

# Teacher Performance Evaluation

Reach Students ▾

## At a Glance

REACH Students (Recognizing Educators Advancing Chicago Students) launched in the 2012–13 School Year. REACH uses a common language to define high-quality teaching. It also supports ongoing conversations between school leaders and teachers to encourage growth and improvement.

In 2010, the State of Illinois passed the Performance Evaluation Reform Act (PERA) (<http://www.isbe.net/pera/>). It requires that all school districts use evaluation systems with student growth measurements. PERA also requires teacher evaluations use evidence of professional practice and several forms of student growth data for most educators. The Illinois State Board of Education (ISBE) (<http://www.isbe.net/PEAC/default.htm>) calls for all evaluators to be trained and certified before observing and rating teaching practice.

No single approach will tell us everything we want to know about how to strengthen teaching. REACH Students uses a variety of ways to provide fair, reliable and accurate feedback about professional practice and student growth.

For classroom teachers, there are two components: Professional Practice and Student Growth.

Professional Practice (</ReachStudents/Pages/ProfessionalPractice.aspx>) means performing roles and responsibilities as an educator. It is measured using a *CPS Framework* aligned with what we expect educators to be doing both inside and

outside the classroom.

Student Growth (</ReachStudents/Pages/StudentGrowth.aspx>) means a change we can measure in a student's or a group of students' knowledge or skills between two points in time.

We believe, and the research supports, that these measures are important to school, teacher and student success. CPS is committed to a fair system for teachers, our students, their parents and the Chicago community.



## Professional Growth

View here for more information on professional supports for teachers

(</ReachStudents/Pages/ProfessionalGrowth.aspx>)

Page Last Modified on Wednesday, April 01, 2015

# Professional Practice

Reach Students ▾

## The Heart of Teaching and Learning

The *CPS Framework for Teaching* (</ReachStudents/Documents/FrameworkForTeaching.pdf>) is a modified version of Charlotte Danielson's *Framework for Teaching* (<http://danielsongroup.org/framework>). According to The Danielson Group, "The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners."

The *CPS Framework for Teaching* was modified in collaboration with the Chicago Teachers Union and Charlotte Danielson to include the shifts in teaching practice required by the Common Core State Standards.



## CPS Framework for Teaching

(/ReachStudents/Documents/FrameworkForTeaching.pdf)

The *CPS Framework for Teaching* organizes the work of classroom teachers into four domains. The four domains are described in the visual above.

In addition to the *CPS Framework for Teaching*, these are the seven CPS Frameworks that measure professional practice for non-classroom educators:

- School Counselor
- Teacher-Librarians
- Educational Support Specialists
- School Nursing
- School Social Work
- Speech-Language Pathology
- School Psychology

The *CPS Framework for Teaching* guides teacher practice inside and outside the classroom. School-based leadership, principals and assistant principals, are Illinois State Board of Education-certified evaluators, and they manage all observations for their staff.

**There are two types of observations:**

- A **Formal Observation** is a pre-planned classroom visit that lasts for an entire class period or lesson. The educator and evaluator meet before and after the observation to talk about the educator's planning and preparation, classroom environment, instruction, and professional responsibilities outside the classroom. During the visit, evaluators collect evidence about the classroom environment and instruction. A Formal Observation produces ratings in all four *CPS Framework for Teaching* domains.
- An **Informal Observation** is an unannounced visit and lasts at least 15 minutes. During the visit, the evaluator collects evidence about the classroom environment and instruction. An Informal Observation produces ratings in only two *CPS Framework for Teaching* domains: classroom environment and instruction.



## Professional Growth

View here for more information on professional supports for teachers

(/ReachStudents/Pages/ProfessionalGrowth.aspx)

Page Last Modified on Wednesday, April 01, 2015

# Student Growth

Reach Students ▾

## Effective Teaching Leads to Student Excellence

In addition to Professional Practice (</ReachStudents/Pages/ProfessionalPractice.aspx>), we also consider how our teachers contribute to student success. Student Growth compares the impact of a school and/or teacher on the academic growth of his or her students from one year to the next. Looking at a teacher's impact on student learning provides helpful information on his or her performance, especially when we combine it with other information. For this reason, state law (PERA) requires that student growth be a "significant factor" in teacher evaluation.

Student Growth is measured in two ways – teacher-designed performance tasks and standardized tests.



The two REACH Students Student Growth measures are:

## **Performance Tasks**

REACH Students Performance Tasks are written or hands-on. They give students a chance to show mastery, or progress towards mastery, of a selected standard(s) or skill(s). The skill(s) and standard(s) we look for are aligned with students' grade levels and match with either the Common Core State Standards (literacy and math) or national standards for the subject they are studying.

REACH Students Performance Tasks ask students to do something specific or find meaning on their own rather than select answers from a list. They give us valuable information about what students know and do not yet know. This gives teachers helpful clues they can use for students to improve not just their knowledge, but how they "put it all together."

Students are given both Performance Tasks at the beginning and end of year. Both tasks measure the same standard(s) and skill(s). For the purpose of teacher evaluation, teachers are assigned a score based on the overall growth of their students on these two tasks.

REACH Students Performance Tasks are developed by teams of CPS teachers. More than 250 CPS teachers from preschool to 12th grade in 12 different content areas came together to write the Performance Tasks used by CPS every year.

## **Value-Added**

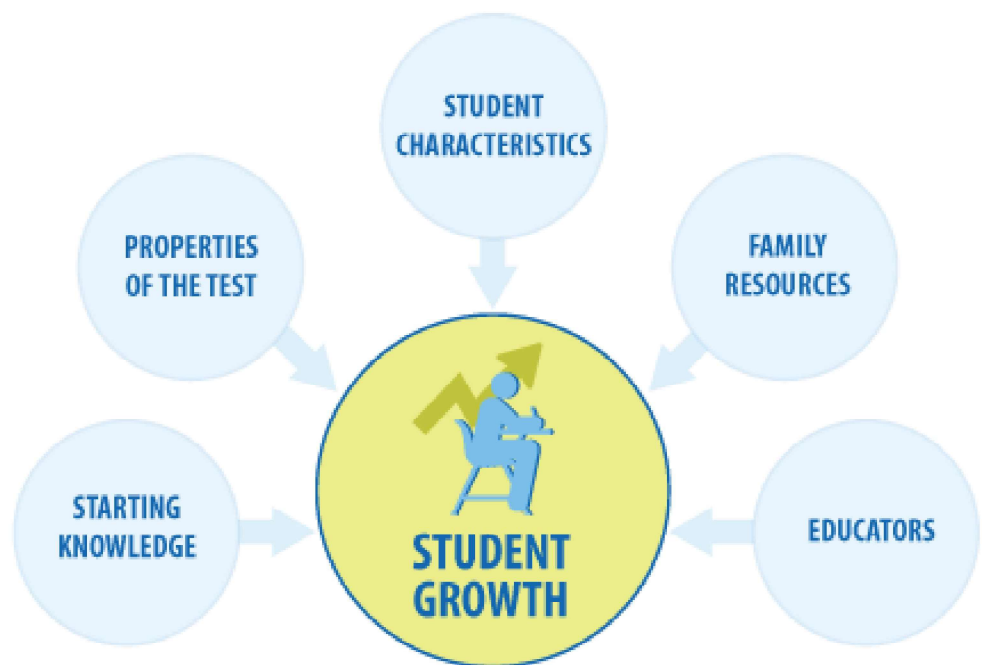
In CPS, we measure growth in classes where we have tests using an approach called Value-Added. It determines whether a teacher's students perform as expected, better than expected or less than expected on tests. Value-added looks at the growth of a school's or teacher's students compared to the growth of similar students across the District.

Value-added methods level the playing field by considering each student's prior performance and factors that influence growth outside the teacher's control. Examples include poverty and students with disabilities.

This approach also makes a fair comparison to similar students across the district. If all students in a teacher's class perform better than expected, the Value-Added result is positive. Value-added helps us to focus on the school or teacher's impact on student learning, setting aside factors outside of the teacher's control.

The CPS Value-Added model was developed by experts at the Value-Added Research Center at the University of Wisconsin-Madison (<http://varc.wceruw.org/>). For teacher evaluation, Value-Added measures growth at the school and teacher level using the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) test (<https://www.nwea.org/assessments/map/>) given in grades 2–8 and the ACT Educational Planning and Assessment (EPAS) (<http://www.act.org/epas/>) given in grades 9–11.

## Factors that Impact Student Growth



Value-added models can help us be clear about the impact of schooling on student success. These models allow us to set aside any things beyond the educator's ability to change. Some examples include characteristics like race, gender, homelessness, mobility and disability.



# Professional Growth

Reach Students ▾

## Supports for Teachers

The core work of our District lives in our schools, in our classrooms, in our teachers' ambitious instruction. All teachers are supported by a common vision for effectiveness, yet resources and professional development are tailored based on each school's unique needs. To support learning, the District and its partners provide ongoing professional development and guide teachers toward high-quality resources.

In addition to establishing a common definition and standards for teaching excellence, REACH Students helps teachers to reflect on and assess their own performance. Upon completion of an Evaluation Plan, educators receive a report that includes results for both Professional Practice and Student Growth. Both measures are then combined to provide an overall REACH Students Rating.

Teachers and principals use these reports to identify the areas where teaching is strong and to prioritize professional development in the areas where teaching can improve. REACH Students facilitates a cycle in which educators work in teams to improve student outcomes.

Are you a CPS teacher? Take a look at these resources:



The Knowledge Center

The Knowledge Center is a District resource for both teachers and administrators. Teachers can find valuable information regarding the Common Core State Standards, CPS Frameworks, Assessments and REACH Students.

The Knowledge Center also houses resources like unit plans, lesson plans, curriculum maps and planning guides that are tied to specific subjects. Teachers can also access the *CPS Framework for Teaching* Resource Database, where they can browse resources and videos made for CPS teachers, by CPS teachers. The resources and videos show examples of strong professional practice aligned to the *CPS Framework for Teaching*.

In addition to the Resource Database, Weekly Updates are housed on The Knowledge Center, and teachers have access to archived issues. In the Weekly Update, the CPS Office of Professional Learning alerts teachers and administrators of their professional development opportunities. Teachers are able to select courses based on their needs as identified through REACH Students observations. Use your CPS username and password to sign into The Knowledge Center.

[LOG IN NOW](https://sites.google.com/a/cps.edu/kc/home?pli=1)

(<https://sites.google.com/a/cps.edu/kc/home?pli=1>)



## The Chicago Teachers Union Quest Center

The Quest Center was launched with the assistance of a generous grant from the John D. and Catherine T. MacArthur Foundation. The CTU Quest Center is 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 grow student achievement.

Examples of the types of learning sessions that the Quest Center offers include study groups on the specific domains and components of the *CPS Framework for Teaching* and Common Core State Standards alignment. Additionally, the Quest Center offers courses on close reading and effective classroom management.

[LEARN MORE](http://www.ctunet.com/quest-center)

(<http://www.ctunet.com/quest-center>)