PERFORMANCE EVALUATION PLAN

PROFESSIONAL EDUCATOR LICENSED PERSONNEL

A. PREAMBLE

Woodford County Special Education Association ("WCSEA" or "Association") is committed to excellence in education. This commitment is emphasized by the ongoing process of professional appraisal for all teaching staff (hereinafter defined).

B. STATEMENT OF PURPOSE

The purposes of this Evaluation Plan are to:

1. Improve the quality of instruction and performance of teaching staff and to enhance student learning as defined in the professional competencies;

2. Create positive attitudes toward the purposes and value of appraisal and professional development; and

3. Collect reliable and varied data for making employment decisions.

C. PHILOSOPHY OF PLAN

This Evaluation Plan focuses on evidence collected on the four domains of teaching as set forth in *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, by Charlotte Danielson. The purpose of this plan is to provide a comprehensive system used to assess and evaluate the performance of teaching staff, the main goal of which is to improve instruction. This plan seeks to use the Framework for Effective Teaching to define effective practice, encourage conversations about instructions, and identify areas for professional growth.

Per legislation, Student Growth is no longer a requirement in the State of Illinois unless districts or cooperatives agree to continue the requirement. The WCSEA Student Growth Committee agreed to discontinue the requirement at their May of 2025 meeting:

~~WCSEA recognizes the role student growth can play in the evaluation process (see Appendix __ for the Student Growth Handbook). The State of Illinois calls for student growth to be incorporated as a significant factor in rating teaching staff's performance. WCSEA formed a Student Growth Committee to develop the Student Growth component of the performance evaluation. The committee reviews the plan on a yearly basis. Licensed Professional Educators serving in the role as classroom teacher are required to include Student Growth data as part of their performance evaluation. Incorporation of student growth data shall not apply to any individual who holds a school service personnel certificate or a professional educator license endorsed for school support personnel and is assigned to an area designated as requiring this certificate or endorsement, including but not limited to school counselors, school psychologists, non-teaching school speech and language pathologists, school nurses, or school social workers.~~

~~Student growth ratings will be combined with the professional practice ratings to arrive at a summative performance evaluation rating. Student growth will make up 30% of the summative evaluation and the professional practice rating will make up the other 70%. Professional practice has four possible ratings on a scale of 1 to 4: Unsatisfactory (worth 1.0), Needs Improvement (worth 2.0), Proficient (worth 3.0), and Excellent (worth 4.0).~~

~~Student growth will be evaluated on the average percentage of students who meet their growth targets across two different assessments. For example, if 90% of students meet their growth targets/expectations on one assessment and 50% of students meet their growth targets/expectations on the second assessment, the average percentage of students meeting would be 70%. The following table indicates how student attainment of growth targets will be converted to a teacher rating:~~

~~*Teacher Rating on Student Growth*~~	~~*% of students that met their growth target*~~
~~*Excellent 4.0*~~	~~*80 to 100%*~~
~~*Excellent 3.5*~~	~~*70 to 79%*~~
~~*Proficient 3.0*~~	~~*60 to 69%*~~
~~*Proficient 2.5*~~	~~*50 to 59%*~~
~~*Needs Improvement 2.0*~~	~~*40 to 49%*~~
~~*Needs Improvement 1.5*~~	~~*30 to 39%*~~
~~*Unsatisfactory 1.0*~~	~~*0 to 29%*~~

D. STATEMENT OF INVOLVEMENT

This Evaluation Plan has been developed by representatives of WCSEA, in cooperation with representatives of its teaching staff. An assurance statement documenting said involvement is included as the Woodford County Special Education Association Assurance Statement Documenting Staff Involvement *(Appendix #1)*.

E. IDENTIFICATION OF EVALUATORS

WCSEA administrators are approved to conduct the evaluation and observation of teaching staff.

F. DESCRIPTIONS/STANDARDS OF PERFORMANCE

WCSEA presently employs professional-educator-licensed teaching staff for the following job classifications: classroom teachers, school psychologists, school social workers, and speech/language therapists (collectively referred to as “teaching staff” or “teachers”).
For the purpose of this Evaluation Plan, teaching staff shall be evaluated utilizing the Danielson Framework for Teaching. School psychologists, school social workers, and speech/language therapists will be using the Danielson Framework, but modified to more appropriately reflect their job responsibilities. Evaluations for these groups will utilize the appropriate appendices attached hereto**.** All teaching staff will be evaluated by administrators approved to conduct such evaluations.

Each teaching staff member is expected to achieve a “proficient” or “excellent” rating on the Summative Evaluation document, using the rating scale outlined in *Section K*. Tenured teaching staff receiving a “needs improvement” as an overall rating will be subject to the professional development process outlined in *Section M*. Tenured teaching staff receiving an “unsatisfactory” rating will be required to follow the remediation process outlined in Section N below. Teaching staff who fail to complete the ninety (90) school day remediation plan with a “proficient” or better rating shall be dismissed in accordance with 105 ILCS 5/24-12 or 5/24-16.5 of the Illinois School Code.

G. EVALUATION PROCESS

At the start of the school term (*i.e.* the first day of student attendance), a WCSEA administrator must provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each affected teacher (see *Notice of Teaching Staff Summative Performance Evaluation Appendix #24.* If the affected teacher is hired after the start of the school term, the notice will be provided within 30 days after the contract is executed. Written notice (either electronic or paper) includes the

- job description
- copy of the rubric to be used to rate the teacher
- summary of the manner in which measures of student growth and professional practice relate to the performance evaluation ratings
- summary of the cooperative’s procedures related to the provision of professional development in the event a teacher receives a “needs improvement” or remediation in the event the teacher receives an “unsatisfactory” rating.

H. PROCESS FOR EVALUATION OF TENURED TEACHING STAFF CHANGING POSITIONS

If a tenured teaching staff member moves from one position to another**,** it is recommended they be placed on the evaluation process for the current school year, regardless of whether or not they are scheduled to do so. If a tenured teaching staff member moves to a support staff position, then he or she will be evaluated using the appropriate evaluation document included in the Evaluation Plan for educational support personnel.

I. SCHEDULE OF EVALUATIONS

WCSEA administrators may conduct evaluations more frequently if deemed necessary, or as required by law. An administrator shall not be prohibited from evaluating teaching staff within the school year during his/her first year in the administrator's position.

If a first-year administrator exercises this option for teaching staff who are required to be evaluated once every two years, a new two-year evaluation plan must be established.

Tenured Teaching Staff

Tenured teaching staff receiving a rating of "excellent" or "proficient" on the previous years' performance evaluation will be formally evaluated once every three (3) years. The evaluation shall include a minimum of two (2) observations, one (1) of which must be a formal observation. These teaching staff will be informally evaluated once every two years after receipt of the rating (Public Act 102-0252).

Tenured teaching staff who received a previous performance rating of "needs improvement" or "unsatisfactory"shall be evaluated in the next school year after receiving that rating. A minimum of three (3) observations are required, of which two (2) must be formal.

Tenured teaching staff who are due to be evaluated in the last year before they are set to retire shall be offered the opportunity to waive their evaluation and to retain their most recent rating, unless the teacher was rated as "needs improvement" or "unsatisfactory" (Public Act 103-0085)

Tenured teaching staff may be eligible fo*r portable tenure* if they previously obtained tenure in a different district and meet other statutory requirements.

Non Tenured teaching staff

Non-tenured teaching staff will be formally evaluated a minimum of one time per year until tenure is attained. A minimum of three (3) observations are required each school term, of which two (2) must be formal.

Tenure Attainment

Non-tenured teachers first employed as full-time teachers after the PERA implementation date but before July 1, 2023, tenure is given to teachers who have completed four consecutive terms of employment earning a "proficient" or better overall rating in their fourth school term and also in either of their second or third term.

Non-tenured teachers hired on or after July 1, 2023, attain tenure after completing three consecutive terms of employment earning a "proficient" or better overall rating in the second and third terms.

Accelerated tenure is given to teaching staff who have completed three consecutive school terms of employment and received two overall performance ratings of "excellent" (Public Act 102-0252).

J. EVALUATION PROCESS

All evaluations will be documented in the Summative Evaluation Form, including an an overall evaluation rating in accordance with Section K below, utilizing the following appendices: Summative Evaluation Form – Classroom Teacher (Appendix #7); Summative Evaluation Form – School Psychologist (Appendix #8); Summative Evaluation Form – School Social Worker (Appendix #9); and Summative Evaluation Form – Speech-Language Pathologist (Appendix #10).

Evaluations will be conducted by March 1st of each school year, provided evaluations of first-year probationary teaching staff will be conducted at least 45 days before the end of the school year. All evaluations of teaching staff members shall incorporate information collected from formal observations, informal observations and other data used to assess and evaluate a teaching staff member's performance. An evaluation cycle runs from one formal evaluation to the next formal evaluation. Therefore, data collected during an off-year may be incorporated in the next formal evaluation. If there are issues that occur or develop during an off-year in the evaluation cycle, those issues should be addressed within that off year. However, any issue that is addressed in an off year can be addressed and documented in an evaluation conducted during an evaluation year.

Observation

Observation consists of a method of employee assessment, whereby a qualified evaluator visually observes the teaching staff member performing his/her job duties in the classroom, unless the teaching staff member does not have classroom duties, then such observation shall be in the educational setting, as well as professional activities that may be outside of the classroom, as appropriate. The following appendices are utilized to document observations: Pre-Observation Conference Report (Appendix #4); Observation Summary Report (Appendix #5); and Post-Observation Conference Report (Appendix #6).

Formal (Scheduled) Observation

This observation is scheduled ahead of time with the teaching staff member and shall include one of the following activities: an observation of the teaching staff member in his or her classroom for a minimum of forty-five (45) minutes at a time; an observation during a complete lesson; an observation during an entire class period; or in any other educational setting as deemed appropriate for teaching staff other than classroom teachers. The evaluator may designate another person to conduct the observation in situations in which he or she cannot complete all of the evaluations, or the observations cannot be completed in a timely manner, provided the designated individual is a qualified evaluator. Each formal observation shall include a pre-observation conference and post-observation conference. The evaluator shall provide written feedback to the teaching staff member following the formal observation, utilizing the Observation Summary Report (Appendix #5).

Informal (Unscheduled) Observation

This observation is not scheduled ahead of time with the teaching staff member and is not subject to a minimum time requirement. Therefore, no pre-observation conference is required. However, a post-observation conference may be requested by the teaching staff member. Following an informal observation, the evaluator shall provide feedback to the teaching staff member either orally or in writing. If the feedback is in writing, the evaluator shall provide the teaching staff member an opportunity to have an in-person discussion with the evaluator. Evidence gathered during informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.

K. PROFESSIONAL GROWTH GOALS

All WCSEA teaching staff will develop and implement a professional growth plan.
The plan will be approved by the WCSEA administration. Professional growth plans should be updated annually and tied to the evaluation cycle. For purposes of this Evaluation Plan, an evaluation cycle runs from one formal evaluation to the next formal evaluation.

L. RATING SCALE

The following ratings will be used to rate the performance of each teaching staff member:

- **Excellent**

  Refers to a level of professional practice that is at the highest level of expertise and commitment to student learning. Teaching staff performing at this level are master staff and leaders in the field, both inside and outside of their school. Teaching staff at this level innovatively involve students in the learning process and create a true community of learners.

  On the appropriate Summative Evaluation document (Appendix #7, 8, 9 or 10), teaching staff need to meet the following requirements in order to receive a rating of "Excellent."
  - 4.0-3.51 rating average
  - No components are rated as "Needs Improvement;" and
  - No components are rated as "Unsatisfactory."

- **Proficient**

  Refers to a level of successful, professional practice that is consistently at a high level. Teaching staff at this level show knowledge of all aspects of the profession. Most experienced teaching staff are expected to frequently perform at this level.
  On the appropriate Summative Evaluation document (Appendix #7, 8, 9 or 10), teaching staff need to meet the following requirements in order to receive a rating of "Proficient."
  - 3.5-2.51 rating average
  - No more than 2 components are rated as "Needs Improvement;" and
  - No components are rated as "Unsatisfactory."

- **Needs Improvement**

  Refers to professional practice that shows evidence of the necessary knowledge and skills to be effective, but its application is inconsistent, which may be due to lack of experience, expertise and/or commitment.
  On the appropriate Summative Evaluation document (Appendix #7, 8, 9 or 10), teaching staff will receive a rating of "Needs Improvement" if the following ratings are received:
  - 2.5-1.51 rating average
  - More than 2 components are rated as "Needs Improvement;"

- **Unsatisfactory**

  Refers to professional practice that does not convey understanding of the concepts or shows lack of ability to implement the underlying components.
  On the Summative Evaluation document (Appendix #7, 8, 9 or 10), teaching staff who receive the following ratings will receive a rating of "Unsatisfactory."
  - 1.5-0 rating average

**Notwithstanding the above requirements, a teaching staff member who receives an Unsatisfactory rating in one component may nevertheless receive a Needs Improvement summative evaluation rating [at the evaluator's discretion] OR [if the evaluator determines that one component to be a key component]

**Notwithstanding the above requirements, a teaching staff member who receives an Unsatisfactory rating in one component may nevertheless receive an Unsatisfactory summative evaluation rating [at the evaluator's discretion] OR [if the evaluator determines that one component to be a key component].

M. FILING OF EVALUATIONS

The evaluator's Observation Summary Report (Appendix #5) and the applicable Summative Evaluation document (Appendix #7, 8, 9 or 10) will be completed in duplicate and will be signed by the evaluator and teaching staff member. This may include a response by the teaching staff member to the evaluation. One copy of all signed documents will be given to the teaching staff member and one will be retained by the evaluator and forwarded to the WCSEA Office for placement in the teaching staff member's personnel file.

N. PROFESSIONAL DEVELOPMENT PLAN FOR TENURED TEACHING STAFF

Within thirty (30) school days of a tenured teaching staff member receiving a "needs improvement" rating on his/her summative evaluation, the evaluator, in consultation with the teaching staff member, shall develop a professional development plan. See Tenured Teaching Staff Professional Development Plan (Appendix #16). The professional development plan must take into account the teaching staff member's ongoing professional responsibilities, including his/her regular teaching assignments, if applicable. The plan must be directed to the areas that need improvement and include any supports that will be provided to address the areas identified as needing improvement.

The professional development process will provide for scheduled observations, unscheduled observations, and a formal evaluation following the receipt of the "needs improvement" rating. If the tenured teaching staff member receives a rating equal to or better than "proficient" in the school year following the rating of "needs improvement," he/she shall be reinstated to the regular evaluation schedule.

O. REMEDIATION FOR TENURED TEACHING STAFF

For tenured teaching staff, a remediation plan will be developed and commenced within thirty (30) school days after an evaluation has been completed which results in an overall "unsatisfactory" rating. This plan will be designed to correct the areas identified as unsatisfactory, provided the deficiencies are deemed remediable.

The remediation plan will last ninety (90) school days. A mid-point and final evaluation shall be conducted by the evaluator during and at the end of the remediation period. Each evaluation shall assess the teaching staff member's performance during the time period since the prior evaluation. A copy of the written evaluations with ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teaching staff member within ten (10) school days after the date of the evaluation.

The last evaluation shall also include an overall rating of the teaching staff member's performance during the entire remediation period. The evaluation should be issued within ten (10) days after conclusion of the remediation plan. However, WCSEA shall not be prohibited from discharging a teaching staff member in the event the evaluation is not issued within ten (10) days after conclusion of the remediation plan. Failure to comply with the timelines for the required evaluations due to events such as summer months, illness, or approved leaves of absence under a remediation plan shall not invalidate the results of said plan. Failure of the administration to strictly comply with time requirements contained herein shall not invalidate the results of the remediation plan.

Evaluations during and at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teaching staff and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may, but is not required to, use the forms provided for annual evaluations in this Evaluation Plan.

Participants

The remediation plan shall include the following participants: the teaching staff member deemed "unsatisfactory," a qualified evaluator, and a consulting teacher selected by the evaluator of the teaching staff member who was rated as unsatisfactory. The consulting teacher shall participate in the development of the remediation plan; however, the final decision as to the evaluation shall be made solely by the evaluator.

The consulting teacher shall be subject to the following criteria:

a. The consulting teacher shall be an educational employee, as defined by the Illinois *Educational Labor Relations Act*, shall have received a rating of "excellent" on the most recent evaluation, have a minimum of five (5) years' experience in his/her position, and be reasonably familiar with the assignment of the teaching staff member under remediation.

b. The consulting teacher shall be chosen from the names of all teachers so qualified.

c. Where no consulting teacher is available in the WCSEA, the WCSEA shall request the member school districts to provide a consulting teacher. If the member school districts are unable to, or do not, provide a consulting teacher, WCSEA shall request a consulting teacher from the regional office of education.

d. If the consulting teacher becomes unavailable during the course of the remediation period, a new consulting teacher shall be selected in like manner as the initial consulting teacher. The remediation plan shall be amended, as may be necessary upon consultation with the new consulting teacher.

e. The consulting teacher shall provide advice to the teaching staff member under remediation as to how to improve teaching skills and how to successfully complete the remediation plan.

f. In order to provide assistance to the teaching staff member under a remediation plan, the consulting teacher may attend each post-observation conference as well as the forty-five (45) day evaluation conference.

g. Consulting teachers shall not be compelled by the teaching staff member or the WCSEA to testify in any dismissal hearings, either as to the rating process or for opinions of performances by teaching staff members on remediation.

Successful Completion

A teaching staff member who successfully completes the 90-day remediation program by receiving a final evaluation rating of "Proficient" or better shall be placed on a regular evaluation schedule.

Dismissal

If the teaching staff member under remediation fails to complete the ninety (90) school day remediation plan with a final evaluation rating of "Proficient" or better,
said teaching staff member shall be dismissed in accordance with 105 ILCS 5/24-12 or 5/24-16.5 of the Illinois *School Code*.

P. EVALUATION DOCUMENTS

Copies of the evaluation documents listed below are included in the Performance Evaluation folder:

Appendix #1 Woodford County Special Education Association Assurance Statement Documenting Staff Involvement
Appendix #2 Notice of Teaching Staff Summative Performance Evaluation
Appendix #3 Charlotte Danielson's Framework for Teaching
Appendix #4 Pre-Observation Conference Report
Appendix #5 Observation Summary Report
Appendix #6 Post-Observation Conference Report
Appendix #7 Summative Evaluation Form – Classroom Teacher
Appendix #8 Summative Evaluation Form – School Psychologist
Appendix #9 Summative Evaluation Form – School Social Worker
Appendix #10 Summative Evaluation Form – Speech-Language Pathologist
Appendix #11 Step-by-Step Guidance on Scheduled Observation Process
Appendix #12 What Staff Need To Know
Appendix #13 What Evaluators Need to Know
Appendix #14 Teaching Staff Evaluation Timeline
Appendix #15 Possible Artifacts List
Appendix #16 Tenured Teaching Staff Professional Development Plan
Appendix #17 Job Descriptions
~~Appendix #18 Teacher Student Growth Plan Model~~ REPEALED