registration the week of July 21st .

** This course will be held at Talcott School, 1840 W. Ohio St., Chicago, IL 60622 - All other Professional Learning offerings will be held at the Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654.

REGISTRATION - ctunet.com/pd

For all questions, or further information, contact Deborah Pazera at deborahpazera@ctulocal1.com or 312-329-6271.

LCD: oteg-743-dp/PDlist 7.15.14

Appendix C: 2014-15 REACH Worksheet

REACHStudents
Recognizing Educators Advancing Chicago Students

CHICAGO PUBLIC SCHOOLS | CPS

2014-15 *REACH* WORKSHEET

NAME:_____

SCHOOL:_____

GRADE LEVEL(S):_____SUBJECT:_____

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

(date)

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

PROFESSIONAL PRACTICE

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

	Framework for Teaching		Framework for Certified School Nursing
			Framework for School Psychology
	Framework for School Counselors		Framework for School Social Work
	Framework for Educational Support Specialists		Framework for Speech-Language Pathology
	Framework for Teacher-Librarians		

Evaluation Plan:

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

Evaluation Cycle:

I will have _____ **Formal Observations** and _____**Informal Observations** during 2014-15.

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

STUDENT GROWTH

_____% Performance Task	Ordered Date	Administered Date	Scored Date:	Entered Score in CIM Date
BOY Sept. 15-Oct. 17, 2014	Available now!			
EOY May 11-June 12, 2015	Available April 13-17, 2015			

_____% **Value-Added Measures** using _____ (assessment)

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

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

Appendix C: 2014-15 REACH Worksheet

REACHStudents
Recognizing Educators Advancing Chicago Students

CHICAGO PUBLIC SCHOOLS | CPS

2014-15 *REACH* WORKSHEET

Observation Type: *Formal or Informal?*	Date of Pre-Observation Conference	Date of Observation	Date of Post-Observation Conference *or* if an Informal Observation Date evidence and ratings shared

RESOURCES

Questions on Professional Practice?	Questions on Student Growth?
CPS FRAMEWORKS Email: cpsframework@cps.edu Website: • CPS Framework for Teaching • Companion Guides • Addenda • Framework Support Resources	**PERFORMANCE TASKS** Email: reachperformancetasks@cps.edu Website: • Handbook and Addendum • *How to Score PTs in CIM* • PowerPoint/ Document • Roster Verification
EVALUATION PLAN & EVALUATION CYCLE Email: Network IES Website • FAQ • REACH Handbook • REACH for 2014-15 Educator Orientation Module	**VALUE-ADDED** • VAM 101 • VAM 201 coming this Fall! • VAM Technical Report • FAQ • Oak Tree Analogy
Questions about Professional Learning?	**Questions about the Reflect and Learn System?**
CPS Email: CPSUniversity@cps.edu Website: Upcoming Professional Development Opportunities **CTU** Website: www.ctunet.com\pd Contact: Theresa Insalaco-Decicco, M.Ed., NBCT at the CTU Quest Center	IT Help Desk: 773-553-3925

Appendix D: What Every Educator Needs to Know

REACHStudents
Recognizing Educators Advancing Chicago Students

CHICAGO PUBLIC SCHOOLS | CPS

REACH 2014-15
WHAT EVERY EDUCATOR NEEDS TO KNOW

☐ How to access my Summative Report in the *Reflect and Learn System* (RLS)

☐ The Professional Practice and Student Growth percentages used to calculate my Summative Rating

☐ The CPS Framework under which I am evaluated.

☐ My Evaluation Plan (i.e. Annual or Biennial)

☐ The number of Formal and Informal observations needed for my Evaluation Plan

☐ Time required between REACH observations according to my Evaluation Plan

☐ When to administer Performance Tasks *and* to whom

☐ How to locate and order Performance Tasks

☐ How to enter my students' Performance Task scores into CIM (Curriculum and Instructional Management) system

☐ How and when to verify my rosters for Performance Tasks and Value-Added

☐ How to log-in and navigate the *Reflect and Learn System* (RLS)

☐ How to access the Knowledge Center for REACH and CPS Framework resources

Appendix E: Protocol for the Pre-Observation Conference—Classroom Teacher

REACHStudents
Recognizing Educators Advancing Chicago Students

CHICAGO PUBLIC SCHOOLS | CPS

SY 2014-15 PROTOCOL FOR THE PRE-OBSERVATION CONFERENCE – CLASSROOM TEACHER

Name of Teacher:		Room Number:	
Grade Level/Subject(s):			
Name of Observer:			
Date of Pre-Observation Conference:			
Learning Objectives (1c):			

REACH was built to provide better feedback to teachers to help them improve their practice and increase student learning. The first step in the formal observation series is the pre-observation conference, which is a meeting between the classroom teacher and the evaluator. The pre-observation conference will be held no more than five days prior to the classroom observation, and the lesson observed must be part of the unit that was discussed during the pre-observation conference. For example, if you and your evaluator discuss a math unit, then the observation should take place during a math lesson from the unit discussed, within five days of the pre-observation conference.

While submitting written responses to this protocol is optional, you should be prepared to discuss the questions listed below at the pre-observation conference. The components on this protocol are organized to better facilitate the conversation about the unit and your practice. Your responses will help your evaluator understand your classroom and provide evidence for Domain 1. Use the component(s) listed with each question to align your responses to the CPS Framework for Teaching.

1a. Demonstrating Knowledge of Content and Pedagogy:
Briefly describe the unit/lesson you are teaching. Consider including the following in your response:
- Content standards within and across grade levels and other disciplines (e.g. CCSS and NGSS)
- Disciplinary literacy and content specific instructional strategies
- Prerequisite learning and relationships among topics and concepts

* *Suggestion: Upload or share your unit plan.*

1c. Selecting Learning Objectives:
Briefly describe the standards-based learning objectives in this unit/lesson. Consider including the following in your response:
- Sequence of learning which builds to the mastery of all skills and concepts in this unit/lesson
- Varied types learning incorporated to provide opportunities for coordination within and across disciplines

---

1e. Designing Student Assessment:
List and describe the formative and summative assessments for each objective planned for this unit/lesson. Consider explaining the following in your response:
- Alignment between the objectives and the assessments
- Clearly identified and described expectations for student performance
- Design decisions related to prior assessment results and methods to ensure assessments measure all students' growth effectively

* *Suggestion: Upload or share rubrics or other criteria you will use to measure growth or mastery of the objectives.*

Appendix E: Protocol for the Pre-Observation Conference—Classroom Teacher

1b. Demonstrating Knowledge of Students:
Briefly describe how your awareness of your students' backgrounds, abilities, needs and interests impacted the planning of the unit/lesson. Consider including the following in your response:
- Strategies for gathering and using information about the backgrounds, abilities, needs and interests of your students
- Intervention and/or enrichment strategies to address individual student needs, learning styles and modalities

1d. Designing Coherent Instruction:
Briefly describe the coordination between your knowledge of your students, content and resources as you designed the lessons in this unit. Consider including the following in your response:
- Alignment of the learning tasks to the objectives, students' abilities, and texts, materials and resources
- Strategies for using instructional groups to differentiate support for your students' learning needs
- Pacing and structure of the lessons

Is there anything else about your specific classroom setting (e.g. diverse learners, inclusion, resource, co-teaching, English learners, early childhood, the arts, physical education, etc.) that would be helpful for your school administrator to understand as they observe your classroom and rate evidence aligned to Domains 2 and 3 of the CPS Framework for Teaching?

Appendix F: Protocol for the Post-Observation Conference – Classroom Teacher

REACHStudents
Recognizing Educators Advancing Chicago Students

CHICAGO PUBLIC SCHOOLS | CPS

SY 2014-15 PROTOCOL FOR THE POST-OBSERVATION CONFERENCE – CLASSROOM TEACHER

Name of Teacher:		Room Number:	
Grade Level/Subject(s):			
Name of Observer:			
Date of Post-Observation Conference:			
Date of Classroom Observation:		Class Period/ Time:	

The final step in the formal observation series is the post-observation conference, which is a meeting between the classroom teacher and the evaluator to reflect on the lesson observed. You and your evaluator will determine celebrations, or strong areas of practice, and concentrations, or areas for growth. It is best practice for the evaluator to share evidence from the observation with you prior to the post-observation conference so you can fully prepare for the conference. The post-observation conference is held within ten school days of the observation.

While submitting written responses to this protocol is optional, you should be prepared to discuss the questions listed below at the post-observation conference. Responding to these questions will guide your reflection about the lesson, your professional growth leading up to this observation. Completing these questions will also provide evidence for Component 4a: Reflecting on Teaching and Learning and 4d. Growing and Developing Professionally.

4a. Reflecting on Teaching and Learning

1. What was successful about the lesson? What evidence or examples can you share?
2. In which ways did you shift your lesson plan to address an emergent need of your students? Why? What impact did your changes have?
3. To what extent did the classroom environment contribute to student learning? What evidence or examples can you share?
4. How did questioning, discussion and student participation affect student learning? What was the greatest moment of intellectual engagement? What evidence or examples can you share?
5. If you were to teach this lesson again to the same group of students, what would you do differently to achieve the intended objective(s), and/or would you change the objective(s)?
6. Review and reflect on students' work and/or assessments from the lesson. What do they reveal about students' progress toward and mastery of the objective(s)? *Suggestion: Upload or share samples of student work.*
7. Based on your reflection, how and why will you adjust the remainder of the unit to address specific students' strengths and areas for growth?
8. Which 1-2 component(s) are areas of celebration for you? Which 1-2 component(s) would you like to concentrate on moving forward? Which resources do you need to support your growth? *Reminder: You and your evaluator will discuss components of celebration and concentration, along with suggestions and resources for growth, during the post-observation conference.*

Appendix F: Protocol for the Post-Observation Conference – Classroom Teacher

4d. Growing and Developing Professionally:

1. Briefly describe your professional growth goals.
2. How do you incorporate from your most recent post-observation conference (Celebrations, Concentrations, Next Steps) or feedback session into your practice?
3. What professional growth opportunities have you engaged in since your last post-observation conference or feedback conversation?
4. What content knowledge and pedagogical skills have you enhanced since your last post-observation conference or feedback conversation?
5. What evidence do you have that supports the progress that you have made in reaching your professional growth goals sin your last feedback conversation?
6. What are your future professional goals and aspirations?

Reminder: Evaluators and educators are encouraged to discuss professional practice for components 4b-4e during the post observation conference.

Appendix G: Sample REACH Students Evaluation Summary Report

Chicago Public Schools

REACHStudents
Recognizing Educators Advancing Chicago's Students

Evaluation Summary Report

Educator: Jane Smith

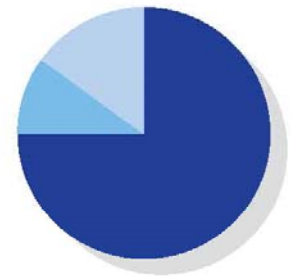**School:** Thomas Jefferson Elementary School

Educator Type: Elementary

2013-14 Tenure Status: Non-Tenured

2013-14 Plan: Annual

Overall Scores

- **Professional Practice: 75%**
  CPS Framework for Teaching
- **Student Growth: 10%**
  REACH Performance Tasks
- **Student Growth: 15%**
  Value-Added based on NWEA MAP

How your Rating is calculated:

Each REACH Students measure is scored on a scale of 1.00-4.00. Each score is multiplied by the weighting of each measure which results in a total from 100-400 for each measure. Your final totals for each measure are then added and assigned a REACH Students Rating.

REACH Total	REACH Rating
340-400	Excellent
285-339	Proficient
210-284	Developing
100-209	Unsatisfactory

Your REACH Students Rating:

Measure	Score		Weight		Totals (Multiplied by 100)
Professional Practice	3.33	x	75%	=	249.75
Performance Tasks	3.78	x	10%	=	37.8
Value-Added	2.53	x	15%	=	37.95
Total					**325.5**

Your **REACH Students** Total Points: **325.5**

Your **REACH Students** Rating: **Proficient**

NOTE: In some cases, a teacher's total score may not correspond to the designated summative REACH Students rating because the District was unable to rate and followed a different process to arrive at a default rating or because the teacher appealed an unsatisfactory REACH Students rating which was reversed by a contractual appeals committee.

Dear Jane Smith,

This year's REACH implementation continues our effort to create a positive professional growth environment for all teachers. This report summarizes your professional practice and student growth measures for the 2013-14 school year.

As we begin the 2014-15 school year, I encourage you to use this report to celebrate the areas where your practice is strong and prioritize your professional development to the areas where your practice can improve.

REACH Students facilitates a continuous improvement cycle in which educators and evaluators work collaboratively to improve student outcomes. We appreciate the role that you play in support of the CPS vision that every student graduates prepared for success in college, career and life.

Barbara Byrd-Bennett

CEO, Chicago Public Schools

Additional Resources Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nunc a lorem a nisi tempor pellentesque sed a turpis. Mauris varius nulla id urna congue facilisis. Etiam nulla quam, pellentesque sed quam eu, convallis viverra elit. Class aptent taciti socios ad litora torquent per conubia nostra, per inceptos himenaeos. Praesent est mi, placerat ac sapien id aptet taciti socios ad litora.

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Appendix G: Sample REACH Students Evaluation Summary Report

Professional Practice: CPS Framework for Teaching

Educator: Jane Smith
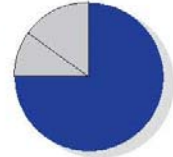
School: Thomas Jefferson Elementary School

Teacher Type: Elementary
Tenure Status: Non-Tenured

- Professional Practice: 75%
- Performance Tasks: 10%
- Value-Added: 15%

This page provides you with a summary of your 2012-13 Professional Practice data. Professional Practice is measured by classroom observations and is aligned and rated using the CPS Framework for Teaching.

Your **Professional Practice: CPS Framework for Teaching** scores:

Observation Data			Teaching Formal	Teaching Formal	Teaching Formal	Teaching Formal	Component Average	Domain Average	Weighting	Weighted Domain Scores
Your observations were scored using the following scale: Unsatisfactory = 1, Basic = 2, Proficient = 3, Distinguished = 4										
		Date of Observation	11/28/12	1/9/13	2/7/13	5/14/13				
Domain 1	Planning and Preparation 25%	1a: Demonstrating Knowledge of Content and Pedagogy	3	3	3	4	3.25	3.25 **x** 25% **=** 0.81		
		1b: Demonstrating Knowledge of Students	3	3	4	4	3.5			
		1c: Selecting Instructional Outcomes	3	3	3	4	3.25			
		1d: Designing Coherent Instruction	3	3	3	4	3.25			
		1e: Designing Student Assessments	3	3	3	3	3			
Domain 2	The Classroom Environment 25%	2a: Creating an Environment of Respect and Rapport	3	4	4	4	3.75	3.25 **x** 25% **=** 0.81		
		2b: Establishing a Culture for Learning	3	4	3	3	3.25			
		2c: Managing Classroom Procedures	3	3	3	3	3			
		2d: Managing Student Behavior	3	3	3	4	3			
Domain 3	Instruction 40%	3a: Communicating with Students	3	4	4	4	3.75	3.3 **x** 40% **=** 1.32		
		3b: Using Questioning and Discussion Techniques	3	3	4	3	3.25			
		3c: Engaging Students in Learning	3	3	3	3	3			
		3d: Using Assessment in Instruction	3	3	3	3	3			
		3e: Demonstrating Flexibility and Responsiveness	3	3	4	4	3.5			
Domain 4	Professional Responsibilities* 10%	4a: Reflecting on Teaching and Learning	3	3	4	4	3.5	3.9 **x** 10% **=** 0.39		
		4b: Maintaining Accurate Records					4			
		4c: Communicating with Families					4			
		4d: Growing and Developing Professionally					4			
		4e: Demonstrating Professionalism					4			

* Domain components 4B - 4E are rated one time per year at the end of the school year.

Your REACH Students Professional Practice score: **3.33**
(sum of all weighted Domains)

Additional Resources Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nunc a lorem a nisi tempor pellentesque sed a turpis. Mauris varius nulla id urna congue facilisis. Etiam nulla quam, pellentesque sed quam eu, convallis viverra elit. Class aptet taciti socios ad litora torquent per conubia nostra, per inceptos himenaeos. Praesent est mi, placerat ac sapien id aptet taciti socios ad litora.

Page 2 of 4

Appendix G: Sample REACH Students Evaluation Summary Report

Student Growth

Educator: Jane Smith

**School:** Thomas Jefferson Elementary School   **Educator Type:** Elementary
Tenure Status: Non-Tenured

This page provides you with a summary of your 2013-14 REACH Students Performance Task (PT) data and your Value-Added data.

Your **Performance Task** score:

Performance Tasks are designed to assess students' grade-level mastery of content and skills aligned to a particular standard or group. The percentage of your students who count as making Performance Task growth and your adjusted REACH Students Performance Task score is shown to the right.

- Professional Practice: 75%
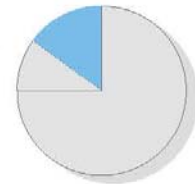- Performance Tasks: 10%
- Value-Added: 15%
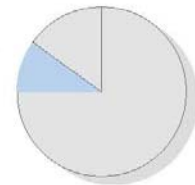
Your percentage of students who count as making PT growth: **92%**

Your REACH Students **Performance Task** score: **3.78**

Your **Value-Added** score:

The goal of the Value-Added metric is to measure a teacher's impact on student learning independent of student demographic factors. Details of your Value-Added results and your REACH Students Value-Added score are below and to the right.

- Professional Practice: 75%
- Performance Tasks: 10%
- Value-Added: 15%

Subject	Number of Students	Percentile	Confidence Interval	Value-Added Result
Reading	24	70	0.04 to 0.80	0.38
Math	24	41	-0.59 to 0.09	-0.25

Your Value-Added Results: **0.07**

Your REACH Students **Value-Added** score: **2.53**

For teachers who have both reading and math value-added results, the overall value-added result will be the weighted average of the reading and math results. The average will be weighted by the number of students.

Additional Resources Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nunc a lorem a nisi tempor pellentesque sed a turpis. Mauris varius nulla id urna congue facilisis. Etiam nulla quam, pellentesque sed quam eu, convallis viverra elit. Class aptent taciti sociis ad litora torquent per conubia nostra, per inceptos himenaeos. Praesent est mi, placerat ac sapien id aptet taciti sociis ad litora.

Page 3 of 4

Appendix G: Sample REACH Students Evaluation Summary Report

Glossary

Below you will find a glossary to help you interpret your Performance Tasks and Value-Added Results.
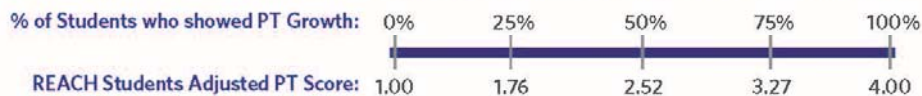
How to interpret your Performance Tasks results

REACH Performance Task growth scores are based on two parallel assessments: Beginning of Year (BOY) and End of Year (EOY). Performance Tasks are scored from 0-3. The REACH Performrnance Task score that counts toward a teacher's summative REACH rating is based on the percentage of students who grow. Below are examples of a teacher's classroom and how students count towards PT growth:

	Students who count as making growth		Students who do not count as making growth	
	Any point increase in a REACH Performance Task score counts as growth		Negative REACH Performance Task growth from BOY to EOY counts as no growth	
Examples:	BOY: 1	EOY: 2	BOY: 2	EOY: 1
	BOY: 1	EOY: 3	BOY: 3	EOY: 1
	Mastery scores of 3 on both BOY and EOY REACH Performance Tasks counts as growth		The same REACH Performance Task score in both BOY and EOY counts as no growth, except for mastery scores of 3.	
Examples:	BOY: 3	EOY: 3	BOY: 0	EOY: 0
			BOY: 1	EOY: 1
			BOY: 2	BOY: 2

REACH Performance Tasks are scored on a scale of 0-3 and are based on the percentage of students who count as making growth. The REACH Students Performance Tasks score uses the same scale as all other REACH. To calculate the Adjusted REACH Students score for PTs, the following formula is applied:

% of Students who Showed PT Growth multiplied by (100 divided by 33) plus 1 = Adjusted REACH Score

% of Students who showed PT Growth:	0%	25%	50%	75%	100%
REACH Students Adjusted PT Score:	1.00	1.76	2.52	3.27	4.00

How to Interpret Your Value-Added Results:

Value-Added is reported on a standardized scale where scores fall between -3 and +3 and represent a normal "bell curve." The District average is 0. Your results represent how many standard deviations your students were from the district average. Below you will find definitions to help interpret your value-added results.

**Number of Students:** This is the number of students included in the calculation.

Percentile: the percent of the scores in the District that are lower than your score. Percentiles range from 0 to 99.

Confidence Interval: Value-Added is a statistical estimation and therefore is reported with a Value-Added score. We are 95% confident that your Value-Added score falls within the margin of error.

Value-Added Result Color: The red, yellow or green represents whether your students are growing faster, at the same pace, or slower than similar students.

🟩 **Green** indicates that your students are growing at a faster pace than similar students.

🟨 **Yellow** indicates that your students are growing at the same pace as similar students.

🟥 **Red** indicates that your students are growing at a slower pace than similar students.

(Your value-added result ÷ 2) + 2.5 = Adjusted REACH Score

Value-Added Result:	-3.00	-1.50	0	1.50	3.00
REACH Students Adjusted Value-Added Score:	1.00	1.75	2.50	3.25	4.00
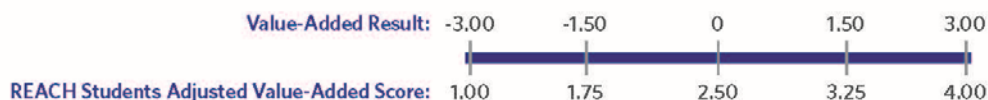
Appendix H: Annual Agreement Template

Annual Agreement Template

School Counselor		**School Year**	
Name of School		**School Network**	

Other School Counseling Team Members, if Applicable

School's Mission Statement

School's Counseling Program's Mission Statement

School Counseling Program Goal(s), 2014-2015

The school counseling program will focus on the following student achievement, attendance, behavior, or school safety goals this year. Details of counseling activities tied to these goals are then recorded in the Program Goal Action Plan template of the Evidence Based Implementation Plan.

ASCA Domain(s)	Goal Statement	School's Current Data	School's Target Goal	Owner(s)
Academic				
Career				
Personal/ Social				

Planning and Results Documents

The following documents have been developed for the school counseling program:

☐ Menu of Data Elements
☐ School Counseling Annual Calendar
☐ Program Goals with Action Plan
☐ Lesson Plans
☐ Program Results Template

☐ Other

REACH Framework for Performance Evaluation 2014-2015

Which of the following Frameworks will be used to conduct the evaluation of my performance: (Select the best fit)

☐ Framework for School Counselors
☐ Framework for Education Support Specialists (*Note: Administrators must submit a Google Form Request for framework changes in the CPS Reflect & Learn System in addition to completing the Framework Selection Form for Case Managers*)

Appendix H: Annual Agreement Template

Rationale for Chosen REACH Framework 2014-2015
Please describe the reasons for this mutually agreed upon choice:

Use of Time
I plan to spend the following percentage of my full work day time delivering the services of the school counseling program in 2014-2015:

Type of Services	Definition	Examples	Planned Time Distribution	ASCA Recommended
Direct Services to Students	In-person interactions between school counselors and students	**School Counseling Core Curriculum:** Structured lessons to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level.	____%	80% or more
		Individual Student Planning: Ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.	____%	
		Responsive Services: Activities designed to meet students' immediate needs and concerns, including individual or small-group counseling and crisis response.	____%	
Indirect Services for Students	Services provided on behalf of students as a result of the school counselor's interactions with others	**Referrals** for additional assistance	____%	
		Consultation	____%	
		Collaboration with parents, teachers, other educators, and community organizations	____%	
Program Planning and School Support	Program management and school support services	School counseling program foundation, management, and accountability tasks	____%	20% or less
		"Fair Share Responsibilities": Routine responsibilities involved in running the school that all members of the school staff take equal turns doing to ensure the school's smooth operation	____%	
		TOTAL:	100%	100%

Professional Development
Based on Domain 4 (Professional Responsibilities) of the REACH Framework for School Counselors, school counseling program goal(s), and/or the results of my ASCA school counselor competencies self-assessment, I plan to attend the following professional learning opportunities in 2014-2015: (Note: Refer to CPS University and/or the Annual OSCPA Professional Development Map 2014-2015 for events and offerings)

Date	Event/Topic	Date	Event/Topic

Appendix H: Annual Agreement Template

Professional Collaboration and Responsibilities (Indicate all committees/teams that you will participate in)

Check All That Apply	Committee/Team	Weekly/Monthly/Quarterly	Coordinator
	A. School Counseling Team Meetings		
	B. Administration/School Counseling Meetings		
	C. Student Support Team Meetings		
	D. Department Chair Meetings		
	E. CIWP Team Meetings		
	F. District School Counseling Meetings		
	G. CARE Team Meetings		
	H. Postsecondary Leadership Team Meetings		
	I. Instructional Leadership Team Meetings		
	J. Other:		
	K. Other:		

Budget Materials and Supplies

Annual Budget $

Materials and Supplies Needed

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ a.m. to _____ p.m.

My work hours will be from _____ a.m. to _____ p.m. (if flexible scheduling is used)

I will serve approximately _____ students (# of students) in my school counseling caseload

My school counseling student caseload consists of the following grade levels/ASCA domains

My major roles and responsibilities for 2014-2015 are

Annual Agreement Signatures

School Counselor's Signature

Principal's or Assistant Principal's Signature

Date

Appendix I: Framework Selection Form for Case Managers

Framework Selection Form for Case Managers   REACHStudents
Recognizing Educators Advancing Chicago Students

SY 2014-15 REACH Observations

School-based staff in a variety of roles hold case management responsibilities for students with IEPs, but their duties are carried out differently depending on the caseload and other factors in each school. CPS does not have a "one size fits all" procedure for handling case management. This guidance document outlines REACH observation procedures for SY13-14 as well as a few best practices for making the process as successful as possible.

Observation Procedures for SY14-15

1. Administrators should meet with the individual who provides case management in the school. This meeting should focus specifically on a review of the individual's current role and responsibilities, including both case management responsibilities **AND** other responsibilities (e.g. teacher, a school counselor, or other).

2. During the meeting, **review** the available CPS Frameworks – Framework for Teaching, School Counselors or Educational Support Specialists – and determine which <u>ONE</u> Framework is most applicable to the individual's role.

3. **Both the teacher and the administrator should provide a signature attesting to the Framework selected for REACH this school year.** Print this document, sign below and maintain a hard copy of this agreement in your school building.

I_____(teacher name) acknowledge that the Framework for _____ will be used to conduct my REACH observations.

Teacher Signature_____

I_____(administrator name) acknowledge that the Framework for _____ will be used to conduct REACH observations for_____(teacher name).

Administrator Signature_____

4. Review the framework that is assigned to the case manager in the Reflect & Learn System. If the framework is incorrect, submit a request to change it via the REACH Framework Request Change Form: http://tinyurl.com/RLSframeworkChange.

Appendix I: Framework Selection Form for Case Managers

Framework Selection Form for Case Managers
REACHStudents
Recognizing Educators Advancing Chicago Students

SY 2014-15 REACH Observations

Best Practices

Deciding on a Framework

- Review the *Case Manager Roles and Responsibilities* document found on the Knowledge Center and also provided by the Office of Diverse Learner Supports and Services.

- Consider, for example, which responsibilities the case manager performs in addition to the functions described in the Framework and where those duties are best represented in the Framework.

- A school counselor or teacher who spends a majority of his/her time on case management may choose the Framework for Educational Support Specialists.

The Observation Series and Evidence

- The administrator and the case manager should discuss what could serve as evidence for each component in the Framework selected and the specific duties performed by the employee, drawing on the duties identified through analysis of the Case Manager Roles and Responsibilities document.

- During each pre-observation conference, the administrator and the teacher should decide, specifically, which activity will be observed to collect high-quality evidence and assign component-level ratings based on the pre-identified roles and responsibilities of the case manager.

- Use the Case Manager Roles and Responsibilities document to guide your thinking about activities that reflect the duties of the case manager and yield high-quality evidence for REACH observations.

- Because evidence needs to be entered and ratings provided for all components, pre- and post-observation conference conversations may be focused on gathering evidence for specific components that were not observed.

- Case managers may bring additional evidence to pre- and post- observation conferences (e.g. IEPs, written notices, agendas, evaluation reports).

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.**

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