



River Trails
SCHOOL DISTRICT 26

Certified Evaluation Plan

Head Ready + Heart Ready = **LIFE READY**

The updated publication of this document is the result of conscientious and dedicated work by representatives of teachers and administrators of River Trails School District 26. Those whose efforts should be directly recognized for the development of this document and process are:

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PURPOSE AND BELIEFS

River Trails School District 26 has a commitment to excellence in teaching and learning. The District supports a professional assessment system that is based on rigorous teaching standards and professional growth opportunities.

The District believes that:

- Assessment of performance is designed to promote excellence in teaching and learning.
- Assessment should be a dynamic, ongoing process that requires review and revision based on evolving research, practices, and experiences of River Trails District 26.
- Professionals grow and learn in different ways and at different rates. A system of differentiated assessment that allows for individualized growth and development is supported by administration and teaching peers.
- Mutual trust and respect are the cornerstones of a professional learning community.
- Some educators may require additional support, more intensive assistance and/or intervention.

The purpose of this Certified Evaluation Plan is to provide clarity to the process and to ensure quality and excellence in all RTSD26 certified staff. The goal is to create a collaborative, strengths-based approach toward professional growth. Additionally for tenured staff, the goal is to build on the experience tenured educators have and provide them with an evaluation process that honors that experience and builds on their commitment to continual learning and professional growth. The Certified Evaluation Plan is supported by data, evidence, and artifacts that can be measured against a consistent and objective district criteria.

RTSD26 has adopted Charlotte Danielson's *Framework for Teaching* to provide that objective criteria. The four domains identified directly reflect the head ready and heart ready opportunities that we seek to promote within our schools.

FRAMEWORK CRITERIA

The Framework is intended to be comprehensive and includes the complexity of teaching, in the classroom, behind the scenes, and beyond the classroom walls .

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
PLANNING AND PREPARATION	LEARNING ENVIRONMENTS	LEARNING EXPERIENCES	PRINCIPLED TEACHING
<p>1a Applying Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> Disciplinary Expertise Pedagogical Content Knowledge Knowledge of Interdisciplinary Relationships and Skills <p>1b Knowing and Valuing Students</p> <ul style="list-style-type: none"> Respect for Students' Identities Understanding of Students' Current Knowledge and Skills Knowledge of Whole Child Development Knowledge of the Learning Process and Learning Differences <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> Value and Relevance Alignment to Grade-Level Standards Clarity of Purpose Integration of Multiple Aspects of Student Development <p>1d Using Resources Effectively</p> <ul style="list-style-type: none"> Instructional Materials Technology and Digital Resources Supports for Students <p>1e Planning Coherent Instruction</p> <ul style="list-style-type: none"> Tasks and Activities Flexible Learning Student Collaboration Structure and Flow <p>1f Designing and Analyzing Assessments</p> <ul style="list-style-type: none"> Congruence with Instructional Outcomes Criteria and Standards Planning Formative Assessments Analysis and Application 	<p>2a Cultivating Respectful and Affirming Environments</p> <ul style="list-style-type: none"> Positive Relationships Sense of Belonging Cultural Responsiveness Positive Conflict Resolution <p>2b Fostering a Culture for Learning</p> <ul style="list-style-type: none"> Purpose and Motivation Dispositions for Learning Student Agency and Pride in Work Support and Perseverance <p>2c Maintaining Purposeful Environments</p> <ul style="list-style-type: none"> Productive Collaboration Student Autonomy and Responsibility Equitable Access to Resources and Supports Non-Instructional Tasks <p>2d Supporting Positive Student Behavior</p> <ul style="list-style-type: none"> Expectations for the Learning Community Modeling and Teaching Habits of Character Self-Monitoring and Collective Responsibility <p>2e Organizing Spaces for Learning</p> <ul style="list-style-type: none"> Safety and Accessibility Design for Learning and Development Co-Creation and Shared Ownership 	<p>3a Communicating About Purpose and Content</p> <ul style="list-style-type: none"> Purpose for Learning and Criteria for Success Specific Expectations Explanations of Content Use of Academic Language <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> Critical Thinking and Deeper Learning Reasoning and Reflection Student Participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> Rich Learning Experiences Collaboration and Teamwork Use of Instructional Materials and Resources Opportunities for Thinking and Reflection <p>3d Using Assessment for Learning</p> <ul style="list-style-type: none"> Clear Standards for Success Monitoring Student Understanding Timely, Constructive Feedback <p>3e Responding Flexibly to Student Needs</p> <ul style="list-style-type: none"> Evidence-Based Adjustments Receptiveness and Responsiveness Determination and Persistence 	<p>4a Engaging in Reflective Practice</p> <ul style="list-style-type: none"> Self-Assessment of Teaching Analysis and Discovery Application and Continuous Improvement <p>4b Documenting Student Progress</p> <ul style="list-style-type: none"> Student Progress Toward Mastery Shared Ownership Maintaining Reliable Records <p>4c Engaging Families and Communities</p> <ul style="list-style-type: none"> Respect and Cultural Competence Community Values Instructional Program Engagement in Learning Experiences <p>4d Contributing to School Community and Culture</p> <ul style="list-style-type: none"> Relational Trust and Collaborative Spirit Culture of Inquiry and Innovation Service to the School <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> Curiosity and Autonomy Developing Cultural Competence Enhancing Knowledge and Skills Seeking and Acting on Feedback <p>4f Acting in Service of Students</p> <ul style="list-style-type: none"> Acting with Care, Honesty, and Integrity Ethical Decision-Making Advocacy

In addition, certified specialists have domains, components, and elements specifically related to their specialty. The specific number of components and elements may vary among the additional framework rubrics for specialized areas.

The Framework defines levels of performance. The levels of performance are intended to define the *teaching*, not the educator. They are not intended to be used as a checklist: rather the purpose of the rubrics is to inform a professional discussion, suggest areas for further learning, and promote self-reflection in each domain.

The levels of performance range from excellent to unsatisfactory in each domain rubric. The levels of performance are defined as follows:

- 👤 ***Excellent (Distinguished)*** performance refers to the professional educator who innovatively involves students in the learning process and creates a true community of learners. Educators performing at this level are exemplary and leaders both in and outside of their school.
- 👤 ***Proficient*** performance refers to the successful, professional educator who consistently performs at a high level. Educators at this level thoroughly know their content, they know their students, they know the curriculum, and have a broad repertoire of strategies and activities to use with students. It would be expected that most experienced educators would perform at this level.
- 👤 ***Needs Improvement (Basic)*** performance refers to the educator who has the necessary knowledge and skills to be effective, but is inconsistent in applying the skills, usually due to inexperience. Educators who are new to the profession, who are in a new position, or who are doing an activity for the first time may perform at this level.
- 👤 ***Unsatisfactory*** performance refers to an educator who does not understand or apply the concepts underlying the component. In some areas of practice, an educator performing at this level is doing harm in the classroom.

Ultimately non-tenured and tenured educators will receive a summative evaluation rating of Excellent, Proficient, Needs Improvement, or Unsatisfactory.

CERTIFIED EVALUATION PROCEDURES

The evaluation procedures outlined in this handbook apply to non-tenured and tenured certified staff during formal evaluations. The foundation of the evaluation procedure is the 22 teaching competencies organized into four domains on the Teacher Evaluation Rubric. The ratings of unsatisfactory, needs improvement, proficient, and excellent are derived from specific skills and observations for each of the 22 competencies. These rating levels are consistent with Illinois School Code 105 ILCS 5/24A-5 of the Illinois School Code handbook.

Evaluation Components

Tenured Certified Staff	Non-Tenured Certified Staff
<ul style="list-style-type: none"> If proficient or excellent, summative evaluation every 3 years after receiving tenure: <ul style="list-style-type: none"> Formal Observation Cycle (1) <ul style="list-style-type: none"> Pre-conference Observation Post-Conference Informal Observation (1) <ul style="list-style-type: none"> Unannounced Year End Summative (1) At least 1 informal evaluation during non-summative years (*see example below) 	<ul style="list-style-type: none"> Every year until tenure is reached <ul style="list-style-type: none"> Hired before July 1, 2023 - 4 years Hired after July 1, 2023 - 3 years Formal Observation Cycle (2) <ul style="list-style-type: none"> Pre-conference Observation Post-Conference Informal Observation (1) <ul style="list-style-type: none"> Unannounced Year End Summative

Components Example:

Hired before July 1, 2023

	Year 1	Year 2	Year 3	Year 4
Tenured	Summative Year	Off-Cycle*	Off-Cycle*	Summative Year
Non-Tenured	Summative Year	Summative Year	Summative Year	Summative Year

Hired after July 1, 2023

	Year 1	Year 2	Year 3	Year 4
Tenured	Summative Year	Off-Cycle*	Off-Cycle*	Summative Year
Non-Tenured	Summative Year	Summative Year	Summative Year	Off-Cycle*

Evaluation Timelines *(dates are static)*

Tenured Certified Staff	Non-Tenured Certified Staff
<ul style="list-style-type: none">• Evaluation lists and procedures shared by the first day of student attendance• Formal Observation<ul style="list-style-type: none">◦ Scheduled in advance◦ Written feedback provided within 10 working days• Informal Observation<ul style="list-style-type: none">◦ Not scheduled in advance◦ Will begin <i>after</i> October 1◦ Written feedback provided within 10 working days• Summative Conference by May 22<ul style="list-style-type: none">◦ Draft of summative and rubric to teacher 48 hours prior to meeting◦ Meeting scheduled in advance	<ul style="list-style-type: none">• Evaluation lists and procedures shared by the first day of student attendance• Formal Observation<ul style="list-style-type: none">◦ Scheduled in advance◦ Written feedback provided within 10 working days• Informal Observation<ul style="list-style-type: none">◦ Not scheduled in advance◦ Will begin <i>after</i> October 1◦ Written feedback provided within 10 working days• Summative Conference by March 15<ul style="list-style-type: none">◦ Draft of summative and rubric to teacher 48 hours prior to meeting◦ Meeting scheduled in advance

Formal Observations

- Teachers in a summative year will have the formal evaluation first before any informal evaluations.
- A Formal Observation Cycle follows the format of [pre-conference](#) (planning), observation, [post-conference](#) (reflection).
- Results of the observation must be given to the teacher in writing within two work weeks (10 working days) of the conclusion of the formal observation cycle via the online electronic format.

Informal Observations

- May be unannounced and are approximately 15-20 minutes in length.
- Focus on Domains 2 and 3.
- Do not include a pre-conference (planning) or post-conference (reflection) meeting.
- Feedback will be provided via the online electronic format.

Summative Conferences

- Optional self-evaluation/reflection form completed by the teacher using the Self Assessment/Reflection Form. The teacher has the option of sharing or not sharing the completed form with the evaluator.
- May include, but not limited to, participation in professional development, voluntary building level involvement and/or performance, interaction with parents, contributions to school climate, etc. Observed and noted by the evaluator through informal observations and documented observations.
- Administrator completes the Teacher Evaluation Rubric, inclusive of the signature page, and overall rating of Unsatisfactory, Needs Improvement, Proficient, or Excellent.
- The teacher will receive a copy of the completed rubric at least 48 hours prior to a scheduled final evaluation meeting.
- Administrator submits final evaluation document to personnel office to be placed in the employee's personnel file.

Criteria for Overall Summative Rating:

Excellent	Sixteen (16) or more of 22 competencies marked excellent and no competencies marked needs improvement or unsatisfactory
Proficient	Four (4) or less than the 22 competencies marked needs improvement and no competencies marked unsatisfactory
Needs Improvement	Five (5) or more of the 22 competencies marked needs improvement and/or three (3) or less competencies marked unsatisfactory. <ul style="list-style-type: none">• An overall rating of Needs Improvement will result in a state mandated Professional Development Plan, implemented in accordance with the Illinois School Code for tenured teachers.
Unsatisfactory	Four (4) or more Unsatisfactory ratings <ul style="list-style-type: none">• An overall rating of unsatisfactory will result in the dismissal of a non-tenured teacher.• An overall rating of unsatisfactory will result in a state mandated Remediation Plan implemented in accordance with the Illinois School Code for tenured teachers.

CERTIFIED EVALUATION RUBRICS

- [Certified Teacher Rubric \(Danielson Framework + Critical Attributes\)](#)
- [School Psychologist](#)
- [School Social Worker](#)
- [Coach/Instructional Specialist](#)
- [Speech-Language Pathologist](#)
- [Certified School Nurse](#)



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RTSD 26 Needs Improvement Professional Development Plan Procedure

If a teacher's summative evaluation falls into the needs improvement category, this results in a state mandated Professional Development Plan implemented in accordance with the [Illinois School Code](#) for tenured teachers.

Professional Development Plan Development & Cycle

Within 30 school days of receiving a needs improvement rating, you will work with a school administrator to draft a [Professional Development Plan](#). This plan will run simultaneously with a 1-year formal tenured evaluation cycle.

Professional Development Plan Review

At the end of that cycle, a teacher will be given a new summative evaluation rating.

- **If rated proficient** the teacher will be formally evaluated the following year prior to being moved back into the tenure evaluation cycle rotation.
- **If rated needs improvement** the teacher and evaluator will develop another Professional Development Plan which will run simultaneously with a 1-year formal tenured evaluation plan. *Teachers remaining in Needs Improvement for 3 consecutive years may be dismissed if progress is not being made.*
- **If rated unsatisfactory** the district must develop a Remediation Plan.



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RTSD 26 Unsatisfactory Remediation Plan Procedure

If a teacher's summative evaluation falls into the unsatisfactory category, this results in a state mandated Remediation Plan implemented in accordance with the [Illinois School Code](#) for tenured teachers.

Professional Development Plan Development & Cycle

Within 30 school days of receiving an unsatisfactory rating, your administrator and a consulting teacher will draft a [Remediation Plan](#). This is a 90 school day plan.

Remediation Plan Review

At the middle and end of that cycle, a teacher will be given an evaluation rating.

- **If rated proficient** the teacher will be formally evaluated the following year prior to being moved back into the tenure evaluation cycle rotation.
- **If rated unsatisfactory or needs improvement** the staff member *will be recommended for dismissal*.

ADDITIONAL RESOURCES

[Teachboost Guide](#)

[Formal Cycle Pre-Observation Questions](#)