Certified Professional Evaluation Plan
2024-2025

Our Mission

Rantoul City Schools exists to build a stronger community by educating our students.

Nuestra Misión

Las escuelas de la ciudad de Rantoul existen para construir una comunidad más fuerte al educar a nuestros estudiantes.

Guiding Principles

To fulfill our mission, RCS will:

- Collaborate with the community, families, and other stakeholders.
- Encourage students who are critical thinkers, leaders, and global navigators, grounded in equity and cultural understanding,
- Provide a school environment where all learners feel free to embrace challenges and practice resilience,
- Ensure students' individual needs are met,
- Combat social and racial inequities, and
- Expect excellence from all learners and stakeholders both in the classroom and throughout our school community.

Principios Rectores

- Para cumplir nuestra misión, RCS:
- Colaborará con la comunidad, familias y otras partes interesadas.
- Alentar a los estudiantes que son pensadores críticos, líderes y navegantes globales, basados en la equidad y comprensión cultural,
- Proporcionar un entorno escolar donde todos los estudiantes se sientan libres para aceptar los desafíos y practicar la resiliencia,
- Asegurar que se satisfagan las necesidades individuales de los estudiantes,
- Combatir las desigualdades sociales y raciales, y
- Esperar la excelencia de todos los alumnos y las partes interesadas tanto en el clase como en toda la comunidad escolar.

Joint Committee

Association

Rachel Palmer, Special Education Teacher, Eastlawn, President
Tara Kiser, SLP, Eastlawn and Pre-K, Vice President
Amy Amerio, Psychologist, Broadmeadow and Pre-K
Morgan Cole, Classroom Teacher, Pre-K
Carissa Culbertson, Instructional Coach, Pleasant Acres
Jan Joop, Special Education Teacher, JW Eater

Administration

Scott Woods, Superintendent
Allison Didier, Director of Special Education
Thomas Magers, Director of Human Resources
Jayme Bajer, Principal, Eastlawn
Samantha Sebestik, Principal, Pleasant Acres
Kelly Mahoney, Principal, Northview

July 25, 2024

RCS PreK   EASTLAWN ELEMENTARY   PLEASANT ACRES ELEMENTARY   NORTHVIEW ELEMENTARY   BROADMEADOW ELEMENTARY   JW EATER JUNIOR HIGH SCHOOL   RISE

RANTOUL CITY SCHOOLS EXISTS TO BUILD A STRONGER COMMUNITY BY EDUCATING OUR STUDENTS.

Table of Contents

The intent of this document is to provide a guide for both administration and faculty in order to create a uniform evaluation protocol that is equitable for Certified Staff Members and most importantly, helps transform the process from one of assigning ratings to one that truly supports the professional growth of Certified Staff Members.

Section 1: Professional Evaluation Plan Definitions

Components - Distinct aspects of a domain as defined by the Framework for Teaching.

Consulting Teacher - An educational employee as defined in the Educational Labor Relations Act who has at least five years of Teacher experience and a reasonable familiarity with the assignment of the Teacher being evaluated, and who received an Excellent rating on his or her most recent evaluation. The Consulting Teacher is selected by the Evaluator and is used for the purpose of supporting the Teacher during the Remediation Plan.

Critical Attributes - Additional tools to support the understanding of teaching practice in order to assist in distinguishing across levels of performance. These are considered characteristics of teaching practice and are not evident in all situations at all times. Instead, they can be used as the "look for" and "listen for" in teaching practice.

Documentation - Evidence/information that supports or explains a position/point of view.

Observation (Formal) - Formal observations will include the following: (1) pre-observation conference; (2) observation in the classroom, minimum of 45 minutes - or a complete lesson - or an entire class period in duration; (3) documentation of the observation provided to the Teacher (4) post-observation conference.

Observation (Informal) - Informal observations will include the following: (1) observations in a variety of settings and/or among a variety of individuals that may or may not be announced; (2) have no pre-conference, (3) have optional post-observation conference as requested by the Teacher or Evaluator or both, and (4) include documentation of the observation.

Pre-Observation Conference - A Pre-Observation conference must precede a formal observation and include (1) a written lesson or unit plan and/or evidence of planning for lesson/activity in advance of the conference; (2) input by the Teacher regarding the focus of observation; and (3) a discussion of the lesson/activity to be observed.

Post-Observation Conference - A Post-Observation conference must follow a formal observation (and informal when requested) and include (1) the Evaluator and the Teacher discussing the evidence collected about the Teacher's professional practice; (2) the Evaluator providing specific feedback in writing; (3) the Teacher being given the opportunity to reflect and respond to the evidence provided and give additional information/explanation if needed; and (4) notification by the Evaluator to the Teacher if the evidence collected to date is at risk of resulting in a component rating of Needs Improvement or Unsatisfactory.

Professional Development Plan (PDP) - A plan for professional development created by the Evaluator in consultation with a tenured Teacher who has been rated Needs Improvement on a Summative Evaluation.

Qualified Evaluator - An administrator who participates in training on the evaluation of certified personnel provided or approved by ISBE prior to undertaking any evaluation and at least once during each certification renewal cycle.

Reflective Conversations - A professional, nonjudgmental conversation involving two or more participants that is interactive and thought-provoking in nature.

Remediation Plan - A state-mandated plan for professional development created by the Evaluator in consultation with a tenured Teacher who has been rated Unsatisfactory on a Summative Evaluation (see Illinois School Code).

Summative Evaluation Conference - A performance evaluation conference is a meeting, separate from the post-observation conference, in which the Teacher and Evaluator review and sign the final Rantoul City School Evaluation and discuss possible next steps for professional growth.

Summative Evaluation Rating - The final rating of the Teacher using the rating levels of Excellent, Proficient, Needs Improvement, or Unsatisfactory and includes consideration of professional practice and indicators of student growth. (see Section 24A-2.5 of the School Code)

Summative Evaluation - Written evaluation of the Teacher's job performance based on the ratings earned on each of the components for each observation that is included in the teacher's personnel file.

Teacher - Any and all school district employees regularly required to be licensed by the Illinois State Board of Education and covered under the collective bargaining unit.

Written Notification - Document provided to each Teacher by the first day of student attendance (or no later than thirty days after the contract is executed—but prior to the commencement of the evaluation process—if the Teacher is hired after the start of the school term): 1) Rating definitions and the method for determining the ratings; 2) Performance Evaluation rubric that is appropriate for the Teacher; 3) the defined process for a Teacher who receives Needs improvement or Unsatisfactory; and 4) status in the evaluation cycle.

Section 2: Number of Observations and Summative Evaluations

A.   Non-tenured Certified Staff Members

1.   Two formal observations and one informal per year will take place, plus a summative evaluation conference that reviews the instructional growth of the Certified Staff Member and assigns overall Certified Staff Member rating for the year.
2.   Additional formal evaluations may be required depending on individual cases
3.   Failure of an administrator to complete an evaluation cycle shall not increase the number of formal evaluations the following year.
4.   Nothing in this evaluation plan prevents the dismissal or non-renewal of a non-tenured Certified Staff Member for any reason not prohibited by law.

B.   Tenured Certified Staff Members

1.   Tenured staff will be observed formally and informally at least once every three years.
2.   Additional formal observations may be required depending on individual cases.
3.   If a Certified Staff Member is not evaluated in a three-year period, the Certified Staff Member shall be observed and formally evaluated the following year. The intention is for the Certified Staff Member to be evaluated at least every third year.
4.   For purposes of Senate Bill 7, any tenured Certified Staff Member not evaluated within the three-year cycle will be considered to be rated Proficient.
5.   A tenured Certified Staff Member rated "Unsatisfactory" will follow a remediation process consistent with the Illinois School Code. https://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K24A-5

6.   A tenured Certified Staff Member rated 'Needs Improvement' will follow a Professional Development Plan process consistent with state statute. https://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K24A-5

C.   Part-time Certified Staff Members (less than 1.0 FTE)

1.   Part-time Certified Staff Members will be observed and formally and informally evaluated once each year by the building administrator of the school where they spend the majority of their teaching time.
2.   Part-time Certified Staff Member's whose employment with Rantoul City Schools #137 has not earned them tenure will be observed and evaluated according to the process outlined in section A of this portion of this document.
3.   Part-time-teachers cannot attain tenure per Illinois School Code.
4.   Non-tenured, part-time teachers are placed in RIF grouping one.

Section 3: Non-Tenured Timeline of the Evaluation Process

TIME OF YEAR	PROCESS	MATERIALS/LOCATION
By the first student attendance day	- Written notice of the Evaluation Cycle - Review of Professional Evaluation Plan	- Professional Evaluation Plan - Performance Evaluation Rubric appropriate for that teacher's classification.
1st 6 weeks of School	Review of District Expectations using Professional Evaluation Plan and Danielson Framework	- Professional Evaluation Plan - EvaluWise Platform
By first work day in February	- Submission of Self-Assessment Domains 1 and 4. - Submission by teacher of any additional evidence and artifacts	- Self-Assessment Form - Uploads of any artifacts
No later than the first work day in March	2 Formal Observations minimum (Pre & Post-Observation Conference) and 1 Informal Observation minimum (Post-Observation by request by either evaluator or teacher or both) - Summative Rating Provided by evaluator and shared with teacher during Summative Evaluation Conference.	- Pre-Observation Form - Post-Observation Form for formal observation - Notes and ratings from all observations - Summative Rating
After summative rating until end of school year	Informal Observations as needed (Post-Observation Conference by request by either Evaluator, Teacher or both)	Evaluator notes and ratings

Informal Observation Process

During the observation	Evaluator will be taking notes on what they saw or heard during the observation	Evaluator completes observation notes
Within 5 school days after informal observation	- Information from observation shared with the teacher by the evaluator including ratings assigned during the observation. - Evaluator will include strengths and areas for growth in the feedback.	Evaluator observation notes shared

Within 10 school days informal	• Post-Observation conference **may be held, if requested,** by the teacher or evaluator. • A post-conference **must be held** if the evaluator determines that the data and evidence collected to date may result in a Needs Improvement or Unsatisfactory performance evaluation rating and the evaluator must notify the teacher of that determination during the conference. • Mutually agreed upon conference time/date. • Evaluator may also add other evidence/artifacts to the Post-Observation Conference. • The notes shared with the teacher should include strengths and areas for growth for the teacher as well as the ratings. • If the evaluator determines that the data and evidence collected to date may result in a Needs Improvement or Unsatisfactory performance evaluation rating, the evaluator must notify the teacher of that determination during the conference.	• Evaluator notes and ratings

Formal Observation Process

Prior to each formal observation	• Teacher will be given at least 1 week notice of observation • Pre-Observation conference held between evaluator and teacher. • Teacher may bring evidence or artifacts of planning specific to the observation	• Pre-Observation Form • Artifacts or evidence
24 hrs prior to Pre-observation conference	• Teacher completes Pre-Observation Form 24 hrs in advance of Pre-Observation Conference	• Pre-Observation Form
During the observation	• Evaluator will be taking notes on what they saw or heard during the observation	• Evaluator completes observation notes
Within 48 hrs after formal observation	• Post-Observation form completed by teacher and submitted to evaluator. • The evaluator may request additional evidence or artifacts to be submitted prior to the conference or evaluation.	• Post-Observation Form
Within 5 school days after formal observation	• Information from observation shared with the teacher by the evaluator including ratings assigned during the observation..	• Evaluator observation notes shared
Within 10 school days after formal observation	• Post-Observation conference to be held. • Mutually agreed upon conference time/date. • Evaluator may also add other evidence/artifacts to the Post-Observation Conference. • The notes shared with the teacher should include strengths and areas for growth for the teacher as well as the ratings. • If the evaluator determines that the data and evidence collected to date may result in a Needs Improvement or Unsatisfactory performance evaluation rating, the evaluator must notify the teacher of that determination during the conference.	• Evaluator notes and ratings

Section 4: Tenured Timeline of the Evaluation Process

The tenure cycle is a three year cycle as follows.

Year 1 of Tenure Cycle

TIME OF YEAR	PROCESS	MATERIALS/LOCATION
By the first student attendance day	● Written notice of the Evaluation Cycle ● Review of Professional Evaluation Plan	● Professional Evaluation Plan ● Performance Evaluation Rubric that is appropriate for that teacher's classification.
1st 6 weeks of School	● Review of District Expectations using Professional Evaluation Plan and Danielson Framework	● Professional Evaluation Plan
No later than the first work day in May	● Evaluator completes an informal observation	● Observation notes shared with teacher

Informal Observation Process

During the observation	● Evaluator will be taking notes on what they saw or heard during the observation	● Evaluator completes observation notes
Within 5 school days after informal observation	● Information from observation shared with the teacher by the evaluation including ratings assigned during the observation. ● Evaluator will include strengths and areas for growth in the feedback.	● Evaluator observation notes shared
Within 10 school days informal	● Post-Observation conference **may be held, if requested,** by the teacher or evaluator. ● A post-conference **must be held** if the evaluator determines that the data and evidence collected to date may result in a Needs Improvement or Unsatisfactory performance evaluation rating and the evaluator must notify the teacher of that determination during the conference. ● Mutually agreed upon conference time/date. ● Evaluator may also add other evidence/artifacts to the Post-Observation Conference. ● This conference should include strengths and areas for growth for the teacher as well as the ratings. ● If the evaluator determines that the data and evidence collected to date may result in a Needs Improvement or Unsatisfactory performance evaluation rating, the evaluator must notify the teacher of that determination during the conference.	● Evaluator notes and ratings

Year 2 of Tenure Cycle

TIME OF YEAR	PROCESS	MATERIALS/LOCATION
By the first student attendance day	● Written notice of the Evaluation Cycle ● Review of Professional Evaluation Plan	● Professional Evaluation Plan ● Performance Evaluation Rubric that is appropriate

		for that teacher's classification.
1st 6 weeks of School	● Review of District Expectations using Professional Evaluation Plan and Danielson Framework	● Professional Evaluation Plan ●
First work day in February	● Submission of Self-Assessment. ● Submission by teacher of any additional evidence and artifacts for Domains 1 and 4 ● Formal evaluation	● Self-Assessment Form. ● Uploads of any artifacts
No later than the first work day in March	● Summative Evaluation Rating provided by evaluator and shared with teacher during Summative Evaluation Conference to determine next steps: ● Overall Rating of Proficient or Excellent: Return to evaluation schedule ● Overall Rating of Needs Improvement: Professional Development Plan w/in 30 school days of receipt of summative rating ● Overall Rating of Unsatisfactory: Remediation Plan developed within 30 school days of receipt of summative rating ● Post-Observation Conference held with teacher.	● Summative Rating ● Professional Development Plan if applicable ● Remediation Plan if applicable

Formal Observation Process

Prior to each formal observation	● Teacher will be given at least 1 week notice of observation ● Pre-Observation conference held between evaluator and teacher. ● Teacher may bring evidence or artifacts of planning specific to the observation	● Pre-Observation Form ● Artifacts or evidence
24 hrs prior to Pre-observation conference	● Teacher completes Pre-Observation Form 24 hrs in advance of Pre-Observation Conference	● Pre-Observation Form
During the observation	● Evaluator will be taking notes on what they saw or heard during the observation	● Evaluator completes observation notes
Within 48 hrs after formal observation	● Post-Observation form completed by teacher and submitted to evaluator. ● The evaluator may request additional evidence or artifacts to be submitted prior to the conference or evaluation.	● Post-Observation Form
Within 5 school days after formal observation	● Information from observation shared with the teacher by the evaluator including ratings assigned during the observation..	● Evaluator observation notes shared
Within 10 school days after formal observation	● Post-Observation conference, scheduled by evaluator, held. ● Mutually agreed upon conference time/date. ● Evaluator may also add other evidence/artifacts to the Post-Observation Conference. ● This conference should include strengths and areas for growth for the teacher as well as the ratings. ● If the evaluator determines that the data and evidence collected to date may result in a Needs Improvement or Unsatisfactory performance evaluation rating, the evaluator must notify the teacher of that determination during the conference.	● Evaluator notes and ratings

Year 3 of Tenure Cycle

TIME OF YEAR	PROCESS	MATERIALS/LOCATION
By the first student attendance day	• Written notice of the Evaluation Cycle • Review of Professional Evaluation Plan	• Professional Evaluation Plan • Performance Evaluation Rubric that is appropriate for that teacher's classification.
1st 6 weeks of School	• Review of District Expectations using Professional Evaluation Plan and Danielson Framework	• Professional Evaluation Plan
Remainder of the year	• This year is considered the "off" year unless the teacher received a "needs improvement" or "unsatisfactory" in the prior years summative.	

Section 5: Indicators for Professional Practice

K - 8 Teachers

Domain 1 (Weight 10 %)	PLANNING AND PREPARATION
1B: Knowing and Valuing Students	• Respect for Students' Identities • Understanding of Students' Current Knowledge and Skills • Knowledge of Whole Child Development • Knowledge of the Learning Process and Learning Differences
1E: Planning Coherent Instruction	• Tasks and Activities • Flexible Learning • Student Collaboration • Structure and Flow
Domain 2 (Weight 30 %)	**LEARNING ENVIRONMENTS**
2A: Cultivating Respectful and Affirming Environments	• Positive Relationships • Sense of Belonging • Cultural Responsiveness • Positive Conflict Resolution
2C: Maintaining Purposeful Environments	• Productive Collaboration • Student Autonomy and Responsibility • Equitable Access to Resources and Supports • Non-Instructional Tasks
2D: Supporting Positive Student Behavior	• Expectations for the Learning Community • Modeling and Teaching Habits of Character • Self-Monitoring and Collective Responsibility
Domain 3 (Weight 40 %)	**LEARNING EXPERIENCES**
3A: Communicating About Purpose and Content	• Purpose for Learning and Criteria for Success • Specific Expectations • Explanations of Content • Use of Academic Language

3B: Using Questioning and Discussion Techniques	• Critical Thinking and Deeper Learning • Reasoning and Reflection • Student Participation
3C: Engaging Students in Learning	• Rich Learning Experiences • Collaboration and Teamwork • Use of Instructional Materials and Resources • Opportunities for Thinking and Reflection
3D: Using Assessment for Learning	• Clear Standards for Success • Monitoring Student Understanding • Timely, Constructive Feedback
Domain 4 (Weight 20 %)	**PRINCIPLED TEACHING**
4A: Engaging in Reflective Practice	• Self-Assessment of Teaching • Analysis and Discovery • Application and Continuous Improvement
4B: Documenting Student Progress	• Student Progress Toward Mastery • Shared Ownership • Maintaining Reliable Records
4C: Engaging Families and Communities	• Respect and Cultural Competence • Community Values • Instructional Program • Engagement in Learning Experiences

Pre - K Teachers

Domain 1 (Weight 10 %)	**PLANNING AND PREPARATION**
1B: Knowing and Valuing Students	• Respect for Students' Identities • Understanding of Students' Current Knowledge and Skills • Knowledge of Whole Child Development • Knowledge of the Learning Process and Learning Differences
1E: Planning Coherent Instruction	• Tasks and Activities • Flexible Learning • Student Collaboration • Structure and Flow
Domain 2 (Weight 30 %)	**LEARNING ENVIRONMENTS**
2A: Cultivating Respectful and Affirming Environments	• Positive Relationships • Sense of Belonging • Cultural Responsiveness • Positive Conflict Resolution
2C: Maintaining Purposeful Environments	• Productive Collaboration • Student Autonomy and Responsibility • Equitable Access to Resources and Supports • Non-Instructional Tasks
2D: Supporting Positive Student Behavior	• Expectations for the Learning Community • Modeling and Teaching Habits of Character • Self-Monitoring and Collective Responsibility

2E: Organizing Spaces for Learning	•Safety and Accessibility • Design for Learning and Development • Co-creation and Shared Ownership
Domain 3 (Weight 40 %)	**LEARNING EXPERIENCES**
3A: Communicating About Purpose and Content	• Purpose for Learning and Criteria for Success • Specific Expectations • Explanations of Content • Use of Academic Language
3B: Using Questioning and Discussion Techniques	• Critical Thinking and Deeper Learning • Reasoning and Reflection • Student Participation
3C: Engaging Students in Learning	• Rich Learning Experiences • Collaboration and Teamwork • Use of Instructional Materials and Resources • Opportunities for Thinking and Reflection
3E: Responding Flexibly to Student Needs	• Evidence-Based Adjustments • Receptiveness and Responsiveness • Determination and Persistence
Domain 4 (Weight 20 %)	**PRINCIPLED TEACHING**
4A: Engaging in Reflective Practice	• Self-Assessment of Teaching • Analysis and Discovery • Application and Continuous Improvement
4B: Documenting Student Progress	• Student Progress Toward Mastery • Shared Ownership • Maintaining Reliable Records
4C: Engaging Families and Communities	• Respect and Cultural Competence • Community Values • Instructional Program • Engagement in Learning Experiences

School Psychologist

Domain 1 (Weight 30 %)	Descriptor
1A	Demonstrating knowledge and skill in psychology and regulations within and beyond the school and district
1B	Demonstrating knowledge of interventions and instructional supports
1C	Responding to referrals and evaluating student needs
Domain 2 (Weight 20 %)	
2A	Cultivating Respectful and Affirming Environments
2B	Establishes and maintains clear procedures for referrals and uses time effectively
2C	Supporting positive student behavior
Domain 3 (Weight 30 %)	
3A	Communicating Effectively with Students

3B	Interpreting data to facilitate effective instructional decision making
3C	Administering and scoring assessments appropriate to student needs
Domain 4 (Weight 20 %)	
4A	Engaging in reflective practice
4B	Documenting student progress and maintaining student records
4C	Engaging and communicating with stakeholders

Speech and Language Pathologist

Domain 1 (Weight 30 %)	**Descriptor**
1A	Demonstrating knowledge and skill in speech therapy and regulations within and beyond the school and district
1B	Establishing goals and instruction for therapy services appropriate to the setting and students served
1C	Responding to referrals and evaluating student needs
Domain 2 (Weight 20 %)	
2A	Cultivating respectful and affirming environments
2B	Managing time and priorities
2C	Supporting positive student behavior
Domain 3 (Weight 30 %)	
3A	Communicating with students
3B	Using assessment/evaluation to guide therapy
3C	Engaging students in learning
Domain 4 (Weight 20 %)	
4A	Engaging in reflective practice
4B	Documenting student progress and maintaining accurate records
4C	Engaging and communicating with stakeholders

School Social Worker/School Counselor

Domain 1 (Weight 30 %)	**Descriptor**
1A	Demonstrating knowledge and skill in social work/counseling and regulations within and beyond the school and district
1B	Establishing goals and instruction for therapy services appropriate to the setting and students served
1C	Responding to referrals and evaluating student needs
Domain 2 (Weight 20 %)	
2A	Cultivates respectful and affirming environments
2B	Managing time and priorities
2C	Supporting positive student behavior

Domain 3 (Weight 30 %)	
3A	Communicating Effectively with Students
3B	Providing evidence-informed programs and services to work with individuals, groups, classrooms and/or school-wide
3C	Engaging students in learning
Domain 4 (Weight 20 %)	
4A	Engaging in reflective practice
4B	Documenting student progress and maintaining student records
4C	Engaging and communicating with stakeholders

Section 6: Student Growth Component

Beginning with the 2020-2021 school year, an aggregate growth score for grades PK-8 will be derived through the ECRA platform in the form of a z-score / effect size. Each teacher will apply the converted growth score to their SGO component score for the summative evaluation. The scale is below:

Average Growth (effect size)	ECRA Growth Standards	Evaluation Categories
≥ +0.3	Higher Than Expected	Excellent
+0.29 to -0.29	Expected Growth	Proficient
-0.3 to -0.59	Lower Than Expected	Needs Improvement
≤ -0.60	Unsatisfactory Growth	Unsatisfactory

Section 7: Evaluation Rating System

Employee Effectiveness Rubric (EER)

	Rating	Weight	Weighted Rating
Domain 1: PLANNING AND PREPARATION		X .1	
Domain 2: LEARNING ENVIRONMENTS		X .3	
Domain 3: LEARNING EXPERIENCES		X .4	
Domain 4: PRINCIPLED TEACHING		X .2	
		Final EER Score	

- **For specialist groups, the weight will match what is listed on their rubric.**

Final Rating Calculation

	Rating	Weight*	Weighted Rating
Final Employee Effectiveness Rubric Score		X .7	
Student Growth Objective Score		X .3	
Sum of Weighted			
		Final EER Score	

- **For staff exempted by statute from the Student Growth Objective component, the Employee Effectiveness Rubric shall count for 100% of the weight to calculate the final rating.**

Final Rating Scale

Final Rating	With SGO	Without SGO
Excellent	3.35-4.0	3.5-4.0
Proficient	2.5-3.34	2.5-3.4
Needs Improvement	2.0-2.49	2.0-2.49
Unsatisfactory	≤1.99	≤1.99

Section 8: Accrual of Tenure

For staff hired prior to July 1, 2023
Tenure accrual shall be in accordance with Section 24-11 of The School Code. Below is a general listing of how tenure accrual may occur, but in all cases the District defers to the law.
- o **Obtaining Tenure after Two Consecutive School Terms.** If a teacher had tenure in a previous district, received Proficient PERA summative evaluation ratings in their last two summative evaluations at the prior school

district, left the previous district voluntarily or due to being honorably dismissed, and Excellent summative evaluations for the first two years in RCS, this teacher accrues tenure at the start of the third year with RCS.
- o **Obtaining Tenure after Three Consecutive School Terms.** If a teacher has three years of consecutive Excellent summative evaluation ratings, this teacher accrues tenure at the start of year four with RCS.
- o **Obtaining Tenure after Four Consecutive School Terms**. If a teacher has completed four years and has a summative evaluation rating of Proficient or Excellent in the last two years of non-tenured status, this teacher accrues tenure at the start of the fifth year with RCS.
    - o In order to acquire tenure at the conclusion of the fourth year of probationary teaching service, a teacher must receive a summative evaluation rating of at least Proficient in their final year of probationary teaching service, and a summative evaluation rating of Proficient or Excellent in their second or third year of probationary service.

For staff hired after July 1, 2023
- o **Obtaining Tenure after Three Consecutive School Terms.** If a teacher has an overall rating of at least "Proficient" in the second and third school years, this teacher accrues tenure at the start of year four with RCS.
- o **Obtaining Tenure after Two Consecutive School Terms.** If a teacher has two years of consecutive Excellent summative evaluation ratings, this teacher accrues tenure at the start of year three with RCS.
- o **Obtaining Tenure after Two Consecutive School Terms.** If a teacher had tenure in a previous district, received Proficient PERA summative evaluation ratings in their last two summative evaluations at the prior school district, left the previous district voluntarily or due to being honorably dismissed, and Excellent summative evaluations for the first two years in RCS, this teacher accrues tenure at the start of the third year with RCS.

Nothing in this Section or School Code Section 24A-4 shall be construed as preventing immediate dismissal of a teacher for deficiencies which are deemed irremediable or for actions which are injurious to or endanger the health or person of students in the classroom or school, or preventing the dismissal or non-renewal of teachers not in contractual continued service for any reason not prohibited by applicable employment, labor, and civil rights laws. Failure to strictly comply with the time requirements contained in Section 24A-5 shall not invalidate the results of the remediation plan. (Source: P.A. 96-861, eff. 1-15-10; 96-1423, eff. 8-3-10; 97-8, eff. 6-13-11.)

Section 9: RIF & Recall Teacher Groupings

Group 1 – Any non-tenured teacher:
- a) with no evaluation rating
- b) part time status (less than 120 days)
- c) employed for 1 school year or less to replace a teacher on leave

Group 2 – A tenured or non-tenured teacher with a Needs Improvement or Unsatisfactory performance evaluation rating on either of the teacher's last two performance evaluation ratings

Group 3 – A teacher with a performance evaluation rating of at least Proficient on both of the teacher's last two performance evaluation ratings, if two ratings are available, or on the teacher's last performance evaluation rating, if only one rating is available

Group 4 – A teacher whose last two performance evaluation ratings are Excellent as well as a teacher with two performance evaluation ratings out of the teacher's last three performance evaluation ratings with a third rating of Proficient

HIGHLIGHTS:

- Teachers in Group 1 are dismissed first in a Reduction in Force, then teachers in Group 2, then teachers in Group 3, and teachers in Group 4 are dismissed last.
- Teachers in Group 1 may be laid off in any order, at the discretion of the District.
- Teachers in Group 2 are dismissed based on the average of their performance evaluation ratings. The teachers with the lowest average performance ratings dismissed first.
- Teachers in Group 3 and 4 are ranked and dismissed by seniority.
- A teacher must be evaluated 75 days prior to the end of the school year for the evaluation rating to be used for placement on the Sequence of Dismissal (SOD or SB7 list). Teachers in Group 1 will be placed in another applicable Group if their summative evaluation is completed between 75 and 45 days prior to the end of the school year.
- A teacher, other than a first-year teacher, who does not receive a summative evaluation rating in a year in which s/he is scheduled to be evaluated, shall be deemed to have received a summative evaluation rating of Proficient for that year for the purpose of the SOD list.
- A teacher who is released as an "Honorable Dismissal" and was in Group 3 or Group 4 will have recall rights.
- Teachers in Group 1 do not have recall rights.
- Teachers in Group 2 have recall rights no longer than 6 months after the start of the following school year.

For the purposes of this section "Teacher" refers to any staff required to hold a professional educator license.

Section 10: Unsatisfactory Performance

In the event that the teacher's performance does not meet district standards, the teacher's performance shall be rated "unsatisfactory" and the statutory procedures concerning remediation shall be followed. https://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K24A-5

At any point a certified staff member may request the presence of an RCSEA representative.

Appendix A - The Framework for Teaching (2022)

DOMAIN 1 PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy

Disciplinary Expertise: Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.

Pedagogical Content Knowledge: Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

Knowledge of Interdisciplinary Relationships and Skills: Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

1b Knowing and Valuing Students

Respect for Students' Identities: Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.

Understanding of Students' Current Knowledge and Skills: Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.

Knowledge of Whole Child Development: Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.

Knowledge of the Learning Process and Learning Differences: Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

1c Setting Instructional Outcomes

Value and Relevance: Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.

Alignment to Grade-Level Standards: Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.

Clarity of Purpose: Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.

Integration of Multiple Aspects of Student Development: Instructional outcomes integrate academic and social-emotional development to complement and build on one another.

1d Using Resources Effectively

Instructional Materials: Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.

Technology and Digital Resources: Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.

Supports for Students: Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.

1e Planning Coherent Instruction

Tasks and Activities: Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.

Flexible Learning: Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.

Student Collaboration: Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.

Structure and Flow: Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

1f Designing and Analyzing Assessments

Congruence with Instructional Outcomes: Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.

Criteria and Standards: Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.

Planning Formative Assessments: Teachers plan formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.

Analysis and Application: Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.

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2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2d Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

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18

3a Communicating About Purpose and Content

Purpose for Learning and Criteria for Success: Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

Specific Expectations: Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

Explanations of Content: Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.

Use of Academic Language: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

3b Using Questioning and Discussion Techniques

Critical Thinking and Deeper Learning: Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.

Reasoning and Reflection: Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.

Student Participation: Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

3c Engaging Students in Learning

Rich Learning Experiences: Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork: Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

Use of Instructional Materials and Resources: Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection: Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

3d Using Assessment for Learning

Clear Standards for Success: Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.

Monitoring Student Understanding: Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.

Timely, Constructive Feedback: High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

3e Responding Flexibly to Student Needs

Evidence-Based Adjustments: When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.

Receptiveness and Responsiveness: Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.

Determination and Persistence: Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

4a Engaging in Reflective Practice

Self-Assessment of Teaching: Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.

Analysis and Discovery: Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.

Application and Continuous Improvement: Teachers demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.

4b Documenting Student Progress

Student Progress Toward Mastery: The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.

Shared Ownership: With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.

Maintaining Reliable Records: The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.

4c Engaging Families and Communities

Respect and Cultural Competence: Teachers interact with families and the community in ways that respect their values and cultural backgrounds.

Community Values: Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.

Instructional Program: Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.

Engagement in Learning Experiences: Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

4d Contributing to School Community and Culture

Relational Trust and Collaborative Spirit: Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.

Culture of Inquiry and Innovation: Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.

Service to the School: Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.

4e Growing and Developing Professionally

Curiosity and Autonomy: Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.

Developing Cultural Competence: Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.

Enhancing Knowledge and Skills: Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.

Seeking and Acting on Feedback: Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.

4f Acting in Service of Students

Acting with Care, Honesty, and Integrity: Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.

Ethical Decision-Making: Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.

Advocacy: Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf.

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20