

## Review of Public Act 102 of 2011

### Checklist for Sec. 1249 – Teacher Evaluation

The following can be used as a checklist for what is ACTUALLY required under the law (as opposed to the inaccurate view of many Districts who overstate what is in the law).

*“With the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system... Teacher means an individual ... who is employed ... to deliver direct instruction to pupils as a teacher of record.”*

### Checklist for Teacher Evaluation System under Section 1249

Does the Evaluation System do the following and/or have the following qualities:

- Rigorous, transparent, and fair performance evaluation system
- Evaluates the teacher’s job performance at least annually
- Provide timely and constructive feedback
- Establish clear approaches to measuring student growth
- Provide teachers with relevant data on student growth
- Evaluate a teacher’s job performance with student growth as a significant factor
- Measure student growth by national, state, or local assessments and other objective criteria
- Use ratings of highly effective, effective, minimally effective, and ineffective

Did administration:

- Give ample opportunities for improvement
- Provide relevant coaching, instruction support, or professional development
- Use rigorous standards and streamlined, transparent, and fair procedures
- Train the all evaluators and the observers
- Provide training to teachers on the evaluation tool

The board shall ensure that the performance evaluation system for teachers meets all of the following:

- Include at least an annual year-end evaluation for all teachers
- 40% of the annual year-end evaluation shall be based on student growth and assessment data
- For core content areas where state assessment are administered, 50% of the student growth must be measured using those state assessments.
- The portion of student growth not measured using state assessments must use multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the district
- The portion of the evaluation not based upon student growth shall be based primarily on the teacher’s performance as measured by the evaluation tool
- The portion of the evaluation not measured based upon student growth or the evaluation tool shall incorporate the factors set forth in Section 1248 of the Revised School Code
  - Pedagogical skills, classroom management, attendance and disciplinary record, significant relevant accomplishments and contributions and relevant training
- Similarly situated teachers are to be evaluated using the same evaluation tool.
- The evaluation shall be based on the student growth/assessment data for the most recent 3-consecutive-school-year period. If student growth and assessment data is not available for a teacher for at least 3 school years, the evaluation shall be based on all student growth/assessment data that are available for the teacher.

## Checklist for Teacher Evaluation under Section 1249

### All Teachers:

- Year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year
- Performance goals developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher
- Performance goals will include any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals

### Additional requirement for first year teachers or teachers who received a rating of minimally effective or ineffective:

- An individualized development plan that "includes goals and training and is designed to assist the teacher to improve his or her effectiveness" (developed in consultation with the teacher)
- A "midyear progress report "

The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve. All of the following apply to the midyear progress report:

- Shall be based at least in part on student achievement
- Shall be aligned with the teacher's individualized development plan
- Shall include specific performance goals for the remainder of the school year
- Shall include recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals
- In consultation with the teacher, administration shall develop an improvement plan that includes these goals and training and is designed to assist the teacher in improving his/her rating
- Shall NOT take the place of an annual year-end evaluation

### Classroom observations:

- Evaluation shall include classroom observations
- Pursuant to the Tenure Act, the format and number of classroom observations will be determined by the school board in consultation with teachers and school administrators.
- A classroom observation shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.
- A classroom observation does not have to be for an entire class period.
- Unless a teacher has received a rating of effective or highly effective on his or her 2 most recent annual year-end evaluations, there shall be at least 2 classroom observations of the teacher each school year.
- At least 1 observation must be unscheduled.
- The school administrator responsible for the teacher's evaluation shall conduct at least 1 of the observations. Other observations may be conducted by other observers who are trained in the use of the evaluation tool.
- The teacher is provided with feedback within 30 days after the observation

## MISCELLANEOUS:

### Exemption of Student Growth Data:

“The performance evaluation system may allow for exemption of student growth data for a particular pupil for a school year upon the recommendation of the school administrator conducting the annual year-end evaluation or his or her designee and approval of the school district superintendent or his or her designee, intermediate superintendent or his or her designee, or chief administrator of the public school academy, as applicable.”

### Evaluation Appeal:

“The performance evaluation system shall provide that, if a teacher who is not in a probationary period is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the school district superintendent... The request for a review must be submitted in writing within 20 days after the teacher is informed of the rating.”

### Dismissal Based Upon Evaluation Rating:

The performance evaluation system shall provide that, if a teacher is rated as ineffective on 3 consecutive annual year-end evaluations, the school district, public school academy, or intermediate school district shall dismiss the teacher from his or her employment.”

### Evaluation Rating and Professional Teaching Certificate:

Beginning July 1, 2018, a teacher must be rated as either “effective or highly effective on his or her annual year-end performance evaluation...for the 3 consecutive school years immediately preceding his or her application for the professional teaching certificate” **OR** “was rated as either effective or highly effective on his or her annual year-end performance evaluation...for at least 3 nonconsecutive school years before... application for the professional teaching certificate and submits a recommendation from the chief school administrator of the school at which he or she is currently employed that he or she be issued a professional teaching certificate”.

