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ILLINOIS STATE BOARD OF EDUCATION **PERFORMANCE EVALUATION REGULATIONS**

23 Ill. Admin. Code 50.100

Section 50.100: Plan Components Required for the Evaluation of Teachers

Each school district shall implement a **performance evaluation plan** for its teachers no later than the applicable date outlined in Section 50.20 of this Part. The plan shall address each of the components contained in this Section.

- a) The plan shall provide for an evaluation at least once every two years of each teacher in contractual continued service (i.e., tenured); however, a tenured teacher who has obtained a “needs improvement” or “unsatisfactory” rating on the previous year’s evaluation shall be evaluated in the next school year after receiving that rating. (See Section 24A-5 of the School Code.)
- b) The plan shall provide for an evaluation at least once every year of each teacher not in contractual continued service (i.e., non-tenured). (See Section 24A-5 of the School Code.)
- c) At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a **written notice** (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:
 - 1) a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;
 - 2) a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory” as set forth in Sections 24A-5(e) and 34-85c of the School Code; and
 - 3) a summary of the district’s procedures related to the provision of professional development in the event a teacher receives a “needs improvement” or remediation in the event a teacher receives an “unsatisfactory” rating to include evaluation tools to be used during the remediation period.
- d) Any professional development provided as part of a professional development or remediation plan under Section 24A-5 of the School Code shall align to Standards for Professional Learning (2011) published by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at <http://www.learningforward.org/standards/index.cfm>. No later amendments to or editions of these standards are incorporated by this Section.

Section 50.110 Student Growth Components

Each school district, when applicable (see Section 50.20 of this Part), shall provide for the use in the performance evaluation plan of data and indicators on student growth as a significant factor in rating teacher performance. (Section 24A-4(b) of the School Code)

For the purpose of this Subpart B, "significant factor" shall represent at least 30 percent of the performance evaluation rating assigned, except as otherwise provided in subsection (a) of this Section. In situations in which a joint committee cannot reach agreement on one or more aspects of student growth within the timeline established under Section 24A-4(b) of the School Code, the school district shall adopt the State model plan contained in Subpart C of this Part with respect to those aspects of student growth upon which no agreement was reached.

- a) Student growth shall represent at least 25 percent of a teacher's performance evaluation rating in the first and second years of a school district's implementation of a performance evaluation system under Section 50.20 (for example, 2012-13 and 2013-14 school years for a school district with a 2012-13 implementation date). Thereafter, student growth shall represent at least 30 percent of the rating assigned.
- b) The performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher (e.g., career and technical education, grade 2) and one or more measurement models to be used to determine student growth that are specific to each assessment chosen. The assessments and measurement models identified shall align to the school's and district's school improvement goals.
 - 1) The joint committee shall identify a measurement model for each type of assessment that employs multiple data points. The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment. Assessments used for each data point in a measurement model may be different provided that they address the same instructional content.
 - 2) The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher.
 - 3) The evaluation plan shall require that at least one Type III assessment be used for each category of teacher. If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.
 - A. The plan shall state the general nature of any Type III assessment chosen (e.g., teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject area in a school) and describe the process and criteria the qualified evaluator and teacher will use to identify or develop the specific Type III assessment to be used.
 - B. A school district required to use two Type III assessments for any category of teachers may delay the use of the second Type III assessment until the second year of implementation.

- 4) The plan shall identify student growth expectations consistent with the assessments and measurement model to be used, as appropriate.
- 5) Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect data specific to student learning. The data to be considered under this subsection (b)(5) shall not be the same data identified for use in the performance evaluation plan to rate the teacher's performance.
 - A. The data the teacher collects shall not be used to determine the performance evaluation rating.
 - B. The teacher should use the data to assess his or her progress and adjust instruction, if necessary. T
- c) The joint committee shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each measurement model chosen to ensure that they *best measure the impact that a teacher, school and school district have on students' academic achievement*. [105 ILCS 5/24A-7]
- d) If the rating scale to be used for student growth does not correspond to the performance evaluation ratings required under Section 24A-5(e) or 34-85c of the School Code, then the plan shall include a description of the four rating levels to be used and how these are aligned to the required performance evaluation ratings.

Section 50.120 Professional Practice Components for Teachers

Each school district, when applicable (see Section 50.20 of this Part), shall implement the requirements of this Section regarding the evaluation of a teacher's professional practice.

- a) In order to assess the quality of the teacher's professional practice, the evaluation plan shall include an instructional framework developed or adopted by the school district that is based upon research regarding effective instruction; addresses at least planning, instructional delivery, and classroom management; and aligns to the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24).
 - 1) The instructional framework shall align to the roles and responsibilities of each teacher who is being evaluated.
 - 2) The evaluation plan shall contain a rubric to be used in rating professional practice that aligns to the instructional framework developed or adopted under this subsection (a).
 - 3) If the rating scale to be used for each indicator of professional practice does not correspond to the performance evaluation ratings required under Section 24A-5(e) or 34-85c of the School Code, then the framework shall include a description of the four rating levels to be used and how these are aligned to the required performance evaluation ratings. In addition, the district shall quantify the relative importance of each portion of the framework to the final professional practice rating.
- b) As required under Section 24A-5 of the School Code, the evaluation plan shall consider the teacher's attendance and his or her competency in the subject matter taught, as well as specify the teacher's strengths and weaknesses and the reasons for identifying the areas as such.
- c) Evidence of professional practice shall be collected through the use of multiple observations that include formal and informal observations. For the purpose of this subsection (c), a formal observation shall allow the qualified evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills and shall involve one of the following activities: an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time; or an observation during a complete lesson; or an observation during an entire class period. The qualified evaluator may designate another person to conduct the observation in situations in which he or she cannot complete all of the observations, or the observations cannot be completed in a timely manner, provided the individual so designated is a qualified evaluator, thus having completed the prequalification process and any retraining, as applicable, required under Section 24A-3 of the School Code.
 - 1) For each tenured teacher who received either an "excellent" or "proficient" performance evaluation rating in his or her last performance evaluation, a minimum of two observations are required during the cycle in which the current evaluation is conducted, one of which must be a formal observation.
 - 2) For each tenured teacher who received a "needs improvement" or "unsatisfactory" performance evaluation rating in his or her last performance evaluation, a minimum of three observations shall be required in the school year immediately following the year in which the "needs improvement" or "unsatisfactory" rating was assigned, of which two must be formal observations.

- 3) For each non-tenured teacher, a minimum of three observations shall be required each school year, of which two must be formal observations.
- 4) Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.
 - A. In advance of this conference, the teacher shall submit to the qualified evaluator a written lesson or unit plan and/or other evidence of planning for the instruction that will be conducted during the window of time when the formal observation may occur and make recommendations for areas on which the qualified evaluator should focus during the observation.
 - B. The qualified evaluator and the teacher shall discuss the lesson or unit plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable.
- 5) Following a formal observation, the qualified evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice. The qualified evaluator shall provide feedback following a formal evaluation to the teacher in writing (electronic or paper). Following an informal observation, the qualified evaluator shall provide feedback to the teacher either orally or in writing (electronic or paper) and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator.
 - A. The teacher shall consider (that is, reflect upon) his or her instruction and, if applicable, may provide to the qualified evaluator additional information or explanations about the lesson presented.
 - B. The qualified evaluator shall provide feedback to the teacher about the individual's professional practice, including evidence specific to areas of focus designated during the conference preceding the observation (see subsection (c)(4) of this Section).
 - C. If the qualified evaluator determines that the evidence collected to date may result in the teacher receiving either a "needs improvement" or "unsatisfactory" performance evaluation rating, then the qualified evaluator shall notify the teacher of that determination.
 - D. The teacher shall work with the qualified evaluator or others (e.g., professional learning team, department head), as determined in the plan, to identify areas for improvement.
 - E. Evidence gathered during the informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.

d) Evidence of Professional Practice

- 1) Any evidence collected during an observation shall be consistent with the rubric developed under subsection (a) of this Section.
- 2) The qualified evaluator shall share with the teacher any evidence collected and judgments made about the evidence during the conference held following the observation (see subsection (c)(5) of this Section).
- 3) The evaluation plan shall define how the evidence to be collected will be used to determine a final professional practice rating.

Section 50.210 Components of the State Performance Evaluation Model

A school district shall conform to the requirements of this Section for any portion of the performance evaluation plan outlined in Section 50.110 for which its joint committee could not reach agreement pursuant to Section 24A-4(b) of the School Code.

- a) Any joint committee that cannot agree to the percentage of student growth that shall comprise the performance evaluation rating assigned shall adopt a performance evaluation plan in which student growth is 50 percent of the performance evaluation rating assigned. (See Section 50.110(a) of this Part and Section 24A-7 of the School Code.)
- b) Any joint committee that cannot agree upon one or both of the assessments required under Section 50.110(b)(2) and (3) shall employ a student learning objective (SLO) process to identify how student growth will be measured for the applicable category of teacher (e.g., career and technical education, grade 2) for which no agreement is reached. The SLO process shall include at least the information listed in Section 50.220.
 - 1) Teachers in the category for which agreement was not reached, or their representatives, shall recommend at least two but no more than four SLOs in response to each assessment (i.e., the assessment type (Type I, Type II or Type III) and specific instrument to be used) for which no agreement was reached. The qualified evaluator shall choose the SLO to be used in the performance evaluation from among the options presented by the teachers. The learning goal, assessment and growth expectation that comprise the SLO shall conform to the provisions of this subsection (b)(1).
 - A) Each learning goal of the SLO shall be aligned to the needs of the teacher's students or the classroom and shall be based on:
 - i) schoolwide or districtwide initiatives that address the content of the learning goal; and/or
 - ii) the school improvement plan, as the plan may relate to the content of the learning goal.
 - B) The assessment of the SLO shall support and measure the applicable learning goal identified pursuant to subsection (b)(1)(A). An adaptive conditional measurement model shall be employed to determine student growth specific to the learning goal being measured.

- i) Any assessment identified under this subsection (b)(1)(B) shall not be the same assessment upon which the joint committee could not reach agreement.
 - ii) If two assessments are to be identified under this subsection (b)(1)(B), then at least one shall be used by more than one teacher in the building or across the district, or by students in one grade level or course, if there is no more than one teacher in a particular category (e.g., career and technical education, grade 2).
- C) The growth expectations for the applicable learning goal shall be aligned to the needs of the teacher's classroom and students. Growth expectations also shall be reviewed at the midpoint of the interval of instruction and modified as may be necessary, provided that the teacher and the qualified evaluator mutually agree to any modifications to be made.
- D) In the event that the qualified evaluator determines that one or more of the SLOs do not meet the requirements of subsection (b)(1)(A), the qualified evaluator shall request that the teacher or teacher representatives propose an alternative to each SLO that the qualified evaluator finds inadequate. The qualified evaluator shall choose the SLO to be used in the performance evaluation either from among those SLOs developed under this subsection or those proposed under subsection (b)(1).
- 2) Results from each assessment shall constitute 50 percent of the final student growth rating to be assigned.
 - 3) The teacher and the qualified educator shall agree in writing to the determinations made pursuant to subsection (b)(1).
- c) Any joint committee that agrees to the assessment to be used but cannot agree to the measurement model, as required under Section 50.110(b)(1), shall employ an adaptive conditional measurement model to determine student growth specific to the student growth expectations identified pursuant to Section 50.110(b)(4).
 - d) Any joint committee that cannot agree to a process to consider certain student characteristics (e.g., special education placement, English language learners, low-income populations) in each measurement model as required under Section 50.110(c) shall employ an SLO process as set forth in this Section to make that determination.
 - e) Any joint committee that cannot agree to the rating scale to be used to determine the student growth rating to be assigned pursuant to Section 50.110(d) shall meet

the requirements of this subsection (e). The determination of the student growth rating to be assigned shall be made by totaling the percentage of students meeting the growth expectation from each assessment used to determine student growth and averaging that result, rounding to the nearest whole number.

- 1) In the initial three years after a school district's implementation date for a performance evaluation system under Section 50.20, the rating scale shall meet the requirements of this subsection (e)(1).
 - A) In instances in which less than 25 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "unsatisfactory".
 - B) In instances in which at least 25 percent but no more than 50 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "needs improvement".
 - C) In instances in which at least 51 percent but no more than 75 percent of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "proficient".
 - D) In instances in which 76 percent or more of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "excellent".
- 2) Starting in the fourth year of a school district's implementation of a performance evaluation system under Section 50.20, the rating scale shall meet the requirements of this subsection (e)(2).
 - A) In instances in which less than 40 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "unsatisfactory".
 - B) In instances in which at least 40 percent but no more than 59 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "needs improvement".
 - C) In instances in which at least 60 percent but no more than 79 percent of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "proficient".

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- D) In instances in which 80 percent or more of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "excellent".

(Source: Added at 38 Ill. Reg. 23175, effective November 19, 2014)